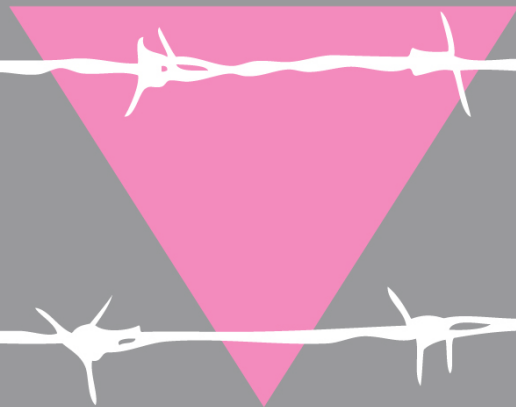
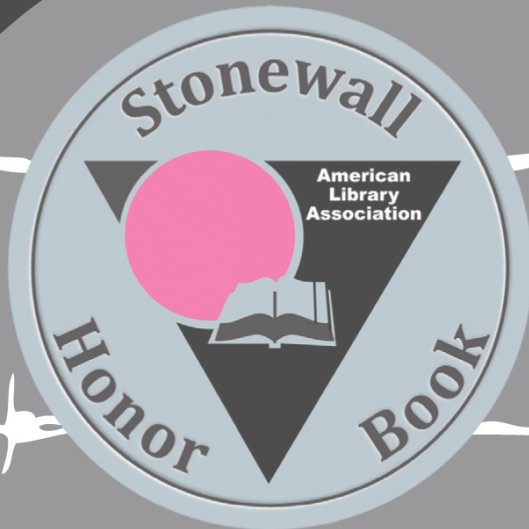


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TEACHER'S GUIDE

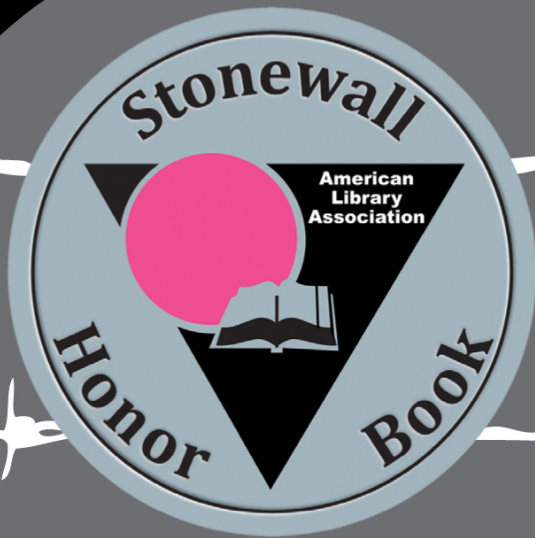
Ken Setterington



KEN SETTERINGTON

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Branded by the Pink Triangle



KEN SETTERINGTON

Branded by the Pink Triangle

By Ken Setterington

Teacher's Guide

Second Story Press

ABOUT THE BOOK

Ken Setterington's book *Branded by the Pink Triangle* documents the stories of homosexual men who were labelled "inferior" and imprisoned in concentration camps when the Nazis took power in Europe. Gay men in Germany went from living in one of the most sexually liberal and accepting countries in the world to living in a constant state of fear from the threat of raids, arrests, prison sentences, and even death. Although the pink triangle has become a symbol of gay rights, many people do not know the story of persecution behind it. *Branded by the Pink Triangle* uncovers a history of inhumane cruelty and despair even as it offers stories of bravery, friendship, and perseverance of the human spirit.

LEARNING OPPORTUNITIES

HISTORY: World War II; the Holocaust

HISTORY: Connecting the past and the present

SOCIAL JUSTICE, DIVERSITY, AND EQUITY: Human rights, gender, and sexual identity

RELIGION: Recognizing and respecting multi-faith beliefs

TOLERANCE: Dangers of intolerance, prejudice, and hate

GENOCIDE: The Holocaust

LITERACY: Reading and responding to multi-modal texts (narration, transcript, testimony)

MEDIA: Interpreting photographs, timelines, data charts

TEACHER NOTE: In January 2019, it was reported that only one in five youth in Canada was aware of the Holocaust or knew what really happened during it.

