Work for Mrs. Harrison 8th grade Language Arts

1- **Read and answer all questions for the stories about the Holocaust.** (Stories also available on commonlit.org)

2- **Use the graphic organizer to brainstorm your essay for the following prompt:**

- Use the information gathered in the articles you read about the Holocaust and write a multi-paragraph essay on the impact of the Holocaust on nations in Europe and the modern world. Be sure that your essay is MULTI PARAGRAPH (5 or more paragraphs) and be sure to do the following:
  - Correct grammar
  - Correct punctuation
  - Correct spelling
  - Correct capitalization
  - Stay on topic

kind of :)

3- **You are going to also write a personal narrative** (graphic organizer provided for brainstorming). Think about what you want to do when you graduate high school. Write a multi-paragraph essay (5 or more paragraphs) about how you intend to impact future generations and your own life once we overcome the challenges we are seeing in the world today (the pandemic). Think about the career you want when you finish school, will it be essential in the face of another worldwide pandemic? What can you do to make a difference in this world?

Contact information for Mrs. Harrison:

Kara.harrison@db.k12.oh.us

Or

Join the class remind by sending a text to the number ***81010*** with the message ***@read8ela*** once you are a part of the class you will be able to text me when questions arise.

I am also planning to put together a ZOOM class meeting so I can see as many students as I can. If you have not yet done it, please send an email, message on remind, or on Facebook messenger to me with your child's cell number (or yours if needed) so we can set up a meeting time for the students.

Please tell the students to feel free to track me down any way they can to ask questions about the work... I miss them and I will help them anyway that I can ☺

COMMONLIT

Name: _____ Class: _____

First They Came...

By Martin Niemöller

1950

Martin Niemöller (1892–1984) was a German anti-Nazi activist and Lutheran pastor. Niemöller initially supported Hitler, but he soon came to strongly oppose the Nazi party. In 1937, Niemöller was imprisoned in two concentration camps and for four years after. The following sermon was made by Niemöller and published in 1950. As you read, take notes on the author's use of repetition.

[1] First they came for the Socialists, and I did not speak out — Because I was not a Socialist.[1]
Then they came for the Trade Unionists, and I did not speak out — Because I was not a Trade Unionist.[2]
Then they came for the Jews, and I did not speak out — Because I was not a Jew.
Then they came for me — and there was no one left to speak for me.

"Suppression of Warsaw Ghetto Uprising" by Unknown is in the public domain.

1. A socialist is a person who believes that industries should be collectively owned or controlled by the government rather than by individual people and companies.
2. A trade unionist is a person who belongs to a trade union (a group of workers who have organized in order to advocate for better wages, better hours, etc.).

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes the message of the quote?
   - A. People should define themselves by their similarities, not by their differences.
   - B. Fear can cause people to stop caring about others or their suffering.
   - C. People should speak out when they see injustice, or they may risk experiencing it themselves.
   - D. Staying silent while witnessing a crime is the same thing as committing the crime.

2. PART B: Which of the following best support the answer to Part A?
   - A. "First they came for the Socialists" (Line 1)
   - B. "Because I was not a Trade Unionist" (Line 2)
   - C. "I did not speak out — Because I was not a Jew." (Line 3)
   - D. "Then they came for me — and there was no one left to speak for me." (Line 4)

3. What does the phrase "because I was not" emphasize about the speaker?
   - A. The speaker is lonely and distanced from the rest of society, which is why he did not speak out.
   - B. The speaker is deeply sorry and wants to justify why he did not speak out against the arrests.
   - C. The speaker regrets not speaking out because he was not being targeted and ignored those who were.
   - D. The speaker is a selfish, prejudiced person who did not care about the suffering of other people.

4. How does the repetition used in the text contribute to its overall meaning?

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COMMONLIT

Name: _____ Class: _____

Introduction to the Holocaust

By The United States Holocaust Memorial Museum
2016

During World War II, the German government unofficially and as they very systematically killed around 6 million people just because of their race or other aspects of their identity. As you read, take notes on the different groups that were targeted by the Nazi during the Holocaust.

[1] The Holocaust was the systematic, bureaucratic, state-sponsored persecution[1] and murder of six million Jews by Adolf Hitler and his Nazi regime. *Holocaust* is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community.

