

Children of Germany

Kelly Holden

Overview

In Germany preceding and during World War II, children faced difficult and challenging experiences. The experiences of one child could be extraordinarily different from that of another. The determining factor was whether the child was Aryan or not. For children with blonde hair and blue eyes, their experiences were one of honor. But for Jewish children, their experiences were ones of destruction.

Under Hitler's regime, the Aryan child was seen as a "hero" of Germany. These children were destined to fight for the fatherland. They were enlisted into the Hitler Youth and taught the skills that would propel Germany to the forefront. It was a great honor to serve Hitler and Germany, and as such children did so willingly. Aryan children's experiences were one of honor and fulfillment for Germany.

Aryan children looked at war as an exciting experience. It was a way to show appreciation and honor not only to Hitler, but to Germany. Aryan children saw World War II as not necessarily a war, but as excitement. It was an adventure they could participate in.

Jewish children in Germany faced a radically different experience from their Aryan counterparts. Their path in World War II was one of alienation and destruction. The Jewish children were seen as a group to be eliminated and as such their experiences were horrific.

Jewish children were unwilling participants in World War II. By being reared in a Judaic tradition, they were alienated, discriminated against and eventually killed. The correlation that exists between Aryan and Jewish children is disturbing. Both groups were children. Both groups lived in Germany, but their experiences transcend so called "normal" experiences of children.

The focus of this unit is two fold. I would like students to gain an appreciation for how easily people can be swayed into committing horrible acts. This way they may recognize the ease in which one can make unfortunate decisions. I also would like my students to see first hand accounts of how people survive in difficult situations and show my students that redemption is within reach.

Introduction of Students

I teach in a large urban middle school in the south. I work most closely with the sixth

grade students. They range in age from 10-13, and this is their first experience in middle school. The majority (80%), of my students are of a minority background. My students are not simply racially or ethnically diverse; they are also at a large disadvantage economically. Of my minority students, 64% are also labeled economically disadvantaged. Many are also at a low level in both reading and writing. I strive to conduct this unit to get students excited. I have from past experience, found the Holocaust a topic that gets the actively engages students in their learning. Exploring a topic in depth, allows their analytical and critical thinking skills to be challenged.

I find it extremely important to make what I teach in social studies relevant to my student's life. I ask my students opinions of what they think history is about and almost always someone says "dead people" and "memorizing facts". It is my job to allow them see that history impacts their lives currently. I consistently look for ways to incorporate real life experiences into past events. I have to find a "hook" to help them see that what happens in the past impacts what are experiencing currently. By making history relevant to their lives, students not only see the relevance, but become actively engaged in their own learning.

Because of their background, many of my students have faced prejudice and discrimination in their daily life. This can come from many different aspects in their life. My students are young, but many have already been impacted by prejudice and discrimination. They often write about these experiences when I have related to prejudicial events in social studies. I believe the Holocaust taps into this prior experience and knowledge base. This topic allows the students to feel "smart" about something. They can also form relationships between themselves and the participants of the Holocaust. It is through this topic that I hope to get them excited about their learning.

In the use of the Holocaust as a topic of study, students gather evidence that what is fair is not always what happens in society. They can also see examples of how people not only survived in these circumstances, but in some cases thrived. By examining the Holocaust students can correlate their own experiences today to the Jewish children of the past.

I also have found that students relate well with stories of children their own age. By looking specifically at the Hitler Youth and child survivors of the holocaust, I hope to ignite their interests. They can easily relate to the topic of prejudice, but now they can also see themselves fully in the situation because we are talking about children. They can envision themselves experiences these events, because they are of the same age group. I want them to see the prejudice and intolerance in history and how those consequences impact the current situations.

My goal with using stories of children is to allow students the opportunity to see what children have endured in the past. By looking specifically at stories of survival, students may correlate those experiences to their own life. Using children also allows a completely different perspective to be examined from what is written about in history books. History books often focus on adults, particularly leaders leaving out how wars impact all people

living within a society. This way, students can see that children did play an integral part in war. It was not just centered on adults.

