



Grades 4 – 7; Ages 9 – 12

The Ship to Nowhere

Written by Rona Arato

Teacher's Guide

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Summary

Rachel and her family, along with thousands of other Jewish refugees after the Holocaust, board the Exodus—a ship bound for Palestine—on a journey that they hope will bring them to safety and a new home.

Rachel Landesman is eleven years old when she, her mother, and sister are crammed on board the Exodus, a dilapidated vessel smuggling 4500 Jewish refugees risking their lives to reach Palestine, their biblical homeland. Despite what they suffered during the Holocaust, Jewish refugees are still not wanted in many countries. Even a Canadian immigration officer famously said at the time, “None is too many” when asked how many refugees Canada would take in. Nonetheless, Rachel and the other refugees refuse to give up hope when warships surround them. Their fight, and the worldwide attention it brought, influenced the UN to vote for the creation of the state of Israel. Made famous by the Paul Newman film *Exodus*, this is the first book for young people about the ship that helped make history.

About the Author

Rona Arato, a former teacher, is the award-winning author of the children’s book *The Last Train*. She has a strong interest in the field of human rights. From 1994 to 1998, she was an interviewer for Survivors of the Shoah, a Steven Spielberg project, that recorded the histories of Holocaust survivors. Rona lives in Toronto.

Before Reading: Teacher’s Note

Read the preface of the book with the class. It starts with a definition of the word “refugee”—from the French *réfugié*, “to take shelter.” Discuss what this means. The story takes place in 1947. Who were the refugees then? Why is the issue still relevant today?

It is important to have a discussion with students before reading the book, to talk about the Holocaust and touch on the fact that horrible things happened. It would be helpful for the teacher to know if any material contained in this book could remind students of similar traumatic events in their own lives, or events they’ve heard of in their family history. Inform students that parts of this story contain antisemitism and traumatic events. Remind students that if they get overwhelmed and need to take a break, they can do so. Teachers should do their own research to be as well-informed as they can. For example, the Montreal Holocaust Museum has resources for teaching about the Holocaust: <https://museeholocauste.ca/en/resources-training/teaching-holocaust-middle-high-school/>

The Ship to Nowhere is part of a series called The Holocaust Remembrance Series for Young Readers. What do you know about the Holocaust? Discuss why Adolf Hitler introduced laws to limit the freedom of Jewish people and other marginalized groups. Ask students what stories, real or fictional, they have read or seen about Jewish people during the Holocaust.

Provide students with a map of Europe to locate the countries that were affected by the Holocaust and the countries discussed in this story. Rachel and her family were from Czechoslovakia. When the Nazis invaded their country, her family went to Hungary where their uncle said they would be safer. Hungary was allied with Germany and Jews were not being deported to concentration camps. When did that change? What happened to the Hungarian Jews?

Discussion Questions

Part One: From Europe to Palestine

Chapter 1 (pages 4–7): A Ship of Refugees

1. Where is the ship leaving from and where is it going?
2. Why are Rachel and the other passengers boarding the ship late at night?
3. Rachel is afraid, yet hopeful. Why does she feel this way?
4. Why is Rachel proud of her mother? What did her mother do when the Nazis invaded their country, Czechoslovakia?
5. How has Rachel's sister, Hensche, helped Rachel?
6. How does Haganah member Aviva look different from Rachel and the other passengers? What does this show about Aviva's life in Palestine compared to Rachel and her family's lives during the war and in the displaced persons (DP) camps?

Chapter 2 (pages 8–12): Departure

1. Why is the SS *President Warfield* carrying a Honduran flag? Where is it supposed to be going?
2. What do the passengers know about the ship's true destination?
3. Rachel cannot recall a time in her eleven years, when her life was not defined by her being Jewish. Explain why this is so.
4. What did the French authorities do to prevent the ship from leaving the harbour? How did the captain resolve the problem?
5. What is the message broadcasted over the loudspeaker? How do the passengers, especially Rachel, react?
6. What languages are used to deliver the message? Why are these languages used?

7. Once the ship is out of the harbour, it is surrounded by British warships. What does this mean?
8. What is Rachel's reaction to seeing the British ships?

