

2009

## A content analysis of Holocaust fiction for young people

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## A content analysis of Holocaust fiction for young people

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### Abstract

The purpose of this research was to examine Holocaust literature for young adults to determine if the books in this sample are historically accurate, have themes of survival and resistance, and portray characters who model positive attributes of citizenship. This researcher read 24 books copyrighted between 1992-2008 that were selected from H. W. Wilson's Junior High and Middle School Core Collection and Senior High School Core Collection. Nineteen of the twenty-four books read by this researcher were copyrighted after the year 2000. The data gathered provided evidence that 15 (63%) of the books sampled were historically accurate and were fictionalized accounts of real survivors of the Holocaust. Of the books sampled, 27 (96%) of the 28 main characters survived the war either in a concentration camp, in a ghetto, or as a part of the resistance. One hundred percent of the books sampled portrayed evidence that some of the Gentiles were empathetic to the plight of the Jews and other persecuted peoples and in various ways modeled positive attributes of citizenship.

A CONTENT ANALYSIS OF HOLOCAUST FICTION FOR YOUNG PEOPLE

A Graduate Research Paper

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

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August, 2009

This Research Paper by: Teresa Ann Evans-Winfield

Titled: A CONTENT ANALYSIS OF HOLOCAUST FICTION FOR YOUNG PEOPLE

Has been approved as meeting the research requirement for the  
Degree of Master of Arts.

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## ABSTRACT

The purpose of this research was to examine Holocaust literature for young adults to determine if the books in this sample are historically accurate, have themes of survival and resistance, and portray characters who model positive attributes of citizenship. This researcher read 24 books copyrighted between 1992-2008 that were selected from H. W. Wilson's *Junior High and Middle School Core Collection* and *Senior High School Core Collection*. Nineteen of the twenty-four books read by this researcher were copyrighted after the year 2000. The data gathered provided evidence that 15 (63%) of the books sampled were historically accurate and were fictionalized accounts of real survivors of the Holocaust. Of the books sampled, 27 (96%) of the 28 main characters survived the war either in a concentration camp, in a ghetto, or as a part of the resistance. One hundred percent of the books sampled portrayed evidence that some of the Gentiles were empathetic to the plight of the Jews and other persecuted peoples and in various ways modeled positive attributes of citizenship.

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## CHAPTER 1

### INTRODUCTION

What can I tell you as a teacher who teaches? It is more than a matter of communicating knowledge. Whoever engages in the field of teaching the Holocaust becomes a missionary, a messenger. (Wiesel, 1978, p. 271)

Imagine a world where the major events of history were never taught. How can educators expect students to be prepared for the future to ensure that they will become knowledgeable leaders, responsible educators, and wise citizens of the world if they are not taught the past? According to Schwartz (1990) teaching the Holocaust is more important now than ever before. The number of survivors is dwindling, and the survivors' greatest fear is that with their deaths, the history of the Holocaust will be lost to future generations (p. 95).

The Holocaust was a part of World War II that needs to be studied further to understand how so many factors, such as economics, hatred, fear, education, and apathy played a part in an event that stunned the world. The Holocaust Museum in Houston promotes awareness in its mission statement:

to promote awareness of the dangers of prejudice, hatred, and violence against the backdrop of the Holocaust....By fostering Holocaust remembrance, understanding, and education, the Museum will educate students as well as the general population about the uniqueness of that event and its ongoing lesson: that humankind must learn to live together in peace and harmony. (Berger, 2003, p. 126)

In order for students to remember the past and be able to make changes for the better, educators owe it to the youth of today to present the facts in many different genres such as literature (both fiction and nonfiction) and actual accounts of the survivors through historians. This is necessary so that the youth of today will have a better understanding of how hate, prejudice, apathy, and ignorance can destroy so many people.



A quotation in the section of the Holocaust Museum that pays tribute to the resistance says, “We all have a choice and that is why you are here” (Berger, 2003, p. 27). This research paper intends to analyze the historical accuracy of the portrayal of events and themes in Holocaust literature.

*Children Who Were Victims of the Holocaust*

The last, the very last so richly, brightly, dazzlingly yellow.  
 Perhaps if the sun's tears would sing against a white stone...  
 Such, such a yellow is carried lightly 'way up high.  
 It went away I'm sure because it wished to kiss the world goodbye.  
 For seven weeks I've lived in here, penned up inside this ghetto  
 But I have found my people here. The dandelions call to me  
 And the white chestnut candles in the court. Only I never saw another  
 butterfly. That butterfly was the last one. Butterflies don't live in here,  
 In the ghetto. (as cited in Maxwell, 1993, p. 1)

This poem was written by Friedman, a child interred in the Terezin Concentration Camp from 1942 through 1945. He wrote this powerful poem depicting how children living during the Nazi regime felt about their dilemma. There were fifteen thousand children interred at the Terezin Concentration Camp, but only one hundred survived. All of their hopes, dreams, and aspirations for the future were dashed by the cruelty of the Nazis (Maxwell, 1993, p. 2).

Maxwell (1993) argues that the beatings, lack of food, imprisonment, and death were so far beyond their comprehension that most of the Jewish children found it very difficult to survive. Escaping from the Nazis was impossible because the Third Reich looked at Jewish women and children as fertility, procreation, and the future of the Jewish race (Maxwell, 1993, p. 14).

The children of the Holocaust were killed by the Nazis because they were unwanted or a threat to the Aryan Race. Not only did they kill Jewish children, but they

also killed the Gypsies and German children with any physical or mental handicaps (*Children during the Holocaust*, 2007, p. 1).

These children lived with fear and suffering every day; it was emotional as well as physical. They were doomed for destruction simply because they were not part of the “Master Race” (*Children of the Holocaust*, 2001, p. 1). During this tragic time, the children were helpless victims. However there were people throughout Europe who did try to help at great risk to themselves. These people realized the danger they were in, but helped hide Jewish children and adults or helped to smuggle them out of the country. Even though the children did the best they could to survive; they were outnumbered and overpowered. These children were vulnerable but did discover ways to survive; they smuggled food and medicine into the ghettos and participated in underground resistance activities (*Children during the Holocaust*, 2007, p. 3). One way to share the history of these children is through books that tell their stories. Analyzing Holocaust fiction for historical accuracy is important in order for students today to understand that the Holocaust was real, it happened, and it could happen again.

Baumel (1993) teaches the Holocaust to interracial and interdenominational youth groups in Britain. When thinking about how to teach her students about the Holocaust, she decided that the best way for them to relate to the Holocaust was to use their life experiences. She drew the topics of her lectures from the many different aspects of the Jewish children of the Holocaust. She talked about the refugee children, deported children, hidden children, children in the ghettos, and those children that were forced to perform adult responsibilities for themselves, their brothers or sisters, or older relatives (Baumel, 1993, p. 190).

Her students found this type of teaching very rewarding and stimulating. After every lecture, students typically told her how she made the Holocaust come alive for them. Her students had a better understanding of what happened to the Jewish children of the Holocaust. Her students informed her that it is easier to understand the Holocaust when they can relate the incidents to their own lives (Baumel, 1993, p. 190).

