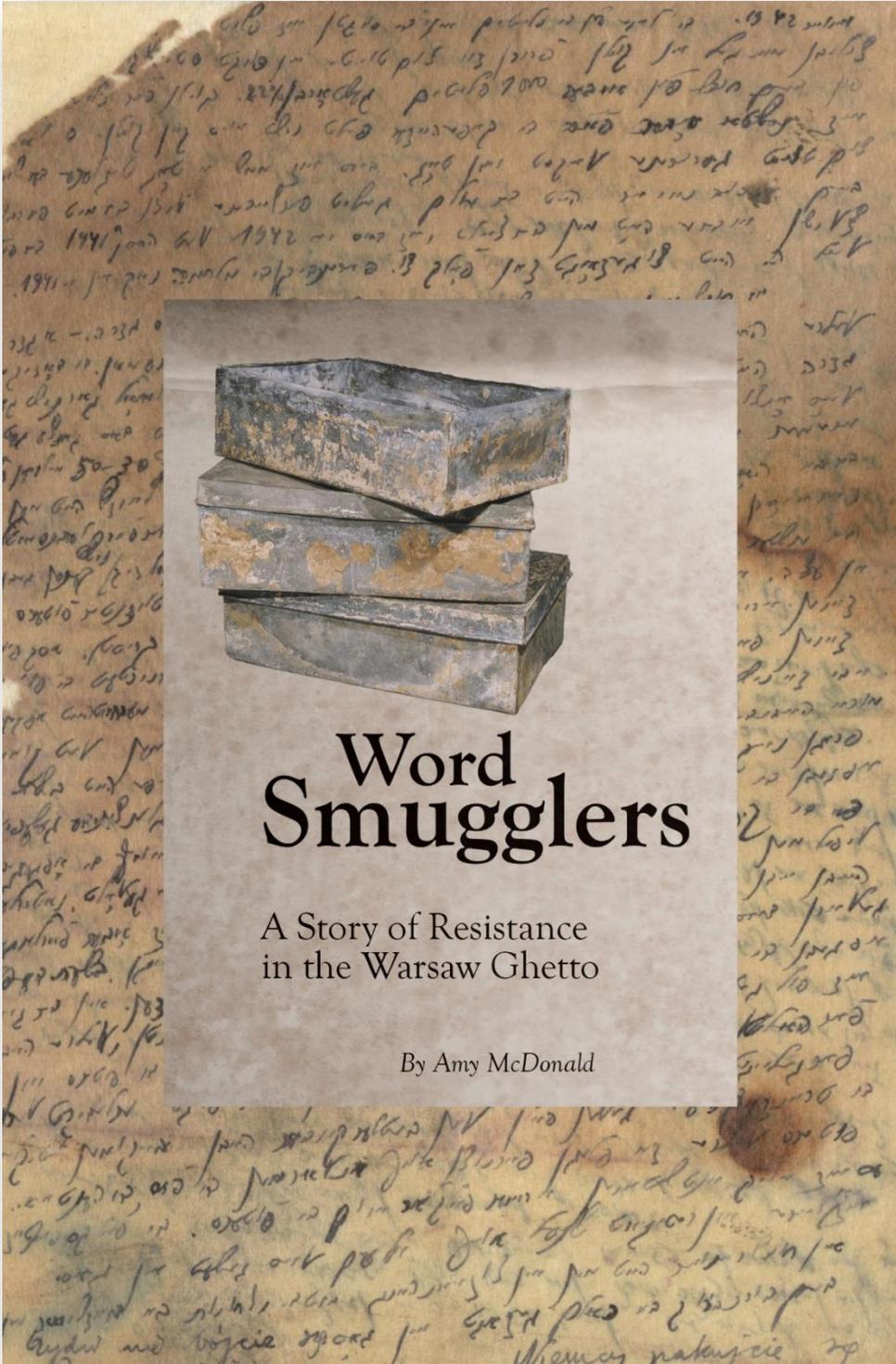


# Word Smugglers Teacher's Guide



# TABLE OF CONTENTS

<b>Alabama Course of Study Standards</b>	<b>3</b>
<b>Suggested Activities: Prior to Reading <i>Word Smugglers</i></b>	
Activity 1: Setting Historical Context	<b>4</b>
<i>Students will view the 38-minute online film, The Path to Nazi Genocide (United States Holocaust Memorial Museum) and complete a viewing guide.</i>	
Activity 2: Historical Background of Warsaw and the Warsaw Ghetto	<b>6</b>
<i>Students will read an article and watch a video clip on Warsaw and the Warsaw Ghetto and complete an article/video summary.</i>	
<b>Suggested Activities: While Reading <i>Word Smugglers</i></b>	
Activity 3: Dialectical Journal	<b>7</b>
<i>Students will complete a dialectical journal of quotes from Word Smugglers, as well as thoughts of the reader.</i>	
Activity 4: Photograph / Document Analysis	<b>8</b>
<i>Students will analyze photographs and documents found in the Oyneg Shabes Archive and complete discussion questions.</i>	
<b>Answer Key</b>	<b>25</b>
<b>Additional Resources</b>	<b>27</b>

*Photographs and documents in this Teacher's Guide are used with permission from the collections of the E. Ringelblum Jewish Historical Institute.*

# Alabama Course of Study Standards

Grade Level: Middle School / High School  
Subject: Multidisciplinary

## 6th Grade:

6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Describing human costs associated with World War II  
Examples: the Holocaust, civilian and military casualties
- Explaining the importance of the surrender of the Axis Powers ending World War

## 9th Grade

14. Describe causes and consequences of World War II.

Examples: causes—unanswered aggression, Axis goal of world conquest; consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials

## 11th Grade

9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.

- Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion
- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention

## **Activity 1: Setting Historical Context**

### **Directions:**

**View the Film: *The Path to Nazi Genocide***

(US Holocaust Memorial Museum – [www.ushmm.org](http://www.ushmm.org))