Teachers can present that statistic to students for discussion. The following link provides an article that can be shared with the students before, during, or after reading *Branded by the Pink Triangle*.

<https://www.cbc.ca/news/canada/canada-holocaust-survey-remembrance-1.4994602>

BACKGROUND INFORMATION: THE PINK TRIANGLE

On arrival at a camp, each prisoner became a number and a coloured symbol:

- Yellow/Jews
- Red/Political Figures
- Green/Criminals
- Black/Anti-Socials
- Purple/Jehovah's Witnesses
- Blue/Non-German Forced Labourers
- Brown/Roma
- Pink/Homosexual Men Arrested Under Paragraph 175

Why pink was used for homosexuals remains unknown. It could be that pink was considered a feminine colour, much as it is today, and would be humiliating for a man to wear. But that is simply conjecture. No documentation is available to confirm the reason that pink triangles were used to identify homosexuals.

(Branded by the Pink Triangle, p. 58)

A pink triangle has become a symbol for various LGBTQ identities, initially intended as a badge of shame, but later reclaimed as a positive symbol of self-identity and pride. The pink triangle became a symbol of protest against homophobia in the 1970s. In 1987 gay activists in New York City had a mission to draw attention to the disproportionate impact of AIDS on gay and bisexual men and the slow progress on medical research mainly due to homophobia. The organization ACT UP (Aids Coalition to Unleash Power) adopted an upward-pointing pink triangle on a black field along with the slogan "SILENCE=DEATH" as its logo; a "reversal" of its usage by the Nazis.

KEY VOCABULARY AND TERMINOLOGY

- Branded (title)
- Anti-Semitism, p. 126
- Persecution, p. 10
- Racial Purity, p. 15
- Inferiors, p. 16
- Deviant, p. 11
- Aryan, p. 37
- Gestapo, p. 41
- Prejudices, p. 51
- Concentration camps, p. 55
- Liberation, p. 80
- Final Solution, p. 97

PREPARING TO READ *Branded by the Pink Triangle*

The following suggested activities are designed to activate students' prior knowledge of the Holocaust. Student responses can inform the teacher of the possible need to provide further historical information to the students.



Activity #1: Jigsaw: Defining Key Vocabulary

- a. Present students with the key vocabulary listed on p. 2. Working in pairs, students can write definitions of at least five of these terms using their own words. As a follow-up, partners can use their personal devices to research the definitions and compare them to their own.
- b. Students meet in groups of six students each. Each group member shares a definition that they have written or researched. Students present information that they have about one or more of these terms.

TEACHER NOTE: Defining German Vocabulary: Several words in the German language appear throughout *Branded by the Pink Triangle*. A response activity has been suggested that invites students to create a glossary of English terms for these words, which would help to identify and explain this vocabulary (e.g., *Arbeit Macht Frei* Work Makes You Free, pp. 55–56).



Activity #2: Responding to the Preface (pp. 1–2)

- a. **Reading the preface:** Have the students read the preface to the book independently. Alternatively, the teacher can read these two pages aloud.
- b. **Responding through writing:** The students respond independently to this text by completing the following sentence stems (provide at least two items):
 - I felt...
 - I am reminded of..
 - I wonder...
- c. **Sharing responses in small groups:** Students can work in groups of three or four to share their responses.
- d. **Discussing the preface:** The following questions can guide the small-group or whole-class discussion:
 - Why do you think this story has been used to introduce a book entitled *Branded by the Pink Triangle*?
 - If Kitty had a chance to have a conversation with the “pink triangle man,” what are some questions she might ask him? What are some questions he might ask her?
 - Sixteen-year-old Kitty vowed that she would never forget the kindness of her protector. In what ways could Kitty ensure the world would understand the persecution of those who were branded by the pink triangle?
 - What are some horror stories that you are familiar with about the Nazis’ treatment of Jews and others in concentration camps?
 - What are some other stories from the history of human cruelty that you are familiar with?



