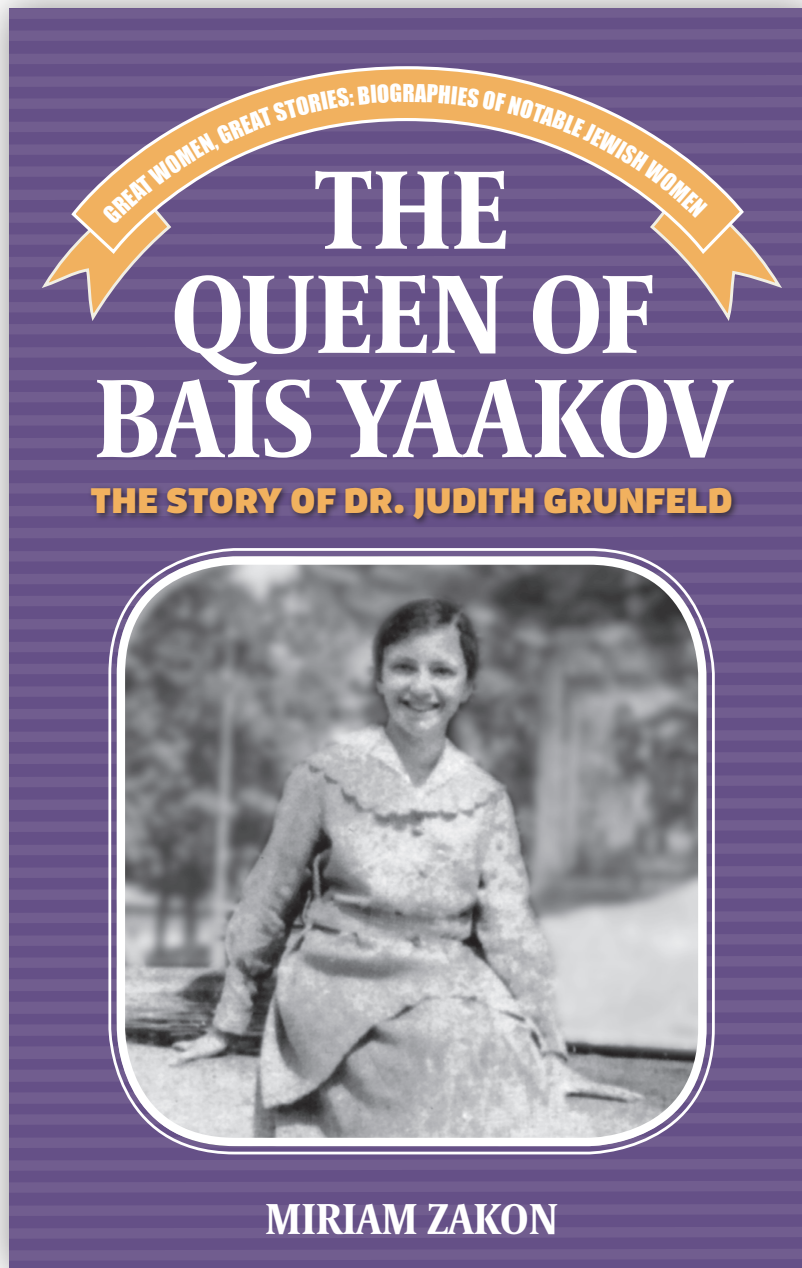


Educator's Guide



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CONTENTS

For the Teacher	3
Pre-Reading Activities.....	4
Introduction.....	4
Chapters 1–2	5
Chapters 3–4	7
Chapters 5–6	9
Chapter 7.....	10
Chapters 8–9	11
Chapters 10–11.....	13
Chapter 12	14
Chapters 13–14.....	15
Chapters 15–16.....	16
Chapter 17	18
Chapters 18–19.....	19
Supplementary Activities	20
Appendix A: “Dreams”.....	21
Appendix B: Readers Theater (Chapter 4)	22
Appendix C: Readers Theater (Chapter 7)	23
Who Was Dr. Judith Grunfeld?	24
Biography Sketch	25

FOR THE TEACHER

This guide consists of lessons to assist you in using *The Queen of Bais Yaakov: The Story of Dr. Judith Grunfeld* in your classroom. The guide is written in a chapter-by-chapter format and includes a synopsis, pre-reading activities, comprehension questions and vocabulary, as well as supplementary activities to be used at the end of the book.