<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>.

While viewing this 38-minute film, answer the following questions.

### **Introduction (0:00–2:42)**

1. What expression was used to describe the First World War?

### **Aftermath of World War I and the Rise of Nazism (2:45-12:21)**

2. What would play an important role in the rise of Nazism?
3. What did it mean that Germany was “stabbed in the back?”
4. Right-wing organizations played on the fears of which political system coming from the Soviet Union?
5. What is the full name of the Nazi Party?
6. Why did many Germans accept control by the Nazis?

### **Discuss the following question:**

Describe the conditions which existed in post-World War I Germany which led many Germans to be drawn to nationalism.

### **Building a National Community (12:30-18:12)**

7. When President Hindenberg died, what titles did Hitler give himself?
8. Which groups swore an oath of allegiance directly to Hitler?
9. What treaty was defied by Germany in 1935?
10. What groups of people were labeled “racially inferior” by Nazi ideology?
11. Which groups were considered “unworthy of life”?

### **Discuss the following question:**

During this time period, how did the Nazis build a national community?

### **From Citizens to Outcasts (18:15-24:35)**

12. What was *Kristallnacht*?
13. Beginning in 1938, what was done to the passports of German Jews?

### **Discuss the following question:**

What were the factors pushing Jews under the Third Reich to emigrate?

### **World War II and the Holocaust (24:35-37:25)**

14. When did Germany invade Poland to start World War II?
15. What nation did Germany attack in June 1941?
16. Where did the Germans relocate the Jews of Eastern Europe?
17. How many Jews did the German killing squads in Eastern Europe kill?
18. What was the largest of the killing centers in German-occupied Poland?
19. Which prisoners were killed within hours of arrival at a killing center?
20. What new word came into being because of the crimes of the Holocaust?