Chapter 3 (pages 13–21): At Sea

1. How did the Haganah leaders help the passengers remain calm?
2. Why did the Jews of Palestine need a common language?
3. Who was Ben Yehuda? How did he turn Hebrew into a modern, spoken language?
4. Who was Captain Ike? How did he become captain of the *President Warfield*?
5. Why did the passengers feel that Captain Ike was a hero? What would you think about him if you were on the ship?
6. How did Bill Bernstein help the Haganah members prepare the ship? What is his nationality? What did he turn down in order to join the Haganah? Why did he do that?

Chapter 4 (pages 22–26): Life on Board the Refugee Ship

1. What were the conditions on the ship?
2. Why was Miriam sad when she saw Rachel's mother?
3. What does Aviva tell Rachel about what will happen if they don't get into Palestine?
4. What country ruled Palestine for 400 years?
5. What did the British promise the Jews when they took control of Palestine in 1923?
6. What happened to that promise?

Chapter 5 (pages 27–30): Rachel’s Story

1. Where was Rachel’s father sent when the Nazis invaded Czechoslovakia?
2. Where did Rachel’s mother take her and her sisters? Why did they go there?
3. What happened to her father when he escaped from the labour camp?
4. What happened when the Gestapo came to their building? How did Rachel manage by herself?
5. What happened when Rachel and Batya went to the Jewish ghetto? What did they see as they walked to their assigned apartment?
6. Where did they go during the bombing?
7. How would you feel if you were sent to live in the ghetto?
8. Describe the sanitary conditions in the ghetto. What could people do to avoid getting sick?

Chapter 6 (pages 31–34): Aviva’s Story

1. How were Rachel and Batya reunited with their mother and Hensche? Where had Hensche been?
2. Where was Aviva during the war? What did she do after the war?
3. Aviva says that she is a Sabra. What does that mean?
4. How long has Aviva’s family lived in Jerusalem? Where did they come from?
5. Why did Aviva join the Haganah? What motivated her?
6. When Aviva says they will soon be in Palestinian waters, what does she mean?
7. Explain what is meant by a country’s “territorial waters” (p. 33) or “part of the sea” (p. 33).
8. Why does Rachel wish she were a Sabra?

Chapter 7 (pages 35–37): New Friends

1. Why was tension mounting on the ship?
2. What is meant by “international waters”? Why can’t the British attack the ship there?
3. Why is Rachel awed by the boy who says he was a partisan during the war? Who were the partisans and what did they do?
4. What did Saul do with the partisans?

Chapter 8 (pages 38–40): Saul’s Story

1. What happened to the Jews of Plotzk?
2. How did Saul escape?
3. How did David get to the partisans? What happened to his parents?
4. What happened when David and Saul went back to Plotzk after the war? What did their former neighbours tell them?
5. Where did the boys go next? What would you have done in their place?

Chapter 9 (pages 41–44): Miriam and Rachel

1. What is Miriam’s story?
2. What did Miriam’s father tell her? How did that influence her after the war?
3. Why did Miriam choose to go to Eretz Yisroel?
4. Why did Rachel hate being a Jew in Hungary?
5. Where did Rachel and her family go when they left Hungary?
6. Why did Rachel insist that she and her family go to Eretz Yisroel, and nowhere else?

Chapter 10 (pages 45–51): The Star of David Rises

1. How did the Haganah members prepare the *President Warfield* to hold 4500 Holocaust survivors?
2. What happened when they took the ship for a test run at sea? Why did most of the crew leave?
3. Who were the new crew? Why were they sworn to secrecy?
4. The British were suspicious. What did the crew do to confuse them as to the real purpose of the ship?
5. What do the passengers believe will happen as the ship approaches Palestinian waters?
6. What are they hoping Captain Ike will do?
7. Who was Yossi Harel? What is his story?
8. What did Yossi Harel tell the passengers to do if the British boarded the ship?
9. When two crew members lowered the Honduran flag, what did they replace it with?
10. The Haganah renames the ship *Exodus 1947*. What is the significance of that name?
11. What does the new flag symbolize? How would you feel at that moment, if you were on board the ship?

Chapter 11 (pages 52–55): Waiting

1. What did the handbill posted by Haganah youth say? Why did they post it?
2. What was the mood on the ship as it approached the coast of Palestine?
3. What was the message from the warship? How did the *Exodus* passengers react?

