



Grades 4 – 9; Ages 9 – 14

The Choice

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Teacher's Guide

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by Kathy Clark

Summary

Thirteen-year-old Hendrik and his family have hidden their true identity as Jews and are living as Catholics in Budapest during World War II. One day, in a burst of loyalty, Hendrik reveals that his name is in fact Jakob and he is Jewish. It is a choice with drastic consequences. It not only puts his whole family in danger but it also severs his ties with his best friend Ivan, whose father is a high-ranking military official.

Throughout the horrific months that follow in the Auschwitz concentration camp, it is Jakob's passion for revenge against Ivan that fuels his will to survive. However, unknown to Jakob, Ivan had made a choice of his own on that fateful day—a choice that changes everything.

About the Author

Kathy Clark has written two books for the Holocaust Remembrance Series for Young Readers. *Guardian Angel House* is based on her mother and aunt's lives as Jewish children hidden from the Nazis. *The Choice* is also inspired by her father's experiences during the Holocaust. Kathy lives in Kanata, Ontario, and was raised by her mother and a loving stepfather. She learned of events described in *The Choice* as a grown-up when she became reacquainted with her dad.

Learning Opportunities

Character Education

- Prejudice and Tolerance
- Courage, Perseverance, Personal Relationships
- Making Decisions

How do the characters in the story show courage?

Do the relationships between the characters in the novel change?

How do they handle conflict?

Literacy

Genre: What is historical fiction? What are the key elements of the genre? Why might an author choose to tell a story using historical fiction rather than nonfiction?

Setting: What are some elements that authors use to help readers visualize unfamiliar settings? Is a specific setting always an essential part of a story?

Reading strategies: How can you make sense of the unfamiliar words in this novel?

Social Studies

History/Social Studies: Examine the historical context of World War II. Consider big ideas like power, position, bias, and oppression within the scope of:

- War and Conflict
- Government and Citizenship
- Social Justice

Holocaust Studies

Learn about antisemitism in history and in the present. Identify and articulate actions that can be taken today to oppose antisemitism.

- Holocaust
- Antisemitism
- Hatred and Racism
- Influence of Individual Choice

Before Reading

1. 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. As a teacher, do your own research to be as well-informed as you 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/>
2. *The Choice* 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.
3. Look at the cover of the book. What does it tell you about the setting? Where do you think the train tracks are leading to? Who do you think the person is in silhouette?
4. TITLE: Can you imagine what the main character's choice will be? Tell about a choice that you or someone close to you made that made you do something differently in your life. If you are not comfortable sharing something from your own life, you can share an example from history or from another book you have read, or a movie or show you have watched.
5. On the map provided on page 67, find the following:
 - COUNTRIES: Hungary, Poland, Germany, Slovakia, Czech Republic, Austria
 - CITIES: Budapest, Vienna, Kraków, Prague, Warsaw, Berlin
 - CONCENTRATION CAMP: Auschwitz

Teachers can project a larger map on a screen in the classroom to help students situate this novel.

Vocabulary

ADAPTED FROM: *The Oxford Learner's Dictionary*

<https://www.oxfordlearnersdictionaries.com>

These words can be put up in the classroom (on chart paper or on a screen, as needed) as students discuss the book.

Chapter	Word	Meaning
1	adjacent	next to something
	confirmation	a ceremony at which a person becomes a full member of the Christian Church
	confiscate	to officially take something away from somebody, especially as a punishment
	excursion	short journey made for pleasure, especially one that has been organized for a group of people
	ghetto	a quarter of a city in which members of a minority group live especially because of social, legal, or economic pressure (Merriam-Webster)
	gnarled	twisted and rough; with hard parts growing all over it
	monastery	a building in which monks (members of a male religious community) live together
	stunned	very surprised or shocked
	vitality	energy and enthusiasm