Introduction to the Holocaust

Anti-Semitism (hatred against Jews), is based upon two main components. There is anti-Semitism that is religious based and that which is economically based. Religious anti-Semitism stems from two points for Christian followers. There is the Messiah issue and the Crucifixion issue. Christians believe that Jesus was the son of god and the savior of people. Followers of Judaism however, believe that Jesus was not the Messiah. This division has brought about a rift between the two religions, each one with its own opinion. The fact that Jews do not recognize Jesus as the Messiah has caused tremendous conflict between the religions.

Followers of Christianity and Judaism also differ on the issue of the crucifixion of Christ. Many followers of Christianity believe that Jews were responsible for the death of Jesus. When Jesus was crucified and died, Christians looked for a group who was responsible. The Jews seemed to be the logical answer to the problem. Christians began to blame the Jews for the death of Jesus and wanted the followers of Judaism to convert to Christianity. This act of religious conversion would show as “repentance” for the act of killing Christ. What Christians did not fathom was that Jews would not give up their religion. Then the true hatred of Jews began.

There also exists an economic anti-Semitism towards the Jewish people. The Jewish people have faced prejudice and discrimination based on money. Following the financial downfall after World War I, Germany looked for a scapegoat to blame its financial problems on. The Jews were an easy target because of the jobs and finances many of them had. It was easy to blame Jews for the economic upheaval the Germany was facing.

It is also important to note that not only Christians but Protestants blamed Jews for the world’s problems. In the 1500’s, Martin Luther wanted Jews to become converts to his faith. When they refused, he called for them to be expelled from Germany and their houses of worship to be burned and destroyed.

Once Hitler and the Nazi Party rose to power in 1933, many things changed in Germany. The Nuremberg Laws were passed by the national legislature which defined and prohibited many aspects of the Jews life. Jews were now separated from Aryan citizens in what they could or could not do. The laws also defined who was a “full” Jew. It set the precedent for who could marry and not.

Jewish businessmen experienced not only discrimination, but the destruction of their businesses. On the night of November 7, 1938, the Nazis organized Kristallnacht. It became known as the night of broken glass. On this night the businesses and synagogues of the Jewish people were destroyed. This night left a trail of destruction which was two

fold. Jewish businesses were destroyed, leaving them with no economic advantage and Jewish citizens received notification that discrimination was not going to diminish.

The Jewish people at this time were truly aware that the situation in Germany was not going to get any better. Unfortunately, it was too late to get out. Many of the Jewish people did not realize in the 1930's just how horrible the situation was going to get. Some of the more fortunate Jewish citizens were able to get out, but many others had no place to go. Their passports at this time had been marked with the letter "J" to control their movements and let others know that they were Jewish. This act drastically impacted how and where the Jewish people could travel. Other countries did not want to take on the problems associated with Jewish people. Many did not want to leave their lives and businesses that they had worked so hard to build.

The next step in the implementation of the plan to get rid of the Jewish people was the development of the ghetto. The ghettos were walled off or barbed wire sections of cities in occupied countries. The Jewish citizens of Germany were rounded up by Nazi sympathizers. They were moved to ghettos where they were controlled by the Jewish council. The leaders of the council were made to carry out the orders of the Nazis. The conditions within the ghetto were horrifying. Disease ran rampant among the ghetto citizens and many Jewish people lost their life. These losses greatly reduced the population of Jews, thus eliminating part of the "problem".

The ghettos served the purpose of separating the Jews, but did not exterminate the Jews as many Nazis wanted. In 1942, Adolph Eichmann detailed his plan for the Final Solution at the Wannse conference. The plan detailed the process in which Jews would either be sent to death camps or to concentration camps where they would work.

Even the act of being moved to the concentration camps was a horrific one. The Jewish people were packed into cattle box cars, so much so that they were forced to stand continuously. Many people fainted from the lack of ventilation on the box cars. What many consider basic necessities were not provided. There was no food, water, and toilets available to the Jewish prisoners. They were faced to endure these conditions for days at a time depending on the distance to the concentration camp.

