

# Hope Chest

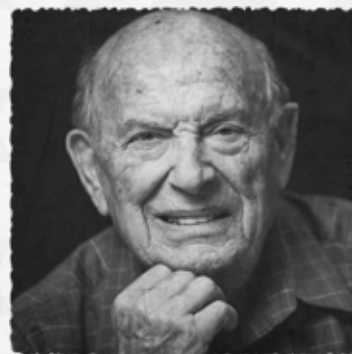
*Remembering the Holocaust*



Teacher's Guide

# Welcome to Hope Chest

*Remembering the Holocaust*



*Hope Chest* takes students on an immersive journey through one young man’s harrowing experiences during the Holocaust. Oskar Knoblauch was just 7 years old, living in Leipzig, Germany, when Hitler and the Nazi Party came into power. Three years later, he and his family fled to Kraków, Poland, in an attempt to escape Nazi anti-Semitic persecution. On the morning of September 1, 1939, 13-year-old Oskar recalls the sounds of German bombers flying low over the rooftops, releasing destruction on Kraków’s railway station and buildings throughout the city. This was the beginning of the “war whose effects would be felt throughout the world for many decades to come.” *A Boy’s Story, A Man’s Memory: Remembering the Holocaust 1933–1945* tells the story of his family’s struggle to survive by working together and guided

by lessons of respect, hope, and giving 110%. He attributes his survival to the help of upstanders—individuals who acted upon what was right and helped when possible, even if it meant putting their own lives at risk.

*Hope Chest* is an engaging teaching resource, designed to meet English language arts (ELA) and social studies standards, using critical thinking, inquiry, and arts integration strategies while supporting social emotional learning (SEL). Lessons target 7th grade standards and is appropriate for grades 7 and up. The unit is guided by the essential questions:

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

This contemporary perspective creates empowering and relevant text-to-self connections for students to embark on dynamic learning. Students will engage directly with the content and build 21st century learning skills through a variety of interactives, including Socratic seminar, tableau, photo analysis, and six-word story. These strategies are wonderful resources that can be added to your teacher’s toolbox for use across your curriculum.

*Hope Chest* organizes *A Boy’s Story, A Man’s Memory* into thematic sections. Each section of the teacher’s guide opens with a guiding question to prepare students for the reading, followed by a lesson overview of vocabulary, historical events, and a list of characters introduced within each section. An answer key corresponding to *Hope Chest* student journals includes vocabulary, questions, and journal-writing prompts. Students will complete one section of the *Hope Chest* student journal concurrently with the reading. Critical thinking arts activities inspire students to engage with the reading and promote deeper understanding of the material. Activities are often completed together in class and may require additional materials, such as paint, photographs, or digital music or video files. Most materials required to complete activities are included within *Hope Chest*.

The Holocaust and events of World War II are complex and emotionally charged. Oskar’s compelling firsthand account of a young person’s indomitable determination to survive this pivotal and tragic time in history is raw and relatable for young readers. *Hope Chest* is an opportunity to cultivate creativity, curiosity, and critical thinking in a safe, supportive, and collaborative classroom environment. More profoundly, students will develop lifelong lessons of empathy, perseverance, and tolerance, and will be empowered with the knowledge that the decisions they make impact the world around them and guide them on their path through life.

For Oskar. The lessons of love, respect, and perseverance passed down from your parents to you will eternally ignite sparks of hope for generations to come and inspire us to be the best versions of ourselves. On behalf of the thousands of lives you have touched, including my own, thank you.

## Hope Chest: Remembering the Holocaust

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Based on *A Boy’s Story, A Man’s Memory:  
Surviving the Holocaust 1933–1945* by Oskar Knoblauch.

Hope Chest: Remembering the Holocaust content created  
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# Content Overview

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While the Holocaust is a complex and sensitive subject, it provides abundant opportunity to empower students with the knowledge that they can positively impact the world every day through their choices and actions. *Hope Chest*’s step-by-step, student-centered lesson plans teach a segment of Holocaust history through a survivor’s firsthand experience while developing critical and creative thinkers and empowering active and empathetic community members.

## Safe Space

Oskar’s story may stir emotional responses from some students. Additionally, throughout the unit, students will be asked to share journal entries from their *Hope Chest* student journals. Prior to beginning this journey, it is recommended that, as a class community, you work together to set behavioral expectations. This may take the form of a classroom contract.<sup>2</sup> If you have already created a classroom contract, this may be a good time to revisit expectations. An important tenant to include is that respect will be shown at all times. Respect is a credo for Oskar throughout *A Boy’s Story*, *A Man’s Memory*.

## Lesson Prep

*Hope Chest* includes techniques for building curiosity and reading comprehension through surprising anticipatory sets, inspiring arts integration activities, and engaging pre-teaching lessons. To begin, review daily lesson plans and, if possible, read corresponding chapters to prepare curriculum connections you would like to pre-teach or materials you may need to organize. Vocabulary, relevant historical events, and themes are listed in the lesson overview of each section. Also, parts of Oskar’s story may stir strong emotions for some readers. A few chapters that include intense content are identified at the beginning of each section in the lesson overview. You may wish to discuss the content together in advance, read these chapters to the class, and/or reflect to address questions.

