



Grades 4 – 7; Ages 9 – 12

# The Righteous Smuggler

Written by Debbie Spring

Guide written by Anne Dublin

Teacher's Guide

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# *The Righteous Smuggler*

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## Summary

Based on real events, *The Righteous Smuggler* tells the story of Hendrik, the young son of a poor Dutch fisherman, who decides to risk his own life to save his friends.

In 1940, when his country is invaded by Nazi soldiers, Hendrik is forced to grow up faster than he ever expected. He and his parents see their community being destroyed and their Jewish neighbours persecuted. Hendrik hates that his very best friends can't come to school anymore and that their former classmates are turning against them only because of their beliefs.

When Jews are being taken away to be imprisoned or worse, Hendrik's family decides they must do something. But what can they do against the Nazi patrols? With the help of a mysterious boat captain, they begin their dangerous campaign of "smuggling."

## About the Author

Debbie Spring's short stories and articles have been published in newspapers, magazines, journals, and books in the United States and Canada. She has appeared on CTV and CBC Radio, and has talked with over 3000 students about the Holocaust. Debbie lives in Toronto and is available for author visits.

# Learning Opportunities

## Character Education

**Themes:** prejudice, tolerance, courage, perseverance, and personal relationships

1. How do the characters in the story show courage?
2. Do the relationships between the characters in the novel change?
3. How do the characters handle conflict?

## Literacy

**Genre:** What is historical fiction? What are the key elements of the genre?

**Setting:** What elements can 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?

## Science

**Navigation:** How can you use a compass, longitude, and latitude to determine your position at sea?

## 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.

Discussion topics can include the following:

- the 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 some 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 Righteous Smuggler* is part of a series called The Holocaust Remembrance Series for Young Readers. Engage with the students in a discussion about what they know about the Holocaust, why Adolf Hitler introduced laws to limit the freedom of Jewish people and other marginalized groups, and what stories, real or fictional, they have read or seen about Jewish people during the Holocaust.
3. Examine the cover of the book with the class and ask the students the following questions:
  - a) What does the cover tell you about the book's setting?
  - b) What does it tell you about the main character (does it inform you about the character's personality or appearance)?
  - c) Who do you think the blurred person in the background of the cover image is?
4. On the map provided at the back of the book, find the following countries and locations:
  - France, United Kingdom, Germany, Poland, Belgium, Norway, Sweden, Denmark, Netherlands
  - The English Channel, the North Sea, the Baltic Sea
  - Amsterdam, Amsterdam Harbour

# Vocabulary

From *The Oxford Learner's Dictionary*  
<https://www.oxfordlearnersdictionaries.com>

This glossary lists and defines some of the key vocabulary that students will learn in each chapter. These words can be displayed in the classroom on chart paper or on a screen as students read through the book.

## Chapter 1

**canal:** a long straight passage dug in the ground and filled with water for boats and ships to travel along; a smaller passage used for carrying water to fields, crops, etc.

**cobblestone:** made of small round stones

**distress:** a feeling of great worry or unhappiness; great mental pain

**seaworthy:** (of a ship) in a suitable condition to sail

**synagogue:** a building where Jewish people meet for religious worship and teaching

## Chapter 2

**marathon:** lasting a long time and requiring a lot of effort, concentration, etc.

**pneumonia:** a serious illness affecting one or both lungs that makes breathing difficult

**scrawny:** (of people or animals) very thin in a way that appears unhealthy

**starboard:** the side of a ship that is on the right when you are facing forward

## Chapter 3

**apple strudel:** a cake made from pieces of apple rolled in thin pastry and baked

**comforter:** a large cloth bag filled with feathers or other soft material that you have on top of you in bed to keep yourself warm

**half hitch:** a type of knot, often used to tie something to a post

**needlepoint:** a type of sewing in which you use very small stitches to make a picture on strong cloth

#### Chapter 4

**clogs:** wooden-soled shoes

**erie:** strange, mysterious, and frightening

**stir crazy:** feeling unhappy or upset because of having spent a long time in the same place or situation and being prevented from leaving

#### Chapter 5

**frayed:** (of cloth) with threads in it that are starting to come apart

**insistent:** demanding something and refusing to accept any opposition or excuses

**outraged:** feeling strong resentment; shock or anger

#### Chapter 6

**brainwash:** to force somebody to accept your ideas or beliefs, for example by repeating the same thing many times or by preventing the person from thinking clearly

