



Grades 4 – 7; Ages 9 – 12

# The Night Spies

Written by Kathy Kacer  
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Teacher's Guide

ISBN: 978-1-896764-70-2

Second Story Press  
[www.secondstorypress.ca](http://www.secondstorypress.ca)

# *The Night Spies*

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## Summary

This middle grade novel, set during World War II, tells the story of a family that must go into hiding to save their lives. Gabi, her mother, and her younger cousin, Max, have survived five long years of war, but the Nazis are arresting and deporting more and more Jews. With the help of a few brave people, they leave their town to hide in a small mountain village in what is now Slovakia.

Gabi and Max do their best to endure the boredom and fear of hiding in the hayloft of a barn, until one day, Max cannot bear the confinement anymore. He convinces Gabi to come with him for a night walk, where they stumble across a road being built by the Nazis. When they meet a group of anti-Nazi soldiers known as the partisans, will they have the courage to turn their night walks into scouting missions?

## About the Author

Kathy Kacer is an award-winning author who has written more than twenty books that focus on stories of the Holocaust. Her work includes picture books, historical fiction, and nonfiction writing. As a child of Holocaust survivors, Kathy Kacer is a passionate advocate of Holocaust stories and has claimed that she feels a personal responsibility to collect stories and pass them on to the next generation. In the book *Teaching Tough Topics* by Larry Swartz, Kathy Kacer writes: “I think that the lessons we can learn—lessons about hatred and power, but also lessons about compassion, strength, and selflessness—are lessons for the ages. Remember this: Every time you remember the history, and every time you talk about it, you are honouring someone who lived and possibly perished during that time. You are giving meaning to their lives. And that is a remarkable thing” (2020, p. 69).

## Before Reading

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/>

*The Night Spies* drops the reader right into the action, so activating students' prior knowledge about WWII will help orient them when reading the story. The following list offers some suggestions for discussion prompts:

- Ask students what they 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.

After evaluating students' knowledge of the Holocaust, provide background information and context to fill in any gaps in knowledge of basic concepts. It is important that students understand the restrictions Jews faced in Nazi-occupied territories, that it was illegal to hide Jews, and that anyone caught helping Jews escape the Nazis could be imprisoned or even killed. Students should also know what concentration camps were. This knowledge will help students grasp the true danger the characters in this story face.

Students may find it easier to picture the story's setting if they look at photos of Olsavica and locate it on a map. Find photos online or by looking at the photos on page 193 of the book to help students imagine the small village.

## Learning Opportunities

<p><b>Character Education</b></p>	<p>Themes: trust, courage, duty, sacrifice, prejudice, freedom</p> <p>How do the characters in the story develop trust in a time and place that fostered suspicion and fear?</p> <p>How do the characters show courage?</p> <p>How do the characters follow a sense of duty?</p> <p>What do the characters sacrifice to do what is right?</p> <p>How are the characters personally affected by prejudice?</p> <p>How do the characters fight for their freedom? How do they find some freedom while in hiding?</p>
<p><b>Literacy</b></p>	<p>Genre: What is historical fiction? What are the key elements of the genre?</p> <p>Activating prior knowledge: What do you know about the Holocaust and WWII?</p> <p>Pre-reading: Consider the clues that the title, cover image, and chapter titles give you about what the book will be about. Read the summary on the back of the book to learn more before you start reading.</p> <p>Literary elements: Why do you think the author chose to use many cliff-hangers throughout the book?</p> <p>The author often uses figurative language, especially similes. Find examples of similes in the book and try to create your own.</p> <p>Narration: Most of the story is told from the perspective of an omniscient third-person narrator who is closest to Gabi. However, the epilogue is told from the first-person perspective. Why do you think that is?</p>

<p><b>Mathematics</b></p>	<p>Gabi and Max spent sixteen months in hiding. How many suppers did they eat in hiding? How many full moons did they spend in hiding?</p> <p>Max, Gabi, and Mama must hide in a space that is six feet wide, six feet long, and four feet high. What are the dimensions of this room in metres? Calculate the volume of the space they lived in for sixteen months. Measure out the space using masking tape.</p>
<p><b>Social Sciences</b></p>	<p>Geography: Look at a world map and find Slovakia. Then look at a map of Slovakia to find Olsavica, the small village where Gabi and Max hide. Look at photos of Olsavica.</p> <p>History: What restrictions were there against Jews throughout Nazi-occupied Europe, such as the yellow Star of David that all Jews were forced to wear? (Chapter 2)</p> <p>What were the Czech resistance and Jewish resistance movements against the Nazis? (The Czech resistance is mentioned in Chapter 1 and the Auschwitz Uprising is referenced in Chapter 24.)</p> <p>Who were the partisans? What was the Slovak National Uprising?</p> <p>Where did D-Day take place? What happened on this day? (Chapter 20)</p> <p>Why was radio important during World War II?</p> <p>What was the Hlinka Guard in Czechoslovakia?</p>

## Vocabulary

To help build their vocabulary as they encounter unfamiliar words in the book, students can keep a personal vocabulary list in a reading journal, or the teacher can provide a vocabulary list for students.