## Building “Classroom Community”<sup>3</sup>

Throughout the unit, students will engage in group activities and discussions. Journal prompts in each section ask students to make predictions or connect text to self through a personal experience. Drawing directly from themes found in *A Boy’s Story*, *A Man’s Memory*, students will explore the material through social emotional skill-building writing prompts (self-awareness, self-management, social awareness, relationships, and decision-making).<sup>4</sup> Sharing memories and perspectives on themes such as hope, perseverance, and overcoming adversity generates connections to both the text and each other. Students will also be asked to share and discuss their questions and take part in Socratic seminar. This student-guided discussion will use an open-ended question to analyze and interpret elements of the reading. Together, these techniques help contribute to a strong “classroom community” by building trust and relationships in an environment where students feel vested, empowered, and respected.

## Arts and Active Learning

Each section of *Hope Chest* incorporates a critical-thinking arts activity. These arts-integrated lessons can be used to introduce or close the section. When used as a pre-reading activity, they build excitement around the story and aid in comprehension. You will discover a variety of fun and memorable approaches to learning, including music to inspire imagery and sensory language, photo analysis, poetry, and storyboarding.

## Assessment

*Hope Chest* includes several methods of formative assessment and a final summative assessment. Throughout the unit, students will demonstrate understanding through Socratic seminar, tableau, and written responses. The final reflection can be done in a couple of ways. One option is the final journal in Section 10. Students are asked to write three-paragraph journal entries as if they are Oskar, looking back on their experiences during the war. “What have you learned over the past several years? How has the war changed you? How can you use your experience to help others in the future?” Another option is to have students write a three- to five-paragraph essay in response to *Hope Chest*’s essential questions: “How do we form and shape our individual identities?” and “How do our decisions help guide our individual paths?” Each option would require students to support their answers with quotes and/or examples from the text. A rubric is provided.



# Pre-Lesson

*The ethnic killing of Jews between 1939 and 1945 is a dark page in modern man's history. It will serve as a reminder of how civilized humans were able to kill millions of people in order to promote self-proclaimed superiority.*

— Oskar Knoblauch



A German official supervises a deportation action in the Krakow ghetto. Jewish people assembled in a courtyard with their bundles await further instructions, circa 1942. Photo: United States Holocaust Memorial Museum, courtesy of Archiwum Panstwowe w Krakowie.

# Pre-Lesson

**Lesson One: Introduction to Holocaust, WWII, and Oskar Knoblauch**  
**Lesson Two: Finish watching Oskar Knoblauch: Voice of Tolerance**  
**Duration: One to two class periods**

## Overview

It is important for students to have foundational knowledge of the Holocaust to reference throughout their reading. This pre-lesson will prepare students for historical content they will encounter in *A Boy's Story, A Man's Memory*. Students will create a K-W-L (Know-Want-Learn) chart<sup>5</sup> to gauge prior knowledge and spark curiosity. After students share what they know, discuss together as a class what they are curious to learn. Below is an outline of important information about the Holocaust that you may include in your discussion. Finally, students will watch Oskar's presentation, *Voice of Tolerance*, to complete "What I learned." The video is 80 minutes and may take two class periods. Another optional extension is to read *Terrible Things: An Allegory of the Holocaust* by Eve Bunting. This 32-page short story is an easy children's book with a powerful message about the consequences of being a bystander.

When asked what they know about the Holocaust, many students immediately think of death camps and victims with tattooed numbers on their arms. It may come as a surprise that not all concentration camp prisoners were tattooed. The system of tattooing victims took place only at the Auschwitz camp complex.<sup>6</sup> Also, the Nazis established between 1,200 and 1,500 camps in occupied countries. There were many different types of camps and sub-camps, including concentration camps (detention centers), forced-labor camps (brutal use of slave labor to support the Nazi regime), transit camps (holding places usually before deportation to death camps), prisoner-of-war camps (for Allied prisoners of war), and death camps.<sup>7</sup> Oskar's story includes concentration, forced-labor, and death camps. He also talks about life in a Jewish ghetto and a rare experience inside a Nazi headquarters.

The Nazis believed that Germans belonged to a "superior" race.<sup>8</sup> When the National Socialist German Workers' Party came into power in January 1933, one of its tenets was to require German citizenship by blood and that no Jewish people could be a member of the nation.<sup>9</sup> They used propaganda to systematically target and persecute those of the Jewish faith as a threat to Germany. Additionally, the Nazi regime targeted anyone they considered "inferior," including individuals with mental or physical disabilities, people of color, homosexuals, and groups with certain political or ideological views.<sup>10</sup>

It should be clarified that the autobiography students will be reading is a primary source written by someone who experienced events of World War II and the Holocaust. Oskar's story, however, is only one point of view. Individual experiences varied greatly. Students may be familiar with the story of Anne Frank or former Nazi Party member Oskar Schindler. Each are mentioned in *A Boy's Story, A Man's Memory*. These examples, as well as Oskar's story, are just a few individuals out of millions who experienced this time of inhumane atrocities and mass slaughter. Each person's experience and struggle to survive was as unique as the individual. In the end, approximately 6 million Jewish people lost their lives in the Holocaust, as well as millions more Soviet civilians, prisoners of war, and others that the Nazis determined undesirable.<sup>11</sup>

## Purpose

The goal of this lesson is to gauge students' prior understanding and establish foundational knowledge of World War II and the Holocaust in order to spark inquiry and prepare students for reading Section 1, chapters 1–3.