Activity #3: An Assumption Guide

An *Assumption Guide* (also known as an *Anticipation Guide*) offers a meaningful strategy to consider, articulate, and anticipate concepts connected to an issue such as immigration, poverty, bullying, or the Holocaust. Assumption guides can be used as a minds-on activity, particularly for reading in the content areas. The activity provides context to promote the comprehension strategy of making predictions. After reading the text, students can have their assumptions “confirmed” or “challenged.”

OPTION 1: Photocopy and distribute this guide to all students. Have the class work independently to read and then check off either *Strongly Agree* (SA), *Agree* (A), *Disagree* (D), *Strongly Disagree* (SD), or *Unsure* (U), based on their own opinion about the statement.

OPTION 2: Cut out and post each statement at a station around the classroom. Under each statement, put a sheet with five columns: *STRONGLY AGREE*, *AGREE*, *DISAGREE*, *STRONGLY DISAGREE*, or *UNSURE*. Have students walk about the room to each station, read the statement, and then print their name on the chart under the category that best represents their belief/assumption.

1. Explain to the students that this is not a test with right or wrong answers, but is an opportunity to explore their ideas and opinions.
2. After completing the activity, ask students to choose one statement that they strongly agree with and share it with a partner. The student should explain why they so strongly agree.
3. Ask students to choose one statement that they strongly disagree with and share it with a partner. Again, instruct the students to explain their choices.
4. Ask students to choose one statement that they are uncertain about, that they have questions about, or that they might respond differently to under certain circumstances, and share it with a new partner.
5. Survey the class to discover the overall collective responses to statements 8, 10, and 12 (i.e., the total number of students that agree and disagree with each statement). Ask students what they can learn from this group analysis.

TEACHER NOTE: It is important to return to the *Assumption Guide* at the end of the unit of study and to ask students if—having read and discussed this book and given the work they have done in class—they might change any of their responses.

ASSUMPTION GUIDE (Reproducible Master)

For each of the following statements, circle one answer that best represents your own belief/assumption about that statement:

- STRONGLY AGREE / SA
- AGREE / A
- DISAGREE / D
- STRONGLY DISAGREE / SD
- UNSURE / U

1. I know a lot about the Holocaust.

SA | A | D | SD | U

2. The Nazis believed homosexual men were inferior because they likely wouldn't have babies.

SA | A | D | SD | U

3. Lesbians, like homosexual men, were considered inferior during the Nazi regime.

SA | A | D | SD | U

4. People who stood by and witnessed the persecution of Jews, homosexuals, and others during the Holocaust should be punished.

SA | A | D | SD | U

5. People who stand by today and witness the persecution of homosexuals are rightly considered homophobic.

SA | A | D | SD | U

6. Even though it happened long ago, it is important for Holocaust survivors—and all people who have been harassed or persecuted—to continue to tell their stories today.

SA | A | D | SD | U

7. Many young people go along with committing cruel acts against others because they want to be accepted (i.e., for reasons of peer pressure).

SA | A | D | SD | U

8. People who fear or hate others are insecure: They take out their anxieties about themselves on others, especially members of minorities.

SA | A | D | SD | U

9. The belief that homosexuals are inferior is still common in today's society.

SA | A | D | SD | U

10. The Holocaust could never happen again in today's world.

SA | A | D | SD | U

Complete each of these sentences:

1. It is important to learn about the Holocaust because...

2. The best way to understand what happened in the Holocaust is...

QUESTIONS FOR DISCUSSION

The following questions are designed to invite students to respond to the information and issues presented in the text. They are presented below in four chunked sections, with each section covering material in two or three chapters. The questions can be used as a guide for oral responses and some written responses.

Questions can be implemented in one or more of the following ways:

- Whole-class discussion
- Pair or small-group discussion
- Written response (followed by discussion)
- Discussion (followed by written response)

Chapters 1, 2, and 3

1. Why did gay men and women choose to lead secret lives in the early years of the twentieth century? Do you think gay men and women feel the same way in today's society?
2. Life was easier for homosexuals in Germany before the rise of Nazism. Explain three ways life was different for homosexuals in Berlin.
3. Why did German citizens accept and believe in Hitler and the Nazi Party?
4. Describe Paragraph 175. How did Paragraph 175 change with the rise of the Nazi Party?
5. How did Dr. Magnus Hirschfeld advocate for homosexual rights?
6. The party platform of the Nazi Party called for "racial purity" and the development of a "pure Aryan race." Which groups of people would be considered enemies of the state and not included in this race?
7. Explain the significance of the "Night of the Long Knives" for homosexuals and for all German people.