To learn more about how to effectively teach vocabulary words, visit <https://www.understood.org/en/articles/how-to-teach-vocabulary-words>

Chapter	Word	Meaning
Prologue	Prologue	an introduction to a book
	Conspicuously	easily or obviously noticed
	Grandeur	large and special or beautiful
	Drafted	forced to join the army
	Raid	a sudden attack on a place by soldiers
Chapter 1	Resistance	a group of people that fights against those who are attacking them or others
	Picturesque	something that is pleasant to look at
	Steeple	a church tower with a point at the top
	Congregation	a group of people meeting to worship in church

Chapter 2	Altar	a table used for religious ceremonies
	Tapestry	a picture or pattern created by sewing different coloured threads onto heavy cloth
	Refugee	a person who has been forced to leave their home because they fear for their life
	Petticoat	a thin piece of women's clothing worn under a dress or skirt
Chapter 3	Peasant	a poor person who works on the land
	Beckoning	encouraging someone to come closer
Chapter 4	Warily	without trust
	Hayloft	a space under the roof of a barn where hay is stored
Chapter 5	Rickety	likely to break soon
	Surrendered	gave in or gave up

Chapter 6	Cordially	in a polite and friendly manner
	Tomboy	a girl who behaves or dresses in a manner usually considered boyish
	Frolicked	played and behaved in a happy way
Chapter 7	Hospitality	to be friendly and welcoming to guests and visitors
	Ravenously	to act or behave in an extremely hungry way
Chapter 8	Monotonous	unchanging and boring
	Vengeance	punishment of someone for harming you, your friends, or your family
	Eavestrough	a gutter fixed beneath the edge of a roof
Chapter 9	Tedious	boring
	Periodically	every once in a while
	Intermingled	mixed together



Chapter 10	Mesmerized	so completely focused on something that you cannot think about anything else
Chapter 11	Patrolling	going around an area to see if there is any trouble or danger
	Defiantly	in a way that shows you are not willing to accept criticism or disapproval
Chapter 12	Outhouse	a toilet in an outbuilding
Chapter 13	Prowling	moving around quietly in a place trying not to be seen or heard, such as an animal does when hunting
	Perimeter	the outer edge of an area of land
	Floundered	completely unable to decide what to do or say next
Chapter 14	Comrades	friends, especially those who have been involved in difficult or dangerous, usually military, activities together
	Partisans	in this case, a resistance group that used guerilla warfare to fight the Nazis
	Brigade	a large group of soldiers or troops in an army
	Captors	people who have captured a person or animal and refuse to release them
	Scouts	people sent out to get information about where an enemy is and what they are doing

Chapter 15	Ammunition	objects such as bullets or bombs that can be shot from a weapon
	Unkempt	untidy or not cared for
Chapter 16	Admirable	deserving respect or approval
Chapter 17	Avenging	seeking justice by punishing the person or people responsible for something bad done to you, your family, or your friends
	Bravado	a show of courage, especially when unnecessary and dangerous, to make people admire you
Chapter 18	Uprising	an act of opposition by many people, sometimes using violence, against those who are in power
	Stockpiling	storing a large supply of something for future use
	Tirade	a long, angry speech expressing strong disapproval
	Grisly	extremely unpleasant, especially because death or blood is involved

Chapter 19	Vital	necessary for the success or continued existence of something; extremely important
	Reinforcements	soldiers sent to join an army to make it stronger
	Revolt	to take action against people in power
Chapter 20	Pleading	showing in an emotional way that you really want something
Chapter 21	Relented	agreed reluctantly; allowed someone to do something that you had refused to allow before
Chapter 22	Artillery	very large guns that are moved on wheels or metal tracks
	Barrage	to continuously fire large guns to protect soldiers advancing on an enemy
	Debris	broken or torn pieces of something larger
Chapter 23	Penknife	a small knife that folds into a case and is usually carried in a pocket