**cinema:** a building in which films are shown

**slouch:** to stand, sit, or move in a lazy way, often with your shoulders and head bent forward

#### Chapter 7

**blackout:** (in wartimes) a period of time when all lights must be put out or covered at night, so that they cannot be seen by an enemy attacking by air

**curfew:** a law that says that people must not go outside after a particular time at night until the morning

**monotonous:** never changing and therefore boring

**rationing:** the policy of limiting the amount of food, fuel, etc., that people are allowed to have when there is not enough for everyone to have as much as they want

**rebellious:** unwilling to obey rules or follow generally accepted standards of behaviour, dress, etc.

**staples:** basic types of food that are used a lot, e.g., flour, sugar, and milk

## Chapter 8

**air raid:** an attack by a number of aircraft dropping many bombs on a place

**ashen:** (usually of somebody's face) very pale; without colour because of illness or fear

**concentration camp:** a type of prison, often consisting of a number of buildings inside a fence, where political prisoners are kept in extremely bad conditions

**hornet:** a large wasp (a black and yellow flying insect) that has a very powerful sting

**logic:** sensible reasoning for doing something

**naïve:** (of a person or action) not showing enough knowledge, good judgement, or experience of life; too willing to believe that people always tell you the truth

## Chapter 9

**anthem:** a song that has a special importance for a country, an organization, or a particular group of people, and is sung on special occasions

**banished:** ordered somebody to leave a place, especially a country, as a punishment

**oppression:** cruel and unfair treatment of people, especially by not giving them the same freedom, rights, etc., as other people

**overprotective:** too anxious to protect somebody from being hurt, in a way that limits their freedom

**sapped:** made something/somebody weaker; destroyed something gradually



## Chapter 10

**detention:** the state of being kept in a place, especially a prison, and prevented from leaving

**dislocated:** out of its normal position

**mezuzah:** a small piece of paper with writing from the Torah, inside a case that is put on the side of an entrance door in many Jewish homes

**shudder:** to shake because you are cold or frightened, or because of a strong feeling

**sulk:** to look angry and refuse to speak or smile because you want people to know that you are upset about something

**swastika:** an ancient symbol in the form of a cross with its ends bent at an angle of 90°, used in the 20th century as the symbol of the German Nazi party

## Chapter 11

**defiantly:** in a way that shows you refuse to obey somebody/something, sometimes aggressively

**droned:** made a continuous low noise

**retch:** to make sounds and movements as if you are vomiting although you do not actually do so

**scowl:** to look at somebody/something in an angry or annoyed way

**troll:** a creature that looks like an ugly person

## Chapter 12

**goon:** a criminal who is paid to frighten or injure people

**intruder:** a person who enters a building or an area illegally

**shutters:** wooden or metal covers that can be closed over the outside of a window to keep out light or protect the windows from damage

**menacing:** seeming likely to cause you harm or danger

**taunt:** to try to make somebody angry or upset by saying unkind things about them, laughing at their failures, etc.

### Chapter 13

**dorsal:** on or relating to the back of a fish or an animal

**spurred:** encouraged to do something or tried harder to achieve something

### Chapter 14

**innards:** the organs inside the body of an animal, especially the stomach

**ruffle:** to alter the smooth surface of something, so that it is not even

### Chapter 15

**wince:** to suddenly make an expression with your face that shows that you are embarrassed or feeling pain

### Chapter 16:

**mitzvah:** a good deed done from religious duty

### Chapter 17

**tutor:** a private teacher, especially one who teaches an individual student or a very small group

### Chapter 18

**exaggerated:** made to seem larger, better, worse, or more important than it really is or needs to be

**mutter:** to speak or say something in a quiet voice that is difficult to hear, especially because you are annoyed about something

**splatter:** (of large drops of liquid) to fall or hit something noisily

### Chapter 19

**lure:** to persuade or trick somebody into going somewhere or doing something by promising them a reward

**swirl:** to move around quickly in a circle

## Chapter 20

**propaganda:** ideas or statements that may be false or present only one side of an argument that are used in order to gain support for a political leader, party, etc.

