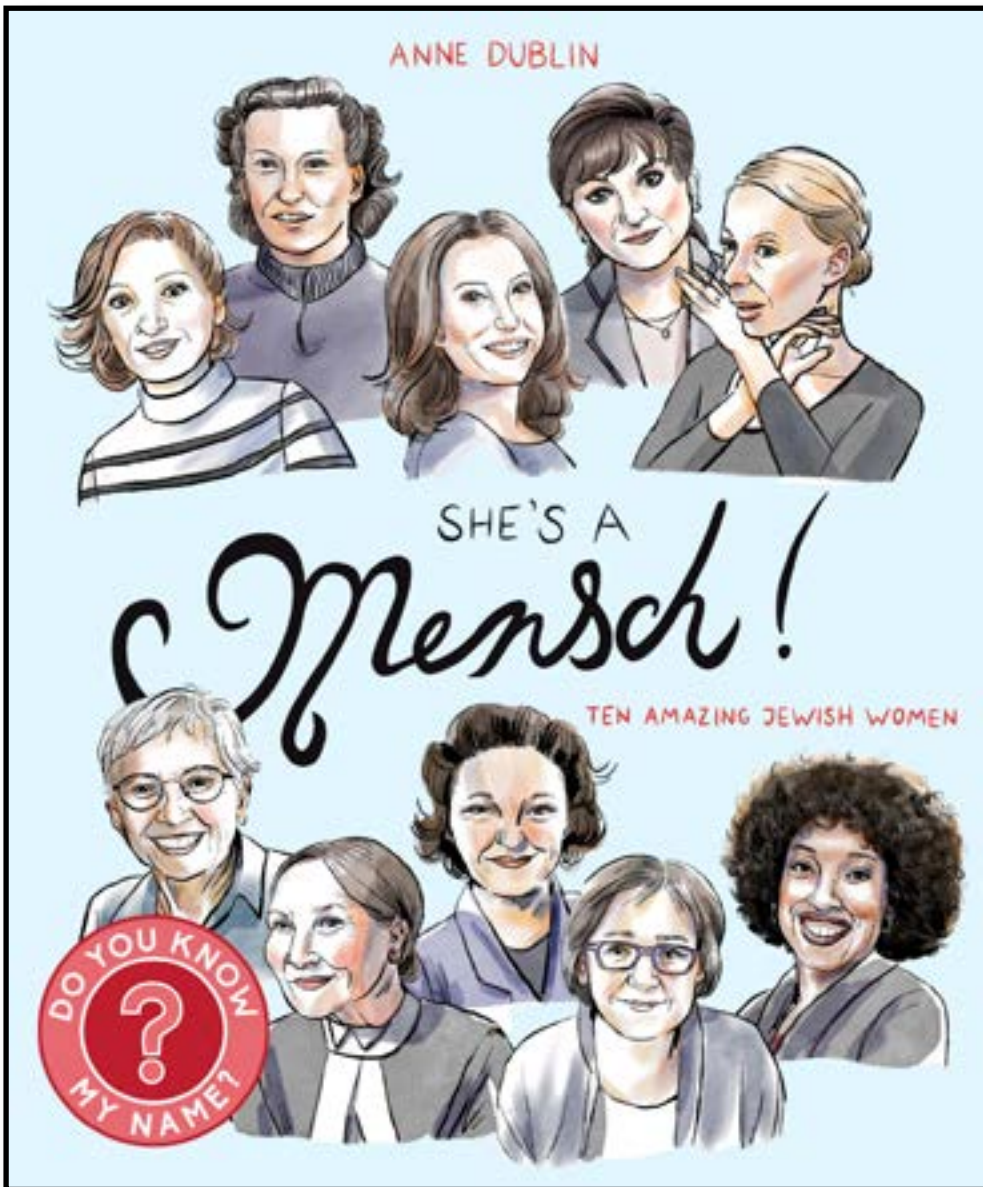


Grades 4 – 7; Ages 9 – 12



She's a Mensch!

Ten Amazing Jewish Women

Written by Anne Dublin

Teacher's Guide

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She's a Mensch! *Ten Amazing Jewish Women*

Written by Anne Dublin

About the Author

Anne Dublin is a retired teacher-librarian and award-winning author living in Toronto. She has a particular interest in Jewish history and has written biographies of Bobbie Rosenfeld and June Callwood, as well as the collective biography *Dynamic Women Dancers*. She has also written children's historical novels that include *The Orphan Rescue*, *44 Hours or Strike!*, *A Cage Without Bars*, and *Jacob and the Mandolin Adventure*. For more information about Anne and her books, see her website: <https://annedublin.ca/>.