Chapter 24	Retaliation	to hurt someone or do something harmful to someone because they have done or said something harmful to you
	Deported	forced to leave your country
	Sentry	a soldier who guards a place
	Treacherous	extremely dangerous; not to be trusted
Chapter 25	Graze	the act of animals eating grass
Chapter 26	Stationing	placing or positioning someone (especially soldiers) to stand or remain in a particular place to do a job
Chapter 27	Eluded	avoided being caught by someone
	Pasture	an area of land covered in grass or similar plants suitable for animals, such as cows, to eat
	Sinister	evil

Chapter 28	Sacrificing	giving up something that is valuable to you, even your life, in pursuit of a cause
	Ambush	to suddenly attack someone after hiding and waiting for them
	Hooligans	violent people who fight or cause trouble in public places
Chapter 29	Agitated	worried or upset
Chapter 30	Ironic	odd or humorous because something has a different or opposite result from what is expected
	Souvenir	something you keep or give to remember a special visit or event
Epilogue	Unruly	difficult to control

## Discussion Questions

### Prologue: October 1944, In the Field

- a) Why do you think the Nazis are pointing guns at three children?
- b) Kathy Kacer writes, “Gabi knew she had been brave in the past” (p. 9). Why do you think Gabi tries to remember being brave at this moment? How does this help her?

### Chapter 1: January 1944, Early Arrival

- a) How long has it been since Gabi could go to school?
- b) What do you think motivated the people who joined resistance movements, like Joseph?
- c) How does Max come to join Mama and Gabi?<sup>1</sup>
- d) Why do you think the author started the book with this flash-forward?

### Chapter 2: Father Lensky

- a) Gabi and Max are only allowed to pack one bag each. What would you pack if you could only carry one bag with you into hiding?
- b) Joseph tells Mama, “You can trust me. This is what friends do for each other” (p. 19). How would you define trust? Is trust essential to friendship? Why or why not?
- c) The priest makes Gabi “feel like a guest, not like an escaped refugee” (p. 21). What is the difference? Which would you prefer to be? How does the priest help Gabi feel like a guest?

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<sup>1</sup> Teacher’s Note: When discussing what happened, remind students that Max is only eleven years old.

### Chapter 3: A Safe Place to Hide

- a) Why do you think Gabi’s mother keeps telling her that “soon” things will return to normal?
- b) The priest tells Max and Gabi to walk to their hiding place alone. He says they are “less likely to be bothered on their own” (p. 24). Why do you think that is?
- c) How does Gabi and Max’s interaction with the soldiers echo what happened in the prologue?

### Chapter 4: The Kos Farmhouse

- a) What are your first impressions of the Kos family?
- b) Why do you think Jews were forbidden from owning radios?
- c) The priest warns Gabi, Mama, and Max to be careful. He says he wants to believe the people of Olsavica are all kind but “these days it is hard to know what people might do out of fear” (p. 33). How do you think fear affects our ability to do the right thing? How does fear make it harder to trust people?

### Chapter 5: The Hayloft

- a) What do you think would be hardest about living in the hayloft?<sup>2</sup>
- b) Gabi has a doll for comfort. What would give you comfort in a situation like this?

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<sup>2</sup> Teacher’s Note: Examples of answers could include the weather, bugs, smell, confined space, etc.

## Chapter 6: Max

- a) What is the difference between anger and courage? Can anger give a person courage?
- b) The author uses a third-person narrator to tell the story. Usually that narrator stays close to Gabi but in this chapter, the reader learns what Max is thinking. Why do you think that is? How is Max's thinking different from Gabi's?
- c) Why are Stephan Kos and his family helping Max and his aunt and cousin?

## Chapter 7: Eva

- a) Why is Gabi so exhausted?
- b) Do you think that Eva is rude or curious? Explain your answer.
- c) How are Eva and Gabi different?
- d) Why do you think Gabi only trusts Mr. Kos, Father Lensky, and Joseph?

## Chapter 8: February 1944, The Letter

- a) Why are Gabi and Max bickering?
- b) Why does Mama have trouble remembering how long they've been in hiding?
- c) Eva shares chocolate with Max and Gabi. Max eats his piece quickly, while Gabi savors hers. What does this tell us about their personalities? Would you devour or savor the first chocolate you'd eaten in two years?
- d) Why is it hard for Gabi to know what to believe about the war? How does Gabi, Mama, and the Kos family gather information?



## Chapter 9: The Night Walk

- a) Contrast Gabi and Max. How are they different? How are those differences apparent in this chapter?
- b) Why does Gabi eventually follow Max outside?
- c) What are some of the physical and psychological consequences of their confinement?

## Chapter 10: The Road

- a) What do Max and Gabi see? What do you think it means?
- b) Do you think Max should have kept the gun? Why or why not?

## Chapter 11: Eva's Discovery

- a) Describe how Max treats the night walks like a game.
- b) Do you think Gabi is right that they should tell someone about what they've seen? Why or why not?
- c) Why does Gabi have trouble trusting Eva?