**protest:** to express strong dislike of or opposition to something

**pumpernickel:** a type of heavy dark brown bread made from rye

## Chapter 21

**anchor:** a heavy metal object that is attached to a rope or chain and dropped over the side of a boat to keep it in one place

**sneer:** to show that you have no respect for somebody by the expression on your face or by the way you speak

**strut:** to walk proudly with your head up and chest out to show that you think you are important

## Chapter 22

**gin rummy:** a card game in which players try to get hands (sets of cards) that add up to ten

**impressive:** (of things or people) making you admire them because they are very large, good, skillful, etc.

## Chapter 23

**compass:** an instrument for finding direction, with a needle that always points to the north

**latitude:** the distance of a place north or south of the equator (the line around the world dividing north and south), measured in degrees

**longitude:** the distance of a place east or west of the Greenwich meridian, measured in degrees

**territorial:** connected with the land or sea that is owned by a particular country

**thermos:** a container like a bottle with double walls and a vacuum between them used for keeping liquids hot or cold

## Chapter 24

**commotion:** sudden noisy and confused activity or excitement

**deport:** to force somebody to leave a country

**exertion:** physical or mental effort

**gallows:** a structure on which people are killed by hanging

**invasion:** the act of an army entering another country by force in order to take control of it

**smugly:** in a way that shows you feel too pleased about something you have done or achieved

## Chapter 25

**nausea:** the feeling that you have when you want to vomit, for example because you are sick, or shocked, or frightened by something

**putter:** to do things or move without hurrying, especially when you are doing something that you enjoy or that is not important

## Chapter 26

**oaf:** a stupid, unpleasant, or rough person, especially a man

## Chapter 27

**quota:** a limited number of things that is officially allowed or required

## Chapter 28

**antisemitism:** hate towards or unfair treatment of Jewish people

**burlap:** a type of strong rough brown cloth, used especially for making sacks

**grope:** to try and find something that you cannot see by feeling with your hands

**hoodlum:** a violent criminal, especially one who is part of a gang

**scapegoat:** to blame somebody/something for a failure or for something bad that another person has done

## Chapter 29

**faring:** being successful/unsuccessful in a particular situation

**heave:** to lift, pull, or throw somebody/something very heavy with one great effort

## Chapter 30

**port side:** the side of a ship that is on the left when you are facing forward

## Chapter 31

**adrenaline:** a substance produced in the body when you are excited, afraid, or angry, that makes your heart beat faster and increases your energy and ability to move quickly

**carrier pigeon:** a type of bird that has been trained to carry messages

**courier:** a person whose job is to take packages or important papers somewhere

**forge:** to put a lot of effort into making something successful or strong so that it will last

**ransack:** to make a place untidy, causing damage, because you are looking for something

**stall:** to stop suddenly because of a lack of power or speed

**stowaway:** a person who hides in a ship before it leaves, in order to travel without being seen

**wary:** careful when dealing with somebody/something because you think that there may be a danger or problem

## Chapter 32

**cramped:** does not have enough space for the people in it

## Chapter 33

**frail:** physically weak and thin

**resistance:** dislike of or opposition to a plan, an idea, etc.; the act of refusing to obey

## Chapter 34

**navigate:** to plan and direct the course of ship or boat, for example, by using a map

**thrashing:** an act of hitting a person or an animal very hard, especially with a stick

## Chapter 35

**forlorn:** (of a person) appearing lonely and unhappy

**squeal:** to make a long, high sound

## Discussion Questions

The following section lists questions that can be used to spark class discussions after reading each chapter of the book.

### Prologue

1. Why was the German invasion a shock to the Dutch people?
2. Describe three ways the Nazis persecuted the Jews.
3. Contrast two ways the Dutch people reacted to the German occupation.
4. *The Righteous Smuggler* is historical fiction. What are characteristics of the historical fiction genre? Why might an author choose to write historical fiction instead of nonfiction?
5. Why do you think the author wrote this book?

## PART ONE: OCCUPATION 1940

### Chapter 1: SOS

1. What senses does the author appeal to when she describes the city of Amsterdam?
2. Why is this a special day for Hendrik?
3. List some of the details that the author uses to show that Hendrik's family is poor.
4. Compare Hendrik's attitude to Papa's about answering the distress signal.

### Chapter 2: Papa's Story

1. How does Papa's story change Hendrik's mind about rescuing the stranded tourists?

### Chapter 3: Saved

1. What is Papa's explanation for why Germany invaded Holland?
2. How does Papa explain the invasion in a way that Hendrik understands?