"Selection of Hungarian Jews at Auschwitz" by Yad Vashem is in the public domain.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists,[2] Jehovah's Witnesses,[3] and homosexuals.

What was the Holocaust?

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By 1945, the Germans and their collaborators killed nearly two out of every three European Jews as part of the "Final Solution," the Nazi policy to murder the Jews of Europe.

Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). At least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called Euthanasia[4] Program.

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1. **Persecution** *(noun)*: harassment, oppression, or mistreatment, especially because of race or religion
2. Communists support a political-economic system that seeks to get rid of private property, while socialists support a system that redistributes wealth and resources.
3. a sect of Christianity that originated in the U.S.
4. Euthanasia is a method for medically killing someone, often by deadly gas or injection.

[5] As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people. Between two and three million Soviet prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. The Germans targeted the non-Jewish Polish intelligentsia[5] for killing, and deported millions of Polish and Soviet civilians for forced labor in Germany or in occupied Poland, where these individuals worked and often died under deplorable conditions.

From the earliest years of the Nazi regime, German authorities persecuted homosexuals and others whose behavior did not match prescribed social norms. German police officials targeted thousands of political opponents (including Communists, Socialists, and trade unionists),[6] and religious dissidents[7] (such as Jehovah's Witnesses). Many of these individuals died as a result of incarceration and maltreatment.

Administration of the "Final Solution"

In the early years of the Nazi regime, the National Socialist government established concentration camps to detain real and imagined political and ideological opponents. Increasingly in the years before the outbreak of war, SS[8] and police officials incarcerated Jews, Roma, and other victims of ethnic and racial hatred in these camps.

To concentrate and monitor the Jewish population as well as to facilitate[9] later deportation of the Jews, the Germans and their collaborators created ghettos,[10] transit camps, and forced-labor camps in order to keep Jews grouped closely together during the war years. The German authorities also established numerous forced-labor camps, both in the so-called Greater German Reich[11] and in German-occupied territory, for non-Jews whose labor the Germans sought to exploit.

Following the invasion of the Soviet Union in June 1941, *Einsatzgruppen* (mobile killing units) and, later, militarized battalions of Order Police officials, moved behind German lines to carry out mass-murder operations against Jews, Roma, and Soviet state and Communist Party officials. German SS and police units, supported by units of the Wehrmacht and the Waffen SS, murdered more than a million Jewish men, women, and children, and hundreds of thousands of others.

[10] Between 1941 and 1944, Nazi German authorities deported millions of Jews from Germany, from occupied territories, and from the countries of many of its Axis[12] allies to ghettos and to killing centers, often called extermination camps, where they were murdered in specially developed gassing facilities.

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5. The intelligentsia refers to the intellectual and educated members of society.
6. Trade unionists, also called labor unionists, are people who support the right for workers to bargain with their employers for fair wages, decent hours, and safe working conditions.
7. Religious dissidents are people who practice religions that disagree with or branch off from long-established churches.
8. SS stands for Schutzstaffel, armed members of Hitler's Nazi party in Germany.
9. **Facilitate** *(verb)*: to help with the process of doing something; to make something easier
10. segregated neighborhoods where certain groups were forced to live
11. The German Reich is just another name for Germany, approximately meaning "German Realm."
12. In World War II, Germany and its allies were called the "Axis Powers."

The End of the Holocaust

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called "death marches," in an attempt to prevent the Allied liberation of large numbers of prisoners. As Allied forces moved across Europe in a series of offensives against Germany, they began to encounter and liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to another. The marches continued until May 7, 1945, the day the German armed forces surrendered unconditionally to the Allies.[13]

For the western Allies, World War II officially ended in Europe on the next day, May 8, while Soviet forces announced their "Victory Day" on May 9, 1945.

In the aftermath of the Holocaust, many of the survivors found shelter in displaced persons (DP) camps administered by the Allied powers. Between 1948 and 1951, almost 700,000 Jews emigrated to Israel, including 136,000 Jewish displaced persons from Europe. Other Jewish DPs emigrated to the United States and other nations. The last DP camp closed in 1957.

The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely.