Summary

She's a Mensch! is a collective biography about ten relatively unknown Jewish women—women who dedicated their lives to doing remarkable things. These women come from many different countries in the world and were all born in the twentieth century. They work (or worked) in various professions. Each woman tried to make the world a better place.

THEMES: Overcoming Obstacles, Perseverance, Responsibility, Leadership, Courage, Repairing the World, Saving Lives

These are the women featured, the places they lived, and their professions:

Name of Woman	Places She Lived	Her Professions
Ágnes Keleti (1921–)	Hungary Australia Israel	Gymnast Coach
Ruth First (1925–1982)	South Africa England Mozambique	Journalist University teacher Researcher
Marion Wiesel (1931–)	Austria Belgium France Switzerland U.S.A.	Journalist Translator Film maker
Rita Arditti (1934–2009)	Argentina	Scientist Author
Marika Gidali (1937–)	Hungary Brazil	Dancer Choreographer
Judy Feld Carr (1938–)	Canada	Music teacher
Rosalie Silberman Abella (1946–)	Germany Canada	Lawyer Justice of the Supreme Court of Canada
Pauline Bebe (1964–)	France	Rabbi
Yavilah McCoy (1972–)	U.S.A.	Teacher
Jessica Posner Odede (1986–)	U.S.A. Kenya	Theatre arts

Curriculum Connections (Grades 4–6)

Although the curriculum of different subjects will vary from place to place, certain connections and applications are generally held in common by school boards. See below for examples of expectations in various curriculum areas.

LANGUAGE ARTS/ENGLISH: GENERAL EXPECTATIONS

- critical thinking and problem solving
- innovation, creativity, and entrepreneurship
- self-directed learning
- collaboration and communication
- global citizenship and sustainability
- digital literacy

LANGUAGE ARTS/ENGLISH: SPECIFIC EXPECTATIONS

- literary connections and applications
- foundations of language
- comprehension: understanding and reading texts
- composition: expressing ideas and creating texts

SOCIAL STUDIES, HISTORY, AND GEOGRAPHY: GENERAL EXPECTATIONS

- global citizenship and sustainability
- critical thinking and problem solving
- innovations, creativity, and entrepreneurship

SOCIAL STUDIES, HISTORY, AND GEOGRAPHY: SPECIFIC EXPECTATIONS

- heritage and identity: communities in Canada, past and present
- people and environments: Canada’s interactions with the global community

Responding to *She's a Mensch! Ten Amazing Jewish Women*

There are different ways to engage with this book. It can be used with the whole class, smaller groups, independent study, or an inquiry-based approach.

I. Whole Class Book Study and Discussion

1. Commit to spending one learning block a week for ten weeks with this book. There is great value for long-term impact by engaging in this learning over time rather than in a shorter span of time.
2. Assign students to read one story a week. Or read a story together each week.
3. Invite students to complete the organizer below for each story.
4. After reading all the stories, invite students to share their learning through an essay, a newspaper article, a green screen newscast, artwork, or through other creative forms on the following:
 - a. What it means to be an activist
 - b. Why this woman inspires me
 - c. How this woman can be honoured today
 - d. A topic of their choice inspired by the readings.

Name of Woman	In Her Words (choose a quote from the story)	Obstacles She Faced (make a list)	Questions I Want to Ask Her (make a list)	Amazing Qualities (make a list)
Ágnes Keleti				
Ruth First				
Marion Wiesel				
Rita Arditti				
Marika Gidali				
Judy Feld Carr				
Rosalie Silberman Abella				
Pauline Bebe				
Yavilah McCoy				
Jessica Posner Odede				

II. Smaller Group Study

1. Divide the class into ten groups.
2. Assign one story to each group to read and reflect on.
3. Ask students to develop a presentation for the whole class (10–15 minutes in length).
4. Ideas to include in the presentation:
 - a. Who is this woman? Why is she considered an “activist”?
 - b. What is the timeline of her story? The geography? Historical context?
 - c. Who was most affected by her actions?
 - d. How will you honour her legacy today? Consider what actions you can take (as a group or as individuals), or what you can do to teach other people about her story.
 - e. Share two to three discussion questions to engage the class in dialogue and reflection about this activist (see discussion questions below).