4. How did Rachel's family prepare for whatever was going to happen?
5. Imagine that you are on the deck of the *Exodus* at that time. How would you feel? What would you do?

Chapter 12 (pages 56–59): The Attack

1. What did the British throw onto the deck of the *Exodus*?
2. What happened next?
3. What did Rachel say to bolster Miriam's spirits?
4. How did Rachel stay calm? How would you feel if you were in her place?

Chapter 13 (pages 60–62): The Battle

1. How many British ships attacked the *Exodus*? What kind of ships were they?
2. What message did the crew send out? Why did they decide to sail to Haifa instead of Tel Aviv?
3. What was the damage to the *Exodus*?
4. What was Bill Bernstein's premonition?
5. What happened when the British soldiers boarded the ship?
6. What did Hensche do? What did Rachel do?

Chapter 14 (pages 63–68): Surrender

1. What was the condition of the ship when the battle ended?
2. What happened to Bill Bernstein?
3. Why did Aviva hide when the British came on board?

4. Why does Rachel's mother tell them to put on all their clothes before leaving the ship? What does this say about their past experiences?
5. How does Rachel feel as the ship approaches Haifa? How would you feel if you were in her place?

Chapter 15 (pages 69–71): Response in Tel Aviv

1. How did the citizens of Tel Aviv react to news of the ramming of the *Exodus*?
2. What did they do in response?
3. How extensive was the strike?
4. Who was Ruth Gruber? What did she do when the *Exodus* wasn't allowed to come to Tel Aviv?
5. Why was Ruth Gruber horrified at what she saw when she stood on the pier in Haifa?



The *President Warfield*



The *Exodus* after the attack

Teacher's Note: Above on the left is a picture of the *President Warfield* when the Haganah bought it, and on the right, a picture of the same ship after the attack. Have the students examine the pictures and describe what they see. How badly was the ship damaged? Have them research what happened to the ship after the passengers were taken off.

Chapter 16 (pages 72–76): Arrival in Haifa

1. What were the people on the *Exodus* singing as the ship was towed into Haifa Harbour? What did that song mean to them? What has the song become to the people of Israel?
2. Rachel expected to see Haifa residents crowding the dock in support. What greeted the ship instead? Why?
3. What was Rachel thinking as she looked up at the slope of Mount Carmel?
4. Put yourself in the place of Rachel and the others. How would you feel? What would you be thinking?

Chapter 17 (pages 77–82): Where Next?

1. Describe the damage to the ship.
2. What happened when the passengers disembarked?
3. Which ship was Rachel and her family assigned to?
4. Where did the soldiers tell the passengers they were going?

Chapter 18 (pages 83–87): Aboard the *Ocean Vigour*

1. Why does Hensche say they are in a prison? Describe the “cage” where they are locked into.
2. Describe the conditions on board the *Ocean Vigour*.
3. What happens in the morning?
4. Who was Mordecai Rosman? What does he say to the passengers?
5. What does Rachel see when they are allowed on deck? Why does Saul say they are going to Europe, not Cyprus?

Part Two: Return to Europe

Chapter 19 (pages 88–93): Port-du-Bouc, France

1. Put yourself in Rachel's place. You hoped to go to Eretz Yisroel. Then you were told you'd be sent to Cyprus. And now you are on a ship going nowhere. How do you feel? What are you thinking?
2. What did the passengers do to pass the time?
3. How did the food differ from the *Exodus* to that on the British ships? What does this say about the British attitude towards the passengers?
4. What happened when they spotted land? How long had they been on the ship?
5. Rachel sees a small motorboat buzzing near the ship and then other boats join it. How do the people on the boats know about the refugees? What does Saul tell her?
6. How does Saul know about Ruth Gruber?
7. Why can't Saul believe that some people are good?
8. What is on the sign the man in the motorboat is holding up? How does it lift their spirits?
9. Where are they when the ships drop anchor?
10. How does life improve once they are docked in France?
11. Why did they have to sail for seventeen days before they were allowed to dock in France?
12. Why did the girls hope that the British would relent and send them back to Palestine?

Chapter 20 (pages 94–97): World Support for a Ship Going Nowhere

1. What did the passengers do once they realized they would be in Port-du-Bouc for a long time?
2. How did the local populace help the people on the ships?
3. What made life on the *Ocean Vigour* nearly unbearable?
4. If you were on the ship, what would you do to keep your spirits up?
5. Who is Avram? How did he get on the ship?
6. Avram tells Rachel that the refugees on the three ships are famous. What does he mean?
7. Who is the American reporter following their story? What is she telling the world?
8. What does Avram give Rachel? What does he tell her to do with it?