### Chapter 4: Tanks in the Streets

1. Why does Hendrik feel stir crazy?
2. Papa says, "There will be many changes and they won't be good" (p. 21). Describe two immediate changes that Hendrik notices.
3. How does Hendrik react to the way that Eric bullies him? Do you think Hendrik should have acted differently? Why or why not?
4. Pieter says, "You can't fight someone bigger and stronger than you" (p. 23). Do you agree? Why or why not?

### Chapter 5: Taking a Stand

1. Hendrik wonders if he's as bad as the bullies because he didn't stop them from hurting the pregnant woman. In your opinion, is a bystander as guilty as a perpetrator? Why or why not?
2. How does Hendrik feel when he sees the sign that says, "No dogs or Jews allowed" in the park (p. 27)? Do you think he and Pieter should have ignored the sign or obeyed it? Why or why not?

### Chapter 6: The Cinema

1. Why does Hendrik want to be like the cowboy in the movie?
2. Name two ways that Jews are being discriminated against in this chapter.



## Chapter 7: Blackout

1. Why does Mama cover the windows with heavy black fabric?
2. Name three ways the curfew affects Hendrik.
3. Describe how Johan is “a little too wild” for Hendrik (p. 33).
4. Why is Johan allowed to live outside the Jewish quarter if his father is Jewish?

## Chapter 8: The Promise

1. Why does Johan’s father pull the cigarette from Johan’s mouth?
2. Why is Johan not allowed to date Esther?
3. Why does Johan’s identity card say he is Jewish?
4. Explain what Johan means when he says, “Geography works against me” (p. 36).
5. Johan asks Hendrik if he will hide him. How does Hendrik respond? Do you agree with his answer? Why or why not?
6. Why does Hendrik worry about the promise he made?

## PART TWO: OPPRESSION 1941–1942

## Chapter 9: Anthem

1. Why is money tighter now in Hendrik’s family?
2. Why do some of the students stay seated? What does the teacher threaten them with?
3. Name three things the new teacher does that frightens and confuses Hendrik.

4. What does Hendrik try to do to support his Jewish friends? Why do you think he did this?

## Chapter 10: Blood Brothers

1. Why does Hendrik go to Pieter's house?
2. How does Hendrik feel when the soldier calls him "Dirty Jew" (p. 46)?
3. Why is Hendrik surprised to see Pieter crying?
4. Explain how the two boys become "blood brothers" (p. 48). Why do you think this pact will be important?

## Chapter 11: Obedience

1. Explain what is meant by the quote, "people were missing, but were not missed" (p. 50).
2. List three lies the teacher tells his students about Jews. Contrast Hendrik's reaction to that of Hans, Ger, and Josef.
3. What strategy does Hendrik use when Eric taunts him? Do you think it was effective? Why or why not?

## Chapter 12: The Organ Grinder

1. How does going to the principal's office turn out to be a good thing for Hendrik?
2. Name three changes Hendrik notices in his neighbourhood. Why have these things changed?
3. Why did the Nazis force Jewish people to wear a yellow star?
4. Contrast the behaviour of the Nazi soldiers to that of the organ grinder's monkey.

## Chapter 13: Running Away to Sea

1. What is the name of Papa's boat? What is the significance of this name to Hendrik?
2. Why does Hendrik's feeling of relief turn to fear?

## Chapter 14: Rescue

1. Aside from the storm, what other potential dangers does Hendrik face before being rescued?
2. Why does Hendrik think the captain of the *Mermaid* is hiding something?

## Chapter 15: Big Trouble

1. How do Hendrik's fears present themselves in his nightmares?

## Chapter 16: Mitzvah

1. Explain the term *mitzvah* as used by Papa.
2. How does Hendrik repay the fisherman for rescuing him?

## Chapter 17: Recruiting

1. Who does Hendrik recruit and why?
2. How does he persuade his friends' parents to let them help him?

## Chapter 18: Teamwork

1. How does Hendrik fool the Nazi soldiers?

2. While doing a mitzvah, what do Hendrik and his friends discover that was wrong? Have you ever done something that could be considered a mitzvah?
3. What is Old Sea Dog's secret?

## Chapter 19: Mermaid

1. Why did Old Sea Dog name his boat the *Mermaid*?

## Chapter 20: Quick Escape

1. How does the author show the passage of time?
2. Why isn't Malka allowed to go outside?
3. Explain what Hendrik means when he says, "School is all lies" (p. 84).
4. Why is Ger afraid to speak up? What would you do in this situation? Why?
5. Give three examples of the Nazi's brutality.
6. Why is this chapter called "Quick Escape"?

