

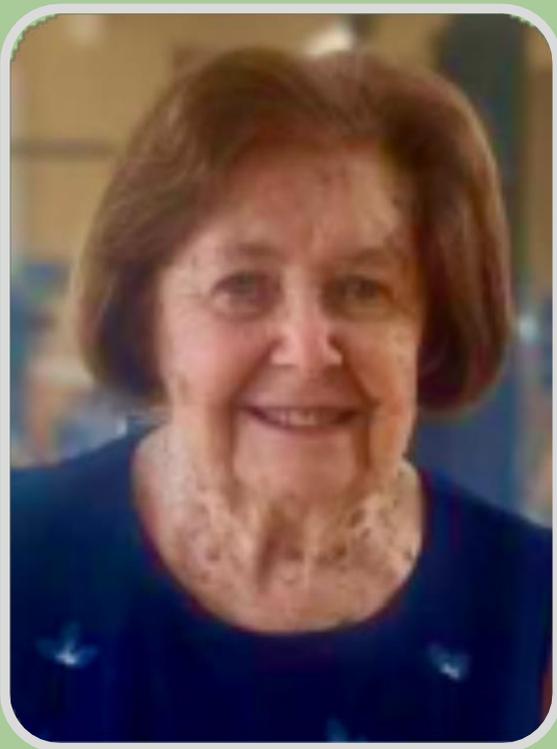
Phoenix Holocaust Association
In Partnership with
Arizona Jewish Historical Society

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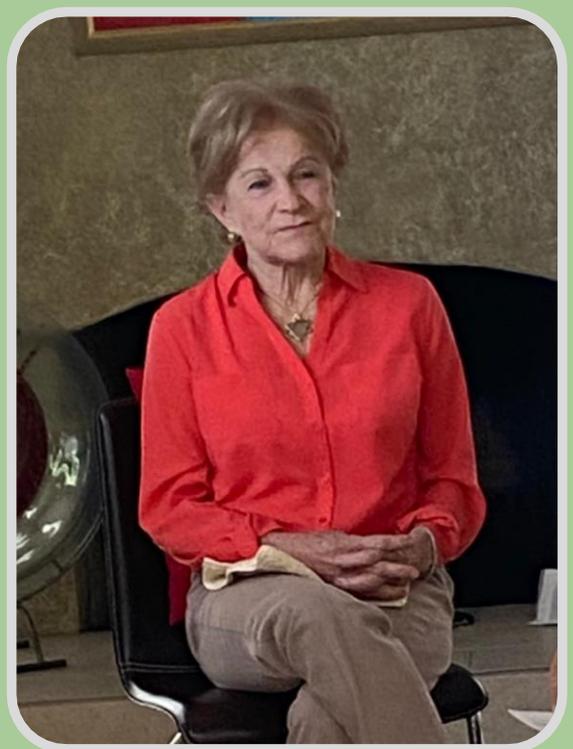
Present a Video for Middle School Students

THE HIDDEN CHILDREN:
Reflections of Arizona Holocaust Survivors

TEACHER GUIDE



Charlotte Adelman



Marion Weinzweig

BACKGROUND

Dear Educators:

The Phoenix Holocaust Association (PHA) was founded by Holocaust survivors in 1985 and remains true to its mission to honor the memory and legacy of the survivors and victims. This 30-minute video features two Arizona survivors so students can learn from their stories, even when the survivors are no longer with us. Both were just children when they were put into hiding by their parents and thus survived. Arizona Jewish Historical Society partners with PHA on educational programs focused on the Holocaust and other genocides and was instrumental in developing this video.

In 2020 a taskforce was formed, bringing together educators, professors, survivors, and other community members to create a toolkit for educators to support them in responsible, high quality Holocaust education. The resulting resource can be used by schools to comply with HB 2241, passed in 2021, which mandates that students in Arizona learn about the Holocaust and other genocides at least twice in Grades 7- 12. The entire toolkit can be found at <https://www.azed.gov/standards-practices/holocaust-and-genocide>.

