

Directions -

Read this interview & the article that follows it. Highlight important information. Instead of writing your own questions & comment, you should answer the questions in the margins.

Eyewitness to History: Children of War

children in the Nazi Youth Organization, 1939

Stop + Jot:

Why is this photograph important to the interview?

Will Johannsson, Grade 5, Sewanne Elementary School, Sewanne, TN

For many children, living in Nazi Germany during World War II (1939-1945) was difficult. The Nazi party, ruled by Adolf Hitler, rounded up millions of Jews and others and murdered them. The Nazis also wanted children to spy on their families and report back to the government. Will interviewed his godfather, Hans Ohrt, who described what life was like under Hitler's brutal dictatorship.

Q: How old were you when World War II started and ended?

A: I was 4 years old at the beginning of the war and 9 at its end. At the beginning of the war, I lived in Berlin in a huge apartment. At the end of the war, I lived with my sister, parents, and grandmother in one room with one bed in a farmhouse by the Swiss border.

Q: What were your feelings regarding the Nazi party?



Stop & Jots:

Reread the bracketed section (#1). What does Hans mean by this?

#1

A: This is a tough one to answer [Imagine that you live in a place like Seattle, where it rains almost every day. You go outside and you come back home every day wet. But your government tells you that the sun shines every day. If you are caught telling anybody that it rains, the government will put you in jail and you are never heard from again.]

Q: Did you have any friends who were Jewish or who were Nazis?

A: Yes, I had a friend, Peter, who was Jewish. One day he was gone. I had another friend, Volker, whose father was a Nazi. My parents always made sure that I understood that in his presence I could never forget the sun was always shining even though it was raining. Can you imagine parents teaching their young children that they have to lie in order to survive?

Q: How old did boys and girls have to be to join the Nazis?

A: You had to be an adult to join the Nazi party. But one did not have to join the party; it was an "honor" to be "invited" to join the party. Once you were invited, it was next to impossible to refuse the invitation. The system was very complex. If you were a teacher, you belonged to the teacher's organization, for example. The members of these organizations, in turn, had to join the Nazi party.

On their tenth birthday, children automatically became members of the [Nazi] youth organization. [The Nazis would teach you all kinds of cool things, [but they would] indoctrinate you and brainwash you to believe in the goals of the party.] #2

Q: Was your sister a Nazi?

A: My sister was 16. She had to join the youth organization. She had a wonderful time and was brainwashed into believing that it was sunny every day. She was also instructed to spy at home and to tell the authorities [what was said], which she did not do.

Q: When did children first start spying?

A: The members of the youth organization had to attend political indoctrination meetings and were told that it was their patriotic duty to report anybody who made negative remarks about the party.

All of this happened 60 years ago. You should learn from all that has happened and make sure similar things don't happen again.

[Read the newspapers...and watch out if [the country's leaders] tell you it is sunny every day.] #3
Try to discover lies and speak up for what you think is the truth.

Reread the bracketed section (#2). Why does Hans use the word "cool" here?

Read the bracketed section (#3). What message is Hans trying to leave readers with?

Footnotes:

1. indoctrinate - teach you to believe things without questioning them.

Stop & Jot:

why did the author start with the opening line?

Children in the Shadows



Hall of Remembrance in the United States Holocaust Memorial Museum

"Quiet, and never tell anyone you are Jewish."

Renee Schwalb heard that a lot as a young girl. She heard it from her mother, who tried to keep Renee safe from the Nazi German soldiers who killed and enslaved European Jews during World War II (1939-1945).

She heard it from Madame DeGelas, who hid Renee's family in a small apartment in Brussels, Belgium. She heard it again from the Catholic nuns who concealed Renee when it became too dangerous for her to live with Madame DeGelas.

Finally, she heard it from the Protestant teachers who took Renee in until the Americans arrived and liberated Belgium.

"[Everybody] told me *Jewish* was a bad word," Renee Schwalb, now Renee Fritz of Bloomfield, Connecticut, told *Senior Edition*. "They did it for my protection as well as theirs."

Life on the Run

Renee's story of being a Jewish kid growing up in war-torn Europe was part of an exhibit on display in the early 2000s at the United States Holocaust Memorial Museum in Washington, D.C. The exhibit "Life in Shadows: Hidden Children and the Holocaust" is no longer on display at the museum, but a transcript and photos of some of the exhibit's displays can be found on the museum's website as an online exhibition. The exhibition reveals the stories of Jewish children who escaped the Holocaust. The Holocaust refers to the killing of 6 million Jews and others whom the Nazis, led by Adolf Hitler, thought to be inferior. The Nazis killed about 1.5 million Jewish children.