Objectives

At the end of this lesson, students will be able to:

- Identify and articulate their understanding of and points of inquiry around World War II and the Holocaust.
- Locate Germany and Poland on a map.

Materials

- Map of Europe prior to World War II.
- White board and/or large poster board.
- Paper and pencil for each student.
- Oskar Knoblauch’s video, *[Voice of Tolerance](#)* ([VoiceOfTolerance.com/speaking-engagements](#)).

Activities

Prior to class:

- Post the map of pre-WWII Europe somewhere prominent in the room.
- Create a Word Wall by identifying a large space where vocabulary throughout the unit can be easily written and referenced.
- Draw a K-W-L chart on the board.

What I Know (think I know)	What I Want to Know
What I Learned	

Lesson One

Duration: 40 minutes

- As you take attendance, instruct students to copy the K-W-L template on the board.
- Introduce *A Boy’s Story, A Man’s Memory: Remembering the Holocaust 1933–1945*.  
*Over the next several weeks, we will be reading an autobiography written by a Holocaust survivor. What do you know about World War II and the Holocaust?*  
*Take one minute to quietly think about what you know about the Holocaust and WWII. Write your thoughts on your paper under the “What I Know” column.*
- Use your preferred method to pair up students.  
*In the next two minutes, take turns telling your partner what you know about the Holocaust.*
- Ask each group to share something that they know about WWII and the Holocaust and write it on the board.
- Instruct students to take a minute to think to themselves about what they would like to learn about WWII and Holocaust.  
*Write your thoughts under the “What I Want to Know” column.*  
*In the next two minutes, take turns telling your partner what you know about the Holocaust.*
- Ask each group to share something that they would like to know about WWII and the Holocaust and write it on the board.
- Introduce Oskar’s video presentation, *Voice of Tolerance*. You may use information provided in the **Lesson Overview**.
- Instruct students to write down at least three things that they learn while watching *Voice of Tolerance*.
- Watch *Oskar Knoblauch: Voice of Tolerance* (84 minutes).
- The video of Oskar’s presentation will take you to the end of the class period.

Lesson Two

Duration: 40 minutes

- As you take attendance, instruct students to take out their K-W-L charts.
- Finish watching *Oskar Knoblauch: Voice of Tolerance*.

Reflection

The video of Oskar’s presentation will take you to the end of the class period. Ask students to be ready to share what they learned for the next class.

## Section 1

# Loyalty

## Chapters 1–3

*Your Life is a Gift that is one of a kind.  
Love, respect, and hope,  
Always keep those three in mind!*

— Ruzia & Leopold Knoblauch



The Knoblauch family (from left): Oskar, sister Ilse, mother Ruzia, father Leopold, and brother Siegmund. Leipzig, Germany, 1932.  
Photo: The Knoblauch family.



Section 1

# Loyalty

Chapters 1–3

*Your Life is a Gift that is one of a kind.  
Love, respect, and hope,  
Always keep those three in mind!*

— Ruzia & Leopold Knoblauch



The Knoblauch family (from left): Oskar, sister Ilse, mother Ruzia, father Leopold, and brother Siegmund. Leipzig, Germany, 1932.  
Photo: The Knoblauch family.

# Lesson One

Lesson 1 of 2: Intro, Reading  
Duration: One class period

## Overview

Day one of a new book is an opportunity to build excitement and interest for this new experience. You may wish to prepare an anticipatory set or a dramatic and fun introduction to “hook” students. For example, in Chapter 1, Oskar describes sights, sounds, and smells of his hometown of Leipzig, Germany. One idea would be to bring flowers into the classroom to elucidate the colorful wildflowers that are described growing around the city (pages 8 and 9). Another option would be to bring small cookies or pretzels corresponding to Oskar’s description of the treats found in the Grossman’s Bakery (pages 6–8).

Teaching the Holocaust is an emotional experience as students confront the inhumanity of Nazi crimes. *Hope Chest* underscores inspirational messages that are a focus of Oskar’s presentations and book. Throughout *A Boy’s Story, A Man’s Memory*, Oskar references lessons instilled in him by his parents that helped him to remain positive and hold on to hope even in the most desperate of circumstances. Each section of the *Hope Chest* student journal begins with an inspirational quote. These quotes, as well as students’ *Hope Chest* journal entries, provide compelling prompts for class discussion.

Prior to class, write the essential questions and guiding question for the section on the board. Add vocabulary listed at the beginning of Section 1 to the Word Wall. Discuss vocabulary prior to the reading to build meaning behind words, concepts, and ideas that may be unfamiliar. Key terms and ideas that you may wish to discuss prior to reading Section 1 include:

- Foreshadowing
- Primary and secondary sources
- World War I
- Rise of fascism and the Nazi Party
- Hitler Youth
- Loyalty

## Vocabulary

- Militia: Group of supplementary military force, recruited from otherwise non-military citizens. (page 12)
- Upheaval: Sudden significant change. (page 28)
- Anti-Semitism: Prejudice against people of the Jewish faith. (page 19)

## Historical Context

### Chapter 1

- 1930, Leipzig Germany; Leipzig is 75 miles southwest of Berlin.
- Leipzig known for:  
Headquarters of the German book publishing industry since 1825.  
In the 19th century, Leipzig became one of the musical centers of Europe.  
By 1930, Leipzig had many botanical gardens, zoos, parks, an observatory, and museums.