13. In World War II, France, the United Kingdom, the United States, and the Soviet Union (Russia) were called the "Allies."

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
   A. German Nazis killed millions of Jews and other minorities during the Holocaust.
   B. Nazi Germany used the Holocaust to force people not born in the country to leave.
   C. Nazi Germany first targeted political objectors to maintain order during the Holocaust.
   D. German Nazis primarily persecuted citizens who they believed could overthrow them.

2. PART B: Which quote from the text best supports the answer to Part A?
   A. "the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II." (Paragraph 3)
   B. "German police officials targeted thousands of political opponents... and religious dissidents" (Paragraph 6)
   C. "Nazi German authorities deported millions of Jews... to ghettos and to killing centers, often called extermination camps, where they were murdered in specially developed gassing facilities" (Paragraph 10)
   D. "Between 1948 and 1951, almost 700,000 Jews emigrated to Israel, including 136,000 Jewish displaced persons from Europe." (Paragraph 13)

3. What is the meaning of "deplorable" in paragraph 5?
   A. horrible
   B. mysterious
   C. ordinary
   D. uncomfortable

4. How does paragraph 5 contribute to the discussion of the Holocaust in the text?
   A. It suggests that Jewish people were not the primary targets of the Holocaust.
   B. It provides information about why Jewish people were persecuted during the Holocaust.
   C. It suggests that the world will never know all of the people who were affected by the Holocaust.
   D. It highlights the extent of the Nazi regime's persecution and violence against many groups of people.

5. PART A: What does the word "concentrate" most closely mean as it is used in paragraph 8?
   A. focus
   B. gather
   C. protect
   D. punish

6. PART B: Which phrase from paragraph 8 best supports the answer to Part A?
   A. "monitor the Jewish population"
   B. "deportation of the Jews"
   C. "keep Jews grouped closely together"
   D. "numerous forced-labor camps"

7. Over time, groups that were targeted by the Nazi regime were —
   A. placed on a ship and sent to America.
   B. asked to hide and change their identity.
   C. discriminated against and eventually killed.
   D. slowly accepted back into society by the Nazi regime.

8. How does the conclusion contribute to the overall text? (Paragraphs 11-14)
   A. It discusses how the Holocaust ended and its lasting effects.
   B. It discusses how victims of the Holocaust were able to get justice.
   C. It explains why a tragedy like the Holocaust could never happen again.
   D. It emphasizes that experts will never have an accurate death toll of the Holocaust.

9. Which of the following describes the author's purpose in the text?
   A. to contemplate why the Holocaust occurred
   B. to provide a summary of the events of the Holocaust
   C. to show how the Holocaust has shaped modern Germany
   D. to criticize the United States for not stopping the Holocaust sooner

10. According to the text, what was the relationship between prejudice against Jewish people and the oppression they suffered during the Holocaust? Cite evidence from the text in your response.

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COMMONLIT

Name: _____ Class: _____

Adolf Hitler

By Jessica McBirney

2017

Adolf Hitler (1889-1945) was a German politician who was a leader of the Nazi Party and later became a dictator in Germany. Hitler's leadership in Germany resulted in World War II and the deaths of millions of soldiers and citizens, especially Jews, whom Hitler targeted as extremely dangerous in the war. In this informational text, Jessica McBirney discusses Hitler's rise to power and the chaos he caused. As you read, take notes on how Hitler rose to power and why he is one of the most infamous dictators in history.

[1] Adolf Hitler is maybe the most infamous[1] person in history. As the leader of Germany before and during World War II, he promoted racist ideas and ordered the murder of millions of ethnic[2] minorities, especially Jews. He rose to power during a time of crisis in Germany, and his cruel, violent legacy is often seen as a warning to the rest of the world of what can happen when someone is too obsessed with national pride and racial superiority.[3]

Hitler was born on April 20, 1889, in Austria-Hungary and moved to Germany when he was three. He had a very tense relationship with his father because they were both stubborn and strong-willed.

After high school, Hitler moved to Vienna, where he worked odd jobs and lived in homeless shelters. He applied to art school for painting twice but was rejected both times; however, he was able to sell watercolor paintings of famous Vienna sights. At the time, Vienna was full of religious prejudice[4] and racism, which Hitler came to agree with.