The book and its accompanying guide can be used in a number of ways. Students reading at the same level might participate in a small-group guided reading of the book, returning to it over several weeks as they read and discuss it with the teacher. The entire class might read the book and discuss it in small groups using literature circles or reciprocal teaching. The teacher can then use the suggested questions to guide students in their discussions. Comprehension questions can be answered orally or in writing. Students should be encouraged to support their answers with evidence from the text. Students might keep a notebook of their responses throughout the year, which can then be used for progress monitoring and assessment purposes.

Using this guide can help you as a teacher create more active readers. Students who are encouraged to think about their reading, make inferences, compare and contrast events and characters, and notice author's language will read more closely and carefully. They will become more thoughtful readers, and their reading comprehension will improve. Working on this in the context of authentic literature helps to inspire a motivation and love for reading.

SYNOPSIS Judith Grunfeld worked with Sarah Schenirer to found the Bais Yaakov movement, and later shepherded the children of London to safety in Shefford.

Pre-Reading Activities

Use one or more of the following activities to introduce the book.

1. **Predictions:** Preview the book by reading the title, the author, and looking at the photograph on the cover. Ask students what they think this book will be about. Have they read any other books in this series? What clues can they gather about the book from the title, *The Queen of Bais Yaakov*?
2. **Rapid Research:** Build students' background knowledge by showing them photographs of this time period. Alternatively, provide students with articles or other nonfiction books related to this time period that they can skim for information. The teacher might also read them excerpts from *Rebbetzin Grunfeld* by Miriam Dansky (Mesorah Publications, 2002) to build background knowledge. (Based on "Teaching Historical Fiction," sadlier.com)
3. **Genre Focus:** *The Queen of Bais Yaakov: The Story of Dr. Judith Grunfeld* is a biography. This means that it tells the true story of a person's life. As students read this book, have them complete the graphic organizer at the end of this packet to describe Judith Grunfeld's character traits, life, and accomplishments.

INTRODUCTION

Read the introduction aloud to the class with expression and passion to build student enthusiasm for the topic. Engage students in discussion about their dreams. Discussion ideas might include:

1. Refer to "Dreams" by Langston Hughes (Appendix A), and lead a class discussion on the importance of dreams.
2. The author states that this is a book "...about how people took what they dreamed about and built it into something very real." Who do you know who took a dream and turned it into something real? What did they do?

CHAPTERS 1–2

SYNOPSIS Judit Rosenbaum grows up in a strict but loving home in Budapest.

→ **Prompt:** Read to find out about Judit Rosenbaum’s childhood.

Guided Questions

1. What mood does the author create in the first two paragraphs of the book? How does she create that mood? *The mood is one of calm and peace despite the bad weather. Details used to create that mood include specific adjectives — graceful, lovely, warm and pleasant, cozy glow, comfortable chair. The author also paints the scene with very specific and descriptive details, such as the large drawing room, comfortable chair, small burgundy sofa, large decorated carriage.*
2. Create a family tree for the Rosenbaums based on information in chapter 1.
3. The author writes, “Little Judit Rosenbaum could have become a very spoiled young lady.” Why? *Answers can include: she’s beautiful, looks like something out of a painting, baby of the family.*
4. Compare and contrast Fadding and Mama. *Both are deeply religious and well-educated. While Fadding is mischievous and entertaining, Mama is more serious.*
- AA 5. **Focus on literary devices:** The author uses simile and metaphor at the end of chapter 2 to describe Judit. Identify the simile and metaphor in the last paragraph of the chapter and discuss the purpose it serves. *The author uses simile when comparing Judit to a beautiful plant or flower (“like some beautiful plant or flower”) and metaphor when describing the family’s love for Judit (“confident in the sunshine of her family’s love and praise”). These literary devices paint a picture of Judit’s childhood and create a mood of happiness and confidence.*
6. **Focus on fluency:** In chapter 1, the author uses varied sentence structure, including questions and short, choppy sentences, to create a tone of mystery. Reread the second paragraph on page 14 (beginning with the words “That wasn’t the only odd happening”) with expression, paying attention to the way the author varies the sentence length and type to establish a mood.

