



Lesson Plan: And Still I Write: Holocaust-Era Diaries

Rationale/Purpose for the Lesson

The activity that is contained in this packet will allow teachers to extend a unit of study that focuses on the writings on Anne Frank to include other Holocaust-related adolescent voices. A close reading of the diaries led to the development of seven topics to consider through different writer's voices. The writers of selected diary entries are diverse in gender and geographic location. Through the excerpts selected for each topic, learners can consider what was happening throughout Europe during the Holocaust as they develop a more complex understanding of the events that were occurring. This activity can be used in several ways, including work by small groups who read about one topic, or used in its entirety for a Socratic seminar. An important note to this activity is that the diaries do not reflect experiences inside concentration or killing centers; teachers would need to supplement their unit of study with this information. This could be done with survivor testimony, found on Holocaust Museum Houston's website which contains testimony by those who were adolescents during the Holocaust.

<https://hmh.org/survivors/grid/>

Please note that while this lesson plan is written for face-to-face instruction, it can be modified for distance learning. Please contact the HMH Education Team for support in adapting this lesson at education@hmh.org.

Dutch cabinet minister Gerritt Bolkestein gave a speech via radio in March 1944: "History cannot be written on the basis of official decisions and documents alone. If our descendants are to understand fully what we as a nation have had to endure and overcome during these years, then what we really need are ordinary documents – a diary, letters from a worker in Germany, a collection of sermons given by a parson or priest. Not until we succeed in bringing together vast quantities of this simple, everyday material will the picture of our struggle for freedom be painted in its full depth and glory." This statement galvanized Anne Frank to begin editing her diary for possible inclusion in such a collection. Teachers now have the opportunity to include other such voices to paint a picture of the struggles adolescents faced during the Holocaust in its full depth.

Focus Quote for Lesson

Alexandra Zapruder, editor of "Salvaged Pages," remarked in a podcast for the U.S. Holocaust Memorial Museum (USHMM):

"You know Anne Frank's diary was the first diary that was published. And her voice was so powerful that it captured the voices of all the children and all the people who had been killed. That's the way it's framed. And that by reading her diary and sort of taking her into our hearts, we could redeem her life.

And it never rung true to me.

And I had these diaries. I had this cache in a way of primary sources, each of which kept saying to me: 'That's not [what] we're about. You know, we're not about the triumph of the human spirit. We're about something else, which is as simple as a mark in the world.' If a life is gone and what's left are 20 or 30 or 50 or 100 pages, that is not a life. That is a fragment of a life. And let's call it what it is."

Materials/Teaching Resources

1. Text Resources

- a. Frank, A. (1993). "The Diary of a Young Girl" (B.M. Mooyart-Doubleday, trans.). New York: Bantam Books. (Original work published 1952).
- b. Zapruder, A. (ed.). (2002). "Salvaged Pages: Young Writers' Diaries of the Holocaust." New Haven: Yale University Press.

Note: "Salvaged Pages" is available in Holocaust Museum Houston's Digital Curriculum Trunks. <https://hmh.org/education/trunks/>

2. Materials in this Packet

- a. Background Information for Each Diarist
- b. Contextual Map for Activity
- c. Contextual Timeline for Activity
- d. Seven Topics/Handouts
 - i. Why Keep a Diary?
 - ii. How Did Nazi Occupation and Policies Affect Life and Relationships?
 - iii. What Awareness of the "Final Solution" Existed?
 - iv. How Did Hunger Affect People?
 - v. What Was School Like During the Holocaust?
 - vi. Did Any Issues of Faith Arise Under Nazi Control?
 - vii. Did People Think About Life After the War?

Activities (one to two class periods)

Note: *This activity will work best for students who have some knowledge of the Holocaust. If your school has a unit of study based on Anne Frank, this activity could be done in the middle or at the end of that unit.*

1. **Copy and give** to students the "Background Information for Each Diarist," the "Contextual Map for Activity" and the "Contextual Timeline for Activity." Have students find the country each diarist is from and review the timeline to consider how events affected each diarist.
2. **Model the Activity:** Give students the "Why Keep a Diary?" handout. Review the questions with the students; then, have the class take turns reading the diary entries. Have students review the timeline and maps that are relevant to the readings to ground their understandings. After all of the entries have been read, discuss the questions.
3. **Begin the Activity:** Break students into six groups. Give each group copies of the remaining handouts. Have students:
 - a. Review the question at the top of the page and the questions in the box,
 - b. Read the diary entries as a group, using the timeline and maps to place the readings in context of the historical events,
 - c. Discuss possible answers to the questions,
 - d. Discuss other items from the entries the group would like to tell their classmates, and
 - e. Prepare a brief five-minute presentation for their peers.
4. Have groups present their handout, with a focus on the question at the top of the page and the questions in the box. They could reference the timeline and maps in their presentations as well.

