



*Roses in a Forbidden Garden: a Holocaust Love  
Story*

By Elise Garibaldi

Teachers Guide

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# Holocaust, Heroism, and Hope

## Grade Level

6th-up

## Subject Areas

Language Arts; History; Social Studies

## Introduction & Book Summary

*Roses in a Forbidden Garden: A Holocaust Love Story*, chronicles the life of Inge Katz. She is a middle class, young Jewish woman of Bremen, Germany from the age of 14 to adulthood during the years leading up to and throughout World War II, the Holocaust, and beyond, 1938-1947.

Amidst the unspeakable horrors of Hitler’s concentration camps, Inge finds beauty and love for a man that will span a lifetime. This story is the true account of Inge Katz, the striking daughter of a successful businessman who meets and falls in love with a handsome fellow inmate, Schmuel Berger, while interned in Theresienstadt. But when Schmuel gets shipped “out east” to a death camp, years pass before Inge learns if he is alive or dead. Her love for Schmuel endures against all odds – from Nazi rifles, to starvation, to disease, to assaults from allied fire. But as time passes without word or confirmation of his survival, should Inge remain loyal, or, as everyone suggests, move on with another?

Written by Inge’s maternal granddaughter, Elise Garibaldi, Inge’s story is told through three lenses: Holocaust, heroism, and hope. *Roses in a Forbidden Garden* tells a survivor’s story, but it also tells a heroine’s story, and a woman’s story of dignity, love and hope.

## Objectives

The themes of **Holocaust**, **heroism**, and **hope** appear repeatedly throughout the book. Students will use the text and artifacts from Inge’s life, as well as their own investigations into related concepts and ideas, to ask essential questions about, to discuss and to reflect upon these three themes as big ideas with which they, themselves also identify. Students should be able to:

- Learn about and define the Holocaust from a personal account
- Read, analyze, and evaluate Holocaust-related literature
- Consider and reflect upon their own identities and life stories
- Ask, discuss, and reflect on difficult questions about human behavior, dehumanization, civil rights, propaganda, and the strength of the human spirit
- Conduct research including interviewing Holocaust survivors and/or other heroes
- Analyze and evaluate primary sources including artifacts
- Write an essay, produce a play, create artwork, or primary document video or similar that portrays an understanding of the themes of Holocaust, heroism, and hope.

## Materials and Resources

- Copies of *Roses in a Forbidden Garden*, by Elise Garibaldi
- Holocaust literature, artwork
- Primary sources in the form of photos, video clips, recordings, artifacts
- Buck Institute for Education – See: <http://www.bie.org/> for “how-to” project based learning
- Photographs of the Katz Family before the War
- Facing History & Ourselves – See: <https://www.facinghistory.org/>
- United States Holocaust Memorial Museum – See: <https://www.ushmm.org>
- United States Holocaust Memorial Museum Student site – See: <https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>
- Holocaust Bibliographies – See: <https://www.ushmm.org/collections/bibliography>
- Nuremberg Laws – See: <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007695>
- Kristallnacht – See: <http://iwatch.usc.edu/SFI/News/Default.aspx?nid=21fe2dfe-a8e7-4bb7-a0cf-e2752c3d76e1-sthash.PIXW96yl.dpbs>
- Definition of Holocaust – See: <https://www.merriam-webster.com/dictionary/holocaust>
- Definition of Stealth Altruism – See: <http://www.nyjournalofbooks.com/book-review/stealth-altruism>
- Liberation of the concentration camps –
  - See: [https://www.washingtonpost.com/news/worldviews/wp/2015/01/27/what-a-soviet-soldier-saw-when-his-unit-liberated-auschwitz-70-years-ago/?utm\\_term=.f5bb14bb8e38](https://www.washingtonpost.com/news/worldviews/wp/2015/01/27/what-a-soviet-soldier-saw-when-his-unit-liberated-auschwitz-70-years-ago/?utm_term=.f5bb14bb8e38)
  - <http://www.npr.org/templates/story/story.php?storyId=4630493>
  - <https://www.ushmm.org/collections/bibliography/liberators>
  - <https://www.scrapbookpages.com/DachauScrapbook/DachauLiberation/LiberationDay.html>
- <http://www.historyplace.com/worldwar2/holocaust/timeline.html>
- University of Southern California Shoah Foundation – See: <https://sfi.usc.edu/>

## **CHAPTER ONE – A BEAUTIFUL LIFE SHATTERED**

Synopsis – Inge Katz, the only child of Carl Katz, a successful businessman, and his wife, Marianne, was a normal, fourteen year old, Jewish girl, from the northern city of Bremen, Germany. Through Inge’s eyes, the reader learns what life was like for an average German citizen in pre-war times. The reader learns about German home life, the foods eaten and the types of clothing worn. The reader learns about Inge’s responsibilities around the house, the respect she was required to show her elders, and how she felt in school. Despite the appearance of all things normal in the Katz household, Inge’s daily life began to change bit by bit under the Nazi regime, beginning in 1935 when the Nuremberg laws were enacted, until the night of November 9, 1938, when everything changed dramatically.

Garibaldi writes in detail about everyday routines in Inge’s life while also providing glimpses into what is about to come. Civil rights for Jews and other minorities in Germany had been abolished. Jewish people and other minorities were not allowed to be with Germans. Non-Jewish children were no longer permitted to play at Inge’s home. By 1938, Inge and other Jewish children were no longer permitted to go to school with non-Jewish children. With her formal education abruptly ended, Inge and her cousin and best friend, Ruthie, began to learn a trade as apprentice seamstresses.

German officers became “legally authorized” to enter Jewish homes without notice or warning. On the night of November 9<sup>th</sup>, 1938 the soldiers invaded Inge’s family home, destroying, confiscating and looting many of the Katz family possessions. That night, November 9<sup>th</sup>, 1938, became known as “Kristallnacht” (Night of Crystal or Night of Broken Glass because of all the synagogues and Jewish-owned shop windows that were shattered). That same night, the soldiers also removed Inge’s father, Carl, from his home and detained him without charging him of any crime other than his religious affiliation. After Kristallnacht, Inge Katz could no longer pretend anything was normal or right about her life.