2	bar mitzvah	a ceremony and celebration for a Jewish boy who has reached the age of 13, at which he accepts the religious responsibilities of an adult
	constricted	tight or narrow
	contrition	the feeling of being very sorry for something bad that you have done
	louvered	louvered doors and windows have narrow pieces of wood, plastic, etc., in them to let air and some light in, but to keep out strong light or rain
	oblivious	not aware of something
	tantalizing	making you want something that you cannot have or do
	taunt	to try to make somebody angry or upset by saying unkind things about them, laughing at their failures, etc.
3	cobblestone	made of small round stones
	grimace	to make an ugly expression with your face to show pain, dislike, etc.
	indiscernible	[something] that cannot be seen, heard, or understood
	tremor	a slight shaking movement in a part of your body caused, for example, by cold or fear
	turmoil	a state of great worry in which everything is confused and nothing is certain

4	elude	to manage to avoid or escape from somebody/ something, especially in a clever way
	pilfer	to steal things of little value or in small quantities, especially from the place where you work
	surge	to fill somebody with a strong feeling
5	challah	a type of white bread made in a twisted shape, traditionally eaten by Jews on the Sabbath
	citadel	(in the past) a castle on high ground in or near a city where people could go when the city was being attacked
	discern	to know, recognize, or understand something, especially something that is not obvious
	feign	to pretend that you have a particular feeling or that you are ill, tired, etc.
	jostle	to push roughly against somebody in a crowd
	panorama	a view of a wide area of land
	prod	to push somebody/ something with your finger or with a pointed object
	rambunctious	full of energy in a cheerful and noisy way
	rampart	high wide wall of stone or earth with a path on top, built around a castle, town, etc., to defend it
scrutinize	to look at or examine somebody/something carefully	

6	fabricate	to invent false information in order to trick people
	foliage	the leaves of a tree or plant; leaves and branches together
	furtively	in a way that shows that you want to keep something secret and do not want to be noticed
	momentum	the ability to keep increasing or developing
	secluded	(especially of a place) quiet and private
7	accost	to go up to somebody and speak to them, especially in a way that is rude or frightening
	conspicuously	in a way that is easy to see or notice, or that is likely to attract attention
	emaciated	thin and weak, usually because of illness or lack of food
	haggard	looking very tired because of illness, worry, or lack of sleep
	immaculate	perfectly clean and tidy, with no marks or flaws
	listless	having no energy or enthusiasm
	orient	to direct somebody/ something towards something; to make or adapt somebody/ something for a particular purpose
	squalor	dirty and unpleasant conditions

8	blurt	to say something suddenly and without thinking carefully enough
	grimy	covered with dirt
	meager	small in quantity and poor in quality
	restriction	a rule or law that limits what you can do or what can happen
9	complied	to obey a rule, an order, etc.; to meet particular standards
	defiant	openly refusing to obey somebody/something, sometimes in an aggressive way
	distraught	extremely upset and anxious so that you cannot think clearly
10	broach	to begin talking about a subject that is difficult to discuss, especially because it is embarrassing or because people disagree about it
	calamity	an event that causes great damage to people's lives, property, etc.
	imperceptibly	in a very small way that cannot be seen or felt
	sneer	to show that you have no respect for somebody by the expression on your face or by the way you speak

11	allot	to give time, money, tasks, etc., to somebody/ something as a share of what is available
	appease	to make somebody calmer or less angry by giving them what they want
	gesticulate	to move your hands and arms about in order to attract attention or make somebody understand what you are saying
	gnaw	to keep biting something
	huddle	to gather closely together, usually because of cold or fear
	litany	a series of prayers to God for use in church services, spoken by a priest, etc., with set responses by the people
	massacre	the killing of a large number of people especially in a cruel way
	speculation	the act of forming opinions about what has happened or what might happen without knowing all the facts
	succumb	to not be able to fight an attack, a temptation, etc.
12	multitude	an extremely large number of things or people
	sweltering	very hot in a way that makes you feel uncomfortable