5. If permitted, view segments of the film “I’m Still Here.”
https://www.youtube.com/watch?v=E_cpvkiU6lY Ask students to consider how the use of imagery with voice was used to create a story.

Note: The film “I’m Still Here” is based on the book “Salvaged Pages;” however, the following diarists whose writings are in that book are not depicted in the film: Anonymous Boy, Alice Ehrmann, Moshe Flinker and Otto Wolf. Ilya Gerber is depicted in the film, but none of his diary entries were selected for this activity.

6. After the presentations, review the activity by asking students some of these questions:
- How were experiences similar/different between the western and eastern fronts of the war?
 - How did the voice of the diarists affect your understanding of the Holocaust?
 - Based on these excerpts, did gender affect the writings of the diarists?
 - How useful are these diaries in forming an understanding of the events of the Holocaust?
 - None of these entries are from a concentration camp or a killing center. Why do you think this is the case? What knowledge about the Holocaust do you think we are missing because of this?
 - If all a person knew about the Holocaust was the experience of Anne Frank, what would they not have known about the Holocaust?

Assessment of Student Learning

There are a variety of ways to informally assess this lesson. For formal assessment, options include using the questions listed above or assigning a biographical report about a person who experienced the Holocaust. Some of the extensions below could also serve as writing prompts or assessment ideas.

Extensions

- Have students compare the diaries they read to another person’s memoir of similar events (e.g., Elie Wiesel’s “Night” or Gerda Weissmann Klein’s “All But My Life”). Students could also read other diaries from this period or diaries from other genocides.
- Have students research a particular ghetto from this time period and then present the information to their peers. The USHMM has background information about many of the ghettos. Students could read histories or accounts from people imprisoned in the same ghetto to get a “big picture.”
- Have students view survivor testimony and consider the language used to express these experiences. How is the language the same as that of the diarists? How is it different?
- Reflect on this quote by Lawrence Langer: “In the absence of a sequel, we are left with the unfinished saga of Anne Frank’s life and mind. In spite of her fears, the controlling premise of her diary is that she will avoid deportation and whatever might lie beyond it. The nostalgia of preservation that fills its pages and comforts those who read it long after the event verifies a principle that seems to exert greater and greater force in our encounters with the Holocaust: that many of us seek and find the Holocaust we need. This is the real if unintended legacy of Anne Frank, and it bears with it an enduring danger: by embracing the need she fulfills, we may fail to identify and thus neglect the truths she did not know.”

This activity is based on these sources:

Frank, A. (1993). "The Diary of a Young Girl" (B.M. Mooyart-Doubleday, trans.). New York: Bantam Books. (Original work published 1952).

Langer, L. (2006). "Using and Abusing the Holocaust." Bloomington: Indiana University Press.

Lazin, L. (director/producer). Zapruder, A. (writer/producer) and Leikind, A. (producer). (2008). "I'm Still Here: Real Diaries of Young People Who Lived During the Holocaust" [DVD]. New York: SISU Home Entertainment, Inc.

Zapruder, A. (ed.). (2002). "Salvaged Pages: Young Writers' Diaries of the Holocaust." New Haven: Yale University Press.

Alexandra Zapruder podcast link:

<https://www.ushmm.org/antisemitism/podcast/voices-on-antisemitism/alexandra-zapruder>

Anne Frank online exhibit:

<https://www.ushmm.org/exhibition/anne-frank/htmlsite/>

Background Information for Each Diarist

Anne Frank/Amsterdam, Holland (born June 12, 1929) – Though born in Frankfurt, Anne's family sought refuge in Holland when the Nazis came to power. Germany invaded Holland in 1940, though life for the Frank family continued nearly normally until July 1942, when Margot (Anne's sister) was placed on a deportation list. The family went into hiding and were joined by the Van Daan family (Anne fell in love with their son Peter), and later by Albert Dussel. Four people helped them, bringing food, news and other needed supplies. On Aug. 4, 1944, the *Gestapo* arrested the eight Jews who were hiding in the "Secret Annexe." Anne would be sent to Westerbork, Auschwitz and finally Bergen-Belsen, where she perished from typhus in March 1945.