### **Learning Outcomes**

- Define the word, Holocaust, and explain its meaning.
- Describe and reflect on the Katz family life pre-War.
- Define the Nuremberg Laws and explain how these laws impacted Inge and her family.
- Describe and reflect on the event of Kristallnacht.
- Design an essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 1.
- Write a headline and brief news release about either the enactment of the Nuremberg Laws or the night of Kristallnacht.

### **Essential Questions**

1. How is the Katz family similar to your own family? How is the family different?
2. Have you ever been in a situation or environment where you were not wanted? How did you feel? Or how might you feel?
3. Do you think you are like Inge or not like Inge?
4. What qualities and characteristics make someone a hero?

## **CHAPTER TWO – SHARDS OF GLASS**

Synopsis – Inge soon realized that without her father, she must be the one to take charge and keep her family safe. Upon her father’s last instructions, Inge gathered the family and headed to Frau Beiser’s home – an Aryan wife of Inge’s father’s business partner. Frau Beiser’s husband, a foreign-born Jew, had already been sent back to his native country of Poland along with their daughter six months prior to Kristallnacht.

Once settled in at Frau Beiser’s home, Inge confided to her cousin and best friend, Ruthie, about her concerns for her father’s safety. At that time, Frau Beiser’s sister, a member of the Frauenschaft, the woman’s group of the Nazi Party, entered the home. Everyone thought they would be turned in to the officers at the door, but the Frau Beiser’s sister “covered for the Jewish guests,” and kept them safe (at a tremendous sacrifice for her own well-being). Frau Beiser allowed Inge and her family to spend the night. Inge had a dream foreshadowing the treatment of Jewish inmates.

Inge and her mother tried to maintain as much normalcy in life as possible while hoping for her father’s return. Finally, after three weeks, Inge’s father, Carl, returned home to them very thin, dirty, and with his head shaved. While Inge felt better at his return, of course, she feared that even her father could not make things right again for the family.

### **Learning Outcomes**

- Identify with Inge by looking closely at the portrait photo of Inge and her mother at the beginning of chapter 2. If you were the person behind her eyes, what would you be like? What would you be thinking? Write a paragraph or poem of your thoughts.
- Define the word, Upstander, and explain its meaning.
- Describe and reflect on Frau Beiser and her sister’s actions that went against Nazi policy.
- Research another upstander; compare and contrast his or her actions and behaviors with those of Frau Beiser and her sister.
- Reflect on Inge and her family’s return to their home.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 2.
- Write about or role play someone you know who has stood up for another person for a cause that went against the rules, the law or a policy.

### **Essential Questions**

1. What is oppression and what do you think is its root cause?
2. How do you know if you are making a choice of free will or not?
3. Why do you think we have a saying, “A picture tells a thousand words?”
4. How can your physical environment influence how you feel and act?
5. What is a premonition? Is a premonition like a foreboding or foreshadowing of things to come? Why or why not?

## **CHAPTER THREE – DEPORTATION**

Synopsis – After Kristallnacht, Jewish citizens could no longer pretend, or hope, that life in Germany was possible. There was a massive scramble to obtain visas to leave the country. However, many other nations did not want many, if any Jews, themselves. Shortly thereafter, all visas to leave Germany were denied. Carl worked hard to assure safe passage for all his close family and friends before attempting to leave with his own family. On the very day the Katz family was to obtain visas to leave to Ecuador, they were denied.

After learning about her paternal grandfather’s death in Berlin, Inge decided to go there to stay with her grandmother and her family, and continue with her seamstress apprenticeship. She was happy that year because for the first time she was not different. All the girls in her class were also Jewish like her. Also, Inge liked the cosmopolitan air of Berlin. But this happiness was short-lived. Six months after the war the start of the War in September of 1939, the bombing of German cities began. Inge knew it was time to return to her family in Bremen. Simultaneously, her father called for her return home.

When Inge returned to Bremen, she was excited to be re-united with her cousin, Ruthie. However, there were many changes. Home was no longer the house Inge grew up in but was now *Das Judenhaus* (The Jewish House) where six Jewish families lived together in one house. The Nazis thought could track the Jewish citizens more efficiently if they all lived together in large homes. By this time the Nazis had confiscated the family property and financial assets of the Katzes. Inge still had fun with Ruthie and began yet another sewing apprenticeship. At the very end of the chapter, Ruthie confides to Inge that she will be forced onto a transport to an unknown location “out east.”

### **Learning Outcomes**

- Understand and explain why Kristallnacht became a turning point in Jewish citizens’ own understanding of their peril under Nazi Germany.
- Investigate and understand why other countries restricted immigration of Jews into their countries at the outbreak of WWII.
- Research and rewrite for today’s world a headline and brief article explaining the United States’ policy about Jewish immigration at the outbreak of WWII.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 3.
- Create an outward symbol of identification and explain its purpose. OR compare and contrast the wearing of the yellow Jude Star with another outward symbol of identification.

### **Essential Questions**

1. What visible and non-visible elements make up a person’s identity? Why?
2. What makes a person an “other?”
3. What makes a person compassionate? How do you know if a person is compassionate?
4. How were changes in Nazi policies toward the status of Jewish people reflected in their actual lives?
5. How can your physical environment influence how others feel and act toward you?

## **CHAPTER FOUR – LAST TRANSPORTS OUT OF BREMEN**

Synopsis – It was now fall of 1941, and Inge and Ruthie planned to leave on the transport in two weeks' time. They were only allowed to bring one suitcase and one hand luggage each, so the girls decided which items of all their belongings would be the best to take. Just two days before they were to leave Inge learned that she and her family were to stay behind to help care for the elderly. Inge and her family were told that all other young families were to leave first in order to prepare the “settlements” for the elders' arrival.