Upon arrival at the concentration camp, the scene was chaotic. Nazi soldiers were yelling at the Jews, often in a language that was unfamiliar to them. They were divided by sex and often families were separated. Nazi officers would evaluate a Jew within seconds. If they seemed healthy or could perform a special skill they were sent to the left to become prisoners. These people were the more fortunate. The weak, sick, and old were sent to the right where they were sent to the gas chamber.

Conditions within the concentration camp were horrific. Jews were forced to sleep in barracks. These barracks provided little shielding from the elements. They were often cold, windy, and in some cases lacked even a roof. The lack of bathroom facilities and the numerous Jews that were put into the barracks may have seemed insurmountable.

Members of a barrack would often awake in the morning to the dead bodies of those who had died in the night.

Not only was the night a horrific time, but also the work the Jews had to do during the day. Jewish prisoners were constantly at work, for only a working Jew was an alive Jew. They were forced to work long hours in awful conditions to support the regime which could ultimately lead to their death. Add to this the fact that they were separated from their families and life was tremendously difficult.

People learned very quickly that only the strong willed and those of resourcefulness would survive. In order not to die, Jews had to find ways to make themselves live. One way to live was to make yourself seem healthier. By looking healthy, you could avoid extermination at least for the present moment. It was easier for the Nazi soldiers to justify killing a Jew when they looked ragged and sickly in appearance. It was psychologically easier to shoot someone if they seemed inhuman. Another way to prolong your life in the concentration camp was to have a skill that could help the Nazi soldiers. By being a skilled worker it was that much harder to eliminate you.

An element of this unit is to examine what allowed the surviving Jews live. Was it emotional fortitude, resourcefulness, or just plain luck? What psychological impact did this event have on the Jews who survived?

Introduction to the Hitler Youth

Adolf Hitler became Chancellor of Germany on January 30, 1933. At his inauguration there was an enormous group of young German boys there who were known as the Hitler Youth. These boys played an instrumental role in the conflict between Germany and the Allied countries. They served as future soldiers of Germany and carried out the orders of Nazi philosophies.

On June 17, 1933, Hitler promoted Baldur von Schirach to *Jugendführer des Deutschen Reiches* (Youth Leader of Germany). Schirach would serve in this position until the conclusion of WWII. He helped shape and guide the Hitler Youth and their role in the Nazi party. He took orders and was under the direct leadership of Hitler.

The brainwashing of Hitler Youth began at an early age. Through both school and extracurricular activities, German children were bombarded with the thoughts and teachings of the Nazi Party. Starting at the age of six, young boys were allowed to follow and participate informally in the Hitler Youth. Between the ages of 10-14 German boys were allowed to join the Jungvolk. Finally between the ages of 14-18 boys were participants of the *Hitler Jugend* (Hitler Youth).

The *Hitler Jugend*, or HJ as it was commonly referred to provided an opportunity to many German boys that they found enthralling. Boys were taught and practiced skills that they found exciting. German youth participated in activities that would train them to be

future soldiers in Hitler's army. The acts included learning to read a map, digging a trench, the proper use of a dugout, marching, throwing a grenade, and the use of a bayonet. It was in many cases like playing war for them. Many children enjoyed these activities and may not have fully understood the reasons they were practicing.

HJ also encouraged physical endurance among its members. Physical education was paramount. According to Hitler, memorizing facts was not important. It was of greater importance to be physically fit because physically fit boys would turn into great soldiers. Competitions were often arranged among the Hitler Youth to toughen them. Fist fights and brawls were common place and in some instances were encouraged. Bruises and scrapes were frequent and considered part of physical education.

Sixty percent of the youth of Germany belonged to the Hitler Youth by 1935. Initially membership was voluntary, but eventually enormous pressure was put upon parents to enroll their children. Heavy prison sentences were placed upon parents who prevented their children from enrolling in the HJ. At its height, membership in the Hitler Youth grew to nearly six million.

With defeat seemingly imminent, Hitler used all the resources he could muster to hold off defeat. This included the use of Hitler Youth in the military. Now children were not just playing war but actually participating in it. Children of a very young age were forced to face the realities of war firsthand.