Anonymous Boy/Lodz Ghetto, Poland* (date of birth unknown) – Written in the spring and summer of 1944, this diary was written in the margins and endpages of a book. At the time of these writings, the Lodz ghetto was the only Jewish ghetto still standing in occupied Poland. The diarist writes of his father, who died from starvation in the ghetto, and his sister. The diarist was fluent in four languages and moved between them with ease. In August 1944, the ghetto faced final liquidation. Nothing specific is known of the fate of this diarist, though it is believed he and his sister perished.

Anonymous Girl/Lodz Ghetto, Poland (date of birth unknown) – We do not know the name of this diarist, but we do know her parents and her two siblings were with her in the ghetto. From the writings, it is supposed that she was the youngest in the family. The inhabitants of the Lodz ghetto were forced to rely almost entirely on allocations of necessary resources from the German authorities. For this reason, hunger, starvation and death from malnutrition were rampant in Lodz. Many of the diary entries reflect a growing obsession with food and the consequences of hunger and want on her family. The diary ends in the middle of a sentence on March 18, 1942; nothing specific is known of her fate.

Elsa Binder/Stanislawow, Poland (date of birth unknown) – When World War II broke out, Stanislawow was located in the part of Poland annexed by the Soviet Union; the Germans would invade this area in June 1941. While relaying thoughts about her family and having her first boyfriend, Elsa's diary is very clear about death and its proximity. Her last entry was written in mid-June 1942; the ghetto was liquidated in February 1943. It is certain that Elsa and her family perished; her diary was found in a ditch on the side of the road leading to the cemetery, which was the execution site for the Stanislawow Jews.

Alice Ehrmann/Terezin Ghetto, Czechoslovakia* (born May 5, 1927) – Alice did not have a Jewish upbringing, but she "always knew that she was Jewish." She was classified by the Nazis as *mischlinge* and deported to Terezin on July 13, 1943, though her diary begins in October 1944. She reflects on the many events in Terezin: the visit by Red Cross officials, the deportations, the trains that came from Auschwitz near the end of the war and liberation. Alice and her sister returned to Prague in mid-June 1945.

Peter Feigl/France (born March 1, 1929) – Sensing the rising threat of Nazism in Europe, Peter's father had him baptized as a Catholic in 1937 in hopes it would save him from persecution (Peter's family did not practice Judaism, though culturally they were Jewish). Sent into hiding alone in mid-July 1942, Peter's diary reflects what was happening around him and his deep sense of hope of connecting with his parents soon. In May 1944, an organization helped Peter escape into neutral Switzerland. In 1946, Peter immigrated to the United States. Peter learned after the war that his parents were sent to Auschwitz-Birkenau in September 1942.

Moshe Flinker/Brussels, Belgium* (born Oct. 9, 1926) – Moshe's family lived in The Hague in Holland. After receiving a deportation notice in July 1942, he and his family went into hiding in Brussels under false identity papers that said they were non-Jews. His diary reflects an intense belief in God and the religious teachings of his faith. In May 1944, he and his family were turned in by an informer. Moshe and his parents were sent to Auschwitz-Birkenau where they were murdered.

Petr Ginz/Terezin Ghetto, Czechoslovakia* (born Feb. 1, 1928) – Petr Ginz and his sister Eva Ginzová were classified as *mischlinge* by the Nazis when they took control of Czechoslovakia in 1939. His family was separated during the war, with Petr being deported to the Terezin ghetto in October 1942. Petr's diary is not in the

form of a narrative; instead, it is composed of two parts: “plans” and “reports” relating to his goals and the meeting of those goals, each month. Petr was the editor of the secret publication “Vedem.” In September 1944, Petr and his cousin Pavel were placed on a transport to Birkenau. Petr was murdered in the gas chambers upon arrival.

Eva Ginzová/Terezin Ghetto, Czechoslovakia* (born Feb. 21, 1930) – Eva Ginzová and her brother Petr Ginz were classified as *mischlinge* by the Nazis when they took control of Czechoslovakia in 1939. Eva’s brother was deported to Terezin in October 1942; she was deported to the same ghetto in May 1944. Unlike her brother, Eva’s diary was in narrative form and described life inside Terezin: living in a collective home, being moved around as new arrivals came and being placed on labor details. She also writes much about her feelings of separation from her family, especially about Petr after his deportation. Her father was sent to Terezin in February 1945. In April 1945, as prisoners from further east were sent west to Terezin, an awareness of the “Final Solution” began to be apparent in Eva’s writings. She was in Terezin when it was liberated by the Soviet army in May 1945.