Inge received permission to aid the transport. She passed out loaves of bread for the journey not knowing how long the journey would last. To stay as long as possible with Ruthie, Inge slept overnight in a school's gymnasium on the floor. Everyone was either scared, angry, or both. The next morning, Inge hugged her best friend, Ruthie, goodbye at the station and wondered if she would ever see her again. The non-Jewish Germans all watched at the station pretending not to see what was happening – pretending not to know.

Months passed and the Katzes remained in Bremen. Grandma Rosa, as well as the other older residents, moved in with the family in the *Judenhaus*. Inge turned 18 years old and was very excited at her new status as a woman. A few days after Inge's 18<sup>th</sup> birthday on June 24<sup>th</sup>, 1942 the family received the notification that they would be on the next transport “Out East.”

### **Learning Outcomes**

- Define and explain the concept of dehumanization. Demonstrate an act of dehumanization.
- Define the word, bystander, and explain its meaning.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 4.
- Create a cartoon or make a movie that highlights a bystander, and/or an upstander in a non-Holocaust scene.

### **Essential Questions**

1. A glass that is half full of water is also half empty of water at the same time. What does it mean to say a person's glass is half full or half empty? Are these equal like the volume of water? Why or why not?
2. Can a person's outlook influence his or her outcomes?
3. What does it mean to have character? Is having character different from having spirit?
4. How might a love of fashion and “dressing up” serve to help keep Inge and others alive?

## **CHAPTERS FIVE AND SIX – ARBEIT MACHT FREI (WORK WILL SET YOU FREE) AND SCHMUEL**

Synopsis – Finally, Inge and her family were to leave on the transport. The family prepared for leaving in a way consistent with their character. They scrubbed the home clean, wore their best clothing, and remained polite and dignified. Inge remained optimistic and looked forward to being reunited with Ruthie. However, when Herr Linnemann from the Gestapo said to her, “If we ever do see each other again, you will find me hanging by my neck from one of Bremen’s lampposts,” she feared that everything would not be all right after all.

As Inge and her family arrived at the entrance of Theresienstadt, a work camp in Czechoslovakia, and after they were processed, Inge became more aware of the dire living conditions for the Jewish inmates of the concentration camps. There were no accommodations: no beds, no mattresses, no bathrooms, no showers, and the only food they were given consisted of rotten vegetables in broth once a day, and bread rations every three days.

Everyone in Theresienstadt was painfully thin, and Inge was concerned about the unsanitary living conditions and the spread of diseases. She got a job in the office and was given the responsibility of recording the deaths each day. After only two weeks of her being there, her grandmother, Rosa Greunberg, who had a pre-existing heart condition, died from the harsh conditions of the camp.

The Jewish inmates were expected to help run the camp, and Inge’s father, Carl, received the position of caring for the elderly. Inge’s mother was often sick from the food and from the stress of just having lost her mother. She missed work regularly, which put Marianne in an unfavorable position with the Nazis being that she could have been labeled as “unproductive.”

At a secret holiday service, Inge first laid eyes upon Schmucl, a handsome fellow inmate. After a couple of months he managed to find her, not an easy task in a camp housing 40,000, and asked her on her first “date.” They walked around the camp talking during the hours after work was completed and before curfew began. Schmucl met Inge’s mother and saw how dangerously thin she was. Schmucl worked in a bakery where he was gifted an extra bread portion daily, and selflessly gave this extra ration to Inge’s mother as often as possible.

On June 24<sup>th</sup>, 1943, it was Inge’s 19<sup>th</sup> birthday. Schmucl risked his life to give her a gift of cake and a marigold flower in a pot – both considered contraband with a punishment of death. She then risked her life in her insisting that she keep the plant.



## Learning Outcomes

- Pack one overnight sized bag with possessions that you would want to have with you if you were being forced to leave your home forever. Journal why you chose these items and how you feel they will help you on your journey.
- Define the word, propaganda. Relate at least two examples of propaganda you have encountered so far in the book.
- Use the slogan, *Arbeit Macht Frei*, to make a commercial or ad that expresses the Nazis' intended meaning and purpose in using it.
- Understand and explain the concept of stealth altruism, the behavior to fight the Nazis whereby some prisoners assist other prisoners in meaningful but forbidden ways. Relate all the expressions of stealth altruism found in chapters 5 and 6.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapters 5 and 6.
- Identify with either Inge or Schmuell and write a paragraph about the other based on what you have learned about them so far in the book. Include elements such as personality, character, values, skills, and talents.

## Essential Questions

1. A glass that is half full of water is also half empty of water at the same time. What does it mean to say a person's glass is half full or half empty? Are these equal like the volume of water? Why or why not?
2. Can a person's outlook influence his or her outcomes?
3. Can faith play a role in one's outlook and outcomes? If so, how? If not, how?
4. What does it mean to have character? Is having character different from having spirit?
5. How might a love of fashion and "dressing up" serve to help keep Inge and others alive?
6. Another common saying is, "It takes a village to raise a child." What does this saying mean? How might it apply to what you have learned about the unity of the Katz family, particularly, in how they assisted the elderly in both their own family and others?

## **CHAPTER SEVEN – THE RED CROSS WILL SAVE US**

Synopsis – Inge became very reckless with her life and kept the flower that Schmuel gave her for a month, even though guards checked the barracks for contraband up to twice a week. Inge became depressed from the cruel and desolate living conditions. It was more difficult for Inge to remain optimistic among all the suffering and despair.

In November, 1943, because some prisoners who were on a work detail outside the camp escaped, the Nazis lined up all 40,000 inmates outside of the camp for counting. Everyone stood for counting for the entire day, with no food or drink. Somehow Schmuel found Inge in the horde and she realized she must try harder to survive – so that she can have a future with him.