 **CHAPTERS 1–2 CONT.**

Vocabulary

exquisite (p. 15): *This beautiful new baby looked more like an **exquisite** doll than a person.*

resent (p. 18): *Judit didn't **resent** Mama's strictness.*



vain (p. 19): *...With Mama in the background, making sure her youngest daughter didn't grow up to be spoiled or **vain**.*

CHAPTERS 3–4

SYNOPSIS Judit Rosenbaum moves to Germany and develops into a caring and thoughtful young lady.

→ **Prompt:** Read to find out about Judit’s move to Germany and her teenage years.

Guided Questions

1. Contrast the Polish Jews to the German ones. *Polish Jews spoke Yiddish, dressed in a more old-fashioned style, and were poorer. German Jews spoke German and were more quiet and self-disciplined.*
2. The text says, “In Judit’s home, there were no prejudices against the unfortunates who’d come from Eastern Europe looking for a better life.” What does this suggest about the Rosenbaum family? *Responses may include: they’re considerate to all, don’t think about externals, care about all Jews.*
3. List some of the ways Mama Rosenbaum cares for the Polish refugees. *She invites them for Shabbos meals, gives them her children’s outgrown clothing, and gives food and medicine to the families.*
4. Explain the meaning of the title of chapter 3: “West Meets East.” *The chapter describes how the Rosenbaum family, Western Jews who live in Germany with German habits and mindset, treat the Polish refugees from the East.*
5. Describe Judit’s character based on information in these chapters. Bring details from the text to support your ideas. *Responses may include: kind to the refugees, independent thinker who doesn’t care what her friends think of her, stands up for what’s right, persuasive with her friends, compassionate to others.*
6. Why does Esther think Judit should be a teacher? *Based on the way Judit calms Carrie down and explains her father’s position, Esther thinks Judit would be a successful teacher.*
-  7. **Creative writing:** At the beginning of chapter 4, Judit and her friends discuss what they want to be when they grow up. After reading this selection, write a one- to two-paragraph description of what you want to be when you grow up, explaining why.
-  8. **Focus on fluency:** Students pair up with a partner and read the script taken from page 26 in the text (Appendix B). Encourage them to read with correct expression and phrasing.

 **CHAPTERS 3–4 CONT.**

Vocabulary

prosperous (p. 21): *Though Judit was born in Hungary, when she was only two years old the Rosenbaum family moved to the **prosperous** German community of Frankfurt.*

prejudices (p. 22): *In Judit's home, there were no **prejudices** against the unfortunates who'd come from Eastern Europe looking for a better life.*

primitive (p. 22): *Mama didn't find these strangers disgusting or **primitive** or silly.*

ragged (p. 23): *Some of the poor people were dressed in ragged, dirty clothing that looked strange next to the sparkling, starched white tablecloth and gleaming silver candlesticks.*

urge (p. 23): *She would simply **urge** the little ones to eat more of the steaming chicken soup.*

CHAPTERS 5–6

SYNOPSIS Judit Rosenbaum graduates the Hirsch school and attends teachers' college, developing as a religious young woman.

→ **Prompt:** Read to find out about Judit's development when she finishes school.

Guided Questions

1. The text says that in the days of Rabbi Samson Raphael Hirsch, life seemed to be getting safer for the Jews of Germany but was really becoming more dangerous. Explain what this means. *As the physical safety of the Jews improved and they were able to take part in German culture, their levels of religious observance declined.*
2. Compare Judit's struggle with her Saturday classes to the struggle of Rav Hirsch. *She stands up for what she knows is right and refuses to go to school on Shabbos just as Rav Hirsch did by donning his tefillin even though he was the only one doing so.*
3. Describe Mama's character based on events in this chapter. *Responses may include: she's very strong, religious, does what's right under all circumstances.*
4. At the end of chapter 6, the author writes, "In later years, when Jewish life grew dark all over the world, Judit remembered that day very well. And she, too, learned to light candles in the darkness." Predict for whom Jewish life might grow dark in later years and what "candles" Judit might light.