Elisabeth Kaufmann/Paris, France* (born March 7, 1924) – Elisabeth began her diary while a refugee in France, and it reflects on the difficulties of being a refugee and the rise of xenophobia in France. The invasion of France by Nazi Germany in the spring of 1940 led Elisabeth and her mother to flee to the south of France. After having been an *au pair* for the family of Pastor André Trocmé, Elisabeth was told by her father to go to Lyons as visas had come through for the United States. Her family immigrated to the United States, arriving there in early 1942.

Miriam Korber/Transnistria, Romania (born 1923) – Miriam’s diary is unique among those in the text “Salvaged Pages” because it was written in Romania, where the fascist regime there carried out the genocide of its own Jewish population. In October 1941, Jews, including Miriam and her family, were forced from their towns to an area known as Transnistria, where the Jews were left to die in unsealed ghettos through exposure and hunger. Miriam’s family settled into the ghetto of Djurin. Upon her father’s deportation in October 1943, she stopped writing. Miriam survived the war and returned home in May 1944; her immediate family survived, though her extended family was decimated by the war.

Klaus Langer/Essen, Germany (born April 12, 1924) – Klaus began his diary in March 1937. The entries reflect on the events that occurred in Nazi Germany and efforts to emigrate. On Sept. 2, 1939, Klaus was able to emigrate with a group of 300 other Jewish youngsters, after having been abruptly separated from his parents and grandmother, none of whom he ever saw again.

Dawid Rubinowicz/Krajno, Poland (born July 27, 1927) – Dawid’s diary opens without any introduction, similar to other diaries. As the diary progresses, Dawid shows his growing responsibilities when he created the distribution list for rations or traveled between towns with news and information. His entries discuss what was happening around him. In June, his diary ends in the midst of a sentence; the remaining pages of his final notebook are missing. In September 1942, the Jewish residents of this area were marched to another town, placed in cattle cars and transported to the death camp of Treblinka. It is believed that Dawid and his family were among them.

Yitskhok Rudashevski/Vilna Ghetto, Lithuania* (born Dec. 10, 1927) – Lithuania was annexed by the Soviet Union in 1940. In June 1941, the Germans invaded the Soviet Union and established a ghetto in Vilna three months later. Yitskhok’s diary covers the intellectual and cultural life of the ghetto’s youth, including efforts by the young people to record the ghetto’s history and folklore. His diary reflects on the mass executions that were happening in Ponar (a nearby forest). When the Nazis moved to liquidate the ghetto, Yitskhok and his family went into hiding, but were discovered within two weeks. They were taken to Ponar, where they were shot and killed.

Otto Wolf/Olomouc, Czechoslovakia (born June 5, 1927) – Otto had two older siblings, Felicitas (nicknamed Lici or Licka) and Kurt. In June 1941, the Nazis began to deport Czech Jews to the Terezin ghetto. When the deportation notice came for Otto and his family, they decided to go into hiding in area woods. A local gardener, Jaroslav Zdaril (called Slávek in the diary) helped his family for nearly two years, providing them with shelter, supplies, food and occasional news of the war and the outside world. In the spring of 1944, tensions between the Wolfs and Slávek led to the Wolfs seeking a new hideout. On April 18, 1945, Otto was caught by the