In the spring of 1944, Hitler had agreed to allow representatives of the Danish Red Cross, along with a couple of representatives from Sweden and Switzerland, to observe the camp, to see for themselves, that conditions were “humane.” As a result, the prisoners were put to work to spruce up the camp by repainting and repairing all the structures. They had to prepare musical performances, set up fake cafes and restaurants. The Nazis hid all the inmates that looked unwell or shipped them out on transports. They gave new clothing to the healthier looking ones. They even shot a propaganda film to portray Theresienstadt as a “spa town” for the Jews. Unfortunately, the Red Cross delegates fell for the ruse, and did nothing to help. Inge, however, remained hopeful that any day the Red Cross would return. Her hope was dashed upon learning that Schmuel was to be sent out on the next transport “Out East.”

### **Learning Outcomes**

- Define the word, perpetrator, and explain its meaning.
- Understand and relate at least two examples of actions/behaviors of a perpetrator.
- Investigate what made the country of Denmark different from other European countries in its responses to Nazi Germany and its stance about its Jewish population. Write a one-page biography of King Christian X, Denmark’s monarch from 1912-1947.
- Present a newscast of the International Red Cross visit to Theresienstadt.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 7.
- Choose a possession of your own that you wish to save and keep throughout your life. Trace its journey through your life on a timeline with places and events. Include why you chose this possession and the purpose for which you are keeping it.

### **Essential Questions**

1. What is the difference between propaganda and marketing or advertising? What might be the same?
2. What is the relationship between propaganda and deception?
3. Why might it be important to keep possessions that have meaning at some point in your life?

## **CHAPTERS EIGHT, NINE AND TEN – ROSES IN A FORBIDDEN GARDEN, WE WILL NEVER BE SEPARATED AND BRANDED INMATES**

Synopsis – Inge and Schmuel tried to make the most of their short time remaining together after finding out Schmuel was on the next transport “out east.” Before Schmuel left he gave Inge a picture of himself. She let him know where he could find her after the war. Schmuel then leapt over a locked fence into a garden with rosebushes. He picked the most perfect rose for Inge before jumping back over. Two days later, he was then sent out in a cattle car to the Death Camp at Auschwitz.

Schmuel traveled for days in the cattle car without toilets, and no space to either sit or lie down. The men on the transport arrived to Auschwitz exhausted, hungry, and cold. There was constant smoke of the bodies being cremated. Schmuel was shocked to realize that Theresienstadt was a paradise compared to this new home in Auschwitz.

Schmuel’s five sisters were in Auschwitz and somehow found out that Schmuel was on the most recent transport. With the help of a kapo, (a prisoner working for the SS who supervised groups of other prisoners) Schmuel was reunited with his sisters and learned that his parents and grandmother were murdered. Schmuel was deeply saddened, but thankful that Inge was not there with him. After leaving his sisters, an SS officer puts a gun to his head asking why he is next to the women’s quarters...

Inge missed Schmuel terribly; and finally, the inevitable happened: Inge’s mother was labeled as “unproductive.” Marianne’s name was added to the next scheduled transport. Inge’s father reminded her of their family promise that no matter what, the family would stay together. The family decided that Carl and Inge would ask to be transported on the same transport with Marianne. Inge and Carl each made their requests, but the Jewish leader in charge found Inge’s father too “productive” to lose, so he arranged to have the whole family remain in Theresienstadt.

By the time Schmuel arrived in Auschwitz, he was painfully aware of how worthless his life, as a Jew, was considered. Surviving the interaction with the officer who could have shot Schmuel on the spot strengthened his outlook. For the first time, Schmuel felt like his fate could be in his own hands. He devised a plan to sign up for an agricultural work detail outside of the camp. He was called to work in the middle of the night by several kapos, but before Schmuel could leave the camp for his agricultural duty, he was required to take a shower. Schmuel knew that to take a shower in Auschwitz meant being gassed. In utter terror, he prayed the Vidduy, the confessional prayer of atonement that each Jew prays on Yom Kippur, the Day of Atonement. The end of Vidduy is recited as, “Master of the universe, may it be your will that my passing be in peace.”

### **Learning Outcomes**

- Define and explain the meaning of the labels, “productive” and “unproductive” in Theresienstadt.
- Understand the concept of selflessness. Relate at least two examples of the Katz or Berger families’ acts of selflessness.
- Research one kapo. Write a biography about this person. Include whether or not the kapo behaved as a perpetrator, a bystander, an upstander, and/or a victim.
- Compare/contrast your own family to the Katz family in a poem or drawing. Show what is similar, what is different and talk about why.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapters 8, 9, and/or 10.

### **Essential Questions**

1. What do you think it means to say, “family above all else?” What does it mean to say, “Blood is thicker than water?”
2. What is prayer? What role can prayer play in the human experience?
3. Can one person make a difference?

## **CHAPTER ELEVEN – MACHINES GUNS IN THE NIGHT**

Synopsis – Carl was now reassigned to a job with greater responsibilities under the title of Central Management, and Inge maintained her “productive” status by working as a seamstress mending German military uniforms. However, Inge’s wooden barrack was burned down out of fear that the German uniforms would fall into the approaching enemy’s hands. Inge needed to find more work. She managed to get a job at the bakery on her own, and worked alongside Schmuel’s sister, Perla. Inge gained the advantage this position provided in the form of an extra bread ration that she shared with her family as often as possible. In the evenings when Inge was alone, she pretended that she was still with Ruthie and Schmuel in order to keep her spirits up. Inge and her parents managed to survive in this way until the spring of 1945, when the unmistakable sounds of machine gun fire reached their doors.

### **Learning Outcomes**

- Relate at least one example of stealth altruism expressed in chapter 11. Write a journal entry about a time you helped another person secretly or someone else helped you secretly. Include the place, time, and context of the action in your journal entry.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 11.

### **Essential Questions**

1. Would you stand up for what you believed to be right even if it meant potential danger?
2. What do you think makes a person lucky? Can anyone be lucky?
3. What makes an event “a random act of kindness?” How do you know?
4. What is a collective experience? How does having a collective experience with others affect your relationship with them?