Reading is a powerful tool. Without the advantages of reading fiction and non-fiction, it is difficult for students to understand the concepts of the time they are studying. Educators need to stress the importance of reading books based on historical facts.

### *Students' Perspective of History*

Alkis (n.d.) said that studying history is not only studying about the past, it is also studying how to prevent the same mistakes from happening over and over again. She said, "Students are spoon-fed the information they require; they need only revise the information and learn exam techniques" (p. 1). On a positive note, students usually have a closer relationship with their teachers in high school because of the availability of teachers to answer questions or give students encouragement.

Studying history is not only studying about the past. It is also studying how to prevent the same mistakes from happening over again. The study of history helps people to understand where they are today and why. The political activist James Mawdsley commented about the dictators who still rule in our world, "I don't know; maybe because we will just never learn" (Alkis, n.d., p. 2). Genocide and torture are still going on today, and society either cannot or chooses not to stop them. This point should be strongly emphasized in schools in order for changes to occur for the better. History is much more than facts, dates, treaties, wars, and moments of the past (p. 2).

*How the Holocaust is Taught Today*

Teaching about the Holocaust has an interesting history. It was barely taught at all through the 1950s and 1960s. Earlier studies have shown that the basic facts of the Holocaust and the persecution of the Jews were glossed over. If the Holocaust was taught, the facts were often distorted and misleading. It was not until 1975 that the teaching of the Holocaust was mandated in the public schools. Philadelphia and New York City were the first two public school systems to mandate teaching the Holocaust in their curriculum (Gutman, 1990, p. 421).

In the early 1970s, the only events of the Holocaust that were taught were the big events that surrounded this horror: Kristallnacht, the invasion of Poland, the Warsaw Ghetto Uprising, and the Liberation of the camps. Teaching the Holocaust encompasses many different aspects. Educators need to teach students to confront the past and act morally as individuals. In order for students to fully understand the Holocaust, they need to understand all aspects of this event: the history of the Jewish people, the role of the bystanders, which other ethnicities were involved in the murder of innocent people, and why the Jews were targeted by the Nazis (Gutman, 1990, p. 422). It is important that a content analysis of Holocaust fiction be conducted to ensure that the events of the Holocaust have been accurately portrayed in literature.

Controversy surrounded the Holocaust curricular mandate. Other ethnic minorities feared that these teachings would turn public opinion against their groups. New York City taught the Holocaust from the viewpoint of bigotry as opposed to the history of the Jews. Even though New York City was teaching the Holocaust from the

viewpoint of bigotry, Jewish education developed its own philosophy about how to teach the Holocaust (Gutman, 1990 p. 421).

The twentieth anniversary of the Warsaw Ghetto Uprising in 1963 brought the Holocaust to the attention of the American Jewish Educators. Parents and educators alike were worried that the Jewish students would become fearful that the horrors of the Holocaust would happen to them. By studying the Holocaust and Jewish history, it was anticipated that the non-Jewish students would develop a feeling of empathy and commitment to the survival of the Jewish people. Teaching the Holocaust today is also productive for confronting the issues of today, such as racism and intolerance (Gutman, 1990, p. 422).

Teaching the Holocaust not only involves the history of the event, but also factors in teaching human behavior, responsibility, and respect for human life. By studying the Holocaust, students will realize that a democracy is not automatically sustained but needs to be protected. Indifference to the suffering of others will perpetuate the problem. The Holocaust occurred because individuals, organizations, and governments made choices that allowed prejudice, hate, and mass murder to occur (United States Holocaust Memorial Museum [USHMM], n.d.b).

### *Museums as Educational Resources*

There are many different museums and centers for gaining knowledge and information about the Holocaust; one place is the Shoah Visual History Foundation. Steven Spielberg completed the movie Schindler's List in 1993. He also chaired The Shoah Foundation. Spielberg stated that this is the most important work of his career.

the eyewitnesses are survivors, as well as liberators, and trial prosecutors (Goldberg, 1997, p. 1).

Michael Berenbaum was the president and chief executive officer of the Shoah Visual History Foundation. It was Berenbaum's report to President Carter in Washington D. C. that led to the establishment of the United States Holocaust Memorial Museum. Berenbaum's role as president of the Shoah Foundation was to decide how to get one hundred thousand hours of testimony funneled into the educational system (Goldberg, 1997, p. 1).

When asked what the Holocaust was about, people most often mention the death camps. While the death camps were a large part of the murdering of the Jews, the testimonies that have been gathered show a broader spectrum of their lives. These survivors have so much more to offer than just their experiences in the camps. These experiences would include the Resistance, roundups, the ghettos, the Gentiles who helped the Jews, how they lived before the war, labor camps, and how they are living their lives after the war. Berenbaum said, "I think values education-education against racism and against discrimination and toward tolerance and pluralism and decency and human responsibility-is the single most important effort in our society" (Goldberg, 1997, p. 2).

Shoemaker (2003) states that the United States Holocaust Memorial Museum's intention is for students to understand and appreciate democratic values. Studying the Holocaust can and should be an interdisciplinary curriculum. Not only can history be incorporated into the study of the Holocaust but also the arts, music, and psychology (Shoemaker, 2003, p. 192).

A rationale for teaching the Holocaust is that the Holocaust was a watershed event in the entire history of humanity. Studying the Holocaust will help students understand the effects of prejudice, racism, and stereotyping. This study makes students aware of what can happen to people when apathy, indifference, and keeping silent become the norm instead of the exception. Students need to realize that if they do not speak up for other people, no one will speak up for them when they are being discriminated against. In order to make this world a safe place for all people, students need to recognize the dangers and how to react to them (United States Holocaust Memorial Museum [USHMM], n.d.b).

There are children and adults who do not know what the Holocaust is about or why it happened. The following quotes are from children in Prague who were asked questions about the Holocaust, and these are their answers:

The question is what do you know about Auschwitz and the Holocaust?

One thirteen year old girl said "I think Auschwitz is a type of hoofed animal." Her friend said: "It was some sort of camp during the Great Patriotic War. They burned Jews there."

A third girl answered: "We could tell you more if they taught us something about it in school."

A fourth girl replied "I have no idea what the Holocaust is. I have never heard anything about something like the Holocaust." (Bransen, 2005, p. 1)

This is very disturbing information because it is not an isolated incident. This question could be asked anywhere in the world, and some of the answers would be informed and others would not. After studying the Holocaust, a high school senior from Willmar, Minnesota, said, "When six million people are killed, and we forget about it, then we've lost the meaning of life" (Schwartz, 1990, p. 99).

There is a certain population of people who believe that the Holocaust never happened. The deniers of the Holocaust ignore that this part of history ever happened and they insist that it is a myth the Allies, Jews, and Soviet communists invented for their own purposes. The deniers maintain that the Allies needed this myth to justify their occupation and the harsh penalties handed out to the Nazi perpetrators. The deniers believe that if they can find one fact that is not correct, then it will discredit the whole Holocaust (United States Holocaust Memorial Museum, n.d.a).

The Holocaust deniers believe that the few Jews who were killed actually died of natural causes or were executed for crimes committed against the Nazi regime. The deniers believe that the number of Jews killed during the Nazi era was inflated even though legitimate historians have estimated between five and six million were killed (United States Holocaust Memorial Museum, n.d.a).