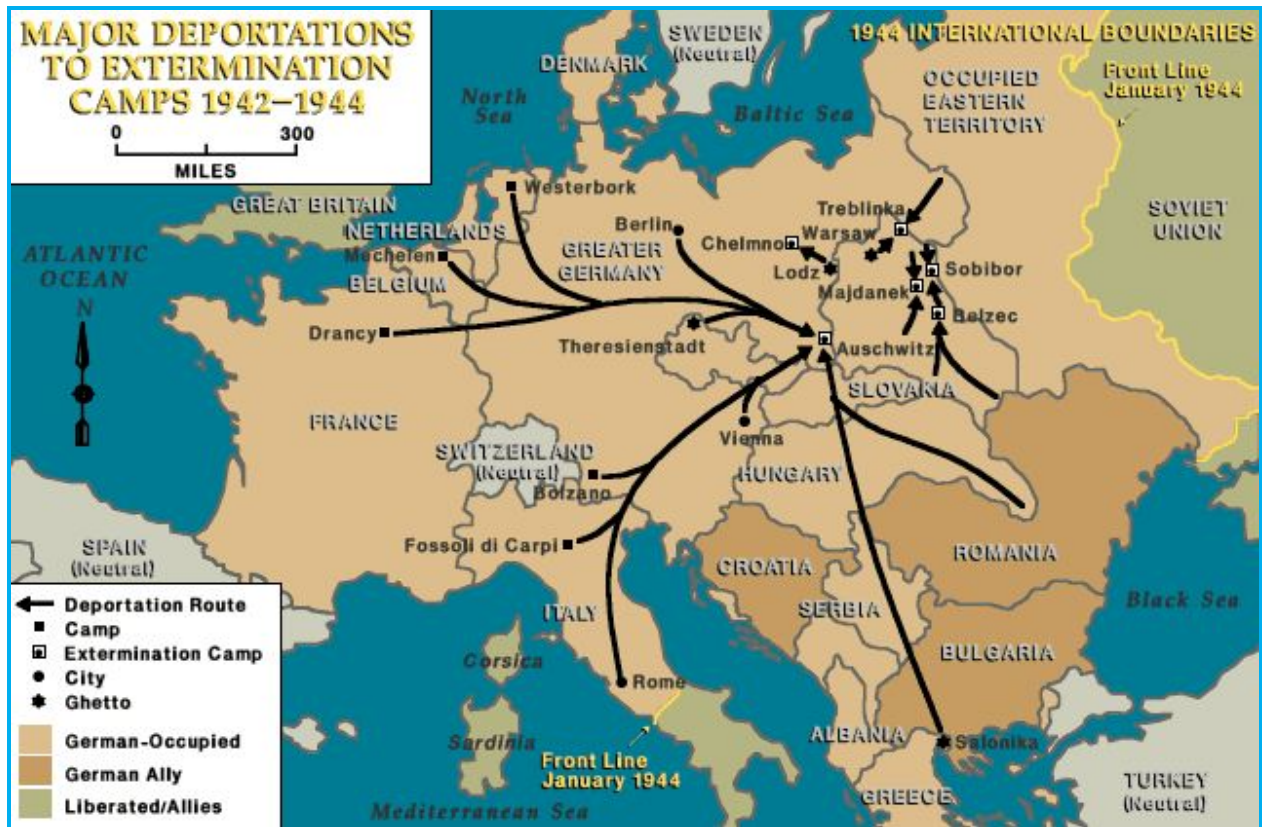
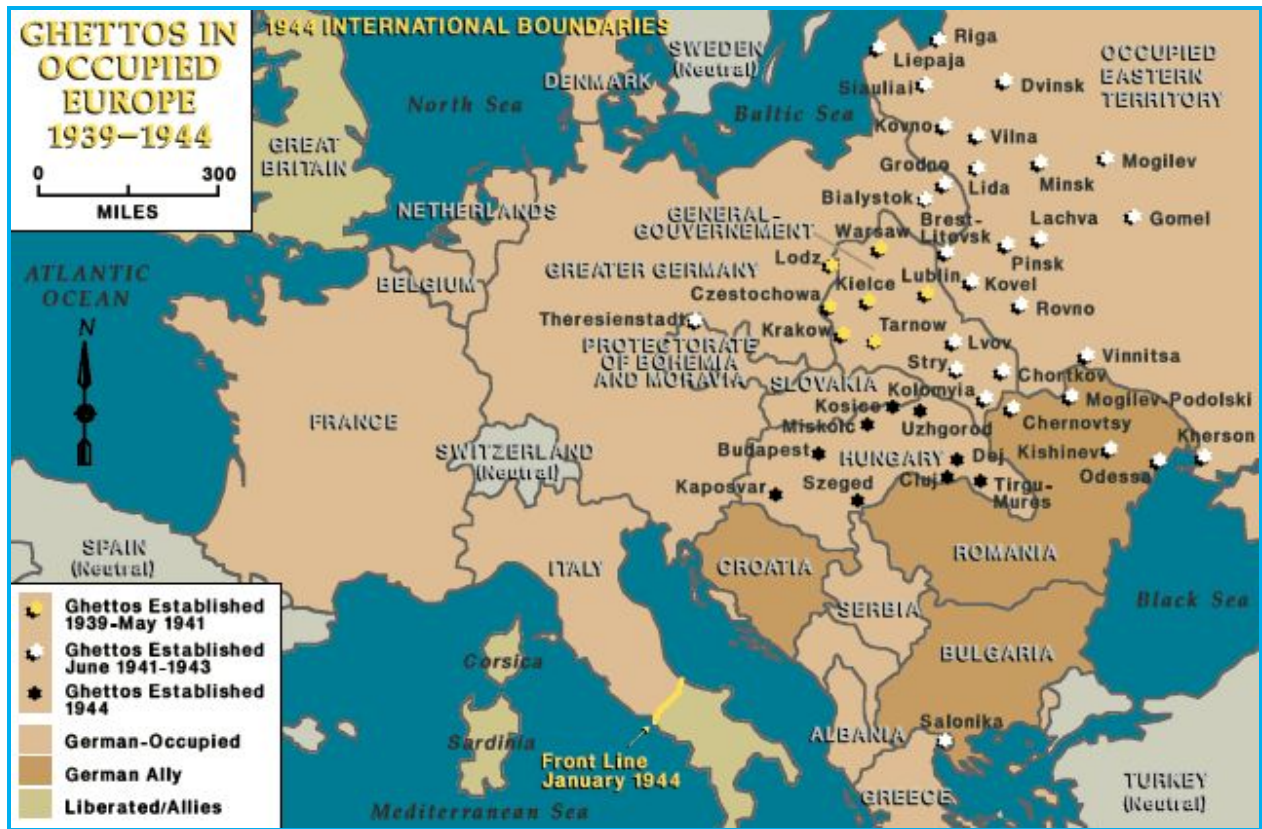
Gestapo in a raid on the village. Otto was tortured by the Gestapo, but refused to tell where his family was or who had been helping them. He was shot two days after being captured in a nearby forest, his body being burned where it lay.