13	acknowledgement	an act of accepting that something exists or is true, or that something is there
	bayonet	a long, sharp knife that is fastened onto the end of a rifle
	delusion	a false belief or opinion about yourself or your situation
	respite	a short break or escape from something difficult or unpleasant
14	contemplate	to think about whether you should do something, or how you should do something
	forlorn	appearing lonely and unhappy
	hypnotic	making you feel as if you are going to fall asleep, especially because of a regular, repeated noise or movement
	malevolent	having or showing a desire to harm other people
	seder	a Jewish ceremonial service and dinner on the first night or first two nights of Passover
	truncheon	a short thick stick that police officers carry as a weapon

15	composure	the state of being calm and in control of your feelings or behaviour
	embolden	to make somebody feel braver or more confident
	latrine	a toilet in a camp, etc., especially one made by digging a hole in the ground
	mortify	to make somebody feel very ashamed or embarrassed
	putrid	decaying and therefore smelling very bad
	smirk	to smile in a silly or unpleasant way that shows that you are pleased with yourself, know something that other people do not know, etc.
	wary	careful when dealing with somebody/something because you think that there may be a danger or problem
16	immobility	the state of not moving
	perceptible	great enough for you to notice it
	unintelligible	impossible to understand
17	----	

18	animated	full of interest and energy
	contour	the outer edges of something; the outline of its shape or form
	scoff	to talk about somebody/ something in a way that makes it clear that you think they are stupid or silly
	tzedakah	(among Jewish people) charitable giving, typically seen as a moral obligation
19	cellophane	a thin clear plastic material used for wrapping things
	haunches	the tops of the legs and buttocks; the similar parts at the back of the body of an animal that has four legs
	humiliating	making somebody feel ashamed or stupid and lose the respect of other people
	lashing	an act of hitting somebody with a whip as a punishment
	lavishly	in a way that is impressive and usually costs a lot of money

20	menorah	a traditional Jewish object to hold seven or nine candles
	parquet	a type of floor that consists of flat pieces of wood fixed together in a pattern
21	pus	a thick yellow or green liquid that is produced in a wound as a result of an infection
	emanate	to produce or show something
22	cantor	the person who leads the singing in a synagogue
23	aghast	filled with horror and surprise when you see or hear something
	jovial	very cheerful and friendly
	placate	to make somebody feel less angry about something
24	fortify	to make somebody/ yourself feel stronger, braver, etc.
	retaliation	action that a person takes against somebody who has harmed them in some way
25	----	

26	periphery	the outer edge of a particular area
	ravenously	in an extremely hungry way
	smolder	to burn slowly without a flame
	synthetic	artificial
27	entomb	to bury or completely cover somebody/ something so that they cannot get out, be seen, etc.
28	crowbar	a straight iron bar, usually with a curved end, used for forcing open boxes and moving heavy objects
	mangled	badly damaged, especially as a result of being torn or twisted
29	preposterous	completely unreasonable, especially in a way that shocks or annoys you
	sporadically	occasionally or at intervals that are not regular
30	concede	to admit that something is true, logical, etc. after first denying it or resisting it
	deceptive	likely to make you believe something that is not true
	spew	to flow out quickly in large amounts

31	commotion	sudden noisy and confused activity or excitement
32	instinctively	by using instinct (a natural quality that makes somebody/something behave in a particular way) rather than thought or training
33	gape	to be or become wide open
34	disheartened	having lost hope or confidence
	flail	to move around without control; to move your arms and legs around without control
	splay	to make fingers, legs, etc. become further apart from each other or spread out; to be spread out wide apart
	straddle	to sit or stand with one of your legs on either side of somebody/something
	uninhibited	behaving or expressing yourself freely without worrying about what other people think
35	disdain	the feeling that somebody/something is not good enough to deserve your respect or attention
	relent	to finally agree to something after refusing
	sincerity	the quality of showing or saying what you really think or feel