## **CHAPTER TWELVE – FROM ONE HELL TO ANOTHER**

Synopsis – This chapter picks up where chapter ten left off with Schmuel headed for the shower. As it turned out, the prisoners were given actual showers and were not gassed, much to the men’s relief. Before being led to the cattle cars, Schmuel’s sister, Olga, threw him a package of bread, cheese, and a warm sweater. Once in the transport, Schmuel shared the little amount of food with the men traveling beside him. After a few days of travel, he arrived in an exhausted state to the Kaufering Complex of Dachau, a concentration camp near Munich, Germany. Their dwellings were earthen bunkers, with one stove in the center for heat, some straw on planks of wood for beds, and a roof that leaked snow at night. Schmuel was given a job of digging holes behind the barbed wire fences, and then moving heavy equipment and carrying machine parts.

The hard winter and working in nothing but rags took a tremendous toll on Schmuel’s health. However, he never missed a day of work. Schmuel estimated that the war was nearing its end when he began seeing allied aircraft flying overhead without resistance. He tried to survive as best he could thinking that liberation was fast approaching. However, Schmuel contracted typhus that became so severe that he had no choice but to stop working and admit himself to the “sick room.” Everyday trucks came for those too weak to work, and Schmuel lay in his bed fearful that those trucks would come for him and not allow him to survive the war.

### **Learning Outcomes**

- Create a timeline of acts of dehumanization related throughout the book through Chapter 12.
- Research other Holocaust/WWII timelines and add to your timeline any other acts of dehumanization you feel impact a large number of victims.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapters 12 and 13.

### **Essential Questions**

1. To what extent does power or the lack of power affect individuals?
2. To what extent do individuals have control over their lives? What role does chance, choice, or fate play?
3. What role do you think faith has in the course of one’s life?
4. What does it mean to say the mind, body, and spirit are connected? Why should one place importance on the mind/body/spirit connection?

## **CHAPTERS THIRTEEN AND FOURTEEN – THE GATES ARE OPENED AND LAST NIGHT IN DACHAU**

Synopsis – The gunfire outside the Katzes’ room on May 5<sup>th</sup>, 1945, eventually stopped, and Carl went outside to find out what had happened. The Russians were there; they had come to liberate Theresienstadt. By May 8, 1945 the Russians had liberated 30,000 inmates. Inge struggled with the emotions she suppressed throughout the entirety of the war. After she was placed in isolation due to a false positive test for typhus, she grew despondent and depressed.

While those all around him died, Schmuels’ survival in Dachau hung by a thread. He conspired with some fellow inmates to escape, only to realize he was far too weak to make any journey. Dachau began to empty as the guards made for their own escape from the approaching allied front. With a stockpile of potatoes unattended in the nearby kitchen, Schmuels and several other inmates made a run for the food, and quickly cooked and ate as many potatoes as their bellies allowed. Eating all the potatoes gave Schmuels some added strength for what would soon be required of him. Later the same night, in an attempt to empty the camp, the SS guards forced all the inmates to march toward train tracks where a cattle car was to transport them yet again—it was April 25, 1945. Just a few moments after leaving Dachau in the cattle car, gunfire from planes flying overhead sprayed the train.

### **Learning Outcomes**

- Understand and relate eyewitness accounts of Russian and American soldiers who liberated the concentration camps. Write a news article for the paper to commemorate the liberation; create and interview with a liberator; or create a short documentary about a liberator.
- Explain aspects of both chaos and order existing in the camps up to the final days before liberation.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 14.

### **Essential Questions**

1. What are the positive and negative aspects of both chaos and order?
2. In the face of adversity, what causes some individuals to prevail while others fail?
3. What is the meaning of life? Do our ideas about the meaning of life shape our beliefs regarding death?

## **CHAPTER FIFTEEN – RETURNING TO “NORMAL”**

Synopsis – Inge was released from isolation when she tested negative for typhus. Once she saw the happiness of the prisoners and their joy in returning to their homes, she began to cheer up. The Katzes didn't leave Theresienstadt immediately. They stayed a few months longer to help the other prisoners. By August, the Katzes realized the time had come to rebuild their lives despite the fact they had no home or money. They boarded a truck with Frau Wolf for a several day trip back to their hometown of Bremen, Germany. They took with them several suitcases filled with their clothes, some extra food from the Red Cross for their journey home, discarded prayer books, challah covers, and a burial shroud. When they returned to the city, nothing appeared the same as Inge remembered it from her childhood. The Katzes stayed with their friends, the Bruck family. The Brucks were exempt from going to a concentration camp because the husband had converted from Judaism. This status was highly suspicious to the Americans, and the American officers made many unannounced visits. On one such visit, Inge met Kurt Bird, an American Intelligence Officer. Despite the fact that Inge hoped Schmuel was still alive, she was encouraged not to wait for him. She acquiesced to everyone's prodding and agreed to go out dancing with Kurt to the Officers Club on a date.

### **Learning Outcomes**

- List of all the aspects of Inge's life that you think were still not “normal” upon her return to Bremen. Then list of all the aspects of her life that had returned to “normal.”
- Compare/contrast the Katz family after the War with your own family. Include elements such as personalities, number of parents, grandparents, siblings, ages, town in which people live, type of home, etc.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 15.

### **Essential Questions**

1. What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
2. What is the difference between prejudice and discrimination?
3. Can hope bring about reality?

## **CHAPTER SIXTEEN – DACHAU’S LIBERATORS**

Planes circled back around to shoot at the cattle car containing inmates, and through the bullet holes Schmuel could see they were allied aircraft. The aircraft seemed to realize they were shooting at the wrong target, stopped and flew away. Schmuel saw that moment as his opportunity to escape. A fellow inmate named Shlomo followed beside him after learning that Schmuel spoke German. Schmuel and Shlomo walked in the edge of the forest parallel to the road into the town of Unter-Igling. They separated from the other prisoners who had also jumped from the train and tried to hide themselves in the forest from the guards who also had run from the train. As they approached the village, Schmuel and Shlomo went to homes to beg for food, and were successful. They went to a large white home, knocked on the door, and only after knocking they saw the sign indicating the Mayor’s residence (making him a member of the Nazi Party in all likelihood). It was too late to make an escape as the Mayor, himself, already spotted them. Schmuel and Shlomo pretended to be Eastern European workers, and the Mayor agreed to help them by locking them in his barn and giving them food. Schmuel and Shlomo were highly suspicious as the Mayor collected other inmates and kept them locked in the barn with Schmuel and Shlomo. Schmuel was too weak to escape, but most others snuck away at night.