Thousands of Jewish children, however, survived by concealing their identities or hiding out in attics, cellars, barns, and sewers. Like Renee, many children found refuge with Christian families. Others sought safety in churches and orphanages. Some played a dangerous game of hide-and-seek with the Nazis, moving from place to place to avoid capture.

The exhibition includes photos of many pieces of everyday life that tell extraordinary stories. For example, there is a photo of a sweater worn by 8-year-old Krystyna Chiger, who hid in the sewers for more than a

Footnotes:

2. Catholic/Protestant - different types of Christians
3. liberated - freed
4. refuge - safety

Stop & Jot:

How are the stories of Renee + Leon similar?

year. Visitors to the site can also view a photo of a light-blue dress worn by Sabina Kagan when she hid from the Nazi death squads.

Also in the exhibition is a photo of tiny "toy soldiers" Jurek Orłowski and his brother ⁵fashioned out of wood scraps. The brothers played with the soldiers in a flea-infested basement because they were afraid to go outside.

Church of Hope

To make sure that others know his story of survival, Leon Chameides, of West Hartford, Connecticut, donated several photos and an oral history to the museum.

Just before the war, the Russian army forced Leon and his Jewish family to move from Poland to the Ukraine in the Soviet Union.

When the Germans invaded the Soviet Union in 1941, Leon's father asked a priest to take care of Leon and his older brother. The priest separated the brothers, hoping that at least one would survive the war. Each went to a different monastery. ↪

At the monastery, Leon had to pretend to be a Christian. He changed his name and learned a new language.

"I had to pretend I was someone else," Leon told *Senior Edition*. "That was an enormous burden to place on a 7-year-old."

His brother also survived the Holocaust.

Lost Childhood

Before the exhibit opened at the United States Holocaust Memorial Museum, Leon was looking forward to seeing it. As for Renee, she said people should visit the museum to learn about the Holocaust.

Renee donated photographs and her mother's trunk to the exhibit. Madame DeGelas had kept the trunk and all its belongings, hoping to return it to Renee's family.

"[Now] I get to do something for humanity," Renee said.

Footnotes:

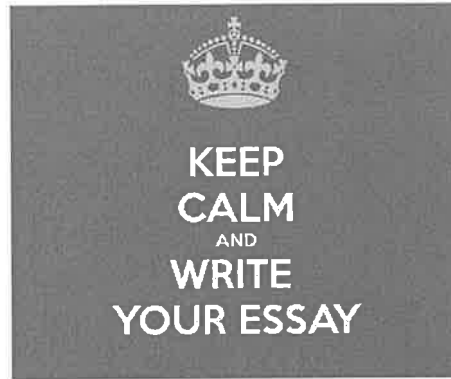
5. fashioned - made/created

6. monastery - a place where religious people, such as monks or nuns, live

7. humanity - the human race; all human beings

Extended-Response Essays

Getting Started..



Name: _____

Objective: You will go through the steps of writing an essay over the next few days. Your objective is to write the **BEST ESSAY OF YOUR LIFE!**

Steps:

1. Close Read the Texts
2. Analyze the Prompt
3. Plan Your Writing
4. Compose Your Essay
5. Revise Your Essay

Step 1: Close Read the Texts

Directions: You will always start by close reading the texts that go along with the essay. You've done this all year and will do a great job! This was your Do Now.

Step 2: Analyze the Prompt

Directions: Take notes in the space below about *how* to properly analyze a prompt with multiple steps. Then, practice doing this on your own.

Life in Nazi Germany was extremely difficult. People, even children, were often expected to lie about their beliefs and conceal their true identities. How were German children, like Hans Ohrt, negatively impacted by the Nazi takeover? How were Jewish children, like Renee Schwalb and Leon Chameides, negatively impacted by the Nazi takeover? Use details from **both** texts to support your response.

In your response, be sure to:

- explain how German children were negatively impacted by the Nazi takeover
- explain how Jewish children were negatively impacted by the Nazi takeover
- use details from **both** texts to support your response

You need **FOUR** paragraphs.

Paragraph #1:

Introduction

Paragraph #2:

Bullet #1 - How were German children negatively impacted by the Nazi takeover?

Paragraph #3:

Bullet #2 - How were Jewish children negatively impacted by the Nazi takeover?

Paragraph #4:

Conclusion

Step 3: Plan Your Writing

Directions: After analyzing the prompt, use the paragraph sketch that you've created to write a quick outline in the space provided for you.