Once the war ended, Hitler Youth and German citizens were forced to confront the atrocities of the Nazis. They were made to view the horrific images of the liberated concentration camps. In some instances, they were even made to bury the bodies of Jewish people who had perished within the camps. The Hitler Youth were not prosecuted for their actions during WWII. The Allies considered them a group of misguided children who were following the requests of their elders. Schirach however; faced a very different fate. He was sentenced to 20 years in prison for subjecting the youth of Germany to Nazi propaganda and educating them in the philosophies of National Socialism.

One positive aspect of the Hitler Youth may have been the survival skills that the HJ learned. Germany was left devastated at the conclusion of the war. People were forced to live among the ruins and members of the Hitler Youth had learned survival skills that allowed them to survive and help their families.

What impact did being a member of the Hitler Youth have on the developing youth in Germany? How did the experiences they faced shape their childhood and what type of person they became? These are topics we will examine through our unit.

Objectives

Throughout discussion, on the Holocaust I hope my students will gain a deeper understanding and knowledge base. This understanding should include not just the factual

components of World War II, but the emotional experiences of both Aryan and Jewish children. Currently in society, there still exists prejudice and discrimination. This can be based on many different characteristics such as religion, race, nationality, or even socioeconomics. I want students to evaluate how differing interpretation of superiority and inferiority can both lead to the blind following of totalitarian dictators. I also would like them to see how easily children can be manipulated into believing and committing actions. When is the innocence of a child lost and when does a child become responsible for their actions?

My objectives for the unit are:

1. To analyze how past relations between Jews and Christians impacted the events of the Holocaust.
2. To explore how the citizens of Germany and elsewhere could actively participated in these acts of discrimination.
3. To examine the acts that lead the Nazi government to have all encompassing control over the citizens of Germany.
4. To point out how the Nazis made it seem acceptable to the citizens of Germany to participate in the mass extermination of the Jews.
5. To evaluate what acts led to the survival of Jews within concentration camps.
6. To discuss the emotions of those children who were involved in the Hitler Youth.
7. To hypothesize how we can never have these acts occur again.
8. To analyze how Nazi ideology made Jews enemies and Aryans heroes.
9. To evaluate the HJ's effect and role it played on the children of Germany.

Strategies

As I gain a deeper knowledge base of the holocaust, I along with my students often ask ourselves "what was the mindset of World War II participants". Through this unit, I want my students to discover the answers that we seek. As Americans, I believe we are programmed to put on "rosy colored glasses" and to push negative thoughts away. The holocaust was such a horrific experience that many of us do not want to delve into these experiences.

The Hitler Youth is a group that my students will find fascinating. I believe this is because they can relate to the age of its members. They often ask "Did the children really believe what they are being asked to believe in?" They will examine this more fully through the use of primary source documents. We will also examine the feeling of "belonging" that the members of the Hitler youth felt.

We all know that for survivors of concentration camps it was a life changing experience. But how did these people emotionally survive? We read about the horrific events that members of the Jewish community had to face, yet what made one person survive, while another gave up?

I will use multiple avenues to teach the students within my classroom. Through my years of teaching experience, I have discovered that a one size fits all approach is not successful. By incorporating movement, art, and discussion into lessons, I have a better chance to impact those students I teach. As a result, I will use multiple approaches when examining the psychological impact that the holocaust had on its participants.

The Children of Germany unit has overarching goals for my students. First and foremost I want them to develop a respect for humanity. I also want students to see that people can be easily manipulated into committing actions that go against humanity. These are very v difficult objectives to measure. I will have to evaluate these through smaller activities in the unit.

We will also examine maps and specific people of Germany during World War II. Lectures and noted will be taken to provide the factual background needed for discussion and implementation of the unit. People and places to be discussed include, but are not limited to:

Adolph Hitler	Baldur von Schirach	Concentration camps
Joseph Stalin	Berlin	nationalism
Winston Churchill	Denmark	Auschwitz
Germany	Rudolf Hoss	Warsaw Ghettos
Italy	Hitler Youth	Nuremburg Laws
Japan	ghettos	Kristelnacht

One work of literature that I will incorporate with my students is the novel *The Devil's Arithmetic*. It will be challenging for my students, yet interesting in the plot and storyline. The students delve into the story with great enthusiasm because of the twists and turns incorporated with the storyline.