## Chapter 12: The Conversation

- a) What are some of the hardships of living in a barn?
- b) Maria Kos refers to Max and Gabi as “the boy” and “the girl.” Why do you think she doesn't use their names?
- c) Eva defends Gabi, even calling her a friend. How does this change Gabi's perception of Eva? Does it change your view of Eva? Why or why not?

## Chapter 13: The Trio

- a) Eva explains, “Don’t you understand, Gabi? I think you’re so brave” (p. 87). What makes Gabi brave? How does Eva’s explanation change your perception of her?
- b) Why would Max be excited at the prospect of a big battle happening close to them?

## Chapter 14: The Partisans

- a) In this scary moment, which of the children becomes the leader? Why?
- b) Do you think Max, Gabi, and Eva should have agreed to spy for the partisans? Why or why not?

## Chapter 15: Life in the Forest

- a) Why do Gabi, Max, Eva, and the soldiers take a roundabout route to the partisans’ camp?
- b) Why are the partisans so diverse in terms of age, nationality, background, and otherwise?
- c) How do the partisans try to stop the Nazis?<sup>3</sup>
- d) Do you think Gabi did the right thing in trusting Vladimir with the knowledge that she and Max are Jewish?

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<sup>3</sup> Teacher’s Note: This may be a useful time to briefly explain the concept of guerilla warfare.

## Chapter 16: A Deal with Mama

- a) Why do you think Eva tries to take the blame for the night walks?
- b) Mama and Mr. Kos both speak of trust in this chapter. What do you think trust means to them? Whom do they trust? Whom do they distrust?

## Chapter 17: Dominik

- a) Why do you think Mr. Kos considers it their “duty” to help the partisans?
- b) Why did Dominik become a soldier?
- c) How does the hatred Max encounters in the partisan camp affect him?
- d) What is the difference between bravado and courage? Which characters in the book show courage? Give examples.

## Chapter 18: June 1944, The Prisoners

- a) Why do you think the Nazis treat the partisan prisoners more cruelly than the farm labourers?
- b) How do the other prisoners react to the murder of their comrade?

## Chapter 19: Planning for Battle

- a) What does Vladimir say will happen to the partisan prisoners?
- b) How do Max, Eva, and Gabi react to the news of the upcoming partisan attack? How do their reactions reflect their personalities?

## Chapter 20: Nazis in the Village

- a) Why is Mama losing hope?
- b) Joseph describes D-Day to try to restore Mama's hope. Learn more about D-Day and what and where it happened.
- c) Why do you think Joseph's version of how the war is going is so different from the Nazis' version? Discuss propaganda and its use in the war.
- d) At the end of the chapter, Gabi nods at Max and Eva. What do you think she is communicating with this nod?

## Chapter 21: August 1944, Return of the Partisans

- a) How does Max convince Mama to let them visit the partisans?
- b) To combat their fear, Max, Gabi, and Eva think about why they are helping the partisans. What are their reasons?
- c) Do you think Vladimir is right to bring the children with the partisans during their attack on the Nazis? Dominik has been fighting with the partisans since he was just a little older than the children, making him a child soldier. Is it ever okay to make children into soldiers? If yes, why? If no, why not?

## Chapter 22: An Explosion in the Forest

- a) Why does Gabi struggle to carry the radio?
- b) Gabi puts an arm around both Max and Eva during the artillery fire. What does this show about her?
- c) Why do you think Max is unable to shoot at the Nazis?

## Chapter 23: Back to the Campsite

- a) How does Max feel about his inability to shoot the gun? How does Dominik respond to what Max says?

## Chapter 24: October 1944, Ambush

- a) What do the children learn about the concentration camps in this chapter?
- b) What happens when Gabi, Max, and Eva get to the partisan camp?
- c) Did the chapter title prepare you for what happens in the chapter? Why or why not?
- d) Look back at the prologue. Check the month and year. What does this tell you about this section of the book?

## Chapter 25: The Cow Herd

- a) This chapter starts with the line “At first, everything seemed peaceful” (p. 150). What does “at first” foreshadow? To foreshadow means to act as a warning or sign of a future event.

## Chapter 26: Encounter in the Field

- a) This chapter starts with the same line as the prologue, and recounts the events of the prologue but not word-for-word. What differences do you notice? What is similar? Why do you think the author kept those similarities? Why do you think the author made parts of the chapter different?

- b) One of the Nazi soldiers refers to the partisans as “those animals” (p. 154). This is dehumanizing language—it treats humans as animals. Why do you think the Nazis refer to the partisans as animals?<sup>4</sup>
- c) Why are the Nazis more suspicious of Max than they are of Gabi?