Chapter 21 (pages 98–102): An Offer from the French Government

1. What does the French government offer the refugees and what is their response?
2. How does Mordecai Rosman respond to the offer? Why does he respond that way?
3. How do the passengers react to Rosman's declaration? How would you feel if you were in their place? Explain your decision.
4. Saul says that Mordecai Rosman was a legend in the Warsaw Ghetto. What did he do and where did he go when the ghetto was destroyed?

Chapter 22 (pages 103–105): Another Standoff

1. How many people accepted France's offer? What did the rest of the passengers do?

2. What did the children do all day? What did the adults do to pass the time?
3. The British kept urging everyone to go ashore. How did the Haganah people respond? In what language?
4. What did the people call out from one ship to another? How did the British react? What did they do to show how they felt?

Chapter 23 (pages 106–109): Hunger Strike

1. What did the British do that enraged the passengers?
2. What did Mordecai Rosman suggest they do in protest?
3. The hunger strike was voluntary. If you were on the ship, would you strike? Why or why not?
4. What was on the sign that the passengers put up?
5. Why do the passengers say they will only leave the ship in Palestine? How would you feel if you had been through the same experiences that they had?

Chapter 24 (pages 110–114): Hard Decisions

1. Just twenty-four hours after the hunger strike started, the British posted a notice that anyone who did not disembark would be taken by ship to Hamburg, Germany. What was the reaction of the passengers?
2. Put yourself in the place of the British officers. Why are they taking this measure?
3. How would you react to this new development? Would you start a new life in France or stay on board and return to Germany?
4. Why didn't the British bring the passengers to England instead of Germany?

Chapter 25 (pages 115–119): Meeting the Press in Marseilles

1. What greeted the ships when they sailed into the port of Marseilles? What did this tell the passengers about the support they were getting?
2. Which reporter came onto the *Ocean Vigour*? What was she telling the world about the *Exodus* passengers?
3. The passengers were still locked in the cage. How did Ruth Gruber gain access?
4. What does Mordecai Rosman tell Ruth Gruber to write?
5. As Ruth Gruber watched the ships sail out of Marseilles, she wrote in her notes: “These are people such as the world has never seen. They are the bravest people I have ever known.” Do you agree or disagree with her statement? If you were a reporter covering this story, what would you write?

Chapter 26 (pages 120–124): The Trip to Nowhere

1. How many passengers stayed in France?
2. How long have the passengers been on the prison ships? How did the mood on the ship change after they left Marseilles?
3. Where did the ships stop?
4. How did the food change once they left Marseilles? What are the British feeding them?
5. Why is Hensche proud of Rachel?

Part Three: Detour to Germany

Chapter 27 (Pages 126–132): On the Elbe River

1. How does Rachel know they are on the Elbe River? Where is the ship taking them?

2. What does her mother tell them about leaving the ship?
3. Why did troops storm the deck of the *Runnymede Park*? What was the result?
4. What did the British do to block the sound of people screaming?
5. Describe the train that the passengers are put on. Why is it a reminder of the trains the Nazis used to send people to the concentration camps?
6. People were horrified at the idea of the British sending Holocaust survivors back to Germany. Why? How did this sentiment work in the refugees' favour?

Chapter 28 (pages 133–137): In the Displaced Persons Camp

1. What were conditions like in the Poppendorf DP camp?
2. What kind of support for their cause did they hear about from a neighbouring DP camp?
3. Why were conditions in Sengwarden better than in Poppendorf?
4. What classes were set up for the children? For the adults? What were the Haganah members secretly teaching them? Why?
5. What was the rumour that gave Rachel and her friends hope?

Chapter 29 (pages 138–143): The United Nations Votes

1. Why did the plight of the *Exodus* refugees attract worldwide attention?
2. When was the United Nations (UN) formed? What was its mission?
3. What did the British inform the UN of in January 1947?
4. How did the British decision affect the Jews in Palestine and those hoping to go there?