The Devil's Arithmetic is an historical fiction novel which begins with a present day Jewish girl named Hannah. She is a typical teenager and wants to hang out with her friends. Instead, her parents force her to attend a Seder dinner to honor Passover. She resents the fact that she must attend this event and is upset that it focuses on traditions and prayers which she considers obsolete.

At the Seder dinner, Hannah is transported back in time to the holocaust. Her name in the past is Chaya and she lives with a Jewish family. The climax of the story occurs when she is taken to a concentration camp and forced to endure the horrific conditions that occur there. She learns what fortitude it took to survive in the camp. This book offers tremendous insight into the holocaust and the people that were there.

Another novel I will use is *Number the Stars*. I use this as a companion novel to *The Devil's Arithmetic*. This book describes not only the Jewish experience of World War II, but the experience of Aryan children who reached out to help others in need.

The story's main characters are Annemarie and Ellen. Annemarie is a Christian, blonde hair blue-eyed child. Her best friend, Ellen, is Jewish.

As the story progresses, you see the enormous risks that Annemarie and her family take in order to help out those in need. They take Ellen in as their own and transport her to safety from Hitler's followers. This book I find instrumental in showing the humanity that existed among men. I encourage my students to evaluate what courageous people these must have been.

I will also use photographs within my classroom. I have found students are much more intrigued with a topic if they have a visual representation of what that event looks like. History can be a boring subject if all you do is memorize facts and the names of people who have died. But by putting a face to history, students can often connect to the time period and people involved more fully.

I use multiple websites to find pictures of the Holocaust and the Hitler Youth organization. Some of these websites include:

- <http://www.shamash.org/holocaust/photos/#Pressac>
- <http://www.holocaustpictures.org/pictures/holocaust-pictures/>
- <http://www.varianfry.dk/holocaustphotos.htm>
- <http://www.holocaustsurvivors.org/data.show.php?di=list&da=photos&so=title>
- <http://www.holocaustresearchproject.org/holoprelude/images/Hitler%20Youth%20poster.jpg>
- <http://library.thinkquest.org/12663/media/img/youth.jpg>
- http://www.authordon.com/images/site_graphics/hilter_youth_mind_control.jpg
- <http://images.bridgeman.co.uk/cgi-bin/bridgemanImage.cgi/400wm.HIS.9167130.7055475/314440.jpg>

It is important to note when using pictures to evaluate the maturity level of those students you are teaching. As a sixth grade teacher, I find myself analyzing whether my children are mature enough to handle the material displayed in some of these photographs.

I also use excerpts from the *Commandant of Auschwitz*. In this selection, Rudolf Hoss gives his chilling account of how genocide is perpetrated. Hoss was chosen to oversee the creation of Auschwitz and in his words make the "greatest human extermination center of all time." Prior to his execution in 1947, he wrote the account of his experiences. I will use this to examine the psychological mindset of the perpetrators of the Holocaust. A question inevitably expressed by my students is how did the Germans commit these horrific acts. In this selection, Hoss attempts to provide insight as to what allowed the SS to justify their treatment of the Jews.

Lesson Plan One: Analysis through Pictures

I find pictures to be an extraordinary resource to have students evaluate situations that they may not have a strong foundation in knowledge. At the beginning of my unit, on World War II, I conduct an inquiry lesson. I will organize students into groups of four. I will give each group a picture of a Jewish child of the holocaust and a picture of a Hitler Youth.

I provide them with questions that I want them to answer while they analyze. Some of these questions include:

- 1) What experiences do you believe these children faced during World War II?
- 2) What makes these children different from one another?
- 3) What role do you believe the children played in World War II?

I also guide them to come up with reasons why one group was treated differently from another. The answers may not be correct or have missed conclusion, but through a group discussion we bring out these misconceptions.