### **Discuss the following questions:**

What examples from 1939-1945 show that the Holocaust was systematic?

How did people react to the evidence of the atrocities of the Holocaust?

## Activity 2: Historical Background of Warsaw and the Warsaw Ghetto

### **Directions:**

Read the online article on Warsaw, making sure to watch the two videos within the article. Then view the Animated Map video on the Warsaw Ghetto.

- [Article: Warsaw](https://encyclopedia.ushmm.org/content/en/article/warsaw)  
<https://encyclopedia.ushmm.org/content/en/article/warsaw>
- [Animated Map: Warsaw Ghetto](https://encyclopedia.ushmm.org/content/en/animated-map/the-warsaw-ghetto)  
<https://encyclopedia.ushmm.org/content/en/animated-map/the-warsaw-ghetto>

### **Directions AFTER reading the article and watching the Animated Map video:**

1. Write a one paragraph summary of what you read and saw.
2. Choose a phrase, sentence, or idea from the article or video which stood out to you. Write the phrase or sentence, then explain why this stood out to you.
3. List 2 questions you have after reading the article and watching the video. (“I don’t have any questions” is not an acceptable response.)

## Activity 3: Dialectical Journal

A dialectical journal is another name for a reader-response journal. It is a journal that records a conversation between ideas in the text (what is being read) and the ideas of the reader (the person who is doing the reading).

How to create a dialectical journal:

- Using a composition notebook or a spiral-bound notebook, fold the page in half.
- Label the left column "Text." As you read, use this column to write down specific quotes from the text that stand out to you.
- Label the right column "Response." Use this column to write down your own thoughts, commentary, or questions about the quote you chose.

Examples of responses in this column could include:

- Questions about something in the passage that is unclear to you
- A connection to your life
- Your personal reactions to the passage

### **Directions:**

While reading *Word Smugglers*, choose 1-2 quotes or passages from each chapter and record your response.

- Label each chapter in your dialectical journal.
- Your journal must include a total of 50 quotes and responses.
- On the last page of your journal, answer the following question: What overall themes have you identified in this book? (List 2)

## **Activity 4: Photograph/Document Analysis**

The following photographs and documents were found in the *Oyneg Shabes* Archive. Hundreds of photographs were taken and hidden in the archive, but most were ruined by water seepage. Of these hundreds of photographs, 70 photographs were saved.

### **Directions:**

Examine the photographs and documents and answer the questions in each section.

## Photograph 1: A Crowd in the Ghetto Street



### Answer the following about Photograph 1:

1. By looking at the photograph, what can you tell about the setting or location?
2. What do you think is happening in the photograph?
3. Who do you think is taking the photograph?
4. What questions do you have about this photograph?

**TEACHERS:**

**After viewing Photograph 1, share the following information with students**

**Context:**

This photograph was probably taken in front of or near the *Judenrat* building and shows a crowd happy about something.

The Germans were quite adept at using their own photography as a form of propaganda, using carefully selected images to depict Jews as disgusting creatures - going out of their way to emphasize subjects that were weak, passive, and filthy in order to elicit a feeling of disgust.

The *Oyneg Shabes* tried to use their photography to illuminate Jewish agency in order to counter the German propaganda photography. Their photos showed the faces of human life as well as human suffering. The *Oyneg Shabes* took hundreds of photographs, but most were destroyed when the buried cache was infiltrated by water seepage. Only 70 photographs were able to be saved.