- “This, of course, was at the time when the general public in Germany did not widely acknowledge Nazism. However, as time passed, Hitler’s socialist party was slowly creeping through the land, infecting the German population like cancer” (page 11).

### Chapter 2

- Themes: bullying; intolerance.
- “In the spring of 1932, my sister, brother, and I sensed that something was happening in Germany” (page 12).
- “With each new day, the Nazi Party membership grew to new levels. To celebrate and show their strength, Hitler’s militia, the Sturmabteilung (SA), marched through the streets of Leipzig in their brown shirts. At first, Gunther and I thought it was fun to see the parades. The two of us marched right along with them; after all, how can any kid resist a parade and not join in. Many people at first jeered and threw things at the marchers, yet others cheered and applauded the brown shirts. Within a few months, the Nazis had a very large numbers marching to the sound of their bands and waving a colorful assortment of flags” (page 12).

### Chapter 3

- “At a little after six in the evening, early in the summer of 1936, our train arrived in Kraków . . . . My parents left a lot of German-Jewish friends behind that they stayed in constant touch with until shortly before the war broke out in September of 1939. Still, our departure from Leipzig was happy one. We looked forward to going back to normal lives and to being treated like human beings again. A new chapter in our lives began” (page 18).
- “Life in Poland differed from that in Germany in many ways. From the physical point of view, Poland’s interior was not as developed as most European counties. For instance, not all the streets in the cities were paved and neither were the few highways that led out of Kraków. Rail and bus services were inferior compared with the ones in Germany. Poland, though, had just regained its independence in 1918, and it was still a recovering country” (page 18).

## Characters

### Main Characters:

- Oskar Knoblauch: author of *A Boy’s Story, A Man’s Memory*. Oskar is a Jewish boy born in Leipzig, Germany in 1925. Oskar is 5 years old when the story begins, and it continues to follow his life as he grows up during the tragic events of the Holocaust. Oskar is 19 years old when Kraków is liberated in 1945.
- Ilse Knoblauch: Oskar’s older sister.
- Siegmund (Bubek) Knoblauch: Oskar’s older brother.
- Leopold Knoblauch: Oskar’s father; referred to as “Father” and “Dad.”
- Ruzia Knoblauch: Oskar’s mother.

### Supporting Characters:

- Renate Dorfmann: neighbor and best friend to Oskar’s older sister, Ilse.
- Uncle Adolph: Oskar’s uncle, who lived with the family while in Leipzig.
- Karl Dorfmann: neighbor to Oskar’s family.
- Gunter Dorfmann: Oskar’s friend and neighbor.
- Herr and Miriam Grossman: local bakery owners.



- Horst Werner: athletic club coach.
- Frau Bergheimer: superintendent of Oskar’s apartment building in Leipzig.
- Aunt Itka: Oskar’s mother’s sister, who met Oskar’s family in Modlnica (small village near Kraków) and rented a small apartment for Oskar’s family.
- Cousin Rose: Oskar’s cousin; daughter of Aunt Itka.
- Zbigniew Mankewicz: Oskar’s Catholic friend in Kraków.
- Marina: woman who helped with the laundry, owned a small farm.
- Jasiek: Marina’s husband; farmer.
- Mrs. Kaminski: Oskar’s family’s new unfriendly neighbor.

Essential Questions

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

Guiding Questions

What makes a true friendship? What are the characteristics of a true friend?

Objectives

At the end of Section 1, students will be able to:

- Articulate an understanding of Nazi Party ideology.
- Identify examples of the Nazi Party’s influence on German people.
- Locate Germany and Poland on a map.

Materials

- Students K-W-L charts
- *A Boy’s Story, A Man’s Memory: Remembering the Holocaust 1933–1945* (if accessing online, select Section 1)
- *Hope Chest* student journals
- Map of Europe prior to World War II
- White board and/or large poster board
- List of vocabulary for Section 1: chapters 1–3

Activities

Prior to class:

- Write the essential and guiding questions on the board.
- Post the map of pre-WWII Europe somewhere prominent in the room.
- Write vocabulary found in Section 1 on the Word Wall.

Anticipatory Set:

- To engage students with a new book, incorporating special treats relating to the text helps build excitement about the subject.

For example, in Chapter 1, Oskar describes sights, sounds, and smells of his hometown of Leipzig, Germany. You may wish to bring flowers into the classroom to elucidate the colorful wildflowers that are described growing around the city (pages 8 and 9).

Alternately, bring in small cookies or pretzels corresponding to Oskar’s description of the treats found in the Grossman’s Bakery (pages 6–8).