Lesson Plan Two: Survival Stories

All children survive something. Whether its discrimination, divorce or a breakup; children can relate to having to survive through a traumatic experience. After we examine experiences of Jewish children of the holocaust, I ask students to tell of a time when they survived a difficult event. By writing about a difficult time in their life students will see correlations between the past events of the holocaust and events that are impacting them currently. Even though the events in their lives might not have been as horrific as the holocaust students can see the fortitude that they have within themselves. Not only does this writing activity allow students to make correlations, it allows me gain an understanding of where my students are coming from. It helps me get to know them better and fulfill their needs as we progress through the year.

Lesson Plan Three: Two Sides of the Fence

World War II offered both positive and negative effects on children. Depending on your religion during WWII, you could have two completely different experiences. We examine Chaya's experience through the *Devil's Arithmetic*, the experiences of Annemarie and Ellen in *Number the Stars*, and a member of the Hitler Youth. Each of these stories offer radically different prospectuses on World War II. We make comparisons between the children through the use of a graphic organizer. This graphic organizer shows will not only the similarities but the differences that exist. I hope that through this process they see that children have more similarities than differences among them. Their experiences may be drastically different, but they are all children of Germany.

Lesson Plan Four: How Could You?

One question that is brought to the forefront on the holocaust is “How could the Germans have committed these acts”. By examining SS soldiers experiences during WWII, we attempt to understand how man could do this to another. Through the examination of *Commandant of Auschwitz* the students will attempt to and analyze how the hatred of Jews could allow for these horrific acts to occur. This task is something we explore, though at its conclusion we still might not fully understand. It is also through this activity that we speculate on ways to stop events such as these from occurring today. I will design this format through the use of a Socratic seminar. My initial statement will be: What justifications were there for the Holocaust? I will also follow up with: How can we ensure that another holocaust not occur?

Culminating Lesson: You Have 15 Minutes!

Incorporated throughout this unit, I hope students distinguish those things that are most important in their lives. So much of what they consider important is the material goods of today. By using examples again of the past I want them to scrutinize their lives today. For our culminating activity, students will design a suitcase. Using cardboard they will make a suitcase and they must fill their suitcase with those things of the greatest importance to them. The objects have to fit in the suitcase and light enough to carry. I allow students to take pictures of the objects and “put” them in the suitcase. This will be done after stories are relayed about the Jewish being forced to commit the same acts. They then have to give a presentation of why they chose the things they did and there significance.

Andler, David. *Child of the Warsaw Ghetto*. New York: Holiday House, 1995.

Adler and Ritz use a picture-book biography to personalize what happened to millions of Jews under the Nazis. This is the story of Froim Baum, a Holocaust survivor now living in the U.S., who was born to a poor Jewish family in Warsaw in 1926. With the boy's personal biography, Adler weaves together the history of Hitler's rise to power, the Nazi invasion of Poland, the raging anti-Semitism, the herding of more than 400,000 Jews into the walled Warsaw ghetto, and, finally, the death camps.

Bachrach, Susan. *Tell Them We Remember*. Boston: Little, Brown, 1994.

Each spread investigates a different aspect of the Holocaust: the rise of the Nazi party, the Wannsee conference, the murder of the mentally ill, persecution of homosexuals and gypsies, and the destruction of the Jews.

Bartoletti, Susan. *Hitler Youth Growing Up in Hitler's Shadow*. New York: Scholastic Nonfiction, 2005.

Hitler's plans for the future of Germany relied significantly on its young people, and this excellent history shows how he attempted to carry out his mission with the establishment of the Hitler Youth, or *Hitlerjugend*, in 1926. With a focus on the years between 1933 and the end of the war in 1945, Bartoletti explains the roles that millions of boys and girls unwittingly played in the horrors of the Third Reich.

Boas, Jacob. *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*. New York: Holt and Company, 1995.

Each diary reveals one voice, one teenager coping with the impossible.

Brostoff, Anita. *Flares of Memory: Stories of Childhood during the Holocaust*. Oxford: Oxford University Press, 2001.

Ranging from snapshots of pre-Holocaust life to survival in disguise and portraits of "the virtuous and the vicious," 92 vignettes by Holocaust survivors who participated in writing workshops at the Holocaust Center of Pittsburgh are gathered in *Flares of Memory: Stories of Childhood During the Holocaust*.