The deniers believe that the gas chambers were not part of the Nazis killing process. They believe that if they can disprove that Auschwitz was used as a killing center, they can justify that the whole history of the Holocaust never happened. The Holocaust deniers are not educated historians. Their organization is a platform of Anti-Semitism (United States Holocaust Memorial Museum, n.d.a).

Imagine what teachers could do in their curriculum to change the facts of history or skew their lectures. What if the portrayal of Blacks during the time of slavery were downplayed, or what if the Holocaust was not taught because educators did not want to upset their students? The list of changes that could be made in education is endless. In England, the teaching of the Holocaust is being dropped because it was upsetting students who believe that the Holocaust never happened (Cooper & Brackman, 2007, p. 1).



Not only is this derogatory to the Jews who were executed because of their ethnicity, but it is derogatory to the memory of their deaths under the Hitler Regime. What are the Europeans teaching their children? They are setting themselves up for the perpetuation of hatred, prejudice and genocide. America has a high number of people who cannot accurately describe what happened during the Holocaust; “A decade ago, 38% of American adults and 53% of high-school students either “didn’t know” or incorrectly defined the Holocaust” (Cooper & Brackman, 2007, p. 1).

Berenbaum believes that deniers do not have a realistic grasp of the Holocaust because in the long run, the truth cannot be suppressed. The documentation of the Holocaust is so thorough as to make it the most documented major crime in history. The murderers have admitted their wrong doing, the survivors have recorded their past, and the deniers have shifted their extremist tactics to focus on white supremacy. According to Berenbaum the denial of the Holocaust is not debatable (Goldberg, 1997, p. 5).

### *Problem Statement*

Holocaust fiction may not portray a historically accurate picture of this important event.

### *Purpose*

This research will examine Holocaust fiction for young adults to determine if the books chosen by this researcher are accurate historically, show that the main characters survived the war or were a part of the resistance, and provide a moral message for future generations.

### *Hypotheses*

1. Fifty-one percent or more of the selected novels will portray accurate historical facts of the Holocaust.
2. Fifty-one percent or more of the selected novels will have reoccurring themes of survival or resistance.
3. Fifty-one percent or more of the selected novels will have characters who model positive attributes of citizenship.

### *Definitions*

**Ethnicity:** “Refers to the differentiation of groups of people who have shared cultural meanings, memories, and descent produced through social interaction. In classical Greek, the terms *ethnos* and *ethnikos* were used in a number of ways to refer to a collectivity that shares similar cultural or biological characteristics—for example, a tribe of people or a band of friends—and who were not Greek, came from outside the nation, were foreign and different, and were also considered inferior, barbarian, and less civilized. This distinction between ethnically marked “others” and nonethnically marked “us” persists in modern popular usage with references to ethnic fashion or food.” (Darity, 2008, pp. 8-11)

**Genocide:** “International law defines genocide as acts intended to destroy a group of people defined by their nationality, ethnicity, race, or religion.” (Friedman & Kutler, 2003, pp. 536-37)

**Holocaust:** “The word Holocaust, derived from a term used in an early Greek translation of the Old Testament meaning a religious offering completely consumed by fire.” (Seltzer, 2003, pp. 490-93)

**Prejudice:** “A positive or negative attitude toward an individual based on his or her membership in a religious, racial, ethnic, political, or other group.” (Strickland, 2001, pp. 508-09)

### *Assumptions*

This researcher assumes that there is enough fiction written for middle school and high school students available to complete a content analysis of young adult fiction about the Holocaust.

*Limitations*

This study will be limited to Holocaust fiction novels for middle school and high school students written or translated into English, and copyrighted from 1992 to 2008.

*Significance*

This research is important for future generations to understand the past; young adults need accurate portrayals of the Holocaust through literature. The study of the Holocaust will benefit future generations who will understand how to secure a world without hate, prejudice, and genocide. This content analysis will analyze the historical accuracy of the Holocaust portrayal in young adult literature; it follows the last content analysis of Holocaust literature by Muallem and Dowd (1992). Reading about the Holocaust will deepen the students' perspective of the Holocaust, its history, and the moral issues surrounding it. The Holocaust provides valuable lessons into the study of human behavior and how to be a responsible citizen (United States Holocaust Memorial Museum, n.d.b).

## CHAPTER 2

### LITERATURE REVIEW

This research will examine Holocaust fiction for young adults to determine if the books chosen by this researcher are accurate historically, show that the main characters survived the war or were a part of the resistance, and provide a moral message for future generations.

This chapter will discuss other studies and strategies that have been done by researchers about the literature of the Holocaust, the perceptions that students have of the Holocaust, and whether or not citizenship and prejudice can be taught by using literature written about the Holocaust.

#### *Content Analysis of Literature of the Holocaust*

The purpose of the study done by Muallem and Dowd (1992) was to analyze six historical novels about the Holocaust for children and young adults. Their objectives were to find components of high-quality books about the Holocaust and to use specific criteria in a content analysis of these books. Muallem and Dowd (1992) chose six books to analyze about the Holocaust. Their criteria in choosing the six books to analyze were a fictional genre, a setting between 1930-1950 in Germany or an occupied country under Nazi rule, principle or interactive characters that are Jewish children or young adults, a plot dealing with the treatment of Jews under the Nazis, a copyright no earlier than 1980, and style without morbid or descriptive terminology. They also wanted to find books that were readily available for students. Muallem and Dowd's research found seventeen books that matched their criteria, and they randomly chose six of the books for analysis. The six

books chosen were as follows: *The Twins*, *Number the Stars*, *Fredrich*, *The House on Prague Street*, *Face of Danger*, and *Journey to America* (Muallem & Dowd, 1992, p. 49).

The criteria Muallem and Dowd (1992) used to analyze the chosen books were setting, point of view, characterization, plot, style, theme, and special features. When they analyzed the setting, they looked for the accuracy of the historical data presented in the literature and a storyline that took place between 1930-45 in a European country under Nazi rule (p. 49).

Muallem and Dowd (1992) looked for characterizations of protagonists who experienced suffering or trauma in the situations in which they found themselves. They were also looking for protagonists who were actively looking for solutions to survive. The titles chosen provided more than the historical facts about a specific time in history; they also made the students aware of how a specific group of people was persecuted (p. 50).

The plot was analyzed to see if it contained children or young adults as main characters, an interesting or suspenseful theme, and an interaction between the main characters in a family setting or with friends. For theme, they looked for books that had a moral about discrimination. Overall they found the books in their sample were historically accurate (Muallem & Dowd, 1992, p. 50).

Muallem and Dowd (1992) concluded that conducting a comparative analysis of Holocaust literature is beneficial for the students. Muallem and Dowd analyzed books copyrighted between 1970 and 1992. In their recommendations, they suggested that a further study would be beneficial for students using books published after 1992 to provide an updated study on the Holocaust (Muallem & Dowd, 1992, p. 53).