III. Independent Study and Inquiry

Invite students to independently read the whole book or ask students to read one story and encourage them to research a person of their choosing. Students can share their findings with the class in a creative way.

In the Introduction, the author writes: “I believe that, by learning about the lives of great Jewish women, we can understand the importance of fighting for human rights and dignity for all. I hope their lives will inspire you to make your own positive impact in the world” (p. 2).

Ask students to analyze how each woman in *She’s a Mensch!* fought for human rights and dignity for all, and how their stories might inspire the students to make their own positive impact in the world.

Encourage students to use an inquiry-based process as they engage with the ideas in the stories.

1. **QUESTION:** As you read each story, make a list of questions you have about the time, the people, the places, and the events.
2. **RESEARCH:** Follow 2–3 of your questions by engaging in more reading and research (see suggestions for research at the end of this guide).
3. **CREATE:** Write an essay, poem, drama piece, newscast, or create a comic strip, sculpture, or musical piece to express your reaction to one of the women’s lives.
4. **SHARE:** Decide how you will share your learning with others.

Discussion and Comprehension Questions

CHAPTER ONE: ÁGNES KELETI

1. a) How did Ágnes' father's interests influence Ágnes?
 - b) Is there someone among your family or friends who has inspired you to follow an interest or pursue a goal? Explain.
 - c) How did Ágnes' activities when she was young help her in the future?
2. Why and how did Ágnes' father become "a broken man" (p. 4)?
3. a) Why couldn't Ágnes attend university or college?
 - b) What did she do instead?
 - c) Why does the author write, "It turned out to be one of the best decisions of her life" (p. 6)?
4. Give two examples of how antisemitism in Hungary affected Ágnes' life.
5. a) What change to the lives of Hungary's Jews occurred after March 1944?
 - b) How were Ágnes' mother and sister saved from being deported?
 - c) Name two ways Ágnes tried to save herself from being deported.
6. Describe the effects of the war on Ágnes and her family.
7. After the war, what was especially remarkable about Ágnes' success in gymnastic competitions?
8. a) Why didn't Ágnes and her teammates return to Hungary after the 1956 Olympics in Melbourne?
 - b) Do you think they were right? Why or why not?
9. Describe how Ágnes' "luck turned again" (p. 7).
10. a) What qualities does Ágnes say helped her through hard times?
 - b) Which qualities help you? If you feel comfortable doing so, share with the class.

CHAPTER TWO: RUTH FIRST

1. a) Why did Ruth First's parents immigrate to South Africa?
 - b) If you feel comfortable, describe how someone in your family immigrated to another country.
2. Why did Ruth become involved in "leftist" activities when she was in high school (p. 11)?
3. Why did Joe Slovo lie about his age during World War II? Do you think he was right? Why or why not?
4. a) Describe what Gillian meant when she wrote, "my parents' Camelot years" (p. 12). Be as specific as possible.
 - b) Name a modern-day couple to whom this description might apply. Be as specific as possible.
5. a) What is the apartheid policy? Describe at least three ways apartheid oppressed people of colour in South Africa.
 - b) In what way did Ruth and Joe break "all the rules" (p. 13)?
6. a) State the three things Ruth was forbidden to do because of the "banning order" (p. 14).
 - b) Do you think these restrictions were fair? Why or why not?
7. a) Why was Ruth arrested in August 1963?
 - b) Describe the conditions of her imprisonment.
 - c) Do you think they were fair? Why or why not?
 - d) Why did Ruth decide to leave South Africa?
8. Describe the ways Ruth supported her family while they lived in London.
9. Describe two ways Ruth's life changed when she moved to Mozambique.

CHAPTER THREE: MARION WIESEL

1. How did “everything change” when Marion was seven years old (p. 19)? Name two specific things that affected her life.
2. a) Why did Marion’s father decide to escape to Belgium?
b) Why were Marion’s mother and Marion not able to join him at first?
3. Why did Marion, her sister, and her mother try to escape from Belgium to France?
4. a) Why were they sent to the internment camp in Gurs?
b) Describe at least three aspects about the internment camp.
c) Why was it lucky they escaped from Gurs when they did?
5. a) How did Silvio manage to keep the family safe in their hiding place?
b) What did the family decide to do as a result?
c) Why were they allowed into Switzerland when so many people were turned away?
6. How did Marion’s experiences affect the choices she made when she came to the United States?
7. a) What was Marion appalled to learn about the United States?
b) What did she do?
c) Give one specific example of her activism.
8. a) Describe how Marion worked to help Ethiopian Jews who immigrated to Israel.
b) In what way do you think her work with Ethiopian Jews reflects Marion’s own life experiences and values?