That very evening German soldiers were scheduled to stay in the Mayor’s home, so the mayor hid Schmuel and Shlomo on a high platform in the barn. And that evening, a battle between the Americans and the Germans took place nearby the residence. The following afternoon the mayor told Schmuel and Shlomo that the Americans now occupied his town. The official date of Schmuel’s liberation was April 28, 1945. Schmuel and Shlomo were given rooms inside the house with beds. There was a mirror in Schmuel’s room. He became shocked when faced with his appearance after not seeing himself for many years.

### **Learning Outcomes**

- Define the word, refugee, and explain its meaning in relation to Schmuel and Shlomo’s immediate situation at the end of the War.
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 16.
- Recreate an interview between a news correspondent and the Mayor of Unter-Igling in which the mayor (a Nazi holding office) explains why he helps the Jewish escapees. OR recreate an interview between a news correspondent and Schmuel that explains how and why Schmuel then turned around and helped the mayor.

### **Essential Questions**

1. How can individuals and societies remember and commemorate difficult histories? What is the purpose of remembering? What are the consequences for forgetting?
2. What is the importance of memory and remembrance in relation to genocide?
3. How do you evaluate the legacy of historical events?
4. Since Nazi Germany perpetrated the Holocaust, were all Germans collaborators of the Holocaust?



## **CHAPTER SEVENTEEN – WHERE IS HE?**

Synopsis – Inge went out with Kurt Bird to the Officers Club but was horrified by the interactions of the non-Jewish Germans. Afterward, Inge only went out with Kurt to events held at the Jewish Community Center. Several months passed after the war had officially ended, and she had not received word from Schmuel. Inge had to assume he had died, but in her heart she remained hopeful. Kurt proposed to Inge and offered to remove her from war-torn Europe and bring her with him to America. Torn, Inge refused. More months passed without Schmuel arriving. Finally, on New Year’s Day, 1946, Schmuel arrived at her door. When they met each other for the first time in over a year and a half they realized that each of them had remained faithful to the other. They married the following year and remained married until Schmuel’s death almost sixty years later in 2006.

### **Learning Outcomes**

- Study the photograph of the bowl and four spoons on page 84 (Chapter 5). Journal your thoughts on how this photo reflects Inge and her family’s experience as Jews during the War?
- Understand a critical component of Nazi propaganda by researching Nazi educational materials for school children, including examples of textbooks. Report on what sort of lesson plans, content, and pictures were in science, literature, and history books that helped to promote fear and intolerance of Jews? Often, Jewish children were brought to the front of the class and exhibited as an example to the other students. Answer the question, why do you think Inge was never put in that position?
- Design your own essential question about one of the big ideas: Holocaust, heroism, or hope in relation to Chapter 17.
- In every story there are the story’s characters (either real or fictional), the author and/or editor(s), and the readers. Define and explain the word, orientation, in relation to each of these elements of a story. Journal either in groups or individually why you think Elise Garibaldi thought it important to tell her family’s story.

### **Essential Questions**

1. How does perspective shape or alter truth?
2. How did the Nazis’ distorted worldview of human history as racial struggle influence the Holocaust?
3. What are the qualities necessary to be a survivor against all odds?
4. When a story is told, whose story is it—Is it the author’s story? The characters’ on the pages story? The reader’s story? What makes a story important to be told?
5. Objects or artifacts often tell a story. How do you think objects and artifacts can tell a story?

**Use these objects/artifacts to learn more:**

- I. **Background:** In the early 1930's, the German Jews were largely urban, middle class, and prosperous mainly in the professions of medicine, law, and business. They were culturally integrated but represented less than one percent of the total population. They were socially integrated and participated in German intellectual, cultural, economic and political life. However, these Jews were seldom fully accepted as social equals in German society.

**Description:** This photo was taken at a German spa town in the early 1930's. Carl Katz, Marianne Katz, and Inge Katz are well dressed in the fashion of the times. They are enjoying the benefits a prosperous life and taking care of their health.



**Questions:** Could this well integrated family imagine what was to become of their Germany in the near future? What could have been their conflicting emotions regarding their Fatherland?

II. **Background:** April 1, 1933 the Nazis called for a boycott against Jewish shops, doctors and lawyers. This boycott marked the beginning of a downward spiral for the Jews that would eventually end in the gas chambers of Auschwitz, Dachau, and other Death Camps. Over the course of 12 years Hitler's government enacted more than 400 laws and decrees targeting Jews alone and robbing them of one right after another. Nazi spokesmen claimed the boycott was an act of revenge against both German Jews, and foreigners, including U.S. and English journalists, who had criticized the Nazi regime.

**Description:** Carl Katz is prohibited from entering a Jewish shop on Obern Street of Bremen, Germany. These SA troopers, called "Brownshirts," are blocking the entrance and are refusing to let Carl Katz enter.



**Questions:** How would you feel being of the Jewish faith and living with these restrictions? Contrast that with being a German non-Jew and also having to deal with and be a part of these restrictions?

III. **Background:** Beginning in 1939, all German Jewish men must be called “Israel,” and all German Jewish women must be called “Sara.” The Nazis decreed that any letters Jews write to governmental agencies must be written in their official “Jewish” names so that the authorities will know that they are dealing with Jews. The Nazi Ministry of the Interior stated that Jewish newborns must only be given Jewish names and are forbidden to have German names at all.

**Description:** On Inge’s identification card her name now read as Ingeburg Sara Katz. When Inge was born in 1924 the authorities would only allow for an authentic German name of either “Ingeborg” or “Ingeburg.” Carl’s name officially became Carl Israel Katz.



**Questions:** Why did the Nazi Government feel the need to give the Jews the name of either Sara or Israel? How would this affect the Jews?