In order for students to learn about the Holocaust, there should be a tasteful way to present such a horrendous event in our history without emotionally crippling the students who are reading about the Holocaust. Jordan (2004) researched strategies that can be used by teachers to avoid overwhelming students with the atrocities that were committed during the Holocaust.

Jordan (2004) stated that through literature, students can learn about what it was like for the Jews and Gentiles in Nazi Germany without emotional harm. In this study Jordan explored non-threatening genres of literature about the Holocaust such as picture books, memoirs, and fantasy novels. She looked for strategies that authors used to present the atrocities, the setting of the story, realistic details that were used, and the tasteful way the graphic details were presented. One criteria that was found in all literature studied was the respect that was shown to the victims (Jordan, 2004, p. 199).

Some authors used self-narration as a strategy to soften the horrendous events of the Holocaust. It helps children relate on a personal level to historical topics. Using self-narration as a strategy allowed the reader to become gradually aware of the truth of these situations. The protagonists of these stories are children who do not have a clear understanding of the atrocities that were committed during the Holocaust such as the medical experiments, the extermination camps, or anti-Semitism, so many of the gruesome details were omitted (Jordan, 2004, p. 201).

Another strategy employed by authors in writing literature about the Holocaust was the use of allegory. Children can easily absorb the harsh realities of the Holocaust by using animals, cartoon heroes, or fairy tales to tell the stories. It is then the responsibility of the adult reading the story to explain to the children in a softer manner the moral of the

story. One example used by Jordan was Eve Bunting's *Terrible Things* (1980). This book is subtitled "*An Allegory of the Holocaust*" (p. 205). Rather than telling the stories about the atrocities of the Holocaust, the plot concentrates on the people who were not taken away. The moral of this story is to stand up for what a person believes in without all the gruesome details (Jordan, 2004, p. 205).

Presenting the story from the Gentile point of view was another strategy identified by Jordan (2004) to present stories about the Holocaust. Use of this strategy relieves tension in the story and distances the narrator from the telling of the story. Children can read this literature about the Holocaust without being up close and personal. Three of the books studied by Jordan were *Number the Stars*, *The Man from the Other Side*, and *Friedrich* (Jordan, 2004, p. 209).

Jordan (2004) found that children and young adults related to fantasy. This genre is another way to lighten the horrors of the Holocaust. Even if the protagonist is the same age as the reader, living fifty years in the past is a safe distance for the reader to identify with the protagonist without being hurt by the details of the Holocaust. One strategy employed in writing about the concentration camps is transporting the protagonist back in time. This alleviates emotional harm to the readers because they can distance themselves from the atrocities that were committed in the Holocaust. The books Jordan analyzed that were written in the fantasy format were *The Devil's Arithmetic* and *If I Should Die Before I Wake* (Jordan, 2004, p. 213).

In conclusion, Jordan (2004) stated the Holocaust was a difficult subject to teach because of the sensitive nature of this topic. Using good literature allowed students to understand the Holocaust without being threatened and emotionally damaged. She

stressed the importance of finding literature to teach students the Holocaust in a tasteful manner without overwhelming them or masking the true meaning of this subject.

Short (1997) conducted a two-part study on teaching the Holocaust through literature. The author's purpose in conducting the first study was to look at teachers' attitudes, how they taught the Holocaust, and what students learned about citizenship by studying the Holocaust. Short found in this study that students had no perception of anti-Semitism. They did not grasp the concept that emigration to other countries was difficult because of anti-Semitism, they did not know what the term *scape-goat* meant, and they were not aware of the history of Germany before 1930. Short stressed the importance of teaching these issues when studying the Holocaust. They all play a critical factor in how the Holocaust was perpetrated (Short, 1997, p. 180).

In the first part of the study, Short (1997) found many shortcomings. One shortcoming was the lack of presenting the topic of anti-Semitism as a prejudice that started before 1930. Textbooks presented the Jews as a wealthy religious community. The Jewish resistance and non-Jews persecuted were not discussed in the textbooks. The fact that the Jews were German citizens and should have been protected as any other citizens of that country was omitted from textbooks. In order for students to learn accurate information about the Holocaust, all information needs to be presented (Short, 1997, p. 181).

In the second part of the study Short (1997) analyzed two fiction books *Friedrich* and *Mischling Second Degree*. *Friedrich* is also one of the books that Jordan (2004) analyzed in her study on strategies to prevent overwhelming children when teaching the Holocaust. The point Short made with this book was that all Germans were not anti-



Semitic or Nazis. This fact was not mentioned in the textbooks that he studied (Short, 1997, p. 182).

Short (1997) stated that as long as fiction and autobiographies were presented with historical accuracy, literature was an asset for teaching the Holocaust. These genres can make these events of the Holocaust real to students thereby enhancing their study of the Holocaust. Short suggested that teachers should only suggest books that are historically accurate for their students to study. Teachers should not assume that just because a book is about the Holocaust that it will be true or accurate (Short, 1997, p. 188).

#### *Students' Previous Perceptions of the Holocaust*

Spector and Jones (2007) completed a two-part study of the use of Holocaust literature in the classroom. In their first study, Spector and Jones researched critical literacy in reading *The Diary of Anne Frank* in the eighth grade English classroom. Their purpose in this study was to assess ways that students can analyze *The Diary of Anne Frank* for a better understanding of Holocaust history. They also wanted to use this book as a representative of the Holocaust in the classroom (p. 37).

Spector and Jones (2007) pointed out that past instruction has not always taught the morals of the Holocaust, unless a teacher specifically adds this topic to the curriculum. It is critical that the teacher is aware of appropriate activities to bring to the unit and how to teach them. Researching and preparing how to teach the Holocaust would be beneficial for the teacher to do. This would give the Holocaust more meaning for their students (p. 37).

In another study, Spector and Jones (2007) researched how secondary students constructed meaning about the Holocaust through Holocaust literature units. Spector and Jones observed in the classroom of Mrs. Parker, an instructor that was well known for teaching Holocaust literature in Adams Township. Adams school is primarily white, middle class, and a suburb outside of a large Midwestern city. Spector and Jones spent eighty-four hours as participants and observers in Mrs. Parker's accelerated English language arts classes during the length of the Holocaust unit. Forty-six of the forty-seven students in Mrs. Parker's three classes participated in this study (p. 39).

They analyzed the first year data and found that most of the students perceived *The Diary of Anne Frank* as more hopeful than sad. Spector and Jones (2007) then devised a critical literary unit revolving around *The Diary of Anne Frank*. Spector and Jones went back the next year to present the critical literacy unit to a new group of eighth grade students in Mrs. Parker's class. Forty-five of the fifty-two eighth-grade students agreed to participate in this study (Spector and Jones, 2007, p. 39).

During the second year of study, Spector and Jones (2007) spent 135 hours observing and teaching this group of students. Spector and Jones began their unit by short readings about the history of the Holocaust, anti-Semitism, Jews in Denmark, and the Frank family. They also read the Goodrich and Hackett 1956 play *The Diary of Anne Frank* and historical sources. These students were also shown video clips about imprisonment, death, Anne's deportation, and they compared versions of the play by Goodrich and Hackett written in 1956 and the *Definitive Edition* written by Frank in 2001 (Spector and Jones, 2007, p. 39).