Lesson

Duration: 40 minutes

- While taking attendance, ask students to take out their K-W-L charts.
- As a class, review “What I Learned” together. Write student responses on the board to complete the chart.
- Introduce *A Boy’s Story, A Man’s Memory: Remembering the Holocaust 1933–1945*

*Over the next several weeks, we will be reading an autobiography written by a Holocaust survivor. The story follows a boy named Oskar, who was very much like you, and his family as they struggle to survive the Holocaust in Nazi-era Germany and Poland. The story begins in Leipzig, Germany, in 1930. Five-year old Oskar lives a happy life with his mother, father, older sister and brother, and uncle. Oskar is confused as his neighbors, classmates, coach, and even his friends and teachers begin to treat him and his family differently.*

- You may also wish to discuss other terms and themes as it fits within your curriculum, including:

Foreshadowing

Primary and secondary sources

World War I

Rise of fascism and the Nazi party

Hitler Youth

Loyalty

- Introduce the Word Wall

Discuss vocabulary that students will come across in the reading.

- If treats or flowers were brought in, you may wish to incorporate these elements into your lesson

*In the first couple of chapters, Oskar uses imagery and sensory language to paint a picture of what growing up in his hometown of Leipzig was like (introduce anticipatory set).*

- Pass out *Hope Chest* student journals.

- Reading: Read Section 1, chapters 1–3. It is recommended to read the first chapters together as a class.

# Lesson Two

Lesson 2 of 2: Journal and Critical Thinking Activity  
Duration: One class period

## Overview

In this lesson, students will reflect upon and engage more deeply with the reading by sharing their journal entries and creating art in response to the text. At the end of Chapter 3, Oskar describes a storm on the horizon. Students are asked to predict what the significance of this might be to the plot. This question asks students to infer meaning and predict what might happen next. As students share their ideas, not only will they verbalize their understanding, but as they listen to other ideas, they will also consider new perspectives and further synthesize information. The discussion closes by students sharing questions they have at the end of Section 1 (Chapter 3).

The Critical Thinking Arts Activity allows students to listen to music that Oskar uses to describe the hills and fields of flowers around Kraków. They will then interpret the music in their own way by creating artwork as they listen to the music. An informational sheet on symbolism is provided to help students understand the symbolic use of color. This activity will not only actively engage students with the reading to gain deeper understanding, but it will also spark their imagination and curiosity. Audio clips can be found on the enclosed digital resources flash drive in Section 1 and can also be accessed via the Hope Chest Resources website in Section 1 of the Media & Images file.

## Essential Questions

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

## Guiding Questions

What makes a true friendship? What are the characteristics of a true friend?

## Objectives

At the end of Section 1, students will be able to:

- Define vocabulary listed in Section 2.
- Recognize literary devices that include foreshadowing, symbolism, and imagery.
- Demonstrate understanding of symbolic use of color in visual art.
- Interpret visual imagery from music to demonstrate understanding of sensory language.
- Articulate ideas about what it means to be a true friend and characteristics of friendship.

## Materials

- *Hope Chest* student journals
- Symbolism reference sheet
- Blank paper
- Markers, colored pencils, and/or watercolor paint
- Paint brushes (if using watercolor paint)
- Cups for water (if using watercolor paint)
- Audio clips can be found on the enclosed digital resources flash drive in Section 1 and can also be accessed via the Hope Chest Resources website in Section 1 of the Media & Images file.
  - Antonin Dvořák: Slavonic Dances, op. 46, no. 4, Tempo di Minuetto in F Major by Václav Neumann & Czech Philharmonic Orchestra.
  - Johann Strauss II: *Frühlingsstimmen (Voices of Spring)*, op. 410 by The Russian Symphony Orchestra.

## Activities

- Reflect on student journals.
- Critical Thinking Activity.

## Lesson

Duration: 35 minutes

- While taking attendance, have students take out *Hope Chest* student journals.
- Ask students if they would like to share their journal entries. (10 minutes)
  - Question: “At the end of Chapter 3, Oskar describes a storm on the horizon. What do you think the significance of this might be to the plot? Write one or two paragraphs.”
- Ask students what questions they are left with in Section 1. (5 minutes)
- Critical Thinking Arts Activity. (20 minutes)
- Pass out Symbolism sheet, blank paper, markers, colored pencils, and/or watercolor paint.
- *Color can be used by artists and in many other aspects in the world around us, such as in advertising and logos, to communicate using a common language of color.*
  - Ask what comes to mind when they think of certain colors: green, blue, yellow, etc.
  - If you see green in the logo of a restaurant, what kind of food would you think is sold there?*
  - Can you think of examples in the text in which Oskar uses color to convey symbolic meaning?*
- Review the Symbolism sheet together.
  - We will use what we know about symbolism to create a piece of artwork inspired by the music Oskar says he thinks of when he looks at the hills and flowers around his home.*
- Read passage on page 28.
  - In Chapter 3, page 28, Oskar compares the landscape to a melody of Johann Strauss or a dance by Antonin Dvorak. While listening to the clip(s), write or draw what the music makes you think about.*



Audio clips can be found on the enclosed digital resources flash drive in Section 1 and can also be accessed via the Hope Chest Resources website in Section 1 of the Media & Images file.