Chartuck, Rosalie, and Spencer, Jack. *The Holocaust Years: Society on Trial. How It Happened—What It Means*. A Bantam Book, 1995.

A discussion of the consequences of the Holocaust and how it occurred.

Des Pres, Terrence. *The Survivor—An Anatomy of Life in the Death Camps*. New York: Oxford University Press, 1976.

An examination of how people survived the horrible experiences of the concentration camps.

Dwork, Deborah. *Children with a Star: Jewish Youth in Nazi Europe*. New Haven: Yale University Press, 1991.

This powerful and moving book tells for the first time the history of the children who lived and died in the shadow of the Holocaust. Drawing on oral histories, archival

records, letters and diaries, Dwork evokes and analyzes the feelings, activities, and perceptions of Jewish children in Nazi Europe.

Eban, Abba. *The Final Solution. Reflections on the Tragedy of European Jewry*. London: The Council Christians and Jews, 1961.

Discusses the prejudice faced by Jews in Europe throughout the centuries.

Epstein, Helen. *Children of the Holocaust*. New York: Penguin Books, 1988.

A psychological look at the effects the holocaust had on future generations of Jews.

Fitzgerald, Stephanie. *Kristallnacht: The Night of Broken Glass*. Minneapolis: Compass Point Books, 2008.

For one horrific night in November 1938, the streets of Germany and Austria were overrun with people bent on destruction. Members of the Nazi Party and their supporters destroyed close to 8,000 Jewish-owned businesses and homes. Hundreds of synagogues were burned to the ground, and more than 100 Jews were killed. Because of the glass that littered the streets from all the demolished windows, this event came to be known as Kristallnacht, "the night of broken glass".

Geve, Thomas. *Guns and Barbed Wire: A Child Survives the Holocaust*.

Chicago:Academy Chicago, 1987.

The author was taken to Auschwitz in 1942 when he was 13 years old and spent a total of 22 months in Auschwitz and Buchenwald before he was freed by the Allies in April 1945. As he recuperated, he drew from memory pictures of daily life in the camps.

Handler, Andrew. *Young People Speak: Surviving the Holocaust in Hungary*. New York: Franklin Watts, 1993.

Recalling events before and during the Nazi occupation of Hungary from 1944-1945, these 11 narratives fail to involve readers. These Jewish survivors, children during the Holocaust, were never in concentration camps, but tell of their daily struggles to remain alive.

Heyes, Eileen. *Children of the Swastika: The Hitler Youth*. Brookfield: Millbrook Press, 1993.

This book describes, in chilling detail, how Adolf Hitler exploited the idealism of Germany's young people and bent them to his will through the Nazi party youth group called Hitler Youth.

Hunt, Irmgard. *On Hitler's Mountain: Overcoming the Legacy of a Nazi Childhood*. New York: Harper Porenail, 2006.

Growing up in the beautiful mountains of Berchtesgaden - just steps from Adolf Hitler's alpine retreat - Irmgard Hunt had a seemingly happy, simple childhood. In her powerful, illuminating, and sometimes frightening memoir, Hunt recounts a youth lived under an evil but persuasive leader.

Holliday, Laurel. *Children of the Holocaust and World War II*. New York: Pocket Book, 1995.

World War II and the Holocaust disrupted, indeed ruined, the lives of millions of children. This book tells the story of these children, including Jews and other victims of the Nazis, as well as Hitler Youth, themselves exploited by power-hungry adults. The effects on children of Holocaust survivors are examined, as are the effects of the Holocaust on young Jews, Germans, and others in the years since.

Kater, Michael. *Hitler Youth*. Cambridge: Harvard University Press, 2004.

Determining that by age ten children's minds could be turned from play to politics, the regime inducted nearly all German juveniles between the ages of ten and eighteen into its state-run organization. The result was a potent tool for bending young minds and hearts to the will of Adolf Hitler.

Keeley, Jennifer. *Life in the Hitler Youth*. San Diego: Lucent Books, 2000.

This well-researched, insightful book traces the origins and development of the Hitler Youth through the end of World War II, when its members realized that they had been betrayed by the Nazi propaganda that had imbued every part of their lives.