After analyzing data, Spector and Jones (2007) concluded that there are two reasons that a critical literacy unit is necessary. They found that in both years of the study, the students came to class with preconceived notions about *The Diary of Anne Frank*. The students also distorted the text to maintain these preconceived notions (p. 39). The data collected involved verbal discussions and writings that were analyzed by the teachers. The students' perceptions were noticeably altered after studying and learning more about Anne Frank from different sources. They found that Anne Frank was not always optimistic and looking for the good in everyone; she also felt despair, fear, hopelessness, and defeat (Spector and Jones, 2007, p. 39).

At the conclusion of this study, Spector and Jones (2007) reiterated that additional sources such as readings, texts, and narratives were critical to broaden students' understanding of the Holocaust. These additional resources should present a less slanted view of the Holocaust for the students' benefit. Historically accurate information is what teachers need to strive for when teaching the Holocaust.

Spector (2007) conducted another study on reading religious narratives to teach the Holocaust. The purpose of this study was to understand how students construct meaning of the Holocaust through cultural narratives. She did a qualitative study by immersing herself in the day-to-day life of classrooms exploring Holocaust literature. She felt that religious narratives were missing from previous studies (p. 7).

In the fall of 2003 and the fall of 2004, Spector (2007) collected data from the Adams Junior High and the River Hill Academy. River Hill Academy was a ninth through twelfth grade high school. Separating the two schools was twenty miles of interstate and many demographic differences: Adams was 2% White, and 98% Black

while River Hills was just the opposite with 98% Black and 2% White. The Adams Junior High was predominantly middle class. Students did not notice prejudice (or said they did not), did have the option of taking accelerated courses, and did have freedom in how and when they would finish assignments. The River Hill Academy consisted of students from the working poor class, who have personal experiences with prejudice because of skin color. Their classroom was inclusive. Students were not given a choice to participate in accelerated programs, and they did not have the freedom to decide when their assignments were due. The two schools had marked differences in population, thoughts on prejudice, and freedoms in the classroom. Ninety percent of the students in both schools were Christians. Christianity and reading the book *Night* by Ellie Wiesel were the only two issues these two schools had in common (Spector, 2007, p. 15).

Spector (2007) studied the use of religious narratives at Adams Junior High School and River Hill School. She conducted this study using the book *Night* by Ellie Wiesel. While the class was conducting whole group studies, she observed in a non-participatory manner. When the students did individual studies such as writing or small group discussions, she was proactive in talking to the students, reading their writings, and listening to their conversations. These observations took place at both schools during 2003 (p. 26).

Spector (2007) participated in an active role during 2004 at Adams Junior High by teaching some of the classes. Her observations consisted of reflections and descriptions of the setting, the curriculum, the participants, and the activities from each school. Audio taping many of the classroom activities played an important role in her data collection process. In 2003 she collected data from many large group and small

group discussions; these discussions lasted from ten to sixty minutes. In 2004 she collected data from eight large and small group discussions from River Hill and twenty-one large and small group discussions from Adams Junior High (p. 26).

Spector (2007) also conducted student interviews at Adams Junior High and River Hill schools. She interviewed seventy-three students at River Hill and fourteen students at Adams Junior High in 2003. In 2004 she conducted thirty-six student interviews at River Hill and twenty-three student interviews at Adams Junior High. The questions Spector asked of the students were their general impressions of the Holocaust unit, any particular texts they had read, and any comments that were made in class. She also collected any written artifacts that were finished (p. 26).

Spector (2007) needed to clarify or check the data already collected. She needed to find out what students were available during non-instructional times. She attempted to reach theoretical saturation by accessing as many students as possible within the limited time of the Holocaust unit (p. 26).

At Adams Junior High she collected all written work pertaining to *Night*, four journal entries from each participant, literature webs, and group posters based upon questions about the text. At River Hill High School she collected the study guide questions from each participant over each of the nine chapters in *Night*. In addition she collected any papers that were prepared by the students for their seminar discussion of the Holocaust unit (Spector, 2007, p. 28).

After analyzing the data she asked three questions: "What examples best demonstrate the complexity of the narratives? How do these examples of narratives-in-

action construct meaning about Jews and the Holocaust? Do these meanings support the goal of becoming more tolerant of diversity?" (Spector, 2007, p. 28)

Sixty-nine of the Christian students interviewed used narratives of supernatural forces to explain why the Jews were persecuted. Spector (2007) discovered three major narratives that were interconnected for most students: "There is a supernatural struggle of good against evil. There is a roadmap to redemption that people ignore at their peril. God redeems or condemns Jews through what happened at the cross" (Spector, 2007, p. 30).

Spector (2007) found that reading the Holocaust through narratives involving God almost always caused the readers to blame the victims. She stated that this reasoning is caused by religious background more so than reading religious narratives. Reading religious narratives in the public school system was a line an educator would find difficult to cross. Using religious narratives is still a valuable tool to open students' minds to different opinions and to create more tolerance in their thinking about differences (p. 45).

When teaching the Holocaust, the educator needs to be aware of how information of the Holocaust is presented to the student. Students could have preconceived notions or opinions of what the Holocaust is about. It is important to make sure the facts are accurate and relay this information to the students. The following study done by Totten (2000) revealed preconceived notions of the Holocaust held by the students.

Totten (2000) conducted a study on student misconceptions about the genesis of the Holocaust. His purpose was to find out what students knew about the Holocaust before they started studying this subject. This would be a help to teachers in planning their lessons for historical accuracy and to dispel preconceived notions that students

could bring to the classroom. Totten conducted this study using the Holocaust as the subject, but it would be beneficial for any curriculum (Totten, 2000, p. 1).

In order to find previous knowledge attained by the students, Totten (2000) asked the students to prepare a cluster map using the concept of the Holocaust as their focal point. They were to write down any thoughts that they had concerning this subject. The teacher stressed to the students that the information they wrote down should be the most accurate and comprehensive information possible. The teacher then reviewed the cluster maps, pointed out inaccurate information, and substituted the real facts. The students then saw in black and white their preconceived notions and the historical facts. The students came into this particular class with preconceived notions that all Jews were wealthy, controlled the economy, caused the Depression, and were destroyed by a maniac trying to annihilate an entire race. Once a teacher knows the student knowledge base, he or she can plan the lesson accordingly (Totten, 2000, p. 1).

In conclusion Totten (2000) stated that it is imperative that the teacher have a clear understanding of what students already know or do not know before they teach the Holocaust, or for that matter, any subject. Knowing what students' perceptions are is the best way for a teacher to prepare lessons for any topic. Being prepared with accurate historical data will only enhance students' understanding of the Holocaust (p. 2).

Tinberg's (2007) research consisted of how students read the literature of the Holocaust. The purpose of this study was to construct a table that represented how students read Holocaust literature. His goal was to achieve "embodied cognition" reading that involved both the head and the heart (p. 2). The students filled out a reader profile at the beginning of this study to find out prior knowledge of the Holocaust. They were

asked to fill out an exit survey on how they felt about the Holocaust literature that they had read (Tinberg, 2007, p. 1).