5. On November 29, 1947, the UN voted on whether or not to grant the Jews their own state. What was the result of that vote?
6. How did the refugees react to the results of the vote? How would you have felt if you were in their place?

Chapter 30 (pages 144–146): A Celebration of Life

1. What was life like in the camp after the UN vote? How did the vote affect Rachel and her family?
2. There was a wedding or a birth almost every week. Why do you think people were anxious to marry and start families?
3. What did the refugees talk about all the time? What did they not talk about?
4. What were they waiting for? Why was their future brighter than the past?

Part Four: A New Home

Chapter 31 (pages 148–149): The Jewish State of Israel

1. What happened on May 14, 1948?
2. Who was David Ben-Gurion?
3. Read his speech. How does it make you feel? How would you have felt in Rachel's place?
4. After the announcement, everyone joined in singing *Hatikvah*. What does it mean and what has this song become?

Chapter 32 (pages 150–152): Departure for Israel

1. What was the first country to formally recognize the State of Israel?
2. Why did Rachel and her family have to wait to leave for Israel?

3. What did Batya warn them about life in Israel?
4. What did Hensche say they would do?
5. How did Rachel feel about going to Israel? How would you have felt in her place?

Chapter 33 (pages 153–155): The Final Voyage

1. What were conditions like on the SS *Kedmah*, the ship that Rachel and her family took to Israel?
2. As Rachel stands on the dock in Haifa, she sees the same winking lights she had seen from the *Exodus*. How is it different this time? How does Rachel feel? How would you feel?

Author's Note (pages 157–163)

Discuss as a class or in small groups:

1. Who, in the book, are the real people who made this treacherous journey?
2. Why did the author invent other characters including Aviva, Miriam, and David? What purpose do they play in the story?
3. What did the Haganah become when Israel became a state? What are they called today?
4. Batya warned Rachel and her family that life in Israel would be difficult. What were some of the issues that made it difficult?
5. The family was first sent to an absorption centre. Why were they sent there? What did they learn at the centre?
6. What happened to Hensche after she left the absorption centre? To Rachel? Her mother?
7. What did Captain Ike do after he returned to Israel? How do you think his experience on the *Exodus* shaped the rest of his life?

8. Ruth Gruber went on to write many books and won numerous awards for her fearless reporting. When asked for the secret of her success, she said, “Have dreams, have visions, and let no obstacle stop you.” What are your dreams and visions? How do you plan to make them come true?

Ask students to write a brief essay on what they have learned from this book. Do they agree with the passengers’ decision to stay on the ships in Marseilles? What would they have done in their place? How does learning about the past help us understand the plight of refugees today?

Extension Activities

Activity One: Displacement

In small groups, have students discuss what it means to be displaced from one’s country. What are the circumstances that make this happen to people? Have students research the displaced person (DP) camps after the war. Who ran them? How were they organized and when was the last camp closed?

It is very important for teachers and students to be aware that some students may have experiences with displacement and migration, or may have family members or friends who were displaced. Be sensitive to the fact this material could be triggering and share a process for students to take a break if they get overwhelmed.

Activity Two: The Haganah

The *President Warfield* was purchased secretly in the United States by members of the Haganah. Have the students look up the history of the Haganah. Discuss what motivated them to convert a luxury steamboat, designed to hold 300 passengers, into a refugee ship, crammed with 4500 Holocaust survivors. Why were the Jews in Palestine anxious for the *President Warfield* and other illegal ships to break the British blockade?

Activity Three: Vocabulary from *The Ship to Nowhere*

Divide the class into groups of three to four. Have them look up the meanings of these words that appear in the story. Using their own words, they should write a definition for each and explain why that term is important to the story.

The Holocaust

Jewish

Antisemitism

Refugee

Displaced persons

Haganah

Eretz Yisroel

Yiddish

Hebrew

Ladino

Kibbutz

Mizrachi Jews

The United Nations

Here are some resources that may help with students' research:

- The Montreal Holocaust Museum: <https://museeholocauste.ca/en/>
- United States Holocaust Memorial Museum's online *Holocaust Encyclopedia*: <https://encyclopedia.ushmm.org>
- Anti-Defamation League: <https://www.adl.org/about/education>
- Youth for Human Rights: <https://www.youthforhumanrights.org/what-are-human-rights/>

Activity Four: Choosing a Book Title

Why is the title of the book *The Ship to Nowhere*? What does the title say about the passengers' moods and their state of mind? How would you feel on such a journey? Is there another title you would choose? Why? Name one or two other books with titles that you feel reflect the story and meaning of the book.