## Document 2: Official Warsaw Ration Card

**Kundenschein 2** Odcinek Kontrolny  
Name u. Vorname, Adresse  
M003465 \*

**Kundenschein 3** Odcinek Kontrolny  
Name u. Vorname, Adresse  
M003465 \*

**Kundenschein 0** Odcinek Kontrolny  
Name u. Vorname, Adresse  
M003465 \*

Gültig für Oktober 1942—Ważny na październik 1942

**LEBENSMITTELKARTE**  
KARTA ŻYWNOŚCIOWA

WARSCHAU  
WARSZAWA

Gültig für den Monat Oktober 1942—Ważna na miesiąc październik 1942

M Mąka 26 Paździer. 42	N Różne 47 Paździer. 42	N Różne 48 Paździer. 42	N Różne 42 Paździer. 42	A Marmolada 30 Paździer. 42	A Marmolada 28 Paździer. 42
M Mąka 25 Paździer. 42	M Mąka 27 Paździer. 42	N Różne 46 Paździer. 42	N Różne 49 Paździer. 42	N Różne 41 Paździer. 42	N Różne 40 Paździer. 42
N Różne 44 Paździer. 42	N Różne 45 Paździer. 42	N Różne 50 Paździer. 42	N Różne 39 Paździer. 42	N Różne 36 Paździer. 42	N Różne 37 Paździer. 42
B Chleb 4 Paździer. 42	B Chleb 8 Paździer. 42	B Chleb 12 Paździer. 42	B Chleb 3 Paździer. 42	B Chleb 7 Paździer. 42	B Chleb 11 Paździer. 42
B Chleb 2 Paździer. 42	B Chleb 6 Paździer. 42	B Chleb 10 Paździer. 42	B Chleb 14 Paździer. 42	Z Cukier 18 Paździer. 42	Z Cukier 19 Paździer. 42
B Chleb 3 Paździer. 42	B Chleb 7 Paździer. 42	B Chleb 11 Paździer. 42	B Chleb 15 Paździer. 42	N Różne 52 Paździer. 42	N Różne 54 Paździer. 42
B Chleb 2 Paździer. 42	B Chleb 6 Paździer. 42	B Chleb 10 Paździer. 42	B Chleb 14 Paździer. 42	N Różne 56 Paździer. 42	F Mięso 23 Paździer. 42
B Chleb 3 Paździer. 42	B Chleb 7 Paździer. 42	B Chleb 11 Paździer. 42	B Chleb 15 Paździer. 42	N Różne 38 Paździer. 42	N Różne 35 Paździer. 42
B Chleb 2 Paździer. 42	B Chleb 6 Paździer. 42	B Chleb 10 Paździer. 42	B Chleb 14 Paździer. 42	N Różne 34 Paździer. 42	F Mięso 22 Paździer. 42

Name u. Vorname  
Nazwisko i imię

Adresse  
Adres

Nicht übertragbar — Bez prawa odstępstwa  
do Verlust kein Ersatz!  
W razie zagubienia duplikat wydany nie będzie!

KUNDENLISTENUMMER — NUMERY LIST KONSUMENTÓW

I Nr. 246

II Nr.

III Nr.

IV Nr.

### Translation: Food Ration Card

(Written in German and Polish; Polish always in smaller letters to show that the Germans in charge)

- *Rozne*: various  
On certain days, different food would be distributed. For example, on one day there would be an announcement of a distribution of beets on card #42. On another day, there would be a distribution of powdered eggs on card #42.
- *Maka*: flour
- *Marmalade*: artificial synthetic marmalade

### Answer the following about Document 2:

1. How many calories do you think the average person consumes on a normal day?
2. Define: ration

**Read the following excerpt from an essay found in the *Oyneg Shabes* Archive. The essay was written by Leyb Goldin in October, 1941.**

Chronicle of a Single Day

*“How much longer to go? Eight hours, though you can’t count the last hour from noon on. By then you’re already in the kitchen, surrounded by the smell of food; you’re already prepared. You already see the soup. So there are really only seven hours to go... The world’s turning upside down. A planet melts in tears. And I – I am hungry, hungry. I am hungry.”*

(From *Who Will Write Our History? Rediscovering a Hidden Archive from the Warsaw Ghetto*, by Samuel D. Kassow)

**Answer the following about “Chronicle of a Single Day”:**

1. How did reading the excerpt from this essay change your perception of the ration card? Explain your response.
2. Why is it so important for us to have these primary sources today?