### Chapter 27: Safety in the Barn

- a) The children each think about courage at the beginning of this chapter. What kind of bravery do they demonstrate?
- b) How have Gabi’s thoughts about Eva changed since the beginning of the book? What has caused her to change her mind?
- c) Why do Mr. Kos, Mama, Gabi, Max, and Eva laugh?

### Chapter 28: February 1945, Occupation

- a) What does the title of this chapter signify? What is an occupation?
- b) How do the Nazis send a warning to the villagers of Olsavica? What is the message they are sending?
- c) Do you think Mrs. Kos actually agrees with her neighbour? Why or why not?

### Chapter 29: May 1945, Liberation

- a) How much time has passed? What does “liberation” mean?
- b) How do the characters react to the news that the Nazis have gone?
- c) Gabi, Max, and Mama have spent sixteen months in hiding. What has changed in your life in sixteen months? What would you have missed if you hadn’t been able to leave your house or talk to your friends in sixteen months?

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<sup>4</sup> Teacher’s Note: This could be an opportunity to study the dehumanizing language used in war propaganda.

## Chapter 30: Friendship

- a) What does Gabi do with her newfound freedom?
- b) How do Max and Gabi react when they hear rustling in the leaves? Why do they react this way?
- c) Max reflects that Dominik gave him hope. What is the importance of hope?
- d) Max no longer wants to be a soldier. Why do you think that is?
- e) What is your final judgement of Mrs. Kos? Do you think she is a good person? Why or why not?
- f) What does Eva give to Gabi? What is the significance of this gift?

## Epilogue: May 1997

- a) Why do you think the author has switched to a first-person narrator in the epilogue?
- b) Why did Gabi, Max, and Mama leave Czechoslovakia?

## Author's Note

- a) Does it change your perception of the book to know it was based on the author's own family? Why or why not?
- b) Why do you think the author, Kathy Kacer, decided that Mama, Gabi, and Max would only stay with the Kos family when in real life, Kacer's mother needed to change locations several times while in hiding?

## Extension Activities

### Researching and Presenting

1. Review the section on the history of WWII in the author's note and choose a topic you want to learn more about. Research the topic and present your findings to the class.
2. Check out the author's website to learn more about her and her writing: <https://www.kathykacer.com>. Invite her to speak to your class!
3. Organize a class debate. Here are some possible topics:
  - a) Mrs. Kos should have been kinder to Max, Gabi, and Mama.
  - b) Gabi and Max should never have left the barn.
  - c) The partisans should have expelled the old man who called Max a "Jewish troublemaker."

### Creative Writing

1. Write a letter from Gabi to Eva after the war ends.
2. Keep a journal as Max, Mama, Mr. Kos, or Mrs. Kos. How does the character experience the sixteen months that the Kleins stay at the farm?

### Analytical Writing

1. Explain how Gabi comes to trust Eva.
2. Explore the role of hope in the book. What brings the characters hope? What leads them to lose hope? Why is hope important?



## Performing

1. Allow students to choose a scene from the book to act out.
2. Measure out the hiding space in the hayloft with tape on the floor (six feet by six feet). Create as many of these spaces as possible. In groups of three, students should try to pass time in the space by playing “I Spy” (like Max and Gabi do) while making sure they whisper. Afterwards, students could journal about the experience.

## Additional Resources

United States Holocaust Memorial Museum, “Lesson: Resistance During the Holocaust.” <https://www.ushmm.org/teach/holocaust-lesson-plans/resistance-during-the-holocaust>

European Network Remembrance and Solidarity, “The Slovak National Uprising.” <https://enrs.eu/article/the-slovak-national-uprising>

Radio Prague International, “70th anniversary special - the Czech resistance during World War II.” <https://english.radio.cz/70th-anniversary-special-czech-resistance-during-world-war-ii-8260872>

United States Holocaust Memorial Museum, *Holocaust Encyclopedia*, “Nazi Propaganda.” <https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda>

United States Holocaust Memorial Museum, *Holocaust Encyclopedia*, “The Holocaust in Slovakia.” <https://encyclopedia.ushmm.org/content/en/article/the-holocaust-in-slovakia?parent=en%2F7295>

Yad Vashem: The World Holocaust Remembrance Center, “The Righteous Among the Nations Database.” [https://righteous.yadvashem.org/?searchType=righteous\\_only&language=en&itemId=4044242&ind=0](https://righteous.yadvashem.org/?searchType=righteous_only&language=en&itemId=4044242&ind=0)

## 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

(10<sup>th</sup> 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

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