Activity Five: Visual Art

Rachel sails into Haifa twice, under very different circumstances. The first time, “Rachel looked up at the slope of the mountain with all its little lights. She knew that for the rest of her life she would remember those blinking lights on Mount Carmel” (p. 74). That time the winking lights on the hill had filled her with sadness. When she returned, “they called to her. She could almost hear them saying, *Rachel Landesman, welcome home*” (p. 155).

As an art project, have the students create pictures of what Rachel saw on those two voyages. They can draw, paint, or create a collage to represent the world Rachel longs to enter and the one she finally calls home.

Activity Six: Music

At every juncture of their journey, the refugees sang *Hatikvah*. Have students learn the words to the song and listen to a recording of people singing it. What do they mean? Why has that song become Israel's national anthem?

Additional Resources

Class Visits

1. Arrange a class visit to a Holocaust education centre or museum in or near your school (e.g., Toronto: <https://www.holocaustcentre.com/>). Arrange to have a docent take the class through. Following the visit, ask the students to write a short essay on what they saw and what they learned from the experience. If you cannot visit a Holocaust education centre or museum in person, do a virtual tour as a class.

Some suggested virtual tours are listed below:

- <https://www.ushmm.org/teach/teaching-materials/primary-sources-collections/virtual-field-trip>
 - <https://holocausteducation.center/auschwitzvirtualtour/>
 - <https://www.holocaustmuseumla.org/post/tour-the-museum-from-home>
2. Invite a Holocaust survivor to speak to the class. Alternatively, the Montreal Holocaust Museum offers virtual testimonies with a Holocaust survivor: <https://museeholocauste.ca/en/guided-tour-testimony/>.
 3. Invite Rona Arato, the author of *The Ship to Nowhere*, to speak to your class. Website: www.ronaarato.com; contact: rona@ronaarato.com

More Virtual Exhibitions and Resources

1. United States Holocaust Memorial Museum: <https://www.ushmm.org/search/results/?q=virtual+tours>
2. Montreal Holocaust Museum: <https://museeholocauste.ca/en/virtual-exhibitions/>
3. The Museum of Tolerance: <https://www.museumoftolerance.com/>
4. The USC Shoah Foundation: <https://sfi.usc.edu/>
5. The Montreal Holocaust Museum: <https://museeholocauste.ca/>

Further Reading

Picture Books (Ages 7+)

The Magician of Auschwitz by Kathy Kacer illus. Gillian Newland

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

The Brave Princess and Me by Kathy Kacer illus. Juliana Kolesova

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

Fania's Heart by Anne Renaud illus. Richard Rudnicki

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

The Secret of the Village Fool by Rebecca Upjohn illus. Renné Benoit

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

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

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

Middle Grade (Ages 9–12)

All About Anne by Anne Frank House illus. Huck Scarry

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

The Choice by Kathy Clark

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

Guardian Angel House by Kathy Clark

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

She's a Mensch! Ten Amazing Jewish Women by Anne Dublin

Nonfiction \$22.95 ISBN: 978-1-77260-320-0

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

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

Clara's War by Kathy Kacer

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

The Diary of Laura's Twin by Kathy Kacer

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

Hidden on the High Wire by Kathy Kacer

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

Hiding Edith: A True Story by Kathy Kacer

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

The Night Spies by Kathy Kacer

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

The Secret of Gabi's Dresser by Kathy Kacer

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

Shanghai Escape by Kathy Kacer

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

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

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

The Underground Reporters by Kathy Kacer

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

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

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

Hana's Suitcase by Karen Levine

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

Hana's Suitcase Anniversary Album by Karen Levine

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

(10th anniversary special edition)

Hana's Suitcase on Stage by Karen Levine and Emil Sher

Nonfiction, Book + Play \$18.95 ISBN: 978-1-897187-05-0

The Righteous Smuggler by Debbie Spring

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

When We Were Shadows by Janet Wees

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

YA/Adult (Ages 13+)

Hidden Gold: A True Story of the Holocaust by Ella Burakowski

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

Names in a Jar by Jennifer Gold

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

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

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

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

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

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