**TEACHERS: After reviewing Document 2, share the following information with students**

**Context:**

Official rations came to about 200 calories a day. Going to the soup kitchens would increase it to about 700 calories day. Relying on ration tickets alone meant a slow death by starvation in 3-4 months. One of the secret studies done by doctors in the Warsaw ghetto was on the clinical properties of slow starvation.

### Photograph 3: Smuggling



#### Answer the following about Photograph 3:

1. What can you tell about the setting or location?
2. What do you think is happening in the photograph?
3. Who do you think is taking the photograph?
4. What questions do you have about this photograph?

**TEACHERS: After viewing Photograph 3, share the following information with students**

**Context:**

Approximately 85-90% of the calories consumed in the ghetto came from food smuggled into the ghetto. Food was not the only item being smuggled. A secret economy developed between Jews in the ghetto and Poles on the Aryan side. Jews in the ghetto collected rags, scrap, junk, old clothes, and old material and re-made them into new articles such as clothes, shoes, socks, sweaters, etc. which were then smuggled out and sold to Polish customers. The money made from these secret enterprises then made it possible for Jews to feed themselves and their families. Many successful smugglers were also big criminals, burglars, or members of criminal gangs. Whether one admired or despised the character of smugglers, the important fact was that without smuggling, the vast majority of Jews in the ghetto would have starved to death.

**Photograph 4: A Children's Center or Orphanage in the Warsaw Ghetto**



**Photograph 5: Children Begging in the Streets**



**Answer the following about Photographs 4 and 5:**

1. What differences do you see in the children in Photographs 4 and 5?
2. What circumstances do you think led to so many orphans and street children?
3. What questions do you have after viewing these photographs?

**Read the following excerpt from an essay found in the *Oyneg Shabes* Archive.**

The essay was written by Peretz Opoczynski in November, 1941. Opoczynski was the ghetto mailman, a position which allowed him to view and experience many aspects of ghetto life. He was not only a mailman, he was a reporter of daily life and events in the ghetto. Opoczynski was a member of the *Oyneg Shabes* Archive and wrote many pieces for the archive.

Children on the Pavement

*“Children on the streets, however, are the war’s darkest stain, and it can’t be washed away...Everywhere you turn you see them; hungry, abandoned children, begging with outstretched hands: ‘Dear Jews, don’t be heartless, I’m hungry...’ As you walk you hear the deliberate words these children use, the steady and adult sound of their voice.*

*The children stand there in heat and dust, rain and cold, snow and wind: just where does a tiny tot of seven or eight get such RARE COURAGE? What could the hearts of these little Jewish children possibly be feeling after being driven into this strange world that has nothing childish about it at all – a world so serious and lacking any hint of a smile, or childhood high jinks, or games?...*

*Every day you discover abandoned children...”*

*(From In Those Nightmarish Days: The Ghetto Reportage of Peretz Opoczynski and Josef Zelkowitz)*

**Answer the following about “Children of the Pavement”:**

4. Why do think Opoczynski said that children on the street are the “war’s darkest stain?”

**TEACHERS: After viewing Photographs 4 and 5, share the following information with students**

**Context:**

Children's centers, soup kitchens, and orphanages were organized by Jewish institutions such as the Jewish Council (*Judenrat*) and CENTOS.

The Jewish Council was the official governing body of the ghetto. The Jewish Council was usually made up of leaders in the Jewish community who were forced by the Nazis to carry out Nazi decrees in the ghetto. CENTOS was the Society for the Care of Jewish Orphans, founded in 1924. It was the main children's relief agency in the Warsaw ghetto.

Of the ghetto's approximately 100,000 children under the age of 14, over 80% needed assistance of some kind. A large proportion of these children were unable to get help.