36	involuntarily	suddenly, without you intending it or being able to control it
	remorse	the feeling of being extremely sorry for something wrong or bad that you have done
	revelation	fact that people are made aware of, especially one that has been secret and is surprising
	sag	to hang or bend down in the middle, especially because of weight or pressure
37	incomprehensible	impossible to understand
38	pontoon	a hollow structure that is one of several used to support a bridge
39	adversity	a difficult or unpleasant situation
	carnage	the violent killing of a large number of people
	chasm	deep opening or break in the ground
	debris	pieces of wood, metal, building materials, etc. that are left after something has been destroyed
	phantom	a thing that exists only in your imagination
	unacknowledged	not receiving the thanks or praise that is deserved
Epilogue	----	

Discussion Questions

These questions can be used to check your students' understanding of the story. They review details of plot, characterization, theme, and setting. Students should also give their opinions and feelings about characters and situations, and predict outcomes. It is important to have students interact and talk about their learning through in-class discussions and not just in a test format. Assign these questions for written work, class and group discussions, evaluated assignments, and class tests.

Introduction

1. What were the two circumstances that enabled the Nazis to be so successful in their campaign to murder the Jews of Hungary?
2. Describe the conditions in the concentration camp called Auschwitz.

November 5, 1944

1. The boy in the train is filled with guilt and shame. If you're comfortable sharing, tell or write about something you did that made you feel like this.

PART ONE

Chapter 1: October 30, 1944

1. In the first paragraph, the author "zooms out" as if using a camera. Describe the setting she creates and why this is an effective device.
2. What was the Arrow Cross? Name at least three rules the Arrow Cross imposed on mainly the Jews of Budapest.
3. Hendrik didn't pay much attention to what was happening to the Jews. What were his priorities?
4. Why did Ivan want to join the Arrow Cross? Do you think he was right? Why or why not?
5. Give two reasons why Hendrik took up Ivan's offer to climb around the block in the treetops.

6. Why did Hendrik enjoy playing with Ivan? Why did Ivan enjoy playing with Hendrik?
7. Why didn't Hendrik pass Father's message to Ivan's father?

Chapter 2

1. What is the significance of confirmation in the Catholic Church? If you feel comfortable, describe a similar ceremony in your religion.
2. Why did Father make a decision that would "change their lives" forever? Do you think he was right? Why or why not?
3. What questions does Hendrik now ask?

Chapter 3

1. What explanation does Father give Hendrik about the decision he made?
2. What did Father insist that Hendrik never do? Was he right? Why or why not?
3. What decision does Hendrik make after Brother Ferenc spoke to the class? Predict if this was a good decision. Why or why not?
4. Why had Hendrik kept his secret up to this point?
5. How can you tell that Mother and Father are emotional and conflicted when Hendrik tells them about his upcoming confirmation?

Chapter 4

1. What is Hendrik's "nagging unease" when Ivan tells him his news?
2. What does Hendrik intend to do while Ivan is checking the patrols on Saturday? Why does he feel "light-headed" about it?
3. Why does Hendrik lie about where he is going?

Chapter 5

1. Contrast the view of the Danube River that Hendrik sees to that of two years ago.
2. How has Hendrik's attitude to the Arrow Cross soldiers changed?

3. How did the Arrow Cross soldiers “take care” of the group of Jews as Hendrik sped away on his bike?
4. Name three memories Hendrik has when he returns to Pest. Can you tell (or write) about a time and place you returned to that evoked memories?
5. Name three differences that Hendrik notices.

Chapter 6

1. In what way was Hendrik’s family in the ghetto more “fortunate” than others?
2. Why is Hendrik terrified about entering the ghetto?
3. How does Hendrik manage to enter the ghetto? Do you think his actions were wise or foolish? Why?

Chapter 7

1. Why does it take Hendrik a few moments to orient himself?
2. Why is Hendrik suddenly afraid? Bewildered?

Chapter 8

1. Why does Hendrik take the chance to sneak into the ghetto?
2. What does Hendrik do to show his compassion?
3. Why does Aunt Mimi insist that Hendrik’s father made the “right choice”? Do you agree? Why or why not?