World War I

Hitler moved to Munich, Germany, and enlisted in the German army when World War I started in 1914. He worked mainly in administrative roles, but he did get wounded in 1917 and was awarded for his bravery.

1. **Infamous** *(adjective):* popularly known for having done horrible things
2. **Ethnic** *(adjective):* relating to a group of people with common national or cultural traditions
3. **Superiority** *(noun):* the belief that you are better than other people
4. **Prejudice** *(noun):* an unfair feeling of dislike for a person or group

[5] He remembered the war as "the greatest of all experiences," and it strengthened his German patriotism.[5] After the war, the leaders from many countries came together in France, to see how they could prevent future wars from happening. The treaty that they finally came up with blamed Germany for almost everything that happened and placed it under heavy economic burdens as punishment; Hitler thought all of this was completely unfair.

Political Popularity

Hitler remained in the army, where he was assigned to monitor the activities of a new political party, the National Socialist German Workers' Party (NSDAP). However, he was intrigued by the party's nationalist[6] and anti-Semitic[7] views. He became a member of the NSDAP after only a few months and started working for the party full time in 1920.

His political speeches in beer halls around Munich were powerful and stirring for his large audiences. He captured the crowds' spirit, blaming minority groups for economic troubles and the loss of the war. He used mob psychology[8] to whip the audience into a frenzy of patriotism.

In 1923, Hitler was arrested for attempting a political coup[9] with the NSDAP. While he was in jail for a year, he wrote his famous book *Mein Kampf* ("My Struggle"), which outlined his radical political beliefs and his hopes for Germany's future as a unified, single-race nation.

After he was released from jail he worked to restore the NSDAP as a strong political party. The NSDAP, or Nazi party, enjoyed a broad base of support for its message. Hitler narrowly lost a run for German president in 1932, but the loss worked in his favor. It meant he was available when he was appointed Chancellor[10] in 1933.

[10] As Chancellor, Hitler used unethical and sometimes violent tactics to gain support within the government and increase his own power. For example, he made a decree that gave himself the power to make any law without the consent of the German congress. Other political parties quickly fell apart. He was now, by default, a dictator.

World War II

Hitler admired powerful, nationalistic governments like Japan and Italy, and he made military alliances with both countries in the late 1930s. His vision was to restore Germany to greater economic and military power, to make Germany the most powerful nation in the world. He thought white, blond Germans ("Aryans") were genetically superior to anyone else, and so the best way for Aryans to gain their rightful power was to kill anyone who looked different or who thought differently. He especially hated Jews.

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5. **Patriotism** *(noun):* devoted love, support, and defense of one's country
6. **Nationalist** *(noun):* a person with a strong sense of loyalty or devotion to their country, especially one who believes in the superiority of their country over others
7. **Anti-semitic** *(adjective):* having hostility to or prejudice against Jews
8. theories that explain the ways in which people act and think differently in a crowd than when they are alone
9. A coup takes place when there is a sudden and often violent take-over of government power.
10. A Chancellor is a powerful government position designed to be relatively independent from the political parties.

Once he had rebuilt Germany's army, Hitler decided it was time to take back the land and power that had been "stolen" from Germany after World War I. His invasion of several former German territories led to the start of World War II. European countries such as England, France, and the Soviet Union did not want such a cruel dictator gaining so much power, so they fought back against Hitler and his allies, Italy and Japan. At first Hitler was an extremely successful military leader. Germany's territory expanded quickly.

However, Hitler is even more infamous for what he did on the "home front" during the war. Since he hated minorities, especially Jews, and saw them as the enemy to Germany's expansion, he sent troops out all over the territory to kidnap Jews, Slavs,[11] and other "undesirable" people. They were brought to "concentration camps,"[12] where it was easy for the German army to kill hundreds at a time. Hitler's treatment of his own citizen prisoners included some of the most horrible human rights violations in history. During the Holocaust, as it came to be known, Hitler ordered the death of 6 million Jews; it was one of the deadliest genocides[13] in history.

