

Worksheets

Exhibition: Children under the Nazis

INTRODUCTION (BY TEACHER)

Based on panel 1, the teacher gives a brief overview of the range of experiences children who lived under Nazi rule could have, using the photos and the stories of those children, where available, as examples.

See 'Resources' for further information on some of the children featured on the introductory exhibition panel.

GROUP WORK (FOR 9 SMALL GROUPS OR PAIRS OF LEARNERS)

SUGGESTED PEDAGOGICAL APPROACH: PEER-GUIDED LEARNING

The learners are divided into pairs or small groups. Each pair or group is assigned to one of the panels (except for the introductory panel). This results in 9 pairs or groups:

1. Migration (panel 2)
2. In the Ghettos: Education (panel 3)
3. In the Ghettos: Starvation and Disease (panel 4)
4. In Concentration Camps (panel 5)
5. In Their Own Words: Boder (panel 6)
6. In Their Own Words: Tsam (panel 7)
7. Evacuation: Children in Germany (panel 8)
8. Air Raids (panel 9)
9. New Beginnings (panel 10)

Each learner receives a paper copy of the worksheet specific to the panel they have been assigned to. The learners spend about 15-20 minutes working through their panel, discussing its content among themselves, and filling in the worksheets. These answers given by the students provide the basis for their presentation of their panel to the entire group.

In addition, each learner gets a copy of the glossary to help them with the questions; they can take this sheet home with them for further study.

In total, the programme should take about 70 minutes.

GROUP ONE: Migration (panel 2)

Read the texts and look at the images. Answer the following questions:

1. What was the 'Kindertransport'? Who paid for this initiative?

2. Why did most of the 'Kindertransportees' never see their families again? Who supported these children?

3. Who were the 'Tehran Children'? Where did they come from and where did they find safety?

4. Do you think the sculpture is a successful means of commemorating the Kindertransport? Give reasons for your answer?

GROUP TWO: In the Ghettos - Education (panel 3)

Read the texts and look at the images. Answer the following questions:

1. Why were there secret (clandestine) schools in some of the ghettos?

2. Not every child could go to a secret school – why not? What did they do instead of going to school?

3. Who was Janusz Korczak?

4. How did he respond when the Nazis closed his orphanage? Why do you think he responded in this way?

GROUP THREE: In the Ghettos - Starvation and Disease (panel 4)

Read the texts and look at the images. Answer the following questions:

1. Why were younger children in the ghettos particularly in danger of starving or becoming seriously ill?

2. Why did contagious diseases spread rapidly in the ghetto?

3. Why were children well suited to smuggling?

4. Look at the testimony by A. F_g. at the bottom of the panel. Why did F_g feel guilty? Give at least two reasons.

GROUP FOUR: In Concentration Camps (panel 5)

Read the texts and look at the images. Answer the following questions:

1. Why did so few children survive in concentration camps? What happened to children selected for medical experiments?

2. Describe two ways in which some children managed to survive the camps.

3. Who were the liberators of the children at Auschwitz? Who were the liberators of the children at Buchenwald?

4. Where were the children taken after liberation?

GROUP FIVE: In Their Own Words (Boder's Voices Project) (panel 6)

Read the texts and look at the images. Answer the following questions:

1. Why are most early post-war Holocaust testimonies written documents?

2. What's special about David Boder's Voices Project?

3. Read the quotation in the red box in the middle of the panel. What can we learn about Boder's reasons for his project?

4. Why do you think Boder translated his interviews into English?

5. Pick one piece of information from the dialogue between Boder and Edith that you find particularly interesting and say why.

GROUP SIX: In Their Own Words (Tsam's Testimonies) (panel 7)

Read the texts and look at the images. Answer the following questions:

1. Who was Shlomo Tsam?

2. How many of his students' survival stories did he write down and how did he know about them?

3. What language did he write in?

4. Describe the topics typically covered in these survival stories.

5. Compare the two quotations from Buzha's and Rachel's testimonies in the brown boxes at the bottom of the panel. Please describe the similarities and differences between them.

GROUP SEVEN: Evacuation: Children in Germany (panel 8)

Read the texts and look at the images. Answer the following questions:

1. What was the 'Kinderlandverschickung' (KLV)?

2. What do you think was the true purpose of this programme?

3. Did this measure serve to protect the children? Give reason for your answer.

4. What work did Eleanore have to do?

5. How does she describe the experience?

GROUP EIGHT: Air Raids (panel 9)

Read the texts and look at the images. Answer the following questions:

1. What historical event does the drawing by Horst Straninger depict?

2. Next to the drawing, there is an excerpt from a school essay, written by a boy from Nuremberg. What experiences and feelings did the boy write about?

3. Why was Nuremberg so heavily bombed?

4. What was the 'Volkssturm'?

5. How did German teenagers contribute to the German war effort?

GROUP NINE: New Beginnings (panel 10)

Read the texts and look at the images. Answer the following questions:

1. What were 'displaced persons camps'?

2. What were the biggest challenges for the Allies and local authorities with regard to displaced persons?

3. Look at the UNRRA fact sheet on Josef Pinsker. What do we learn about this boy and his family?

4. Look at the narrative text on Josef underneath the fact sheet. Pick one piece of information from this text that you find particularly interesting and say why.

5. What new beginnings and hopes for his future does Josef have?