## Photograph 6: Buying and Selling



### Answer the following about Photograph 6:

1. By looking at the photograph, what can you tell about the setting or location?
2. What do you think is happening in the photograph?
3. What can you tell about the people in this photograph?
4. What questions do you have about this photograph?

**TEACHERS: After viewing Photograph 6, share the following information with students**

**Context:**

This photograph shows a woman selling coal and pieces of wood. The Germans didn't allocate coal to private individuals. Jews in the ghetto had to buy coal that was smuggled into the ghetto. Unless people had coal, all pipes would freeze in the winter, which would mean there would be no running water or ways to dispose of waste. For awhile, middle class people could buy smuggled coal and wood to stay warm.

**Photograph 7: Adam Czerniakow (center), head of Jewish Council in the Warsaw Ghetto, surrounded by a bodyguard of Jewish Police**



**Answer the following about Photograph 7:**

1. Why do you think Jews in the ghetto were often angry with the Jewish Council and the Jewish Police?
2. What types of choices might Adam Czerniakow have been forced to make?

**TEACHERS: After viewing Photograph 7, share the following information with students**

**Context:**

Adam Czerniakow was the chairman of the Jewish Council in the Warsaw Ghetto. The anger of ordinary Jews in the ghetto was frequently focused on him, rather than the Germans. Czerniakow tried to do the very best he could in awful circumstances and often compared himself to the captain of the Titanic. Czerniakow cared deeply about children and went out of his way to help them. He tried to allocate as much money as possible to orphanages, children's centers, and soup kitchens. He opened playgrounds and often gave children pieces of chocolate and oranges as he walked through the ghetto streets.

**Document 8: Invitation to a children's performance at the Femina Theater on May 5, 1942**



Translation:

The Children's Holiday or Day of Children; May 5, 1942 (written in both Polish and Yiddish)

**Answer the following about Document 8:**

1. In spite of the horrific conditions and tragedies faced by the Jews in the Warsaw Ghetto, why do you think they continued to have concerts, plays, performances, etc.?
2. In your own words, how would you define cultural/spiritual resistance?
3. Why is it so important to have this primary source document today?

**TEACHERS: After viewing Document 8, share the following information with students:**

**Context:**

This invitation, found in the Oyneg Shabes Archive, documents a big evening of children's performances to raise money to help children in the ghetto. It was performed at the Femina Theater, which was the largest theater in the ghetto. Children from at least three different schools in the ghetto recited Hebrew poetry, Polish fables, and put on a play.

## **Answer Key**

### **Activity 1: Setting Historical Context**

1. "War to end all wars."
2. Humiliation of Germany's defeat and the peace settlement that followed in 1919
3. Betrayed by subversives at home and by the government who accepted the armistice
4. Communism
5. National Socialist German Workers Party
6. They favored order and security; felt new hope and confidence in the future of their country with the prospect of a bold and charismatic leader
7. Fuhrer and Reich Chancellor
8. Armed forces; all civil servants, including teachers, police, members of parliament and the judiciary
9. Treaty of Versailles
10. Jews, Blacks, Roma (also called Gypsies)
11. People with mental or physical disabilities
12. November 9, 1938; Night of Broken Glass; outbreak of anti-Jewish violence throughout greater Germany
13. Stamped with the letter "J"
14. September 1, 1939
15. Soviet Union
16. Ghettos; imprisoned behind brick walls and barbed wire
17. At least 2 million
18. Auschwitz-Birkenau
19. Those whom the SS judged unable to work
20. Genocide

### **Activity 2: Historical Background of Warsaw and the Warsaw Ghetto**

Responses will vary

### **Activity 3: Dialectal Journal**

Responses will vary

### **Activity 4: Photograph/Document Analysis**

Responses will vary

## Additional Resources

- “Who Will Write Our History” (Facing History and Ourselves)  
*37- minute educational version of the full-length feature film*

[Film: Who Will Write Our History \(classroom version\)](#)

<https://www.facinghistory.org/resource-library/video/who-will-write-our-history>