CHAPTER FOUR: RITA ARDITTI

1. What does it mean that Sephardic Jews in Argentina were a “minority within a minority” (p. 27)?
2. How did Rita’s early experiences about antisemitism influence her to become a human rights activist?
3. a) Why did Rita decide to study at Barnard College in the United States?
b) Why was she disappointed?
4. Why did Rita and Mario decide to separate and eventually get a divorce?
5. a) How did Rita become an activist about feminist issues?
b) What other issues did Rita become involved with during the 1970s?
6. a) What was the personal health issue Rita had to confront in 1974?
b) How did this diagnosis spur Rita to action?
7. How did Rita’s life change again in 1980?
8. Describe Rita’s activism about the “disappeared” children in Argentina (p. 31).
9. a) Describe the ways that Rita felt like an outsider during her whole life.
b) How did this feeling inspire Rita to become an activist?

CHAPTER FIVE: MARIKA GIDALI

1. a) Marika's grandfather lived with them when she was young. How did that influence her life?
b) Describe how an older person in your life affects you.
2. a) Give three examples of how life was hard for Jews in Budapest during the 1930s.
b) How would you feel if you were in that situation? What would you do?
3. Why did Marika's parents have her and her sister baptized? Were they right to do so? Why or why not?
4. Describe the ordeals that Marika and her sister suffered at the Red Cross orphanage.
5. a) Why did Marika's parents want to leave Hungary when the war was over?
b) Why was it difficult to go to Brazil?
c) How did the family finally manage to enter Brazil?
6. a) In what ways was it hard for Marika to adjust to her new country?
b) What did she do to make herself feel better?
c) If you or someone you know is an immigrant to your country, describe the challenges that person faced and how they managed to overcome them.
7. a) Marika realized she didn't have a "perfect ballet body" (p. 37). How did she overcome this challenge?
b) Describe a time when something about you wasn't "perfect." How did you overcome it?
8. a) Describe what Marika did to oppose the military dictatorship in Brazil.
b) What does this strategy tell you about Marika's character and values?
9. Name at least three ways Ballet Stagium was (and is) unique.

CHAPTER SIX: JUDY FELD CARR

1. a) Give a definition of “antisemitism” from the Glossary (p. 72) or a dictionary.
b) Give examples of how Judy was bullied when she was young.
c) What did her father do to resist this antisemitic and bullying behaviour?
d) What did Judy do?
2. a) What promise did Judy make to Sophie?
b) Why was this promise significant in Judy’s life?
3. a) Why did Judy and Ronald decide to help Syrian Jews instead of Soviet Jews?
b) Do you think they were right? Why or why not?
4. Give three examples of how life was difficult for Syrian Jews, especially after 1967.
5. Give two reasons why Judy didn’t give up helping Syrian Jews after Ronald’s sudden death.
6. a) Describe how Judy managed to get Syrian Jews out of the country.
b) Why did the operation have to be kept secret?

CHAPTER SEVEN: ROSALIE SILBERMAN ABELLA

1. a) What did Rosalie's mother, Fanny, do to get her husband, Jacob, out of the Theresienstadt concentration camp?
b) What does this tell you about Fanny's character?
2. a) Why do you think it took so many years before the family could come to Canada?
b) Do you think this was fair? Why or why not?
c) Why couldn't Jacob practise law in Canada? Do you think this was fair? Why or why not?
3. How did Rosalie's parents' experiences during and after the war affect Rosalie's attitudes?
4. a) Why did some of Rosalie's friends advise her to not take the position of judge in the Ontario Family Court?
b) Why did Rosalie ignore their advice?
5. a) What was Rosalie's goal as the commissioner on Equality in Employment?
b) How did she accomplish this goal?
6. In what way was one of Rosalie's rulings important during her time on the Ontario Court of Appeal?
7. Rosalie once said, "We will promise our children that we will do everything humanly possible to keep the world safer" (p. 53). If you could, how would you keep the world safer?