Chapter 9

1. Why doesn’t Hendrik want to leave? Why does he finally agree to go?
2. What is Hendrik’s aim about the Jews in the ghetto? Do you think it was realistic? Why or why not?
3. Why does Hendrik confess about his true identity to Sergeant Biro? Do you think he should have done this? Why or why not?

Chapter 10

1. How does Hendrik/Jakob feel when his family is rounded up?

2. What do you think Ivan means when he nods at Jakob?
3. Why does Jakob feel both regret and relief?

Chapter 11

1. Why does Jakob almost welcome the pain and discomfort in the cattle car?
2. Compare his feelings in this chapter to those on pages 7–8.
3. Why doesn't Jakob warn the ill people in his car to remain quiet? Was he right? Why or why not?
4. What does Jakob imagine happened to Aunt Mimi and Lilly? What does he feel?

Chapter 12

1. Why is Jakob angry with Ivan?
2. What does he vow to do?

PART TWO

Chapter 13

1. What advice would Ivan have given to Jakob on his arrival in Auschwitz?
2. How does Jakob figure out that going to the right holds more hope?
3. Why does Jakob lie about his age?
4. Why does Jakob decide not to bring any attention to himself?

Chapter 14

1. Why does Jakob despise the roll call?
2. Why does Jakob have trouble understanding what the guard says?
3. How does the older boy help Jakob?
4. Why does the brutal Kapo treat the prisoners the way he does?
5. What is similar about the words of Gabor and Brother Ferenc?
6. Why does Jakob want to learn about his Jewish heritage?

Chapter 15

1. What does Aron mean when he says, “We all lie about something.”
2. What does Aron say is important? Do you agree? Why or why not?
3. Why does Aron give his dinner ration to Antol? Why was this act a smart decision?
4. According to Aron, what is the point of Auschwitz?
5. In what way does Jakob still need Ivan?

Chapter 16

1. Give two reasons why friendships were not usually formed in Auschwitz.
2. Why does Jakob think that the young Orthodox man won’t last long?
3. In what way is Levi of some use to Jakob?

Chapter 17

1. How did Levi avoid getting rounded up with his family?
2. Name three things that Levi thanks God for.

Chapter 18

1. What does Jakob hunger for as much as food? How can he satisfy this hunger?
2. According to Levi, what is important to learn about the Jewish religion?
3. Why does Aron taunt Levi and Jakob?
4. How do his discussions with Levi help Jakob survive?

Chapter 19

1. What is the “game” the Kapo plays?
2. State how Aron and Levi disagree about the game. Whom do you agree with? Why?

Chapter 20

1. Why does Levi insist that Jewish traditions and history are important?
2. How does Jakob cover up his theft of the candle?
3. What is the significance of lighting the candle on Hanukkah?

Chapter 21

1. Why can't Levi go to work? What might the consequences have been?
2. What is the surprise for Jakob at the end of the day?

Chapter 22

1. How is Levi saved from being punished for missing his work detail?
2. How does Levi manage to help Jakob and Aron?

Chapter 23

1. Why does Levi refuse to steal anything? Do you think he was right? Why or why not?

Chapter 24

1. What "gift" do the Hungarian prisoners receive on the day after Christmas?
2. Why does Levi refuse to play the Kapo's "game"? What is the result?

Chapter 25

1. How does Jakob try to stay unaffected by his circumstances in Auschwitz?
2. Why does Jakob not regret his friendship with Levi?

PART THREE

Chapter 26

1. Why didn't Jakob and Aron want to be selected for a special work detail? Why do they change their minds now?
2. In what way are the conditions better at the satellite camp?
3. What are Jakob's main aims?

Chapter 27

1. How does Jakob manage to retrieve the SS uniforms?
2. Why is it urgent that Jakob and Aron try to escape as soon as possible?
3. Why is Jakob surprised at Aron's response to his plan? Why does Aron finally agree?