Antonin Dvořák: Slavonic Dances, op. 46, no. 4, Tempo di Minuetto in F Major by Václav Neumann & Czech Philharmonic Orchestra.

Johann Strauss II: *Frühlingsstimmen (Voices of Spring)*, op. 410 by The Russian Symphony Orchestra.

Reflection  
Duration: 5 minutes

- After playing the clips, have groups of four share their artwork with each other.  
Are there commonalities? How is there artwork similar and different?
- Ask students to share with the class the similarities and differences when comparing their artwork to others.
- Have students store their artwork in a safe place in the classroom.

# Section 1: Student Journal Answer Key

## Reading

As you read through chapters 1–3, keep in mind the theme, “Loyalty.” Why do you think that loyalty was chosen as a theme? Provide examples from the text.

- **Answers will vary.**

## Vocabulary

- **Militia: Group of supplementary military force, recruited from otherwise non-military citizens. (page 12)**
- **Upheaval: Sudden significant change. (page 28)**
- **Anti-Semitism: Prejudice against people of the Jewish faith. (page 19)**
- **Student-selected vocabulary word: answers will vary.**

## Questions: Chapter 1

1. Name three things Oskar mentions in the description of his childhood that may have helped to prepare him for what was to come during World War II.
  - **Oskar’s parents emphasized maintaining love, respect, and hope, as described in the poem his parents wrote for their children, titled *Gift*. “Your Life is a Gift that is one of a kind. / Love, respect and hope, /Always keep those three in mind!” (page 7)**
  - **“We repeated this verse constantly throughout the war, especially the one word ‘hope.’ Thanks, Mom and Dad!” (page 7).**
  - **Oskar’s Uncle Adolph taught the children strict discipline (page 10).**
2. Find examples of how Oskar helps the reader to imagine his childhood using the five senses. Write the sentence and the page number. (See, hear, smell, taste, touch)
  - **Answers will vary. Answers may include: See – flowers bloom (page 8). Hear – doorbell rings (page 1), jumping down wooden stairs (page 5). Smell – Sweet aroma of freshly baked cakes (page 5). Taste – warm, crisp edges of plum and cherry cakes (page 6). Touch –dried pees pressed into knees (page 9).**
3. How was Oskar’s childhood similar to yours at this point in the story? Write at least three examples.
  - **Answers will vary. Answers may include: siblings, going to the movies with friends, chores, “playing and getting into mischief,” lives in an apartment, enjoys playing sports/soccer, family plays games together, enjoys bike riding, etc.**

## Questions: Chapter 2

4. List three examples from the text that demonstrates the spread of the Nazi Party’s influence on the German people.
  - **“Many people at first jeered and threw things at the marchers, yet others cheered and applauded the brown shirts. Within a few months, the Nazis had very large numbers marching to the sound of their bands and waving a colorful assortment of flags” (page 12).**

- “As we arrived, he (Horst Werner) stood in front of the (athletic club) gate, blocking the entrance. He was dressed in his SA uniform, signifying his place in Hitler’s National Socialist Party.... Werner gestured for Gunter to enter, and while stretching his hand toward us, he said in a loud hateful voice, “You Jews are not allowed here anymore! This club is only for pure Germans! Get lost and don’t show your Jew faces here again!” (page 13).
  - “One morning, my teacher was already in class, and yes, he was dressed in his SA uniform. As I approached him, he advised me very proudly that from now on I would be sitting in the last row. He went on to say that I would be excluded from all sporting and other school activities” (pages 12–13).
  - “During recess I found myself ignored by all the students” (page 13).
  - “All after school play activities with my friends ceased. On many occasions the same boys and girls who just a few weeks ago were my best friends called me dirty names” (page 14).
5. How do you think Oskar’s parents were feeling about the rise of the Nazi Party? Cite evidence from the text.
- “It must have been very difficult for our parents to hide the real truth about the Nazis’ intent for the Jews. Perhaps they felt in time we would learn it. It didn’t take long for the whole truth to come crashing down on us” (page 12).
  - The parents’ private conversation away from the children suggests that they were afraid and nervous and that they did not want to frighten the children (page 12).

Questions: Chapter 3

6. In Chapter 3, Oskar and his family sought refuge by moving from Leipzig, Germany, to Kraków, Poland. Find Leipzig and Kraków on the map on page 2. Draw a line connecting the two cities to trace Oskar’s family’s journey.



7. What was Oskar’s perspective on his Jewish practice and how it differed from the two other Jewish boys in his class?
- “The Jewish religion says that God created Earth in six days, and, of course, he rested on the seventh day. And so the seventh day became the Sabbath, the day of rest. On that day, no manual work of any kind should be performed, no matter how small... True to their religious beliefs, the two boys would not participate in any school activities, nor would they pick up a pen to write with, or pencil to draw with. My thinking on this matter was very simple. I was of the assumption that it wouldn’t be sacrilegious to do all those things, especially while going to school. I was of the belief that people should observe the Sabbath or a Sunday in our modern time in a democratic way. It can be a solemn day or a workday but it also should be a day of fun and play, so that people can enjoy what was created for them!” (page 20).
  - “When asked why I differed from the other two boys, I replied that we are all individuals and look at things from a different perspective. While my own religious view is very liberal, I do tolerate the teachings and rituals of all other faiths. We live in a world society where people are continuously being harassed and singled out for different reasons, or for no reason at all, and it is therefore wise to follow an old saying: ‘When in Rome, do as the Romans do!’”
8. What is the significance behind Oskar sharing his friend Zbigniew’s dreams about the future?
- Many people before World War II had dreams and plans for their future, just as they do today. The war changed course of many peoples’ lives (page 22).
  - Students may also write about how religion was not a barrier between the two friends before Nazi ideology took hold.