CHAPTER EIGHT: PAULINE BEBE

1. Why did Pauline's parents have little chance to learn about Judaism when they were young?
2. In what ways were Pauline's parents strong role models?
3. a) One of Pauline's favourite memories is coming home from school and having a delicious snack waiting for her. Do you have a special treat or way to relax when you come home from school? If so, tell the class about it.
b) What did Pauline do that shows she learned to think of others, even at a young age? What does this tell you about Pauline's character and values?
4. Why were Pauline's parents worried when she told them she wanted to become a rabbi?
5. a) Why were some people opposed to Pauline being a rabbi?
b) How does Pauline answer their objections?
6. a) Describe how Pauline and her congregants work to further social justice.
b) What does Pauline do to further interfaith dialogue?
7. Pauline advises young people to "try to live your dreams" (p. 59). What is your dream? How can you go about fulfilling it?

CHAPTER NINE: YAVILAH MCCOY

1. a) Give three ways Yavilah’s family helped her feel “strong and proud of who she was” (p. 61).
b) If you feel comfortable, share how your family helps you feel that way.
2. a) Contrast how Yavilah felt at home to how she was “othered” at school (p. 62).
b) If you feel comfortable, tell instances of when you felt “othered” in your life.
3. a) Yavilah mentions two teachers who made a big difference in her life. Who were they and how did they help Yavilah feel accepted at school?
b) If you have a teacher, counsellor, or coach who helps you, describe what that person does for you.
4. a) After finishing high school, Yavilah studied at Hebrew University in Jerusalem. How did these studies go against the motto of her school? What does this tell you about Yavilah’s character?
b) How do you think Yavilah’s early school experiences motivated her to create the organization called “Ayecha” (p. 62)?
c) Describe how Ayecha provided support for Jewish and multiracial families.
d) Why did Yavilah eventually leave Ayecha?
5. What do you think Yavilah meant when she said, “Social justice work must transcend the level of words and become fully conscious...deep within our bodies” (p. 64)?

CHAPTER TEN: JESSICA POSNER ODEDE

1. a) How were Jessica and her siblings' early years different than that of most families in the United States?
 - b) How did that affect their growing up?
 - c) What is your opinion about this approach?
2. How did Jessica's Jewish upbringing and values affect the choices she made in her life?
3. Why did Jessica apply to study abroad through the School for International Training?
4. Describe conditions in Kibera, the largest slum in Africa.
5. a) How did Kennedy's early life experiences influence the choices he made?
 - b) What was his earliest project to help his community in Kibera?
 - c) What was his next project?
6. a) Why did Jessica's decision to go to Kenya surprise her family?
 - b) What does Jessica's decision tell you about her character?
 - c) If you feel comfortable, tell your classmates about a time you did something that surprised your family.
7. a) Why did Jessica decide to live in Kibera?
 - b) Name two ways she was different from everyone else there.
8. a) How did Jessica use theatre as a tool for activism?
 - b) Why did Jessica return to Kenya the following year?
9. a) What was the first project that SHOFCO established in Kibera?
 - b) What was the significance of this project for girls?
 - c) Name three other projects that SHOFCO established.
10. Why do you think Jessica left SHOFCO and became CEO of the organization called Girl Effect?

Extension Activities

These activities can be done during or after reading this book. They are only meant as suggestions.

1. LANGUAGE ARTS: Write an imaginary conversation between two of the women in this book, e.g., Jessica Posner Odede and Ruth First. What do they have in common? What are their differences?
2. LANGUAGE ARTS: At the end of the chapter about Ruth First, the author quotes what Nelson Mandela wrote about heroes. Choose someone whom you consider a hero and write a poem or essay about that person.
3. LANGUAGE ARTS: Imagine you are Rosalie Silberman Abella's father in the displaced persons camp. Write a letter to someone in the Canadian government and ask to be allowed to immigrate to Canada.
4. LANGUAGE ARTS: The women in this book demonstrate a lot of persistence and commitment. Ask students to interview their parents, guardians, or caregivers about a time they faced a significant obstacle. Ask questions such as: What was the obstacle? How did they overcome it? What made them persist in reaching for their goal? What advice do they have for someone who must tackle an obstacle? Why is persistence important? Students should write the answers from the interview and be prepared to share with the class.
5. LANGUAGE ARTS: The women in *She's a Mensch!* exemplify Jewish (and human) values such as humility, truth, love, and compassion. Choose two teams and debate the question: "The value of truth can make a difference to people's lives."
6. LANGUAGE ARTS: Imagine one of the women in *She's a Mensch!* writes daily in her journal. Choose a significant day in that woman's life and write a journal entry.