Chapter 28

1. Why is it difficult to put on the uniforms?
2. How do the boys help each other?

Chapter 29

1. What is the risky move Aron does as they are escaping?
2. Why is Jakob distraught with Aron?
3. How does Jakob avoid having to stop the car at the barricade?

Chapter 30

1. In what way is the countryside "deceptive"?
2. What is Jakob's "greater purpose"?

Chapter 31

1. Why does Aron insist on going into the house alone?
2. Why does Jakob leave the money under the log? Do you think he did the right thing? Why or why not?

Chapter 32

1. How do the Russian soldiers show their support of Jakob and Aron?
2. Why is Jakob grateful to Levi?

PART FOUR

Chapter 33

1. Why does Jakob wonder if he is really homeless?
2. Why does Jakob have trouble reaching his old neighbourhood?
3. What does Jakob find out about the place where he used to live? How does he feel? If you feel comfortable, tell (or write) about a time when you went back to a place where you used to live. What was it like? How did you feel?

Chapter 34

1. Compare the food line at the Red Cross compound and the one in Auschwitz.
2. What is the surprise confession that Ivan makes?

Chapter 35

1. How did Ivan's attitude about the Nazis and the Arrow Cross change after seeing the ghetto?
2. Why didn't Ivan immediately resist his father?
3. Why doesn't Jakob relent at once?

Chapter 36

1. Why does Jakob begin to believe Ivan's story?
2. What is the significance when Ivan says, "By then it was almost too late" (p. 185)?
3. How did Brother Ferenc and Raoul Wallenberg help to rescue Jakob's parents and Magda?
4. How did Ivan live a "double life"?
5. How does Jakob's attitude towards Ivan change after hearing his story?

Chapter 37

1. Why didn't Jakob answer when the guards on the train called his name?
2. How does Jakob telling his story affect him? If you feel comfortable, share how a confession about something made you feel.

Chapter 38

1. Why does Jakob hesitate to see his parents?
2. What happened to Ivan's family? Explain Ivan's decision not to go with them to Germany.
3. Why doesn't Jakob give a full account of his ordeals to his family?
4. Why does Father apologize? Was he right? Why or why not?

Chapter 39

1. Why does Aunt Mimi feel restless?
2. Why does Jakob dislike the work of clearing the rubble from the streets?
3. Contrast the experiences of Ivan and Jakob during the last six months. How did their decisions affect each other?
4. After his experiences, Jakob suffers from what is often called post-traumatic stress disorder (PTSD). Give examples of the PTSD symptoms that affect Jakob.
5. What is the significance of Jakob's decision to have a bar mitzvah?
6. Why does Jakob start to think about leaving Hungary for Canada?

Epilogue

1. Now that you have read this book, explain the significance of the title, *The Choice*.
2. What is the significance of the biblical passage from Deuteronomy?

Extension Activities

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

1. LITERACY: Compare another historical novel about the Holocaust in Hungary to *The Choice*, detailing date(s), characters, events, theme, significance, etc. Some examples are:

Rona Arato. *The Last Train: A Holocaust Story* (Toronto: Owlkids, 2013).

Kathy Clark. *Guardian Angel House* (Toronto: Second Story Press, 2009).

Tamar Meir. *Francesco Tirelli's Ice Cream Shop* (Minneapolis: Kar-Ben, 2019).

2. LITERACY: You are a journalist. Write a newspaper article about an important event in *The Choice*. For example, what happened when Hendrik went to the ghetto and was then sent to Auschwitz?
 - Include: who, what, where, when, why, and how.
3. LITERACY: Using some of the words from your vocabulary list, create a Word Search for other students in your class. This can be an individual or group project.
4. VISUAL LITERACY: Watch the book trailer of *The Choice* at: <https://www.youtube.com/watch?v=5yFUt0JuFJ0>
 - How did you feel watching it? How does a video compare to reading the back cover of the book? Compare the information provided in each medium.
5. VISUAL LITERACY: Choose one photo from *The Choice* and examine it carefully. What information does the photo and its caption provide beyond what is in the text?
6. DEBATE: “Hendrik/Jakob should have revealed his true identity to Ivan.”
7. DRAMA: Choose your favourite chapter from the book. Dramatize it with one or two friends, or read it as “Reader’s Theatre.” You can also perform it as a puppet play or as a radio play.