Vocabulary

anti-Semitism (p. 29): For the most part, **anti-Semitism** was prohibited by law, and Jews didn't have to live in fear of attacks and persecution.

prohibited (p. 29): For the most part, anti-Semitism was **prohibited** by law, and Jews didn't have to live in fear of attacks and persecution.

dignified (p. 31): Judit Rosenbaum stood nervously before the tall, **dignified** dean of the teachers' college.




composed (p. 33): Judit's dark eyes flashed, but she remained calm and **composed**.

CHAPTER 7

SYNOPSIS Judit Rosenbaum substitutes in the Hirsch school and realizes that she loves teaching, but not in Germany.

→ **Prompt:** Read to find out about Judit's first experiences as a teacher.

Guided Questions

1. How does Fraulein Rosenbaum feel when she takes the job as substitute in her old school? *She's glad to do it but also feels a little awkward coming back as a teacher.*
2. Explain why Chanukah is a particularly enjoyable holiday for Judit. *Responses may include: she was born shortly before Chanukah; her name, Yehudis, reminds her of Yehudis in the Chanukah story; she relates to the messages of Chanukah and of bringing light to Jews during times of darkness.*
3. Why does the headmaster care so much about how the room is left after the party? *The headmaster is a strict German man who cares a lot about rules and cleanliness. Judit's ideas about the girls enjoying Chanukah and their party are less important to him.*
4. After the Chanukah party is over, Judit goes home "like someone in a dream." Explain what this means. *She can't believe how successful the party was. As a teacher, she usually teaches information, but the party gave her a chance to touch her students' hearts and really affect them.*
5.  **Focus on fluency:** Students pair up with a partner and read the script taken from page 40 in the text (Appendix C). Encourage them to read with correct expression and phrasing.
6.  **Creative writing:** Write a diary entry for Judit, describing her thoughts and feelings before the Chanukah party and afterward.
7.  **Creative writing:** Write the introduction to a speech Judit may have delivered to her students at the Chanukah party.

Vocabulary




solemn (p. 41): *The principal continued to speak. His face was **solemn**.*

CHAPTERS 8–9

SYNOPSIS On the advice of Moreinu Rosenheim, Judit Rosenbaum joins Sarah Schenirer in Poland.

→ **Prompt:** Read to find out where Judit ends up teaching.

Guided Questions

1. Describe Judit's dilemma about going to Palestine. *On the one hand, she feels that in Palestine she'll be able to accomplish as a teacher, but she also knows that her parents will be afraid to let her go.*
2. Describe Judit's thoughts and feelings when Moreinu Rosenheim suggests she go to Poland. *To her, Poland is backward and uncultured and she can't imagine leaving Germany for Poland. She thinks of the Polish refugees she knew and can't imagine working with them.*
3. What does Moreinu Rosenheim mean when he says, "There are many ways to be a pioneer"? *Responses may include: Judit thinks going to Palestine, which is an undeveloped country, is pioneering; Rav Rosenheim is suggesting that Poland will be an adventure as well.*
4. Explain the roles of Moreinu Rosenheim, Dr. Deutschlander, and Sarah Schenirer in the new Bais Yaakov movement. *Sarah Schenirer started the schools under the guidance of the gadol Moreinu Rosenheim (among others), and Dr. Leo Deutschlander worked with her to build it into a proper school system.*
5. Describe Judit's personality based on details in these chapters. Bring information from the text to support your ideas. *Responses may include: she's adventurous, brave, determined, idealistic.*
6.  **Focus on geography:** Use a world map to locate the various places mentioned in these chapters: Germany, Poland, and Vienna.
7.  **Focus on fluency:** In chapter 8, the author uses varied sentence structure, including questions and short, choppy sentences, to develop Judit's reaction to the letter. Reread the three paragraphs on page 49 (beginning with the words "How strange!") with expression, paying attention to the way the author varies the sentence length and type to establish a mood.
8.  **Creative writing:** Write a letter from Judit to a good friend back home in Germany, describing her travels to Robov.