7. SOCIAL STUDIES: Compare how the Holocaust affected two of the women in this book, e.g., Ágnes Keleti and Marion Wiesel, or Marika Gidali and Rosalie Silberman Abella.
8. SOCIAL STUDIES: On a map of the world, indicate the places where the women in *She's a Mensch!* lived and travelled. Use a legend to indicate each separate place and list a few facts about each. Do you notice any patterns?
9. MUSIC: Write a song or rap about one of the women and present it to the class.
10. MUSIC: Several of the women in this book became very proficient in piano. Describe how music affected their personal and professional lives (e.g., Rosalie Silberman Abella, Rita Arditti, Judy Feld Carr).
11. ART: Draw your favourite scene from the life of one of these women.
12. ART: Create a collage of all the women in the book.
13. ART: Create an "I AM AN ACTIVIST" poster to display in the class or school highlighting the significance of one of the women in the book.

Further Research

1. What is meant by the term “Righteous Among the Nations”? Find information about someone who is recognized as one of the Righteous Among the Nations. Tell his or her story in a creative way, e.g., poetry, rap, poster, or graphic novel. One resource is <https://www.yadvashem.org/righteous.html>

Some examples are:

- Varian Fry
- Aristides de Sousa Mendes
- Oskar Schindler
- Irena Sendler
- Chiune-Sempo Sugihara
- Raoul Wallenberg

2. In the chapter about Judy Feld Carr, the author describes how Syrian Jews were persecuted, especially after 1967 (p. 43). Research how another minority group has been persecuted in the twentieth or twenty-first century. Answer the questions: Who? What? When? Where? Why? Possible solutions?

Some examples are:

- Uyghurs–China
- Kurds–Turkey
- Copts–Egypt
- Armenians–Turkey
- Indigenous peoples–Canada
- African Americans–United States

3. Research another 20th century Jewish woman activist. Present your findings in the form of an oral report, written essay, collage, poem, rap song, or any medium that appeals to you. Present your research to the class. One resource is the Jewish Women’s Archive: <https://jwa.org>

Some examples are:

- Dina Abramowicz
- Fay Ajzenberg-Selove
- Sabina Berman
- Fannia M. Cohn
- Nadine Gordimer
- Ruth Gruber
- Liz Lerman
- Helen Lieberman
- Beyle Schaechter-Gottesman

4. Many of the women in *She's a Mensch!* were often confronted with antisemitic remarks. What is the definition of “antisemitism”? Research an incidence of antisemitism in your community or somewhere else and present it to the class. Ask questions: What? Where? Who? Why? How? What are the results and consequences?
5. Rita Arditti’s family were Sephardic Jews. Research the differences between Sephardic and Ashkenazic Jews, e.g., history, geography, language, food, customs, dress, etc.
6. Many of the apartheid policies in South Africa were similar to the “Jim Crow” laws in the Southern United States in the late nineteenth and early twentieth century. Compare and contrast.

Further Reading

Picture Books (Ages 7+)

Bat Zvi, Pnina Bat and Margie Wolfe illus. Isabelle Cardinal, *The Promise*

Nonfiction, \$18.95, ISBN: 978-1-77260-058-2

Kacer, Kathy; illus. Gillian Newland, *The Magician of Auschwitz*

Nonfiction, \$18.95, ISBN: 978-1-927583-46-3

Kacer, Kathy; illus. Juliana Kolesova, *The Brave Princess and Me*

Fiction, \$18.95, ISBN: 978-1-77260-102-2

Renaud, Anne; illus. Richard Rudnicki, *Fania's Heart*

Nonfiction, \$18.95, ISBN 978-1-77260-057-5

Upjohn, Rebecca; illus. Renné Benoit, *The Secret of the Village Fool*

Nonfiction, \$18.95, ISBN: 978-1-926920-75-7

Middle Grade (Ages 9–12)