Leapman, Michael. *Witness to War: Eight True Life Stories of Nazi Persecution*. New York: Viking, 1998.

For millions of children, living in Europe during World War II was a terrifying experience. Here, eight of those children share their true stories -- of living in the Warsaw Ghetto, of being sent to concentration camps, of being selected for "Germanization". Each story is different, but each represents the stories of millions of innocent victims of the Holocaust.

Lobel, Anita. *No Pretty Pictures: A Child of War*. New York: Greenwillow Books, 1998. Lobel recounts a tale of vastly different kind -- her own achingly potent memoir of a childhood of flight, imprisonment, and uncommon bravery in Nazi-occupied Poland.

Lowery, Louis. *Number the Stars*. Boston: Houghton Mifflin, 1989.

A story of how a friendship evolves during World War II between Christian and Jewish friends.

Meyerhoff, Marianne. *Four Girls from Berlin: The True Story of a Freindship that Defined the Holocaust*. Hoboken: John Wiley, 2007.

Four Girls from Berlin vividly recreates that past and tells the story of Lotte and her courageous non-Jewish friends Ilonka, Erica, and Ursula as they lived under the shadow of Hitler in Berlin.

Mosse, George. *Toward the Final Solution—A History of European Racism*. New York: Howard Fertig, 1978.

The path taken by Nazi's during World War to cause the ultimate destruction of the Jewish race.

Nicholas, Lynn. *Cruel World: The Children of Europe in the Nazi Web*. New York: A.A. Knopf, 2005.

Nicholas recounts the stories of the Kindertransport children, the teenaged children of the Reich, and the survivors of wartime famines, camps and factories.

Nieuwsa, Milton. *Kinderlager: An Oral History of Young Holocaust Survivors*. New York: Holiday House, 1998.

Draws on interviews with three women who recount their experiences as child survivors of Auschwitz-Birkenau, the Nazi death camp.

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During a Passover Seder, 12-year-old Hannah finds herself transported from America in 1988 to Poland in 1942, where she assumes the life of young Chaya. Within days the Nazis take Chaya and her neighbors off to a concentration camp, mere components in the death factory. As days pass, Hannah's own memory of her past, and the prisoners' future, fades until she is Chaya completely. Chaya/Hannah's final sacrifice, and the return of memory, is her victory over the horror.

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Adler and Ritz use a picture-book biography to personalize what happened to millions of Jews under the Nazis. This is the story of Froim Baum, a Holocaust survivor now living in the U.S., who was born to a poor Jewish family in Warsaw in 1926. With the boy's personal biography, Adler weaves together the history of Hitler's rise to power, the Nazi invasion of Poland, the raging anti-Semitism, the herding of more than 400,000 Jews into the walled Warsaw ghetto, and, finally, the death camps.

Boas, Jacob. *We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust*. New York: Holt and Company, 1995.

Each diary reveals one voice, one teenager coping with the impossible.

Handler, Andrew. *Young People Speak: Surviving the Holocaust in Hungary*. New York: Franklin Watts, 1993.

Recalling events before and during the Nazi occupation of Hungary from 1944-1945, these 11 narratives fail to involve readers. These Jewish survivors, children during the Holocaust, were never in concentration camps, but tell of their daily struggles to remain alive.

Leapman, Michael. *Witness to War: Eight True Life Stories of Nazi Persecution*. New York: Viking, 1998.

For millions of children, living in Europe during World War II was a terrifying experience. Here, eight of those children share their true stories -- of living in the Warsaw Ghetto, of being sent to concentration camps, of being selected for "Germanization". Each story is different, but each represents the stories of millions of innocent victims of the Holocaust.

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During a Passover Seder, 12-year-old Hannah finds herself transported from America in 1988 to Poland in 1942, where she assumes the life of young Chaya. Within days the Nazis take Chaya and her neighbors off to a concentration camp, mere components in the death factory. As days pass, Hannah's own memory of her past, and the prisoners' future, fades until she is Chaya completely. Chaya/Hannah's final sacrifice, and the return of memory, is her victory over the horror.