Practice Outline:

Paragraph #1	<u>Introduction</u>
Paragraph #2	PEEL+ IT! <u>P - How were German children negatively impacted by the Nazi takeover?</u> <u>E - Evidence to back up your point</u> <u>E - Explanation of detail 1</u> <u>E - Evidence to back up your point</u> <u>E - Explanation of detail 2</u> <u>L - Link it back to the point</u>
Paragraph #3	PEEL+ IT! <u>P - How were Jewish children negatively impacted by the Nazi takeover?</u> <u>E - Evidence to back up your point</u> <u>E - Explanation of detail 1</u> <u>E - Evidence to back up your point</u> <u>E - Explanation of detail 2</u> <u>L - Link it back to the point</u>
Paragraph #4	<u>Conclusion</u>

Step 4: Compose Your Essay

Directions: Take notes in the space below about writing introductory and conclusion paragraphs.

Writing Introductory Paragraphs for Extended-Response Essays

Your introductory paragraph should have as _____
_____.

This means, that a four paragraph essay will have an introductory paragraph with four sentences.

Your First Sentence: _____

A Hook gives you _____. It draws your reader in by making your essay _____ in some way. Some examples of strong Hooks are:

-
-
-
-

Your Middle Sentences: _____

You will use the bullets to help you respond to the prompt. _____
_____ in your introductory paragraph.

Your Last Sentence: _____

You will use the last sentence to leave your reader with the Big Idea you are going to explain. This is much like your _____ in PEEL+.

Example Introductory Paragraph:

Did you know that many people, including children, who lived under the Nazis were forced to lie about their beliefs and even conceal their identities? German children who were not Jewish were often forced to join organizations that went against their beliefs and were even told to spy on their families. Children who were Jewish were sometimes split from the rest of their families and told to hide their true identities. Life in Germany under Nazi rule was extremely difficult for people of many walks of life.

Writing Conclusion Paragraphs for Extended-Response Essays

Your conclusion paragraph should be _____. You will _____ your main points without _____.

Your First Sentence: _____

You will _____ the Big Idea that you explained in the last sentence of your introductory paragraph. Whatever you do, do not just write the same thing. Find a new way to say the same thing! This is much like your _____ in PEEL+.

Your Middle Sentence: _____

Remind your reader of the _____. You don't need any new information. Because all of the information in your essay is taken from these texts, it's important to tell the reader that these texts are important.

Your Last Sentence: _____

A clincher is a lot like the _____ that you've used in the introductory paragraph. It should leave your reader with _____!

Like a Hook, some examples of strong Clinchers are:

- a question
- a quote
- a statistic
- imagery

Example Conclusion Paragraph:

Living a lie is difficult and can be heartbreaking. The experiences of Hans Ohrt in "Eyewitness to History: Children of war" and Renee Schwalb and Leon Chameides in "Children in the Shadows" show the pressures and problems faced by young people living in Nazi Germany. Even many years later, people remember how tragic this experience was. As the saying goes, "Never forget."

Your Turn

Directions: Write your essay in the space below.

<p>Introduction</p>	
<p>Body Paragraph 1</p>	
<p>Body Paragraph 2</p>	
<p>Conclusion</p>	

Step 5: Revise Your Essay

Directions: Take a few moments to make sure you've done all of the things below!

Checklist

Introductory Paragraph:

- Do you have a strong hook that draws your reader in?
- Do you have “middle sentences” that correspond to the bullets in the prompt?
- Do you end with a big idea?
- Does your big idea explain what you are writing about?
- Do you have as many sentences in your introductory paragraph as paragraphs that will be in your essay?

Body Paragraphs:

- Does each of your paragraphs utilize the PEEL+ strategy?
- Does each paragraph have a clear POINT?
- Does each paragraph have at least TWO pieces of evidence?
- Does each paragraph explain those two pieces of evidence?
- Does each paragraph have a link?
- Do you clearly answer the question mentioned in the bullet you are writing about?
- Do you have as many body paragraphs as there are “paragraph bullets”?

Conclusion Paragraph:

- Do you start this paragraph with a big idea?
- Have you REWORDED your big idea?
- Do you discuss the texts in your middle sentence?
- Do you end in a way that will leave your reader thinking?
- Have you introduced any new information? (You better not check this one off!)
- Do you feel like you can drop the mic?

Conventions:

- Have you double checked your spelling? (This is especially important if the word is in the essay somewhere! Don't be lazy...)
- Do you properly use punctuation?
- Have you capitalized all proper nouns? (places, people, titles, “I”, etc)
- How is your grammar? (Focus on those repeat offenders: there/their/they're, your/you're, to/too/two.)
- Have you indented at the beginning of each paragraph?