8. What were the pros and cons of enlisting in the armed services or the Luftwaffe (Air Force) for Peter Flinsch and other homosexual men?
9. Why is it important for Rudolf Brazda and Peter Flinsch to tell their stories? What did you learn from these stories?

Chapters 4 and 5

10. What are some reasons why homosexual men were targets of the Nazi Party?
11. How did the revisions to Paragraph 175 and the Law Against Insidious Slander further remove the rights and freedoms of homosexuals?
12. List the prejudices and falsehoods the government and police used in arresting men thought to be homosexuals.
13. Upon arrival at the concentration camps, why were homosexuals not sent to their deaths as Jews and Roma were upon their arrival at the camps?
14. Why do you think all prisoners were identified by the numbers and badges they were assigned when they arrived at the concentration camps?
15. Why do you think a pink triangle was chosen to identify homosexuals? How does this symbol have relevance today?
16. Why were lesbians not targeted or persecuted in the same way as homosexual men?
17. All the people at the camps endured horrific treatment, violence, torture, and abuse. How was the treatment of homosexuals equally horrific but different?
18. Josef Kohout (whose prisoner number and pink triangle are in the United States Holocaust Museum) survived more than one camp—at one point because he became a *kapo*. What is a *kapo* and how did Josef use this position to help prisoners?

Chapters 6 and 7

19. Stefan Kosinski's story reveals the horror for homosexuals in countries the Nazis invaded and it is a very sad story. Which events in the narrative did you find particularly sad and why?
20. Why were homosexual men in Poland and the Soviet Union not persecuted in the same ways they were in Germany?
21. There were many brave German people who hid Jews to save them. Gad Beck managed to survive at times with the help of sympathetic German citizens. Who helped Gad and what became of these people?
22. What stories of Nazi brutality are hard to read about?

Chapters 8, 9, and 10

23. How did homosexual prisoners continue to be discriminated against after the war?
24. Explain the significance of 1969 for gay rights.
25. Why did Josef Kohout advocate for homosexuals to be recognized as Nazi victims?
26. When were homosexuals recognized as victims and how were they compensated for the atrocities they suffered?
27. Gay activists in Europe worked hard to have the world recognize the atrocities that homosexuals suffered because of the laws and prejudices of the Nazis before and during the war. Why was it so important to the gay community that memorials and monuments be erected to remember the homosexual victims and survivors?
28. How and why did these survivors eventually decide to tell their stories?

Conclusion and Overview

29. What do we learn about the work towards justice, rights, and freedoms for the LGBTQ community and for all people?
30. In the preface to the book, we learn about a promise made by Kitty Fischer. Describe how Kitty Fischer stayed true to her word.
31. What photographic images do you think helped to better tell the story of the pink triangle? Describe one image that you think might have been included on the cover of the book.
32. How does the Timeline of Events Crucial for Homosexual Men in Germany (pp. 123–131) provide a history of homosexuals in the time of Nazi Germany? Ask the students: If this timeline was reduced to ten items, which items do you think would be the most significant?
33. Why was the journey to Europe important for Ken Setterington? What questions might you ask the author about his trip and about authoring this book?
34. In 2014, *Branded by the Pink Triangle* was deemed a Stonewall Honor Book—or finalist—in the category of Children and Young Adults. The Stonewall Book Award recognizes books published in the U.S. that show “exceptional merit relating to the gay/lesbian/bisexual/transgender experience.” Why do you think this book was worthy of an award? Why is *Branded by the Pink Triangle* an important book for students to read?

RESPONDING TO *Branded by the Pink Triangle*



Activity #1: Revisiting the Assumption Guide

TEACHER NOTE: It is important to return to the *Assumption Guide* at the end of the unit of study and to ask students if, having read and discussed this book and given the work they have done in class, they might change any of their responses. It might be interesting for the students to repeat the activity and then compare their answers to those they provided at the beginning of the unit.