8. ART: Illustrate your favourite event in this book as a comic strip or a page from a graphic novel.
9. ART: Using the silhouette on the cover as a model, make silhouettes of what you imagine the other main characters in *The Choice* might look like.
10. GEOGRAPHY: Examine the map on page 67. Find a larger map of Europe during World War II and show the countries that Germany occupied.

For example: https://upload.wikimedia.org/wikipedia/commons/thumb/4/4d/World_War_II_in_Europe%2C_1942.svg/1200px-World_War_II_in_Europe%2C_1942.svg.png

Research Questions

The students, on their own or in groups, can choose one of the following activities to research and then decide how they want to share their new learning (poster, PowerPoint, booklet, etc.).

1. Compare the Canadian Charter of Rights and Freedoms to the restrictions imposed on Jewish people during the Holocaust in Hungary. What basic rights were Jews denied?

<https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/index.html>

2. 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 their story in a creative way, e.g., poetry, poster, or a comic strip.

<https://www.yadvashem.org/righteous.html>

Some examples are:

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

3. Hear the (virtual) testimony of a rescuer or a survivor during the Holocaust and tell the story to your class.

e.g., <https://intheirownwords.net/canadian-survivors>

Class Visits

1. Arrange a class visit to a Holocaust Education Centre in or near your school.

e.g., Toronto: <https://www.holocaustcentre.com/>

If you cannot visit a Holocaust Education Centre in person, do a virtual tour as a class.

Some virtual tours:

<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, rescuer, or witness 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 an author of Holocaust historical fiction or biography to speak to the class, either virtually or in person. For instance, Rona Arato, Kathy Clark, or Kathy Kacer.

Additional Resources

1. For historical context about key topics to address, explore Yad Vashem's educational videos: <https://www.yadvashem.org/education/educational-videos.html>
2. To bolster Holocaust context and knowledge, visit the United States Holocaust Memorial Museum's online *Holocaust Encyclopedia*, which contains hundreds of articles that feature key facts, content, primary sources, and critical thinking questions: <https://encyclopedia.ushmm.org>
3. For more about teaching and learning about antisemitism, for which the Holocaust is included as an essential topic to teach, visit the Office for Democratic Institutions and Human Rights and UNESCO's *Addressing Anti-Semitism through Education: Guidelines for Policymakers*. Published in May 2018, this is available in at least seven languages. <https://www.osce.org/odihr/383089>

FURTHER READING

Picture Books (Ages 7+)

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

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

The Magician of Auschwitz by Kathy Kacer illus. Gillian Newland

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

Fania's Heart by Anne Renaud illus. by 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 Ship to Nowhere: On Board the Exodus by Rona Arato

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

Guardian Angel House by Kathy Clark

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

The Choice by Kathy Clark

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

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

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

Shanghai Escape by Kathy Kacer

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

The Diary of Laura's Twin by Kathy Kacer

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

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

The Underground Reporters by Kathy Kacer

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

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

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

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 on Stage by Karen Levine and Emil Sher

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

Hana's Suitcase Anniversary Album by Karen Levine

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

(10th anniversary special edition)

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

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

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

Under the Iron Bridge by Kathy Kacer

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

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

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

Branded by the Pink Triangle by Ken Setterington

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

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

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

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

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

For Teachers

Holocaust Remembrance Series Teacher Resource: Elementary Social Justice Teacher Resource by Shawntelle Nesbitt

Education \$149.00 ISBN: 978-1-897187-94-4

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