Anne Frank House; illus. Huck Scarry, *All About Anne*

Nonfiction, \$24.95, ISBN: 978-1-77260-060-5

Arato, Rona, *The Ship to Nowhere: On Board the Exodus*

Nonfiction, \$14.95, ISBN: 978-1-77260-018-6

Clark, Kathy, *The Choice*

Fiction, \$14.95, ISBN: 978-1-927583-65-4

Clark, Kathy, *Guardian Angel House*

Fiction, \$14.95, ISBN: 978-1-897187-58-6

Dublin, Anne, *Dynamic Women Dancers*

Nonfiction, \$10.95, ISBN: 978-1-897187-56-2

Jimenez, Sameea and Corinne Promislow with Larry Swartz, *What Does Hate Look Like?*

Nonfiction, \$21.95, ISBN: 978-1-77260-290-6

Kacer, Kathy, *Clara's War*

Fiction, \$8.95, ISBN: 978-1-896764-42-9

Kacer, Kathy, *The Diary of Laura's Twin*

Fiction, \$14.95, ISBN: 978-1-897187-39-5

Kacer, Kathy, *Hidden on the High Wire*

Fiction, \$13.95, ISBN: 978-1-77260-251-7

Kacer, Kathy, *Hiding Edith: A True Story*

Nonfiction, \$14.95, ISBN: 978-1-897187-06-7

Kacer, Kathy, *The Night Spies*

Fiction, \$8.95, ISBN: 978-1-896764-70-2

Kacer, Kathy, *The Secret of Gabi's Dresser*

Fiction, \$10.95, ISBN: 978-1-896764-15-3

Kacer, Kathy, *Shanghai Escape*

Nonfiction, \$14.95, ISBN: 978-1-927583-10-4

Kacer, Kathy, *To Hope and Back: The Journey of the St. Louis*

Nonfiction, \$14.95, ISBN: 978-1-897187-96-8

Kacer, Kathy, *The Underground Reporters*

Nonfiction, \$17.95, ISBN: 978-1-896764-85-6

Kacer, Kathy, *We Are Their Voice: Young People Respond to the Holocaust*

Nonfiction, \$16.95, ISBN: 978-1-926920-77-1

Levine, Karen, *Hana's Suitcase*

Nonfiction, \$18.95, ISBN: 978-1-896764-55-9

Levine, Karen, *Hana's Suitcase Anniversary Album* (10th anniversary special edition)

Nonfiction, \$24.95, ISBN: 978-1-926920-36-8

Levine, Karen and Emil Sher, *Hana's Suitcase on Stage*

Nonfiction / Drama, \$18.95, ISBN: 978-1-897187-05-0

Spring, Debbie, *The Righteous Smuggler*

Fiction \$9.95 ISBN: 978-1-896764-97-9

Wees, Janet, *When We Were Shadows*

Nonfiction, \$14.95, ISBN: 978-1-77260-061-2

YA/Adult (Ages 13+)

Burakowski, Ella, *Hidden Gold: A True Story of the Holocaust*

YA Nonfiction, \$14.95, ISBN: 978-1-927583-74-6

Gold, Jennifer, *Names in a Jar*

YA Fiction, \$14.95, ISBN: 978-1-77260-207-4

Kacer, Kathy, *Restitution: A family's fight for their heritage lost in the Holocaust*

Adult Nonfiction, \$19.95, ISBN: 978-1-897187-75-3

Kacer, Kathy with Jordana Lebowitz, *To Look a Nazi in the Eye: A teen's account of a war criminal trial*

YA Nonfiction, \$13.95, ISBN: 978-1-77260-040-7

Kacer, Kathy, *Under the Iron Bridge*

YA Fiction, \$15.95, ISBN: 978-1-77260-205-0

Rubenstein, Eli (compiled by) with March of the Living, *Witness: Passing the Torch of Holocaust Memory to New Generations*

Adult Nonfiction, \$32.95, ISBN: 978-1-77260-149-7

Schulman, Faye, *A Partisan's Memoir: Woman of the Holocaust*

Adult Nonfiction, \$19.95, ISBN: 978-0-929005-76-8

Setterington, Ken, *Branded by the Pink Triangle*

YA Nonfiction, \$15.95, ISBN: 978-1-926920-96-2

Silberstein Swartz, Sarah, *Heroines, Rescuers, Rabbis, Spies: Unsung Women of the Holocaust*

YA Nonfiction, \$19.95, ISBN: 978-1-77260-262-3

For Teachers

Nesbitt, Shawntelle, *Holocaust Remembrance Series Teacher Resource: Elementary Social Justice Teacher Resource*

Educational Resource, \$149.00, ISBN: 978-1-897187-94-4

544 page Five-Part Comprehensive Guide