In small groups, students can discuss the following:

- What changes might you make from your original answers to any of these statements and why?
- What information did you learn by reading *Branded by the Pink Triangle* that better informed you about the issues connected to the persecution of homosexuals?
- Which statement(s) do you STRONGLY DISAGREE with? Why?
- Which statement(s) do you STRONGLY AGREE with? Why?
- What questions still emerge for you about homosexuality during the Nazi regime?



Activity #2: Creating a Glossary

Many books that feature vocabulary specific to a topic or theme include a glossary to help readers identify key terms with ease. The German language is used throughout this book to reference names of places, titles, or words that describe Nazi power. These words have most often been presented in italics and give information about this period in history. Many of these terms are listed in the index and explained within the text. A glossary, however, might help readers of *Branded by the Pink Triangle* to readily define these terms and have access to essential facts about them.

Students can work independently or in small groups to create a glossary for this book. Students can choose from the list below (and add others) to provide simple explanations for 10–12 words, alphabetically, for their glossary. By doing so, they will

- identify and explain key words and terminology relevant to the topic.
- provide a resource for others who read the book.

Example:

Anders als die Andern = Different from the Others, the first international gay-themed film

- *Frauenliebe*, p. 5
- Dachau, p. 16
- *Schutzstaffel* (SS), p. 16
- *Sturmabteilungen* (SA), p. 20
- *Reichswehr*, p. 21
- *Luftwaffe*, p. 22
- *kapo*, p. 29–30
- *Kinder, Küche, Kirche*, p. 31
- *Einsatzgruppen*, p. 42
- *Arbeit Macht Frei*, p. 55
- Ravensbrück, p. 57
- Heil Hitler, p. 77
- *Mischlings*, p. 82
- *Judenhaus*, p. 83
- *Kristallnacht*, p. 83
- *Hachshara*, p. 84
- *Chug Chaluzi*, p. 89
- *Rosa Winkel*, p. 98



Activity #3: Reflecting and Responding: The Stories of Survivors

The following homosexual survivors of the Holocaust share their stories in *Branded by the Pink Triangle* even though this was a painful task for many of them:

- Rudolf Brazda (pp. 25–30; 104–105)
- Peter Flinsch (pp. 31–35; 105–106)
- Pierre Seel (pp. 45–51; 109–110)
- Josef Kohout (pp. 64–73; 106–107)
- Stefan Kosinski (pp. 76–80; 107–108)
- Gad Beck (pp. 81–90; 103)

Invite the students to select one of the accounts that particularly touched them. Students can work independently or in pairs to reflect on this narrative using the following guide and thinking stems. (**TEACHER NOTE:** Students can be divided into small groups, each being assigned the name of a survivor.)

1. This testimony interested me because...
2. Three new facts or observations I learned about the Holocaust are...
3. Two or three questions I would ask the survivor are...
4. One narrative event from the account that had a particular impact on me was...
5. One interesting quotation/statement revealed by the survivor is....

Extensions

- i. After completing the written statements, students can share their responses with a partner who chose to reflect on a different account.
- ii. Have students imagine this survivor is still alive. Write a letter explaining the impact that this account had on you and other students reading this story.



Activity #4: Voices of the Pink Triangle: Poetry Aloud

Below is a list of statements offered by those who were branded by the pink triangle or were affected by persecution.

PART A:

Have the students silently read the quotations from supporters, bystanders, and survivors selected from the book. Students can then lift the words from the page by reading them aloud in the following way:

- a. Students read the statements aloud independently
- b. Read the words aloud with a partner, alternating lines
- c. Repeat the activity switching parts
- d. Use the cloze technique: One person reads the beginning statement; the second person completes the statement by reading the last word:
 - e.g., Partner #1: *Their suffering could only be...* Partner #2: *...imagined*
- e. Partners read the statements in random order. Partner #1 begins by reading any statement. Partner #2 then reads any statement. Some statements might be repeated.
 - Their suffering could only be imagined. (p. 119)
 - The fight for gays to live a normal life persists. (p. 120)
 - Everyone deserves to be respected for who they are. (p. 114)
 - It Gets Better. (p. 113)
 - We must not forget them. (p. 111)
 - I am ashamed for humanity. Ashamed. (p. 110)