Note: *Indicates diaries that are included in the HMH permanent gallery: “And Still I Write: Young Diarists During War and Genocide”. To learn more about this gallery, go the HMH website:, <https://hmh.org/new-museum/about-the-exhibits/>

Contextual Maps for This Activity

(Source: U.S. Holocaust Memorial Museum)





Contextual Timeline for Activity

This timeline provides the context of the Holocaust (1933 – 1945) for use with this activity. The highlighted lines specifically reference an event experienced by one of the diarists whose writings are the basis for this activity. Some other historical information normally relevant to a middle school course of study is included. A more complete timeline can be found at Holocaust Museum Houston’s Web site at www.hmh.org.

<u>1933</u>	
Jan. 30	Adolf Hitler appointed chancellor of Germany.
May 10	Public burnings of books authored by Jews, those of Jewish origin and opponents of Nazism.
<u>1934</u>	
Spring	The Frank family reunites in Amsterdam, having sought refuge from Nazi Germany.
<u>1935</u>	
Sept. 15	“Nuremberg Laws,” anti-Jewish racial laws, enacted. Jews could no longer be German citizens, marry Aryans, fly the German flag and hire German maids under the age of 45.
Nov. 14	Germany defines Jews as anyone with three Jewish grandparents or someone with two Jewish grandparents who has identified himself/herself as a Jew in one of the following ways: (a) belonging to the official Jewish community; (b) being married to a Jew or (c) being the child of a Jewish parent.
<u>1936</u>	
Summer	Berlin Olympics held.
<u>1938</u>	
March 13	<i>Anschluss</i> : Annexation of Austria by Germany; all German antisemitic decrees immediately applied in Austria.
Fall	Elisabeth Kaufmann and her family flee Austria after its annexation by the Germans and seek refuge in France.
Nov. 9-10	<i>Kristallnacht</i> (Night of the Broken Glass): anti-Jewish pogrom in Germany and Austria. 200 synagogues destroyed. 7,500 Jewish shops looted and 30,000 male Jews sent to concentration camps (Dachau, Buchenwald and Sachsenhausen).
<u>1939</u>	
Jan. 30	Hitler threatens in <i>Reichstag</i> speech that, if war erupts, it will mean the <i>Vernichtung</i> (extermination) of European Jews.