## Chapter 21: The Fish That Got Away

1. What is Papa's explanation for running away instead of helping Mr. Mendel?
2. Explain the significance of the title of this chapter. How is this incident an act of rebellion?

## Chapter 22: The House of Cards

1. Why does Pieter knock down the house of cards?
2. How is the house of cards a symbol of the larger situation for the Jews of Holland?

3. Why does Johan say, “We need to escape very soon or it will be too late” (p. 96)?
4. How will Hendrik know if Johan and his family tried to escape?

### Chapter 23: Captured

1. What important lesson does Papa teach Hendrik?
2. Why does Papa refuse to take the three Jews to England?
3. What happened when the Jews were captured?
4. What might have happened if Papa had helped the three Jews?

### Chapter 24: New Owners

1. What does Papa do to release his anger? What do you do to help when you feel anger?
2. Compare the pictures that Hendrik drew to those of Eric and Hans. What do the pictures tell you about the boys’ character?
3. Why does Hendrik visit Malka?
4. How do you, as the reader, know that Malka and her family had to leave in a hurry?

### Chapter 25: Transit

1. What does Hendrik say to the soldier that shows he is a quick thinker?
2. After the train leaves, Hendrik says, “I felt empty inside” (p. 105). How would you have felt in this situation?
3. Why is Hendrik in a panic about his Jewish friends?

## Chapter 26: Past Curfew

1. What precaution does Hendrik take so he can walk the streets without being noticed?
2. Why does Hendrik almost cry for joy when he lifts the rock?
3. List two ways that Papa saves Hendrik from being taken to the police station.
4. How does Papa hide the fact that he gave Mama's vase to the policeman?

## PART THREE: RESISTANCE 1943

### Chapter 27: Fish Guts

1. Why is Hendrik shocked to see shrimp for sale in the Goodmans' fish store?
2. What do the new owners do that shows they were inexperienced in running the business?
3. How does Mama show her courage and generosity?

### Chapter 28: Escape Plan

1. Why is it dangerous to go to the Jewish area?
2. Why does Pieter come to Hendrik and his parents?
3. How does Pieter show his quick thinking?

## Chapter 29: Smuggling Precious Cargo

1. What does Papa give to Mrs. Goodman to help fight her nausea?
2. What are the possible consequences of helping Jews escape?
3. Why doesn't Papa agree to let the Goodmans out of their hiding place?
4. What does Hendrik do to stop the soldier when he hears the baby cry?

## Chapter 30: Spirit of a Mermaid

1. Why is Hendrik's job a matter of life and death?
2. Describe the plan to take the Goodmans to England.
3. What is the sign that it will be a safe trip?
4. What does Papa mean when he says, "For you it's over, but for me it's only the beginning" (p. 129).

## Chapter 31: Free Netherlands

1. Describe how the situation was getting more dangerous for Jews in the Netherlands.
2. What ploy do Hendrik and his father use when they are stopped by patrol boats?
3. Name four activities that "Free Netherlands" did.
4. Why did members of the Resistance use code names?

## Chapter 32: Sorrow

1. Why does Hendrik go to the underground shelter?
2. What is the sorrow described in this chapter? Can you describe a source of sorrow in your own life?

### Chapter 33: The Password

1. What promise does Hendrik make to Mama?
2. Why does Pigeon bother Hendrik at the funeral?
3. Why does Pigeon participate in the Resistance?

### Chapter 34: Working for the Underground

1. What excuse does Hendrik give for being out at night on his fishing boat?

### Chapter 35: Dolphin

1. What is the significance of Hendrik's dream?
2. What is the significance of the name of his boat?

### Epilogue: Righteous Among the Nations

1. Why do you think the author chose to write this epilogue that jumps in time from 1943 to 2000?
2. Now that you have read this book, explain the significance of the book's title, *The Righteous Smuggler*.

For more information about The Righteous Among the Nations, see: <https://www.yadvashem.org/righteous.html>



## Extension Activities

The following activities will further engage students with the story through comparative analysis, writing, vocabulary acquisition, drama, creative visual arts, geographic relation, and musical learning. Activities can be completed while reading through the chapters or after finishing the book.