 **CHAPTERS 8–9 CONT.**

Vocabulary

hostile (p. 46): *The Arabs living there were sometimes **hostile**.*

impartial (p. 46): *No, they couldn't give her an **impartial** answer.*

piercing (p. 47): *The man with the **piercing** eyes and graying beard stared at the eager young girl sitting before him.*

bewilderment (p. 49): *Judit's first reaction was **bewilderment**.*

doggedly (p. 56): *Armed with her two pieces of paper, Judit **doggedly** set forth.*

seasoned (p. 56): *Judit was now a **seasoned** traveler.*


flitting (p. 57): *In their gaily colored dresses they seemed like a group of butterflies **flitting** from place to place.*

CHAPTERS 10–11

SYNOPSIS Judit Rosenbaum meets up with Sara Schenirer and becomes involved in founding the Bais Yaakov movement.

→ **Prompt:** Read to find out how Judit gets involved in the new Bais Yaakov movement.

Guided Questions

1. Why were schools becoming important for Jewish girls in ways that had been unimportant before? *Girls were starting to be educated outside their homes and were reading many secular books and learning secular subjects. Movements that were anti-Torah were becoming popular among Jewish girls.*
2. In Sarah Schenirer's first Bais Yaakov building, "something revolutionary began." What began, and why was it revolutionary? *A system for girls' schooling, which never existed before, began. Girls were excited to learn about their Jewish heritage.*
3. Why did Sarah Schenirer open a teacher's seminary? *She couldn't teach all the children herself, so she needed to train young women to be teachers as well.*
4. Contrast Judit's role in Bais Yaakov during the first summer in Robov to her role when she returns four years later. *In Robov she is a guest teacher, working alongside Sarah Schenirer and teaching classes as well as poetry and song. When she comes back with her doctorate, she is respected for her schooling as well as her skills as a speaker and professionally trained teacher.*
5.  **Creative writing:** Design a poster or advertisement to invite people to come find out about the new Bais Yaakov movement. Be sure to mention the "famous female orator from western Europe" who will be speaking!

Vocabulary

weary (p. 62): *Suddenly, though, a glint of something — could it be hope? — sparkled in her **weary** eyes.*

nondescript (p. 63): *In a **nondescript** brick building on a small side road of Cracow's Jewish quarter, something revolutionary began.*

sparsely (p. 63): *They would knock on the narrow wooden door and shyly walk into the **sparsely** furnished room.*

courteously (p. 69): *He **courteously** pulled out a chair for his guest.*

prosperous (p. 72): *Judit went to the homes and offices of **prosperous** businessmen, asking that they help build Bais Yaakov.*

CHAPTER 12

SYNOPSIS Judit Grunfeld marries, leaves Germany, and settles in England.

→ **Prompt:** Read to find out how Judit gets married and leaves Germany.

Guided Questions

1. Describe how Isidore Grunfeld stands up to the Nazi who says that the Jewish Talmud speaks nastily of Christians. *He explains how everything the Nazi said was false and shows that in fact he was even holding the book of Talmud upside down.*
2. What makes the Grunfelds realize it's time to leave Germany? *They see a parade of marching Nazis and hear their anti-Semitic singing.*
3. What are some of the ways Isidore and Judit Grunfeld try to hide the fact that they're escaping from Germany? *They decide to leave a few days apart. When Isidore leaves, he dresses as though he's going to work, carrying with him only his usual briefcase.*
4. Why does Isidore Grunfeld decide to move his young family to London? *This way he can learn English and then practice as a lawyer in British-controlled Palestine.*

Vocabulary

savagely (p. 78): *As he walked out of the lecture hall, a group of Nazi hoodlums, furious at him for making a fool of their leader, jumped on him and attacked him **savagely**.*

somber (p. 80): *Her **somber** words persuaded her husband.*

flee (p. 80): *They would **flee** for their lives.*

fateful (p. 80): *On this **fateful** morning, it contained Isidore's two most precious items — his tallis and tefillin.*

CHAPTERS 13–14

SYNOPSIS Judit Grunfeld works for Rabbi Dr. Solomon Schonfeld in his London school.

→ **Prompt:** Read about Judit’s adventures in England.