In 1942, the German army started to experience defeat. The United States brought immense power against Germany when it entered the war in 1941. Hitler also made several important tactical[14] mistakes. Soon his army was spread too thin and running out of supplies. By 1945, the German capital Berlin was surrounded by enemy troops, and total defeat was certain. Hitler died in an underground bunker in Berlin on April 30, 1945. Reports suggest he took his own life. Two days later Germany surrendered, losing the war.

Legacy

[15] Adolf Hitler was one of the worst dictators in history. His unstoppable hunger for personal and national power led to the destruction of huge parts of Europe during World War II. More civilians[15] were killed in World War II than in any other war. His intense racism and ability to win the love of large crowds led to the horrific deaths of millions of Jews and ethnic minorities.

Today we can see the evil deeds Hitler committed as warnings for our own beliefs and political leaders — Hitler has shown what can happen when we obsess about our own power and blame others for the problems we face.

11. Slavs are groups of people in central and eastern Europe who speak Slavic languages, such as Russian and Polish.
12. A concentration camp is a place where large numbers of prisoners are imprisoned to provide forced labor or to await mass execution.
13. Genocide is the deliberate killing of a large group of people, especially those from a particular background or race.
14. relating to actions carefully planned to achieve a specific military end
15. Civilian *(noun)*: a person not involved in the military or police force

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea regarding Hitler in the text?
   A. Hitler gained a strong following during his dictatorship in Germany, despite the cruelty he showed minority groups and his followers.
   B. Hitler's obsession with power and racial cleansing has made him one of history's most feared and remembered leaders.
   C. Hitler's premature death has prevented people from completely understanding the motivations behind his violent actions.
   D. Hitler's difficult childhood is believed to have contributed to his violent behavior and racist beliefs.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "After high school, Hitler moved to Vienna, where he worked odd jobs and lived in homeless shelters. He applied to art school for painting twice but was rejected both times" (Paragraph 3)
   B. "He captured the crowds' spirit, blaming minority groups for economic troubles and the loss of the war." (Paragraph 7)
   C. "During the Holocaust, as it came to be known, Hitler ordered the death of 6 million Jews; it was one of the deadliest genocides in history." (Paragraph 13)
   D. "By 1945, the German capital Berlin was surrounded by enemy troops, and total defeat was certain. Hitler died in an underground bunker in Berlin on April 30, 1945." (Paragraph 14)

3. Why did Hitler kill citizens of his own nation during WWII?
   A. He wanted to prove how powerful he was.
   B. He wanted to scare other nations, so they wouldn't interfere.
   C. He wanted to eliminate people he found unworthy to live in Germany.
   D. He wanted to prevent citizens from revealing his plans to other nations.

4. How does the section "World War I" contribute to the main idea of the text (Paragraphs 4-5)?
   A. It shows how Germany's struggle after WWI contributed to people's willingness to follow Hitler and seek revenge on other countries.
   B. It emphasizes how Hitler was once a brave soldier before he became a cruel dictator.
   C. It shows how Germany was pushed to engage in WWII to win back the respect of other nations.
   D. It stresses how Hitler's brave participation in WWI is responsible for the large following he gained.

5. How does the author support her claim that Hitler's legacy was "violent" (Paragraph 1)? Cite evidence from the text in your answer.

COMMONLIT

Name: _____ Class: _____

Who Was Anne Frank?