His methodology in achieving this goal was compiling data that he collected in two parts. He collected student journals, and he taped “read aloud and think aloud” sessions (p. 1). The journals were the students’ thoughts as they read throughout the week. This information was entered into a triple entry notebook and was recorded as both affective and critical responses. The students were to choose a particular passage that moved them or made them think in a different way. This passage was written in one column of their journal. In the second column they wrote about how they felt, and in the third column they did a critical analysis of the passage they had chosen. The students were asked to record their thoughts and feelings as they read (Tinsberg, 2007, p. 2).

The results of Tinsberg’s (2007) blending the tapings and students’ writings set the stage for the table, which was the focus of this research.

Tinsberg’s table is as follows:

Silent:	Absence of vocalized response
Summary	Restatement of the passage
Affective:	Emotional response to the passage
Interrogative:	Questions prompted by the passage
Dissonant:	Statement of confusion or acknowledgement of disparate claims
Metacognitive:	Comments on the reading-aloud process
Disciplinary:	Terms that reveal knowledge of disciplinary conventions
Inferential:	Larger meaning drawn from particular passages
Synthetic:	Connection of passages with other texts or with classroom discussion (p. 2).

He found that most responses fell within the Summary to Dissonant range. While fewer responses fell between the Metacognitive to Synthetic range, Tinsberg also found that the



age of the student played a part in the thoughtfulness of the response (Tinsberg, 2007, p. 2.)

Through his research, Tinsberg (2007) found that keeping a reflective journal and taping parts of the literature created a greater awareness for students that were studying the Holocaust. He found that this method provided awareness of prejudice and a willingness to respond when observing intolerance (p. 2).

### *Holocaust Education, Racism, and Citizenship*

Holocaust education will help students develop an awareness of racism and develop citizenship. Holocaust education will also give students a global perspective of human rights and a better understanding of the terms stereotyping and scapegoat. To learn about these issues productively, students need discussions for further learning to be beneficial.

Carrington and Short (1997) conducted a study on the effects of teaching the Holocaust and views on racism, stereotyping and the use of the term scapegoat. The young people that participated in this research were between the ages of 14 and 16 and had studied the Holocaust the previous year. There were 43 individuals (21 males and 22 females) from six urban secondary schools in South East England. Two of the schools were Catholic and the other schools were part of the local education authority. Half of the sample belonged to visible minority groups: seventeen were South Asian; two were from the Caribbean, one was Arabian, and one was Moroccan. The data collection for this study was semi-structured interviews conducted during the summer term in 1996. These participants were chosen because they were geographically close to the researcher (Carrington & Short, 1997, p. 1).

In the study done by Carrington and Short (1997) introduced himself to the students as someone who was interested in their personal responses to learn about the Holocaust. Participants talked to him individually about their perceptions of the Holocaust. The participants were assured that this was not a test, and they were free to terminate the interview at anytime, and that, they had total anonymity. These participants answered every question and chose not to terminate the interviews.

The questions that Carrington and Short (1997) wanted to explore with these participants were; Their knowledge of the Holocaust, their attitude towards different means of preventing a repetition, their ability to make connections between the Holocaust and other forms of racism, their perception of the wider benefits of such teaching, particularly in relation to the development of skills, attitudes, and dispositions associated with maximalist notions of citizenship. (Carrington & Short, 1997, p. 4)

Carrington and Short (1997) asked the participants questions about stereotyping and scapegoating to determine their knowledge of these two terms. The following two questions regarding stereotyping were asked of the students, "What is a racial stereotype" and "What was the Nazi stereotype of the Jew?" (p. 4). Half of the participants said that they were familiar with the concept of stereotype, but when asked about the Jewish image in Nazi ideology, one in five did not know or had forgotten. Twelve of the students believed that the Nazis depicted the Jews as evil, seven believed they were inferior, and three believed they were wealthy. When Short asked them to be more specific, it was obvious they did not have a real understanding of the term stereotyping (Carrington & Short, 1997, p. 4).

The following three questions regarding scapegoating were asked of the students: "What is a scapegoat?," "Who were the scapegoats in Nazi Germany?," and "What were they blamed for" (Carrington & Short, 1997, p. 4)? Thirty-three of the participants said

that they were familiar with the term but did not have a clear understanding of what the term scapegoat meant. The following are some of their answers: “the way Hitler ruled Germany,” “not being what Hitler wanted them to be,” and “being more successful than the Germans” (p. 4). The students did not have a grasp of the meaning of the term scapegoat.

Carrington and Short (1997) wanted to find out what the students’ thoughts were concerning human rights violations on grounds of race, ethnicity, nationality, or religion, and whether or not this can lead to genocide. The students were asked, “What does the Holocaust teach us about racism” (p. 4)? The majority of students stated that racism is wrong but about one-fourth said that they had a broader understanding of racism after studying the Holocaust. One student said, “How it can get out of control and end up in mass killing – it’s not just calling names and having a fight?” Another student said, “It has to be stopped before it escalates into something worse. If Hitler had not been allowed to go so far in the beginning, the Holocaust wouldn’t have happened” (p. 4). One of the participants made an astute comment concerning racism and the Holocaust. She said, “racism can come from greed....Hitler wanted power and used the persecution of the Jews to give himself power. It also teaches us that racism can come from lack of knowledge and that people have to be taught to stop it from happening again” (p. 4). Carrington and Short (1997) expressed concern that a few students implied that studying the Holocaust had taught them nothing about racism and that six other participants believed that the Jews were oppressed under the Third Reich because of their religious beliefs (p. 5).

The participants were asked if they thought that the Holocaust could happen again in Europe. The students were divided in their opinions as to whether or not this could happen again. Twenty-three answered yes, seventeen answered no, and the rest were undecided. Of those who answered yes, only five mentioned economic collapse as a contributing factor to the Holocaust (Carrington & Short, 1997, p. 5).

If students are not encouraged to discuss the reasons and preventions for racism, it will be harder for them to get a true meaning of these issues. With this premise in mind, Carrington & Short (1997) encouraged students to ponder how to prevent another Holocaust. The students were asked the question, "Should racist political parties be allowed to stand in general elections" (p. 6)? Two-thirds of the students were opposed. The students produced various reasons for not allowing them to participate, but only thirteen referred to the Holocaust.

Carrington and Short (1997) then asked the question "Should people of your age learn about the Holocaust" (p. 6)? They all responded yes. Twenty-three stated that learning about the Holocaust could prevent this tragedy from happening again. One participant responded, "If people learnt [sic.] about the Holocaust and about prejudice, we would grow up in a better society" (p. 6). Another student said, "If people know the causes and then responds why it happened, what should have been done, and what could have been done in the future, if anything like this happens [again], we will be able to step in" (p. 6). The rest of the students who responded by saying yes saw the value in studying the Holocaust to learn more about the past.

Carrington and Short (1997) stated that citizenship education should be approached from an international perspective as well as local and national. Short asked

his participants if Holocaust lessons should be taught in all countries or only in the countries directly involved in this event. Almost all of the students agreed that it should be taught internationally. Some of their reasons were that there is racism in every society, and there is a need to teach students everywhere about their global responsibilities. Others stressed that as a global society, people need to be alert for signs of the Holocaust happening again. If this occurs, it can be stopped before it starts (p. 7).