Guided Questions

1. In what ways could Judit be a pioneer in England? *She could teach Torah to children whose parents want them to get a good education, and help build Jewish British society.*
2. What does Solomon Schonfeld say that finally convinces Judit Grunfeld to join him on his mission? *He explains how much she’s needed. His words “your people need you” remind her of Sarah Schenirer and the work she did for Bais Yaakov.*
3. How is Solomon Schonfeld different from the other men at his shul meeting? *Although they all agree that it’s important to save the Jewish children, only Rabbi Schonfeld is ready to think on such a large scale and actually make the rescue happen.*
4. Describe Solomon Schonfeld’s personality as shown in these chapters. Bring details from the text to support your ideas. *Responses may include: he is committed, driven, sympathetic, brave, idealistic, kind.*
5. When asked whether he thinks about the children he saved, Dr. Schonfeld replies, “I think more often about the children I couldn’t save.” What does this indicate about him? *Responses may include: he’s humble, he knows how much more there is to accomplish, he doesn’t take credit for his heroism.*

Vocabulary

brash (p. 86): Judit turned an astonished face toward the **brash** young man.

plight (p. 90): Then someone told him about the terrible **plight** of children in Austria whose parents had been killed by the Nazis during a bloody attack on the Jews of Vienna, the capital city.



gestured (p. 93): He **gestured** toward a small building down the street.

CHAPTERS 15–16

SYNOPSIS Judith Grunfeld escorts her school, together with many refugee children, to the countryside during World War II.

→ **Prompt:** Read to find out about Judith’s “biggest challenge of all.”

Guided Questions

1. Explain the meaning of the term “Pied Piper” as used in this chapter. *This was the code the British government would use to inform schools that it was time to evacuate their children from London to the countryside.*
-  2. **Focus on setting:** Create a drawing or map of Shefford based on details provided in this chapter. Label your drawing.
3. When the children arrive in Shefford, “the trouble began almost immediately.” What kind of trouble begins? *Responses may include: the children can’t eat their hosts’ food, can’t work on Shabbos.*
4. What lesson does Judith remember from her mother’s reaction to her brother’s death, and how does it help her in Shefford? *When she tries to figure out how they can accept Shabbos in the strange town of Shefford, she remembers her mother’s words, “We are here, and Shabbos is coming.” This reminds her that no matter the circumstances, Shabbos can be successfully welcomed.*
5. How does Rabbi Schonfeld arrange for as good a Shabbos as possible for the children of Shefford? *He finds a large hall for all the children and brings with him dishes, pots, and Shabbos foods. They have an aron kodesh, and tables covered with tablecloths.*
-  6. **Creative writing:** Write a letter from one of the women in Shefford to a friend, describing the “Hebrews” who have just arrived.

Vocabulary

content (p. 96): Not **content** to rule Austria and Germany, the wicked Nazis had cast their greedy eyes over the rest of Europe.

inevitable (p. 96): War, the British knew, was **inevitable**.

bustling (p. 99): The huge station was **bustling** even though the hour was early.

grimly (p. 101): Looking at the nonkosher meat, Dr. Grunfeld **grimly** thanked the official standing by the boxes of food and told her there was no need for it.

 **CHAPTERS 15–16 CONT.**

Vocabulary cont.

harried (p. 102): *As Judith and **harried** government officials supervised, the children were sent to different families.*

pandemonium (p. 103): *Judith had already had one terrible moment, when she'd realized that in the **pandemonium** she'd lost her baby and the nanny who was watching him.*

CHAPTER 17

SYNOPSIS Judith Grunfeld takes care of the children of Shefford.

→ **Prompt:** Read to find out how the children of Shefford manage during the war years.

Guided Questions

1. What are some of the ways Dr. Grunfeld works hard to care for the children? *She rides her bicycle from one village to the next to encourage the children. She takes in Jewish children who weren't originally part of her group.*
2. What are some of the ways the city of Shefford changes with the children's stay there? *There's a Jewish school in an empty theater, tzitzis on the clotheslines, and sukkahs erected before the yom tov.*
3. Explain the source of Dr. Grunfeld's nickname "the Queen." *When she arrives in Shefford in a car with an elegant hat, the children think she's the queen of England.*

Vocabulary

obliging (p. 107): *The solution was a bit tricky, and something of a challenge itself — an old bicycle rented from an **obliging** farmer.*

grim (p. 110): *She gave a **grim** smile.*

brutal (p. 111): *Though the English countryside was peaceful and lovely, the **brutal** war was not far away.*

regal (p. 111): *Many people thought she was called that because of her **regal** bearing and elegance.*




CHAPTERS 18–19

SYNOPSIS Judith Grunfeld visits the refugees of Cyprus and lives a long and meaningful life.