- I didn't kill. I didn't steal. I did nothing wrong. (p. 108)
- May they never be forgotten... (p. 107)
- ...to “inspire and support gays in their struggle against denial, oppression, and discrimination.” (p. 98)
- I miss you so much. I think of you every day. (p. 78)
- “Be careful child, be careful.” (p. 66)
- “No one can slip out of one skin and into another; you have to make the best of what you are.” (p. 65)
- “...the howling and the screaming were inhuman...inexplicable. Beyond comprehension.” (p. 61)
- “Because of my pink triangle I was separated from other inmates...”(p. 60)
- You're my son. I love you whatever happens. (p. 34)
- “It was so ridiculous—the colour pink...of course we were laughed at. (pp. 28–29)
- “We gays were hunted like animals.” (p. 27)

PART B: Creating a Poem

Students can work in pairs to create a poem of six to eight lines using the voice statements. Students can decide

- a. which lines (or parts of lines) they would like to choose.
- b. what order they would like to present the lines in.
- c. what title they would choose for their poem.

Once students are satisfied with their poem, they can prepare a written version to share with the class. Partners can decide how they read the poem aloud.



Activity #5: Remembering and Celebrating the Activists: A Podcast

A podcast is a way to communicate with large groups of people on many topics. A podcast can be informative, share opinions, summarize important and current events, and provide another perspective on an event.

Working in pairs or groups of three, students can create a podcast to address the treatment of homosexual men during the Holocaust and the treatment of gay men and women today in your school or in society.

Students can consider the following to include in their podcasts:

- A summary of the treatment of homosexuals in Germany during World War II
- Quotations from survivors
- Your summarized opinion of the treatment of gay men and women today
- Two or three ways that we show our respect and celebrate with the LGBTQ community
- One piece of music or a song that is relevant to this discussion

Working with a partner or in a small group, record a podcast that highlights LGBTQ activists both in the past and today, and the contributions they made or continue to make in preserving the rights of the LGBTQ community. Include at least one activist in your school or community and describe their work in the school or community.

Once completed, students can share their podcasts with other groups of students in the school.



Activity #6: Recognition and Remembrance: Designing a Monument

PART A: Discussing Monuments

Have students review the information in Chapter 9: Recognition at Last (pp. 97–102).

1. Ask: Why was there mounting pressure from activists to raise awareness of homosexuals during the Nazi period?
2. In what ways can awareness be raised?
3. What do we learn about each of the monuments mentioned in this chapter? (Amsterdam's *Homomonument*, Berlin's pink granite tribute, and the *Memorial to Homosexuals Persecuted under Nazism*.)

PART B: Designing a Monument

Students can work alone or in small groups to design a monument that can serve as a memorial for homosexuals who were persecuted under Nazism. Students can consider the following questions:

- How will the pink triangle be featured (or not) in the monument?
- What other images, people, or symbols might be included in the monument?
- What words or phrases will be displayed in the monument?
- What colours will be used in the monument?
- What size will the monument be? Where will the monument be situated? What will be surrounding it?

Extension:

Once completed, monument designers can present their work to others, describing the monument and explaining their intentions for their designs. Designers should be prepared to answer questions from other designers.



Activity #7: Advocating for LGBTQ Rights Today: A Proposal

Invite students to consider the rights and freedoms of the LGBTQ community today. Do members of this community feel comfortable and safe in our school and in our city? Have there been incidents of bullying? What can we do to ensure their safety and give them a voice?

Students can work in groups and brainstorm ideas and strategies to advocate for LGBTQ students, to educate others in their school and community, and to ensure that LGBTQ students and others are not bullied but instead feel respected, celebrated, and included.

Students can select one of their ideas and write a proposal to bring to the principal, the board, or the community for approval and funding.

The proposal might include the following:

- Why this plan? What is its overall purpose?
- What will the participants learn? Will their thinking be changed? How?