### Literacy:

1. Compare another book about a rescuer during the Holocaust to *The Righteous Smuggler*, detailing country, date(s), how the rescue was accomplished, and significance. Some examples of other books to compare to are:
  - Clark, Kathy, *Guardian Angel House*, Second Story Press, 2009
  - Kacer, Kathy, *The Brushmaker's Daughter*, Second Story Press, 2020
  - Lowry, Lois, *Number the Stars*, Houghton Mifflin, 1989
  - Sís, Peter, *Nicky & Vera: A Quiet Hero of the Holocaust and the Children He Rescued*, Norton Young Readers, 2021
2. In Chapter 19, Old Sea Dog tells the story of his encounter with a mermaid. Find another story about a mermaid and tell it to the class (e.g., *The Little Mermaid* by Hans Christian Andersen).
3. Write a newspaper article about how the Goodmans were rescued. Include details about who, what, where, when, why, and how.
4. Using words from your vocabulary list, create a word search puzzle for other students in your class.

### Drama:

1. Choose your favourite chapter from the book. Dramatize it with one or two classmates or read it as “Reader’s Theatre,” a puppet play, or a radio play.

### Art:

1. Choose an event in this book to illustrate as a comic strip or graphic novel.
2. Create a diorama of the old Jewish quarter of Amsterdam. Be sure to include the Portuguese synagogue.
3. Create a model of the fishing boat that Hendrik and his father used.

### Geography:

1. In Chapter 23, Papa teaches Hendrik how to use a compass and how to plot his position at sea using latitude and longitude. Find the latitude and longitude of the following places:
  - a) the place where you live
  - b) the capital of your country
  - c) the place where your family comes from
  - d) the place where you were born

### Music:

1. In Chapter 9, Hendrik and the students are no longer allowed to sing the Dutch national anthem. Find this anthem online at <https://www.youtube.com/watch?v=dX7sFsXG4TI>. Play and/or sing it to your class. Analyze why the Nazis forbade the people to sing this anthem.

## Research Questions

The following questions can be used to develop students' research skills. Independently or in groups, students can choose one of the following activities to research and share their findings in the form of a poster, slideshow, booklet, etc.

1. Compare the rights contained in the Canadian Charter of Rights and Freedoms (<https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/index.html>) to the restrictions imposed on Jewish people during the Holocaust. What basic rights were denied to Jewish people?
2. What is meant by the term “Righteous Among the Nations”? Find information about someone who is recognized as one of the Righteous (<https://www.yadvashem.org/righteous.html>). Tell their story in a creative way, e.g., poetry, art, or a comic strip.
3. Research and learn the half hitch fisherman’s knot and two other knots of your choosing, and demonstrate them to the class.
4. Examine the caricature of a Jewish man at the back of the book. Find another similar image of Jewish people or any ethnic group. Analyze and explain how these images are false and exaggerated. What harm is being done to people by exaggerations like this?
5. Research the Six Million Paper Clips Children’s Holocaust Memorial in Whitwell, Tennessee ([https://waymott.weebly.com/uploads/2/5/3/1/25316008/ppaer\\_clips\\_-\\_article\\_and\\_review.pdf](https://waymott.weebly.com/uploads/2/5/3/1/25316008/ppaer_clips_-_article_and_review.pdf)). Write a report about how this exhibit came about and its significance.
6. Listen to the virtual testimony of a rescuer or a Holocaust survivor (<https://intheirownwords.net/canadian-survivors>) and discuss their story with the class.

## 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 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, 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 historical fiction or biography to speak to the class, either virtually or in person.

## Additional Resources

For historical context about key topics, explore the Yad Vashem’s educational videos (<https://www.yadvashem.org/education/educational-videos.html>) and the Canadian Museum for Human Rights’ website (<https://humanrights.ca/>).

To bolster your knowledge of the Holocaust, visit the United States Holocaust Memorial Museum’s online *Holocaust Encyclopedia*, which contains hundreds of articles featuring key facts, content, primary sources, and critical thinking questions (<https://encyclopedia.ushmm.org>).

Antisemitism is an essential topic to teach when discussing the Holocaust. For more resources on learning about antisemitism, visit the online resource from the Office for Democratic Institutions and Human Rights (ODIHR) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), “Addressing Anti-Semitism Through Education: Guidelines for Policymakers.” Published in May 2018, this is available in at least seven languages and can be found on the following website: <https://www.osce.org/odihr/383089>.

## Further Reading

### Picture Books (Ages 7+)

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

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

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

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

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

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