Sept. 1	Beginning of World War II: Germany invades Poland.
<u>1940</u>	
May 10	Germany invades Holland, Belgium and France.
June	Elisabeth Kaufmann and her mother flee to the south of France after the invasion.
<u>1941</u>	
June	Otto Wolf and his family go into hiding in the forest around their town in Czechoslovakia.
June 22	Germany invades the Soviet Union.
End of June	Nazi <i>Einsatzgruppen</i> (special mobile killing units) carry out mass murder of Jews in areas of Soviet Union occupied by German army with the assistance of local police.
Sept. 1	Jews in Third Reich obligated to wear yellow Star of David as distinguishing mark.
September	The Jewish residents from the area in which Dawid Rubinowicz and his family were from were marched to another town, placed in cattle cars and transported to the death camp of Treblinka. It is believed that Dawid and his family were among them.
Nov.4	Miriam Korber and her family arrive in Transnistria and move into the ghetto of Djurin.
Dec. 7	Japanese attack on Pearl Harbor.
<u>1942</u>	
Jan. 20	Wannsee Conference: Heydrich reveals official, systematic plan to murder all Jews.
March 18	The Anonymous Girl's diary ends mid-sentence on this date. Nothing specific is known of her fate.
Early Spring	Elisabeth Kaufmann and her family arrive in Virginia Beach, VA.
July	Moshe Flinker and his family move to Brussels, Belgium, hiding in this city under false identity papers that stated they were not Jewish.
July 6	Anne Frank and her family go into hiding at the "Secret Annexe."
October	Petr Ginz deported to the Terezin Ghetto.
<u>1943</u>	
April 19	Warsaw Ghetto revolt begins as Germans attempt to liquidate 70,000 ghetto inhabitants; Jewish underground fights Nazis until early June.

May	Moshe Flinker and his family are caught in Brussels and taken to the Belgian transit camp Malines. From there, he and his parents were sent to Auschwitz-Birkenau where they were immediately sent to the gas chambers.
July	Elsa Binder's diary is found in a ditch on the side of the road leading to the cemetery, which was the execution site for the Stanislawow Jews.
July 13	Alice Ehrmann deported to Terezin Ghetto.
October	Yitskhok Rudashevski and his family were taken to Ponar, where they were shot to death.
<u>1944</u>	
May	Eva Ginzová deported to the Terezin Ghetto.
May 2	Miriam Korber arrives back into her home town, having taken two weeks to walk there after the Soviet army had entered Romania.
June 6	Allied invasion of Normandy (D-Day).
Aug. 8	Following information provided by an informer, Anne Frank and the other inhabitants of the "Secret Annexe" are arrested and sent to Westerbork.
August	The Lodz Ghetto faces its final liquidation by the Germans. It is believed that the Anonymous Boy and his sister perished after this.
September	Petr Ginz is deported to Auschwitz-Birkenau. His family would learn after the war that he was murdered upon arrival in the gas chambers.
<u>1945</u>	
Jan. 17	Evacuation of Auschwitz; beginning of death march for 66,000 camp inmates.
March	Anne Frank dies in Bergen Belsen camp.
April	Soviet Army enters Germany from East; Allies enter from West.
April 18	Otto Wolf is captured by the <i>Gestapo</i> . He is murdered two days later.
April 30	Hitler commits suicide.
May 8	The Soviet army liberates Terezin; a few days later Eva Ginzová and her father return home to Prague.
May 8	Germany surrenders; ending the Third Reich.
June	Alice Ehrmann and her sister return to Prague from the Terezin Ghetto.

Why Keep a Diary?

After reviewing the background of each of the diarists and reading their diary entries below, consider these questions:

- What purpose did each diarist give in keeping his/her diary? How could you categorize these purposes?
- Does the purpose of a diary affect its usefulness as a primary source to be used by historians?

Readings:

- Anne Frank: June 20, 1942 (p. 2+)
- Miriam Korber: July 15, 1942 (p. 266)
- Pierre (Peter) Feigl: Aug. 27, 1942 (p. 69)
- Moshe Flinker: Nov. 24, 1942 (p. 100)
- Petr Ginz: Feb. 9, 1944 (p. 167)
- Anonymous Boy: May 15, 1944 (p. 369)
- Eva Ginzová: June 24, 1944 (p. 175)
- Alice Ehrmann: Nov. 1, 1944 (p. 406)

How Did Nazi Occupation and Policies Affect Life and Relationships?

After reading each of the diary entries below, respond to these questions:

- What perspectives about living under Nazi occupation are granted through the reading of these entries? How are the experiences similar? How are they different? What might account for each of these?
- Life under Nazi occupation altered relationships people had with others, to include family, friends and teachers. What changes are evident in the entries below? Why do you think these changes came about during this time?
- What emotions do the diarists exhibit when describing their experiences?