FURTHER READING AND RESOURCES FOR OLDER READERS (ages 12+)

Picture Books for Reading Aloud

- *Martin & Anne: The Kindred Spirits of Dr. Martin Luther King, Jr. and Anne Frank* by Nancy Churnin; illus. Yevgenia Nayberg
- *Rose Blanche* by Christophe Gallaz; illus. Roberto Innocenti
- *The Harmonica* by Tony Johnston; illus. Ron Mazellan
- *The Brave Princess* by Kathy Kacer; illus. Juliana Kolesova
- *The Promise* by Pnina Bat Zvi and Margie Wolfe; illus. Isabelle Cardinal
- *The Magician of Auschwitz* by Kathy Kacer; illus. Gillian Newland
- *The Secret of the Village Fool* by Rebecca Upjohn; illus. Renné Benoit

Graphic Texts

- *Auschwitz* by Pascal Croci
- *The Diary of Anne Frank: The Graphic Adaptation* by Ari Folman; illus. David Polonsky
- *White Bird: A Wonder Story* by R.J. Palacio
- *Maus* by Art Spiegelman (also: *Maus II*)
- *Good-bye Marianne* by Irene N. Watts; illus. Kathryn E. Shoemaker

Historical Fiction

- *The Librarian of Auschwitz* by Antonio Iturbe and Lilit Thwaites (translator)
- *Broken Strings* by Kathy Kacer and Eric Walters

- *The Tattooist of Auschwitz* by Heather Morris
- *Milkweed* by Jerry Spinelli
- *What the Night Sings* by Vesper Stamper
- *Mapping the Bones* by Jane Yolen
- *The Book Thief* by Markus Zusak
- *End of the Line* by Sharon E. McKay

Non-fiction

- *Queer: The Ultimate LGBT Guide for Teens* by Kathy Belge and Marke Bieschke
- *By Chance Alone: A Remarkable True Story of Courage and Survival at Auschwitz* by Max Eisen
- *To Look a Nazi in the Eye: A Teen's Account of a War Criminal Trial* by Kathy Kacer and Jordana Lebowitz
- *We Are Their Voice: Young People Respond to the Holocaust* by Kathy Kacer
- *All About Anne* by Menno Metselaar and Piet van Ledden
- *Witness: Passing the Torch of Holocaust Memory to New Generations* by Eli Rubenstein and the March of the Living
- *It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life Worth Living* by Dan Savage and Terry Miller (eds.)
- *Night* by Elie Wiesel

Contemporary YA Fiction: Gender Identity, Homosexuality, Homophobia

- *What If It's Us?* by Becky Albertalli and Adam Silvera

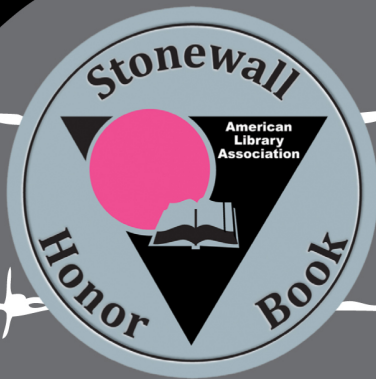
- *My Brother's Name Is Jessica* by John Boyne
- *Beautiful Music for Ugly Children* by Kirstin Cronn-Mills
- *Moon at Nine* by Deborah Ellis
- *The Other Boy* by M.G. Hennessey
- *October Mourning: A Song for Matthew Shepard* (poetry) by Lesléa Newman
- *Birthday* by Meredith Russo
- *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz
- *Deposing Nathan* by Zack Smedley
- *Laura Dean Keeps Breaking Up With Me* by Mariko Tamaki; illus. Rosemary Valero-O'Connell (graphic novel)

TEACHER REFERENCES

- *Teaching Tough Topics* by Larry Swartz (Pembroke Publishers, 2020) is a comprehensive guide to choosing and using the best children's books to address sensitive but significant topics in the classroom, such as The Holocaust (Chapter 4) and Gender Identity and Homophobia (Chapter 8).
- As a Canadian human rights group, FAST (*Fighting Antisemitism Together*) offers an excellent online resource to address social justice, diversity, and equity issues. *Voices into Action* provides the facts, insights, and means to enable students to act against intolerance and hate. Three units in particular support the content and themes featured in *Branded by the Pink Triangle*: Human Rights (Unit 1), Genocide (Unit 2), and Understanding Prejudice and Discrimination (Unit 3).

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