IV. **Background:** On September 1, 1941 the Nazi Government decreed that all Jews over six years of age in the Reich, Alsace, Bohemia-Moravia and the German annexed territory of western Poland, were to wear the yellow star of David on their outer clothing at all times. The word “Jew” was to be written inside the star in the local language. The Nazis used the badge not only to humiliate the Jews but also to segregate them, to watch and to control their movements, and to prepare for deportation.

**Description:** Inge wore this star on her outer garments while walking the streets of Bremen. Since she resided in Germany the word “Jew” was written as “Jude” in German.



**Questions:** Do you think that the wearing of the Jewish Star accomplished what the Nazis had intended? Could something like this be possible in the US today?



- V. **Background:** 971 Jews were deported from Bremen, Germany to Minsk on November 18, 1941. The Jews were deceived into believing that they were being sent ahead to prepare the settlement for the elderly Jews who were soon to follow. The head of the Jewish community in Bremen was also on this transport so that left the next in line, Carl Katz to take over the reigns of Head of Bremen's Jewish community. The Jews brought 48,700 Reich marks, appliances and many provisions along for the deceptive new life.

**Description:** Carl Katz is shown standing far left with a hat. He is helping his relatives and acquaintances at the holding station on the day prior to their departure. Carl and Inge also were at the main railroad station the following day to ensure their comfort as much as possible. Inge volunteered to give fresh bread to the deportees and to have a last chance to say her farewells to her close friends and relatives. She assured them with promises that they would all soon be reunited. This is what the Nazis had told them and this is what she believed.



**Questions:** Is it possible that the Jews were that deceived by the Germans? What emotions might the Jews has been feeling while on the train? What emotions might the Jews have felt that were spared from this deportation? What might the Germans have felt while watching the Jews being deported?

VI. **Background:** When the Katz family received orders that they were soon to be transported out of Bremen, they were told to bring along one soup spoon per person. The Nazis had already confiscated everything of value. The Nazis already possessed the expensive silverware, artwork, property and businesses of the Jewish population. Jewish wealth confiscated by the Nazis paid for about one third of the German war effort.

**Description:** You see four everyday spoons, one for Grandma Rosa, Carl Katz, Marianne Katz and one for Inge Katz. Each had the letter K engraved on the handle. This is in sharp contrast to the primitive eating bowl that the camp provided.



**Questions:** Why might the sight of these utensils be moving to many viewers, or not?

VII. **Background:** These monetary notes were designed by one of Theresienstadt's inmates, the young artist Petr Kien. Adolph Eichmann, head of the Gestapo Department of Jewish Affairs, did not approve his original design, taken from a pendant that Kien's mother had given him. Eichmann considered Moses to be too Aryan and ordered that he should have a hooked nose and curly hair and more wrinkles on his forehead. Life in the ghetto had little in common with the lavish design of the currency. These notes are another example of the ruse that was Theresienstadt.

**Description:** These notes in Inge's possession are unused and in pristine condition. They are notes in several denominations and artistically rendered.



**Questions:** When you look in your wallet and look at the bills do you see anything in common with these notes? What purpose do you think that these notes may have served? Could the inmates go shopping in the Ghetto?

VIII. **Background:** Theresienstadt has long been remembered for its culture, its famous prisoners and its visit by Red Cross officials. Inside this serene façade, however, lay



a concentration camp with all its horrors. There were also many resident artisans that made beautiful souvenirs, drawings and wooden items.

**Description:** A fellow inmate gave this drawing, a New Year's card, to Carl Katz. The card shows the artist's true feelings about the ghetto, not an idealized version as required by the Nazis. The inmates kept the tradition of giving greeting cards for birthdays, the Jewish New Year and the secular New Year.



**Questions:** What does this card say to you? How would you feel about receiving such a card? What did these greeting cards mean for the giver and for the recipient?

IX. **Background:** The famous Red Cross visit to Theresienstadt came about because the government of Denmark was concerned about their Danish Jews who had been sent

there beginning in 1943. The Nazis used this occasion to disseminate propaganda by presenting the ghetto in the most favorable light. These few drawings come from a collection made by the Dutch artist Jo Spier.

**Description:** These photos are idealized versions of life in the ghetto. They were made to resemble life in the outside world and to make it appear as though the inmates were well fed, culturally entertained and were prosperous and generally had a sense of well-being.

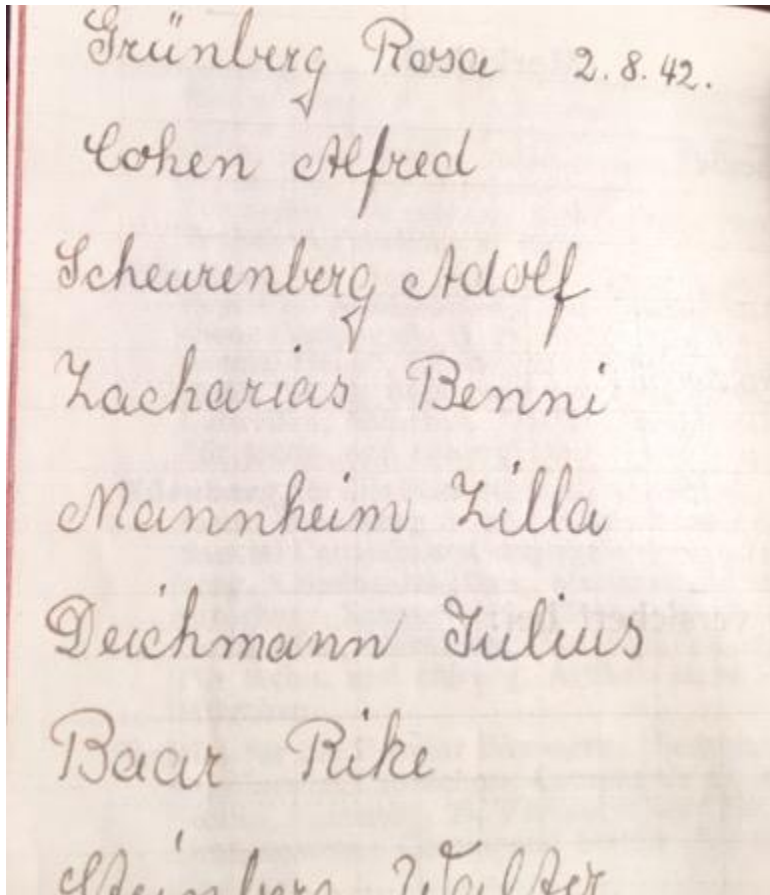


**Questions:** Do you think that the outside world was fooled? Why did the Nazis go to such great lengths to persuade people that the Jews were being looked after?