By The United States Holocaust Memorial Museum
2016

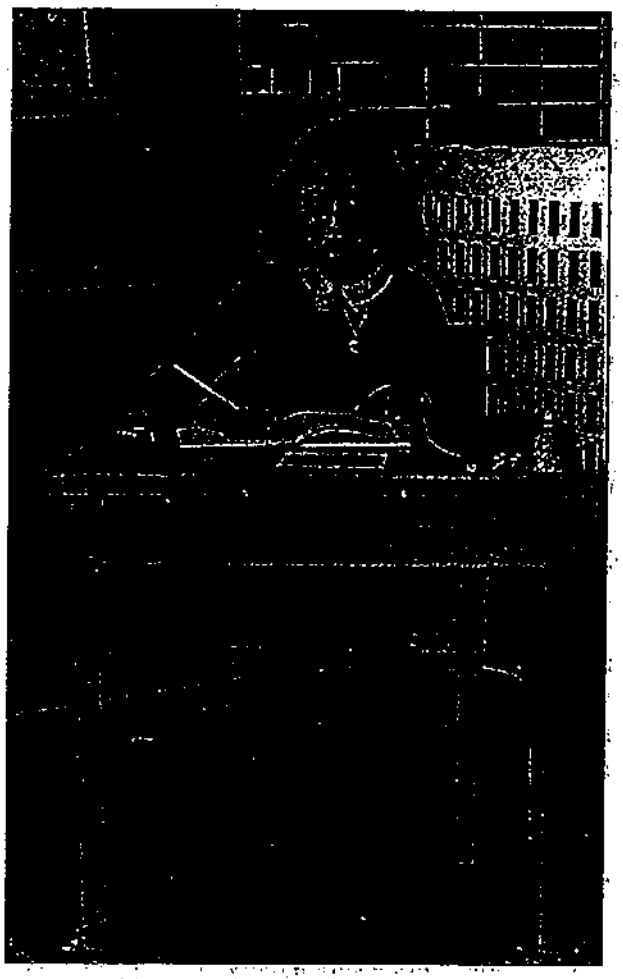
The Holocaust was one of the greatest human tragedies the world has ever known. Approximately 11 million people were killed by Adolf Hitler and the German Nazi Party, one-third of these victims were European Jews. Anne Frank was a Jewish teenage girl who hid from the German police with her family. Although she did not survive the war, millions of people have since read the diary she kept when she was in hiding. As you read, take notes on how Anne Frank's life and the lives of her family members were changed by persecution.

Overview and Background

[1] Anne Frank was one of over one million Jewish children who died in the Holocaust. She was born Annelies Marie Frank on June 12, 1929, in Frankfurt, Germany, to Otto and Edith Frank.

For the first 5 years of her life, Anne lived with her parents and older sister, Margot, in an apartment on the outskirts of Frankfurt. After the Nazi[1] seizure of power in 1933, Otto Frank fled to Amsterdam in the Netherlands, where he had business connections. The rest of the Frank family followed Otto, with Anne being the last of the family to arrive in February 1934 after staying with her grandparents in Aachen.[2]

The Germans occupied[3] Amsterdam in May 1940. In July 1942, German authorities and their Dutch collaborators began to concentrate[4] Jews from throughout the Netherlands at Westerbork, a transit camp near the Dutch town of Assen, not far from the German border. From Westerbork, German officials deported the Jews to Auschwitz-Birkenau and Sobibor killing centers in German-occupied Poland.



"Anne Frank in 1940, while at 6. Montessorischool, Niersstraat" by Unknown is in the public domain.

1. A Nazi was a member of the German political party led by Adolf Hitler. The Nazi party controlled Germany from 1941 to 1945. They were also responsible for the Holocaust, the targeting and mass murdering of over 6 Million European Jews.
2. Aachen is the westernmost city of Germany, near the borders with Belgium and the Netherlands.
3. Here, "occupied" means to take over a place through military invasion.
4. **Concentrate** *(verb):* gather a larger number of people or things together

In Hiding

During the first half of July, Anne and her family went into hiding in an apartment, which would eventually hide four Dutch Jews as well—Hermann, Auguste, and Peter van Pels, and Fritz Pfeffer. For two years, they lived in a secret attic apartment behind the office of the family-owned business at 263 Prinsengracht Street, which Anne referred to in her diary as the Secret Annex. Otto Frank's friends and colleagues, Johannes Kleiman, Victor Kugler, Jan Gies, and Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks at great risk to their own lives. On August 4, 1944, the Gestapo (German Secret State Police) discovered the hiding place after being tipped off by an anonymous Dutch caller.

Arrest and Deportation

[5] That same day, Gestapo official SS[5] Sergeant Karl Silberbauer and two Dutch police collaborators arrested the Franks; the Gestapo sent them to Westerbork on August 8. One month later, in September 1944, SS and police authorities placed the Franks, and the four others hiding with the Franks, on a train transport from Westerbork to Auschwitz, a concentration camp complex in German-occupied Poland. Selected for labor due to their youth, Anne and her sister, Margot, were transferred to the Bergen-Belsen concentration camp near Celle, in northern Germany in late October 1944.