Interest in students' perceptions of other benefits of studying the Holocaust sparked the following questions: "Has studying the Holocaust changed you in any way? What has the Holocaust taught you about being a good citizen? What does the Holocaust teach us generally, about life and about people?" (p. 7). Many of the students truly felt that some of their opinions had been altered after studying the Holocaust. Seven individuals reported an increased awareness of racism. One student said, "I didn't realize that racism could go that far and that one man could have that much power and ruin so many lives" (p. 8). Another said, "Before I did the Holocaust, I didn't know how bad racism was" (Carrington & Short, 1997, p. 8).

Teaching the Holocaust can provide a deeper understanding of the terms racism, stereotyping, and scapegoat. Developing intolerance for prejudice is another benefit of teaching the Holocaust. Short said that under some conditions, the opposite is accomplished. Depending on how the teachers present and teach Holocaust lessons, students' preconceived notions may not change and in some instances, these notions are strengthened. Teachers need to be aware and strive for historical accuracy when teaching the Holocaust (Carrington & Short, 1997, p. 8).

Carrington and Short (1997) believed that most of the students benefited from this study. A few students showed a lack of interest. If most of the students who learn about the Holocaust are stronger in character, then the extra preparation by the teacher to construct a meaningful lesson that addresses the issues on the Holocaust is worth the extra time and research (Carrington & Short, 1997, p. 8).

Moss (2003) conducted a study with intermediate school aged children on breaking down barriers of racism and intolerance through literature. These students read a variety of fiction and nonfiction texts and discussed the issues of injustice and intolerance. The purpose of this study was to teach these students how literature can break down the barriers of injustice (Moss, 2003, p. 2).

Moss (2003) taught seven lessons in forty-five minute sessions with the students. The students had shared discussions on texts that they had read and analyzed these texts in terms of genre, social and historical settings, conflicts, character development, and themes. Writing in a Response Journal was an expectation of the students (p. 1). Picture books were used to stimulate discussions about race, class, and gender. The students explored the meanings of these books by journaling and group discussions. These books encouraged students to confront the injustice of social barriers and the role of prejudice and stereotypes in our society (p. 2).

The books that were chosen by Moss to represent the theme of social barriers are *Through My Eyes* by Ruby Bridges, *The Story of Ruby Bridges* by Robert Coles, *The Other Side* by Jacqueline Woodson, *The Royal Bee* by Frances Park and Ginger Park, *Virgie Goes to School with Us Boys* by Elizabeth Fitzgerald Howard. All of these picture books represent prejudice and discrimination of some kind. The teacher guided the

discussions by the students after they had read the assigned books. Journaling and writing down independent thoughts was part of this method of study (Moss, 2003, p. 6).

In each session the students were presented with a literature connection, pre-reading, post-reading, and responding to literature. The teacher set up the story and asked questions for the pre-reading. After the post-reading, the teacher once again asked questions about the story such as: What is the barrier in this story? Who is being discriminated against? The students answered the questions and then wrote their thoughts in their journals. These lessons were cumulative which gave the students a better grasp on the meaning of injustice, prejudice and discrimination (Moss, 2003, p. 6).

Assessment was a constant throughout this series of lessons. The objectives used to develop the lesson plans also provided criteria for assessment. The data was collected through the observations written by the teacher, the journals, and the verbal communications of the students who were placed in small groups. At the end of lesson six, the students were asked to respond to two questions in their journals. The questions were “What barriers do you see in your own world?” and “What can you do to help break down these barriers and build bridges?” (p. 6). The students’ responses to these specific questions provided relevant information about what they have learned, their ability to move from analysis to synthesis to understand multiple texts, and the ability to think beyond the text and contemplate the realities of their own world. These lessons provided the students a chance to ponder their personal responsibility for social action as active participants in their communities (Moss, 2003, p. 6).

There have been many studies done on the benefits of teaching the Holocaust. Researchers have shown that citizenship will be improved by student exposure to history

of the past. Students who become more aware of racism and blatant persecutions of minorities are more likely to stand up against discrimination of other people. There are many strategies available for teachers to implement teaching of the Holocaust.

The literature reviewed in this chapter has shown that there are many different ways to teach the Holocaust to young students. Indicated in this chapter is evidence of one content analysis by Muallem and Dowd (1992). Short (1997) indicated in his study that some textbooks either left out pertinent information or glossed over the facts of the Holocaust.



## CHAPTER 3

### METHODOLOGY

As the research cited in the previous chapter demonstrates, there are many different ways to explore the Holocaust from an educational standpoint. The purpose of this study was to conduct a content analysis of twenty-four Holocaust novels written for junior and senior high school students. This researcher looked for accurate historical facts, evidence of survival, evidence of resistance, and evidence of the development of citizenship. The hypotheses studied were:

1. Fifty-one percent or more of the selected novels will portray accurate historical facts of the Holocaust.
2. Fifty-one percent or more of the selected novels will have reoccurring themes of survival or resistance.
3. Fifty-one percent or more of the selected novels will have characters who model positive attributes of citizenship.

#### *Research Methodology*

This researcher used a quantitative content analysis in this study to analyze the characteristics of Holocaust literature. This researcher searched for books pertaining to the Holocaust from H.W. Wilson's *Junior High Middle School Core High and Middle School Core Collection* and *Senior High School Core Collection* copyrighted after 1992. Content analysis was completed using the books listed in Appendix B.

#### *Selection of Book Population*

Twenty-four books were included in this study. The most recent content analysis of this subject was done by Muallam and Dowd in 1992. Based on their

recommendations, this researcher selected young adult fiction literature about the Holocaust published after 1992. The H.W. Wilson publications *Junior High and Middle School Core Collection* and *Senior High School Core Collection* provided lists of highly reviewed literature recommended for purchase in secondary school libraries. This researcher searched the core collection lists for young adult fiction titles about the Holocaust. Fifty-eight titles were included in the core lists with copyright dates after 1992. The selection process for these books required the main theme to be about the Holocaust, the main character to be a young adult, and the genre fiction. This researcher found that 24 of the 58 titles listed qualified with these criteria. Nineteen of the 24 chosen books have a copyright from 2000 to 2008. This collection was accessed through the Rod Library at the University of Northern Iowa in Cedar Falls. All twenty-four books were analyzed for this study.

#### *Data Gathering Instrument*

The data-gathering instrument used in this study was an adaptation of Muallem and Dowd (1992) with slight modifications to suit this particular study. Muallem and Dowd developed and used the data-gathering instrument in their study entitled *Model Criteria for and Content Analysis of Historical Fiction about the Holocaust for Grades Four through Twelve*. This researcher will look for the following information in each book: the setting of the story, the age of the protagonist, the situation that he or she finds himself or herself in, historical accuracy of the story, survival of the main character(s), resistance of the main character(s), positive influences in the story, and a moral or development of citizenship. The content analysis form is listed in Appendix A.