- X. **Background:** Since the beginning of time humankind has felt the need to leave some record of his existence or of the existence of others for future generations to see.

Prehistoric man made drawings on cave walls, in later years records were kept on parchment, then paper, and in the present we keep them in the cloud.

**Description:** Inge kept a list of those who passed away during her stay in Theresienstadt. The first entry is that of her grandmother, Rosa Gruenberg, who passed away after two weeks at the camp. Whenever she would hear of a death Inge would record it in her notebook. Inge also kept poems, letters, drawings and any document that she was able to rescue. She had taken on, unbeknownst to her, the role of an historian.

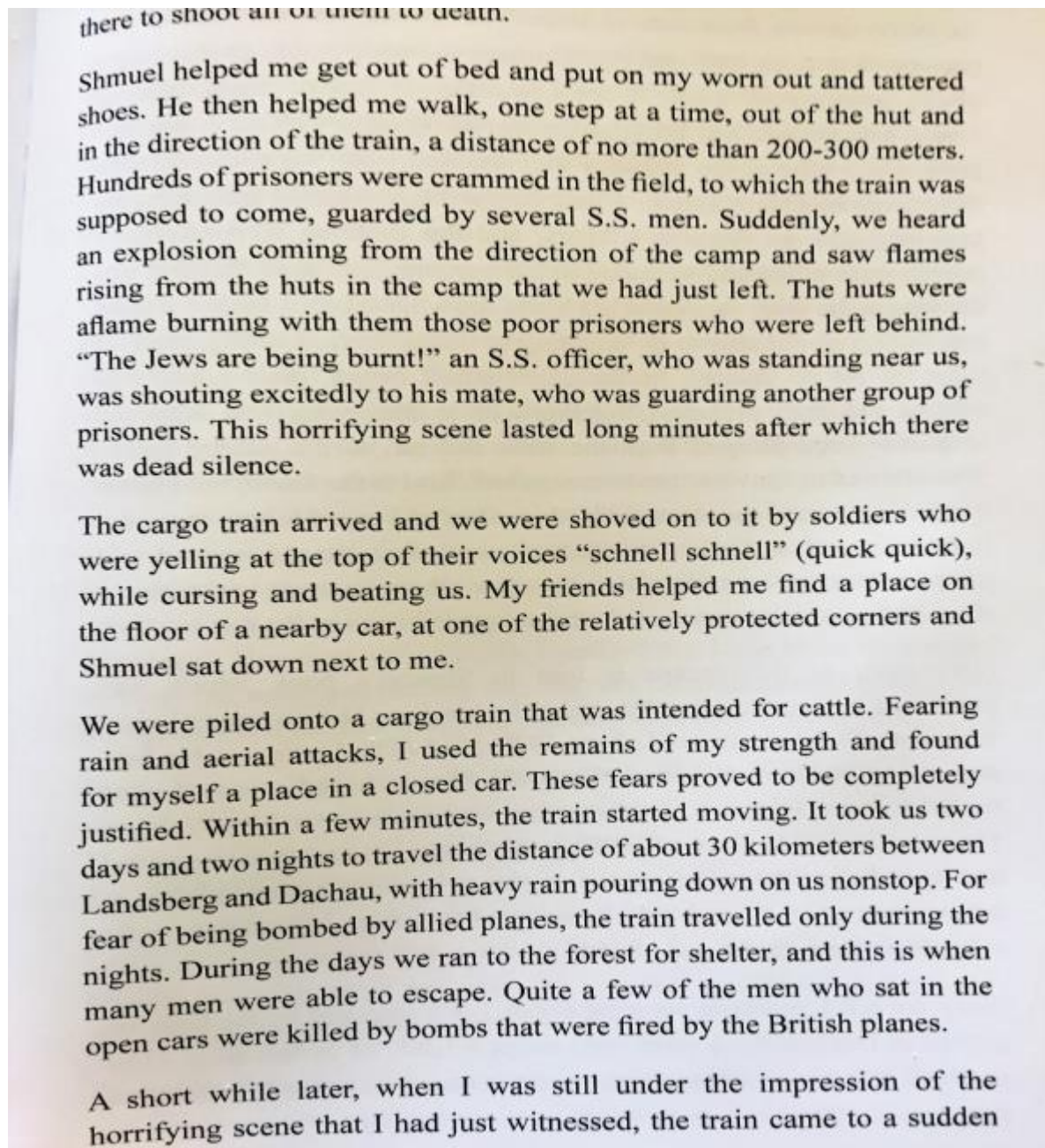


**Questions:** Do you think that Inge could ever have imagined that students would one day be researching her artifacts, using them to understand the Holocaust, what happened and to whom? Why do you think she felt compelled to chronicle the names of those who had died? Do you find any value in Inge saving all these artifacts that you have been seeing?

XI. **Background:** There is a saying that “history is the truth for the one who tells it.”



**Description:** Below is Shlomo Schmiedt's account of his and Schmuel Berger's experience leaving Dachau, as found in his book, *In Search of Time Lost; Remembrance of Things Past*.



**Questions:** Compare accounts of the same event from Shlomo Schmiedt and Schmuel Berger during their last days in Dachau. What does this tell us about their characters, and the way they experienced the same occurrence? What does this say about historical accounts in general, and about the need to research/review more than one primary source?