Both sisters died of typhus[6] in March 1945, just a few weeks before British troops liberated[7] Bergen-Belsen on April 15, 1945. SS officials also selected Anne's parents for labor. Anne's mother, Edith, died in Auschwitz in early January 1945. Only Anne's father, Otto, survived the war. Soviet forces liberated Otto at Auschwitz on January 27, 1945.

What was Anne Frank's Tattoo ID Number?

On September 3, 1944, Anne, along with her mother, Edith, her sister, Margot, and her father, Otto, boarded the last transport from Westerbork to Auschwitz-Birkenau. The transport arrived in Auschwitz on September 5, 1944 with 1,019 Jews on board. Men and women were separated. The women selected from this transport, including Anne, Edith, and Margot, were marked with numbers between A-25060 and A-25271. Records indicating their exact numbers have not been preserved. Approximately eight weeks later, in late October 1944, Anne and Margot were transferred from Auschwitz-Birkenau to Bergen-Belsen, where they both died sometime in March 1945. Though Anne's death certificate documents her movement between camps, it, too, does not include her tattoo ID number.

Diary

While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences. Found in the secret apartment after the family was arrested, the diary was kept for Anne by Miep Gies, one of the people who had helped hide the Franks. It was published after the war in many languages and is used in thousands of middle school and high school curricula in Europe and the Americas. Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust.

5. The SS, also known as the Schutzstaffel, was an organization that operated under Adolf Hitler and the Nazi party.
6. Typhus is a disease transmitted by small insects to the bodies of people and animals, causing high fever, headache and a rash.
7. **Liberate** *(verb)*: to free or to be freed

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which phrase best identifies the central idea of this text?
   A. Without the help of family, Anne Frank did not have any chance of surviving the Holocaust.
   B. Anne Frank was one of many victims of the Holocaust, but her story lives on because of her diary and the people that helped to preserve her story.
   C. We know about the horrors of the Holocaust because Jewish children like Anne Frank wrote about their experiences.
   D. Anne Frank displayed tremendous optimism in the face of danger and she was a great inspiration to Miep Gies.

2. PART B: Which quote from the text best supports the answer to Part A?
   A. "The rest of the Frank family followed Otto, with Anne being the last of the family to arrive" (Paragraph 2)
   B. "Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks" (Paragraph 4)
   C. "Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust." (Paragraph 8)
   D. "While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences." (Paragraph 8)

3. PART A: What does the phrase "transit camp" most closely mean as it is used in paragraph 3?
   A. a location where Jews could reunite with their family members
   B. a place where Jews hid until the Holocaust was over
   C. a final destination Jews were sent to after being arrested
   D. a waiting area for Jews before they were moved to a different area

4. PART B: Which selection from the text best supports the answer to Part A?
   A. "From Westerbork, German officials deported the Jews" (Paragraph 3)
   B. "Auschwitz-Birkenau and Sobibor killing centers" (Paragraph 3)
   C. "German authorities and their Dutch collaborators began to concentrate Jews" (Paragraph 3)
   D. "Anne and her family went into hiding" (Paragraph 4)

5. In the final paragraph, Anne Frank is referred to as "a symbol for the lost promise of the children who died in the Holocaust." What does this mean and how does it contribute to the development of ideas in the text? Cite evidence from the text to support your answer.

Holocaust Essay

Five Paragraph Essay

TITLE:

Paragraph 1: Introduction

~~Attention Getter:~~ _____

Paragraph 2:

Detail 1: _____

Detail 2: _____

Detail 3: _____

Paragraph 3:

Detail 1: _____

Detail 2: _____

Detail 3: _____

Paragraph 4:

Detail 1: _____

Detail 2: _____

Detail 3: _____

Paragraph 5: Conclusion

Concluding Thought: _____

Personal Essay

Topic: _____

Paragraph 1: Introduction	Attention Getter: _____
Paragraph 2: Transition word: _____	Detail 1: _____ Detail 2: _____ Detail 3: _____
Paragraph 3: Transition word: _____	Detail 1: _____ Detail 2: _____ Detail 3: _____
Paragraph 4: Transition word: _____	Detail 1: _____ Detail 2: _____ Detail 3: _____
Paragraph 5: Conclusion	Concluding Thought: _____