

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.

# 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.**