→ **Prompt:** Read to find out how Judith spends the last years of her life.

Guided Questions

1. Describe some of Dr. Schonfeld's rescue efforts after the war. *Responses may include: he works to bring out orphans from Communist countries, works to free the prisoners detained in Cyprus.*
2. Explain why there are many refugees in Cyprus. *These Jews were trying to reach Palestine but were refused entry by the British government, which sent them to Cyprus instead.*
3. Describe some of the ways the Jews of Cyprus keep their faith even during such hard times.
4.  **Focus on geography:** Use a world map to locate the island of Cyprus. Explain why the British might have set up the detention camps here.

Vocabulary

detained (p. 116): Dr. Schonfeld then turned his attention to a different group of Jewish refugees — the men and women **detained** on the island of Cyprus.



sullen (p. 118): Looking at the sixty **sullen** faces staring at her, Judith wondered what she could say to them.

hoarded (p. 120): The bride's friends had carefully **hoarded** their ration of one cookie a week and built them into a wedding cake.

SUPPLEMENTARY ACTIVITIES

Use one or more of the following activities to conclude the book.

Creative Writing

- In the introduction, the author writes that building a dream “requires huge amounts of effort, a lot of determination, and, most of all, Hashem’s help.” How did Dr. Grunfeld invest great effort and determination in her dreams?
-  • **Recommendation:** Write a recommendation as to why this book should be read or not.
-  • **Timeline:** Select seven to ten major events from the story and plot them on an emotional timeline of Dr. Grunfeld’s life.
- Which character in the story would you prefer to spend a day with, Dr. Grunfeld or Dr. Schonfeld? Write a paragraph explaining whom you would spend the day with, why, what you would do together, and what questions you would ask.

Focus on Author’s Purpose

Why do you think the author may have written this book?

Further Reading

For more information about the Kindertransport, the start of Bais Yaakov, or the time periods covered in this book, students can read some of the following books: *Mrs. Recha Sternbuch: Rescuer of Refugees* (Menucha Publishers, 2021); *Rabbi Dr. Solomon Schonfeld: Hero of the Kindertransport* (Menucha Publishers, 2018). Stronger readers might enjoy *Shefford*, Dr. Grunfeld’s memoirs of this time period (Feldheim, 1980).

APPENDIX A: "DREAMS"

"DREAMS"

Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

APPENDIX B: READERS THEATER (CHAPTER 4)

Judit: I wish I could lie here forever.

Leah: You, Judit? I would have thought you would want to be back in the classroom you love so much.

Judit: School's nice, but vacation is nice, too.

Esther: I can't wait until I'm finished with school completely. I'm tired of studying.

Ella: What will you do when you've finished school?

Esther: I don't know, but whatever it is, it won't be in a classroom!

Leah: I think I would like to train as a nurse. I would love to heal the sick.

Ella: It would be nice to run a guesthouse, the same way my grandparents did. What about you, Judit?

Judit: Me? Oh, I don't know. Perhaps I will write great poetry.

APPENDIX C: READERS THEATER (CHAPTER 7)

Judit: Sir, may I make the girls a party?

Headmaster: A party?

Judit: Yes. A Chanukah party. We could use the music room. The girls and I would take care of everything: food, decorations, a program of songs and speeches.

Headmaster: You may have the party. Next Tuesday evening would be a good time. You and your pupils, though, will be expected to take care of all the arrangements. And Fraulein Rosenbaum...

Judit: Yes?

Headmaster: Make sure the room is absolutely ready for use the next morning.

Judit: Thank you, sir. Thank you so much!

Who Was Dr. Judith Grunfeld?

★ FACTS ★

Year of Birth: _____

Place of Birth: _____

Parents' Names: _____

Year of Death: _____



Dr. Judith Grunfeld

Her major accomplishments were:



Some of her outstanding character traits were:



Biography Sketch

Physical Description

Actions

Name

Her Thoughts and Feelings

What Others Say and Think about Her