Journal

At the end of Chapter 3, Oskar describes a storm on the horizon. What do you think the significance of this might be to the plot? Write one or two paragraphs.

- Answers will vary.

Critical Thinking Activity

At the end of Chapter 3, Oskar compares the landscape to a melody of Johann Strauss or Antonin Dvořák. While listening to the music clip(s), write or draw what the music makes you think about.

- Answers will vary.



Section 2

# Persevere

Chapters 4–6

*As long as we are together as a family,  
that's all that matters!*

— Leopold Knoblauch



Jewish people from the Kraków Ghetto, who have been rounded up for deportation, are crowded onto the back of a truck in 1942. Photo: United States Holocaust Memorial Museum, courtesy of Archiwum Państwowe w Krakowie.

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# Lesson One

**Lesson 1 of 1: Review Section 1, Introduction Section 2**  
**Duration: One class period**

## Overview

Begin the lesson with a brief discussion of theme for Section 1, “Loyalty,” as it relates to the guiding questions.

- Does the change in behavior and attitude of their friends and neighbors surprise you?
- What are the characteristics of a true friend?
- What makes a true friendship?

The theme for Section 2, “Persevere,” is evident as Oskar and his family begin a new life in Kraków, Poland. Read over *Hope Chest* student journal questions to familiarize yourself with terms, themes, and topics as they might relate to your curriculum.

Key terms, themes, and topics in Section 2 include:

- *The New Colossus*, poem found at the base of the Statue of Liberty, written by the Jewish American writer Emma Lazarus
- Upstander vs. bystander
- Oskar Schindler
- Anne Frank
- Holocaust badges (arm bands, Star of David patch)
- Jewish ghetto
- Perseverance

## Vocabulary

- Annexation: acquiring new territory (city, country, or state), often by force (page 31).
- Persevere: to carry on despite adversity (page 48).
- Gestapo: secret state police of Nazi Germany (page 44).
- Arduous: extremely challenging; difficult (page 58).
- Students-selected vocabulary word

## Historical Context

### Chapter 4

- 1939, Kraków, Poland.
- “With each month, the reality of war grew stronger. The Polish felt that Germany could turn their military might against them next. To play it safe, the Polish army was mobilized and put on full alert. Poland’s chances to withstand an invasion of superior German forces were very slim” (page 31).
- Oskar Schindler (page 31).

- Anne Frank (page 33).
- “The situation in Kraków and the country was getting desperate and frantic. People were afraid, and most of the young males were in uniforms. Army units moved through the city. The word was out that the Polish army would defend Kraków until their last drop of blood was shed” (page 37).

### Chapter 5

- Kraków was under strict military control. The Germans established rules and regulations for all Polish citizens, including the surrendering of all firearms and radios (page 42).
- In January 1940, Germany designated Hans Frank as governor over occupied Poland. He instituted anti-Jewish restrictions, including forbidding Kosher food preparation and requiring all Jewish people to wear an armband with the Star of David. Jewish people were forced to register property and receive an identification card (page 42).

### Chapter 6

- Jewish people in Kraków forcibly relocated to the ghetto in Podgorze. The deadline to enter was March 20, 1941.

## Essential Questions

- How do we form and shape our individual identities?
- How do our decisions help guide our individual paths?

## Guiding Question

How have bystanders and upstanders impacted the course of history?

## Objectives

At the end of Section 2, students will be able to:

- Define vocabulary listed in Section 2.
- Interpret meaning behind the poem The New Colossus.
- Compare the meaning of *The New Colossus* in 1939 to the poem’s meaning today.
- Describe what makes a person an upstander.
- Locate the Soviet Union and Kraków, Poland, on a pre-WWII map.

## Materials

- *A Boy’s Story, A Man’s Memory: Remembering the Holocaust 1933–1945* (if accessing online, select Section 1)
- *Hope Chest* student journals
- Map of Europe prior to World War II
- White board and/or large poster board
- List of vocabulary for Section 1: Chapters 1–3

Activities

Prior to class:

- Write the essential and guiding questions on the board.
- Post the map of pre-WWII Europe somewhere prominent in the room.
- Write vocabulary found in Section 2 on the Word Wall. This section asks students to select their own vocab word from the reading.
- Review Section 1 Guiding Questions
- Begin reading chapters 4–6

Lesson

Duration: 40 minutes

- While taking attendance, have students take out *Hope Chest* student journals.
- Ask students what questions they have left in Section 1. (2 minutes)
- Review Discussion:

In Section 1, Oskar and his family begin to see their life completely changed as Nazi propaganda influences their friends, neighbors, teachers, and classmates. Does the change in behavior and attitude of their friends and neighbors surprise you? What makes a true friendship? What are the characteristics of a true friend?