This Teacher Guide offers some suggested lessons and resources for educators to use before, during, and after sharing the video with students. We hope you find these resources helpful in teaching this sensitive topic and hope you will reach out to PHA's Speakers' Bureau if you would like to have a survivor or a descendant of a survivor speak in your classroom, either in-person or via Zoom. Please note that there is content telling about the horrors of the Holocaust, so please preview the video to determine its appropriateness for your classroom. Click on the link below to view video:

<https://vimeo.com/manage/videos/645767703>

The Phoenix Holocaust Association

GETTING STARTED

- Before watching the video, ask students to share the meaning behind their names and the nicknames they have. This can be done as a class discussion or on paper (informally or more formally to share in the classroom). Discuss the importance of our names and how we identify ourselves by them.
- As students watch the video, you can opt to use the Testimony Reflection Guide from Echoes & Reflections (at https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file_nm=2020/10/01-00-04_StudentHandout_TestimonyReflections.pdf). Alternatively, you may consider asking the following questions, either pausing the video to discuss or handing out the questions as a worksheet:

EARLY LIFE

- **Marion Weinzwieg** discusses the town where she lived as a baby and toddler and some things children did for fun. Why is it important for us to know this information? What does it add to our understanding and knowledge?
- **Charlotte Adelman** also discusses her childhood. What do her memories tell us about her family and her parents?
- Marion was born in 1941, so she was only four years old when the war ended. Since she does not have strong memories of that time, how do you think she knows the details of what happened to her family?
- What is the family's plan to save Marion from having to go to the ghetto with the rest of the family?

- Who is Mrs. Ropelewska, and what does Marion do that convinces her to take in Marion?
- Why did Marion's family never speak Yiddish around her? How does this later save her?
- Both Marion and Charlotte have several photographs of their families that we see in the video. How do these add to our experience of hearing their stories?

WAR

- What happens to most of Marion's family?
- Describe the trickery used at Treblinka's gas chamber.
- Discuss the differences between the death camps, like Treblinka, and the slave labor camps, like the one Marion's father was sent to.
- How does Marion's father escape the mass killing? What happened to the bullet that hit him?
- What are some of the changes Charlotte notices in Paris when she is six years old?
- What does Charlotte's teacher do to help her? Why do you think she takes that risk? Are you surprised that none of the other children say anything?
- Who warns Charlotte's family about the deportations? What does her mother do to save the children?
- As you listen to Charlotte's experience, keep a running list of what happens to her and the span of time between each event.
- A woman takes Charlotte from the orphanage. How does the woman treat Charlotte, and what are her plans for her?
- What condition is Charlotte in when Madam Elazar comes for her? Notice in the photograph that Madam Elazar took, Charlotte looks very clean and healthy. Why did Madam Elazar take the photo?
- Describe the cellar where Charlotte stays.
- What happens the night that Charlotte asks to come out of the cellar?
- How long did Charlotte stay in the cellar?
- Why do you think the Quatrevilles took the risk to hide Charlotte? What would have happened if the Nazis or collaborators had found out they were hiding a Jewish child?
- Why do the Ropelewskas decide to get rid of Marion?
- What does Pan Jan do with Marion?
- Looking at the photograph of Marion at the convent, what stands out to you?
- What new feelings does Marion experience at the convent? Explain.
- Why does Marion become Christian, and how does she explain her devotion to religion as a child?

- Describe the scene when the convent is “liberated.” What happened, and what does Marion still have nightmares about?