Readings:

- Klaus Langer: Nov. 16, 1938 (p. 21)
- Dawid Rubinowicz: March 21, 1940 (p. 276)
- Elisabeth Kaufmann: June 9, 1940 (p. 55)
- Yitskhok Rudashevski: July 8, 1941 (p. 199), Sept. 27, 1942 (p. 207)
- Elsa Binder: Dec. 23, 1941 (p. 306), March 18, 1942 (p. 323)
- Miriam Korber: Dec. 26, 1941 (p. 255), Jan. 11, 1942 (p. 257)
- Anonymous Girl: March 10, 1942 (p. 236)
- Otto Wolf: June 24, 1942 (p. 130)
- Anne Frank: June 24, 1942 (p. 8), Sept. 29, 1942 (p. 36), Nov. 8, 1943 (p. 114+), March 29, 1944 (p. 192), April 1, 1944 (p. 194)
- Anonymous Boy: June 27, 1944 (p. 375)
- Eva Ginzová: Oct. 13, 1944 (p. 180)
- Alice Ehrmann: Feb. 1, 1945 (p. 408)

What Awareness of the “Final Solution” Existed?

After reading each of the diary entries below, respond to these questions:

- These entries reflect a growing awareness of the mass murder program the Nazis were enacting for Jews – known as the “Final Solution.” How did the diarists learn of this program?
- In what way does each diarist personalize (or not personalize) that information?

Readings:

- Elsa Binder: Jan. 13, 1942 (p. 316)
- Anne Frank: Oct. 9, 1942 (p. 38+)
- Moshe Flinker: Dec. 22, 1942 (p. 107)
- Yitskhok Rudashevski: April 5, 1943 (p. 224)
- Eva Ginzová: April 23, 1945 (p. 187+)

How Did Hunger Affect People?

After reading each of the diary entries below, respond to these questions:

- Jewish people living under Nazi occupation had to rely on themselves, others and even the Nazis for food rations. This group received significantly less food than any other group in part due to the policies of the “Final Solution.” Young people wrote about these experiences. What does each of these entries have to say about food and hunger?
- What were the possible effects of not having enough food? How could this have affected daily life, emotions and/or survival?

Readings:

- Miriam Korber: Jan. 21, 1942 (p. 257)
- Anonymous Girl: Feb. 24 (actually Feb. 27), 1942 (p. 231)
- Otto Wolf: July 4, 1942 (p. 130)
- Yitskhok Rudashevski: Jan. 7, 1943 (p. 219)
- Petr Ginz: March 1944 (p. 170)
- Anne Frank: April 3, 1944 (p. 195)

What Was School Like During the Holocaust?

After reading each of the diary entries below, respond to these questions:

- Each of the diarists below believed education was important. Why do you think this was so?
- In what way are the assignments/activities that these students engaged in similar or different to those students engage in today?

Readings:

- Dawid Rubinowicz: Aug. 12, 1940 (p. 277)
- Yitskhok Rudashevski: Oct. 5, 1942 (p. 208)
- Petr Ginz: November 1943 (p. 171)
- Petr Ginz: Feb. 8, 1944 (p. 168)
- Anne Frank: April 27, 1944 (p. 216)
- Eva Ginzová: July 1, 1944 (p. 175)

Did Any Issues of Faith Arise Under Nazi Control?

After reading each of the diary entries below, respond to these questions:

- What issues related to faith did some of those living during the Holocaust face?
- What requests are the diarists making of their faith?

Readings:

- Moshe Flinker: Feb.y 12, 1942 (p. 114)
- Miriam Korber: Oct. 10, 1943 (p. 269)
- Anne Frank: Dec. 29, 1943 (p. 126+)
- Anonymous Boy: Undated entry/1944 (p. 394)

Did People Think About Life After the War?

After reading each of the diary entries below, respond to these questions:

- What life plans do the diarists write about for after the war?
- What emotions do the diarists exhibit when describing their hopes?

Readings:

- Elsa Binder: Dec. 31, 1941 (p. 312)
- Anonymous Girl: March 7, 1942 (p. 234+)
- Yitskhok Rudashevski: Dec. 10, 1942 (p. 216+)
- Moshe Flinker: Dec. 18, 1942 (p. 107)
- Anne Frank: March 7, 1944 (p. 169)
- Anonymous Boy: July 7, 1944 (p. 381)