Reading: Read Section 2, chapters 4–6. This can be done in class silently, together out loud, or assigned as homework along with the *Hope Chest* student journal.

- Assign chapters 7 and 8 for homework.

Section 2: Student Journal Answer Key

Vocabulary

- Annexation: **acquiring new territory (city, country, or state), often by force (page 31).**
- Persevere: **to carry on despite adversity (page 48).**
- Gestapo: **secret state police of Nazi Germany (page 44).**
- Arduous: **extremely challenging; difficult (page 58).**
- Student-selected vocabulary word: **answers will vary.**

Questions: Chapter 4

1. According to Oskar, as the Nazi regime began to take over surrounding countries, why didn’t Jewish people leave Europe?
  - **“Immigrating to another country was easy, as long as a person was able to comply with the already strict conditions imposed by the free countries. It was easier said than done. Visas were based on tight admission quotas that were based upon nationality and religion. President Roosevelt indeed had strong words for Hitler’s behavior, and so did the rest of the world leaders. But, President Roosevelt and members of his cabinet didn’t relax the strict restrictions on immigration to America, nor did any other country. It almost seemed like a world conspiracy—nobody allowed the Jews to escape the Nazis’ clutches and atrocities. Strong words and concern regarding the mistreatment of Jews did not relax the tight quotas and it did not help preserve lives. There simply was no one to turn to and nowhere to go!” (page 33).**
  - **In 1939, Congress had enacted restrictive immigration quotas. The quota system was structured to reduce “undesirable” immigrants, especially Jews. The original version of the immigration bill had been introduced in Congress with a report by the chief of the U.S. Consular Service, Wilbur Carr, characterizing Jewish immigrants as “filthy, un-American, and often dangerous in their habits... lacking any conception of patriotism or national spirit.**
  - **The new annual quota for Germany and Australia was set at 27,370 immigrants—far fewer than the hundreds of thousands of Germans and Austrian Jews attempting to escape the Nazis... . American consular officials abroad were directed by the assistant secretary of state to “postpone and postpone and postpone the granting of visas” to refugees. They created a bureaucratic maze—a “paper wall” to keep refugees far from America’s shores” (pages 33–34).**
2. In Chapter 4, Oskar discusses the poem at the base of the Statue of Liberty titled *The New Colossus*, written by the Jewish-American writer Emma Lazarus (page 35–36). An excerpt from this poem is included below.

Give me your tired, your poor,  
Your huddled masses yearning to be breathe free,  
The wretched refuse of your teeming shore,  
Send these, the homeless, tempest-toss to me,  
I lift my lamp beside the golden door!

From your reading, how was this poem relevant to 1939?  
How does this poem’s meaning pertain to today?

- **Answers will vary.**



3. In Chapter 4, Oskar and his family again attempted to escape the Nazi regime by traveling to the Soviet Union. Using the map, draw a line from Kraków to the Soviet Union. Did the Knoblauch family make it to the Soviet Union?
- **No, after four days of traveling, the family heard rumors that the Germans had surrounded a large area and were sending people back to their homes. Some of Oskar’s extended family continued on by escaping through fields. Oskar and his family returned home (page 40).**

Questions: Chapter 5

4. At the beginning of Chapter 5, Oskar describes the many ways in which life changed in Poland after Nazi occupation. On page 49, Oskar explains his reaction following a day of being badly mistreated.

*My destination was home, and as I walked the very same streets that I walked so many times before in comfort and safety with my friend Zbigniew, I had the sensation that I was being watched and hated, but that day it didn’t bother me. I had just passed a test of strength, endurance, and determination. This day, I thought to myself, I did not allow anyone to break my spirit or self-respect! This day was my victory! Tomorrow would be another day, another work detail, and hopefully a good day*

Describe your thoughts about this selection using one of the prompts below:

- This reminds me of...
- This is meaningful to me because...
- This makes me question...

- **Answers will vary.**

Questions: Chapter 6

5. In Chapter 6, Oskar describes how Marina worked tirelessly to help his family. Oskar refers to people like Marina as “upstanders.” Based on the reading, what could “upstander” be interpreted to mean? Conversely, how would you define the word “bystander”?

- **Answers will vary. Upstanders are individuals who act upon what is right and help when possible, even if it means putting themselves at risk. A bystander is someone who chooses not to act, even if they are aware of something that goes against their beliefs.**
- **“She would make the 18-mile round trip barefoot from her little farmhouse to us, sometimes twice a week, to bring fresh milk, eggs, butter, and even home-baked bread! After we were forced to move to the ghetto, while working at Pomorska, my dad would meet with Marina at a predetermined time and place to receive the food. As time passed and our situation became increasingly dire, Marina worked tirelessly to help us. She would not give up!” (page 55).**

Journal

For Oskar and his family, survival required perseverance. Describe what “perseverance” means to you. Describe a time in your life that you had to persevere and the outcome.

- **Answers will vary.**

Critical Thinking Activity

Oskar’s family moved for their protection, leaving many belongings behind. Draw items that are important to you that you would bring in a small suitcase (18 × 13 × 7 inches) on a journey. List the objects and why you chose them.

- **Answers will vary.**