AFTER THE WAR

- What is Marion’s father told when he comes to the convent? What test do they give him to try to identify Marion, and how does he correctly identify her?
- How old was Marion when she arrived at the convent, and how old is she when her father returns? Explain why Marion reacts to her father the way she does.
- Why do Marion and her father need to leave Lodz? Is this surprising to you? Discuss.
- Discuss your feelings about seeing Marion at the head of the parade in the DP camp. What stands out about her?
- When is Charlotte allowed to come out of the cellar?
- The Quatreilles offer to adopt Charlotte and want to baptize her. What is her response?
- Discuss the differences in religious experiences between Marion and Charlotte during the Holocaust and right after.
- How did Charlotte’s father get her brother back?
- What was Charlotte’s brother’s experience during the war?
- What happened to Charlotte’s mother, and how do they find out?
- What is the dilemma Marion and her family face after the war? Look at <https://encyclopedia.ushmm.org/content/en/article/united-states-immigration-and-refugee-law-1921-1980> for some background information.
- How long did Marion’s family stay in the DP camp? You may have students view the photographs and read the article about DP camps at https://www.yadvashem.org/yv/en/exhibitions/dp_camps/index.asp.
- What is Marion’s first experience in Canada?
- Why did Marion’s family tell her to change her name?
- What was Marion’s life like living with her aunt and uncle?
- Who was the only person Charlotte talked to about her life during the Holocaust? When and why did she start speaking to students?
- What does Charlotte mean when she says the Germans “branded” her?
- What message does Charlotte give viewers of this video?
- How was Marion able to get into the United States so quickly and easily from Canada?
- Where was Marion’s first speaking engagement?

| KEY WORDS | |
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| Auschwitz | Auschwitz-Birkenau was the largest concentration camp and extermination center where over 1.1 million people were killed. Prisoners arrived at Birkenau, where they were selected either to work or to be murdered. |
| Bayonet | A bayonet is a knife, dagger, sword, or spike-shaped weapon designed to fit on the end of the muzzle of a rifle, musket, or similar firearm, allowing it to be used as a spear-like weapon. |
| Bergen-Belsen | Bergen-Belsen was a Nazi concentration camp in what is today Lower Saxony in northern Germany. |
| Buchenwald | Buchenwald was a Nazi concentration camp established on Ettersberg hill near Weimar, Germany, in July 1937. It was one of the first and the largest of the concentration camps in Germany. |
| Confessional | A confessional is a box, cabinet, booth, or stall in which the priest in some Christian churches sits to hear people's confessions. |
| Convent | A convent is a community of either priests, religious brothers, religious sisters, monks, or nuns; or the building used by the community, particularly in the Catholic Church. |
| Displaced Person (DP) Camp | Displaced persons camps were established in Germany, Austria, and Italy, primarily for refugees from Eastern Europe survived the Holocaust. |
| Drancy | The Germans established the Drancy camp in France in August 1941. Drancy later became the major transit camp for the deportations of Jews from France. Fewer than 2,000 of the 65,000 Jews deported from the Drancy camp survived the Holocaust. |
| Gestapo | The German state secret police during the Nazi regime, known for their cruelty and brutality. |
| Ghetto | An enclosed area where the Jews were forced to live, often in squalid conditions. |
| Judenrein | Free of Jews in German language |
| Liquidation | A term used by the Nazis to describe the emptying of ghettos, sending victims to the death camps. |
| Rosary | The Rosary refers to a set of prayers used in the Catholic Church and to the string of knots or beads used to count prayers. |
| Slave labor camp | Also known as forced labor camps. The Nazis started using forced labor shortly after their rise to power. They established specific labor camps where forced laborers were forcibly rounded up and brought in to perform work. These were separate from the SS-run concentration camps. |
| Synagogue | A house of worship for the Jewish faith. |
| Treblinka | A death camp outside of Warsaw, Poland, where an estimated 925,000 Jews, Poles, Roma, and Soviet prisoners of war were murdered. |
| Vichy France | Vichy France was established after France surrendered to Germany on June 22, 1940 and took its name from the government's administrative center in Vichy, southeast of Paris. Paris remained the official capital. While officially neutral in the war, Vichy actively collaborated with the Nazis, |
| Visa | A document needed to enter other countries or to stay there for a specified time period. |
| Yiddish | A language used by Jewish people in central and eastern Europe. Developed in the 9th century, it is a German dialect with words from Hebrew and several modern languages and is today spoken mainly in the US, Israel, and Russia. |