### *Procedure*

Using the content analysis form in Appendix A, the researcher will record the title of the book, the author, the copyright date, the publisher, a summary of the book, name of the main character(s), their age(s), and the setting of the story. The researcher will analyze each book using the content analysis form for responses to a group of questions pertaining to each hypothesis. Questions for evidence for hypothesis one include, Were references made to historical events in the authors' notes? Is this book based on fictional characters with some of the facts historically accurate? Is this book historically inaccurate?

Questions for evidence for hypothesis two include, Did the main characters survive the war? Was survival of the main character(s) in a concentration camp? Was survival of the main character(s) in a ghetto? Was survival of the main character(s) in hiding? Was there evidence of resistance in the story? Did the main character(s) become part of a group for resistance? Did the main character(s) survive while participating as a part of the resistance?

Questions for evidence for hypothesis three include, Was there evidence of kindness shown by Gentiles'? Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Was there evidence of the Gentiles risking their lives to help the Jews? Did any Gentiles lose their lives while helping the Jews? To answer these questions this researcher will read each book carefully and record the data. This researcher will be the only reader and coder of the books included in this study.

## CHAPTER 4

### DATA ANALYSIS

Reading Holocaust fiction is an important part of teaching the Holocaust to young adults. Literature helps students identify with the subject of the Holocaust and gain a better understanding of this historical event (Short, 1997). The authors of Holocaust fiction must present the books with historical accuracy in order for students to learn the real meaning of the Holocaust. The survivors are dwindling, and it is important to preserve their memories. This is possible through fiction that portrays their stories.

The purpose of this study was to investigate young adult Holocaust fiction for historical accuracy, a reoccurring theme of survival or resistance, and positive attributes of citizenship. Books chosen for the sample population were published within a sixteen-year period. Copyright dates ranged from the 1992 publication of *Briar Rose* to the publication of *What World is Left* in 2008. The book *Emil and Karl* was written in Yiddish by Yankev Glatshteyn in 1938 however the translation into English occurred in 2006 by Jeffrey Shandler. The data set resulting from the content analysis can be found in Appendix C.

#### *Historical Accuracy in Holocaust Fiction*

Hypothesis one stated that 51% or more of the selected novels will portray accurate historical facts of the Holocaust. Table 1 shows the results.

Table 1

## Holocaust Fiction and Historical Accuracy

Response	Number	Percent
Yes	15	63%
No	9	37%
Totals	24	100%

Questions for evidence for hypothesis one include, Were references made to historical events in the authors' notes? Is this book based on fictional characters with some of the facts historically accurate? Is this book historically inaccurate?

Using the content analysis form for each book, this researcher analyzed whether or not the authors' notes contained references made to historical events. These notes were used to develop the fictional characters found in the stories. The inclusion of an author's note indicated to this researcher that the book was historically accurate.

Of the 24 books in this study 15 (63%) had evidence of historical accuracy. Several book examples demonstrate the portrayal of fictional characters based upon historical facts. *After the War* by Carol Matas is a story about a young girl named Ruth who was liberated from Buchenwald and who returned home to find that her entire family has been killed. She joined an underground organization to smuggle illegal immigrants to Palestine. *What World is Left* by Monique Polak is a story based on her mother's life when her mother was interred in the Terezin Concentration Camp. The Nazis used this camp as propaganda to promote their philosophy of what the camps were like for the Jews. Anneke and her family found out that the hardships in the camps were deplorable.

Moshe Garbarz's story was written in a book called *The Fighters* by Jean-Jacques Greif. He survived Auschwitz due to his physical strength. His physical strength was the result of growing up on the streets of Poland as a professional boxer.

Nine of the books sampled portrayed main character(s) that were not based on real life experiences. One example is *The Boy in the Striped Pajamas* by John Boyne; there was a place called Auschwitz, a commandant did run the camp, some of them did bring their families to live near the camp, and there were Jews and political prisoners interred in this camp. Even though this was a fictional account, many parts of the story were based on actual details and events. The main character in *The Boy in the Striped Pajamas* is a fictional character, but the storyline is convincing. This story is about the son of the Commandant who was running the camp at Auschwitz. He befriends a Jewish boy who was interred in the camp. This story showed that children who are not influenced by outside sources will be less likely to let hatred and prejudice into their lives. However, due to the criteria used in this analysis for the main character to be based upon historically accurate details this researcher did not count this particular book in the percentages shown as historically accurate.

Another example of a book that was based upon the events of the Holocaust, but was not included among those that met the criteria for historical accuracy in this study is *Briar Rose* written by Jane Yolen. This is an example of the story of the Holocaust told through the use of fairytales. The grandmother told her granddaughters the story of the princess who was rescued and taken to a castle. On her deathbed grandmother told Rebecca that she was Briar Rose. Rebecca promised her to find the secret of Briar Rose. This story is a perfect example of softening the full horror of the Holocaust for children.

This researcher concluded that hypothesis one is accepted because over 51% of the books sampled contained main characters based on historically accurate facts and events.

*Survival in a Concentration Camp, a Ghetto, Hiding, or a Part of the Resistance*

Hypothesis two proposed that 51% or more of the selected novels will have reoccurring themes of survival or resistance. The related questions asked in the content analysis included the following: Did the main characters survive the war? Was there evidence of resistance in the story? Was there survival of the main character in a concentration camp? Was survival of the main character in a ghetto? Was survival of the main character in hiding? Did the main characters become part of a group for resistance?

Of the 28 main characters in the books sampled, 27 (96%) survived the war and 11 (39%) of these survivors were a part of the resistance. Detailed data is shown in Table 2. The characters survived many different situations. The one (4%) character that did not survive the war was Bruno the commandant's son in the book written by John Boyne *The Boy in the Striped Pajamas*. Nine characters (32%) survived in concentration camps while only one (4%) survived in a ghetto. Other books sampled by this researcher portrayed character(s) surviving in hiding and joining the resistance. Of the 28 characters analyzed by this research, 10 (36%) of the characters were portrayed as surviving by hiding. Some of the books that employed hiding as the main theme were: *Emil and Karl*, *The Night Spies*, and *Run, Boy, Run* Throughout history, being a part of the resistance was an important part of World War II. Many people did not believe in what Hitler was professing and tried to help the persecuted peoples.

Table 2

## Survival in a Concentration Camp, a Ghetto, Hiding, or a Part of the Resistance

Theme	Number characters based (n=28)	Percent
Characters that did not survive the war	1	4%
Characters that survived the war	27	96%
Characters that survived in a concentration camp	9	32%
Characters that were never in a concentration camp.	19	68%
Characters that survived in a ghetto.	1	4%
Characters that were never in a ghetto.	27	96 %
Characters that survived in hiding	10	36%
Characters that were never in hiding	18	64%
Characters that were part of the resistance	11	39%
Characters that were never part of the resistance	17	61%

*Greater Than Angels* by Caron Matas tells the story of Anna Hirsch and her family who were sent to a camp called Gurs in France. Conditions were inhuman but their biggest fear was being sent to one of the Nazi death camps. Anna was one of the lucky ones who was rescued by relief workers. They arranged for her and other children to be sent to Le Chambon, a village in France. As the war increased in intensity, the Jews and the people who hid them were in increasing danger. *Torn Thread* by Anne Isaacs tells the story about two sisters who survived a slave labor camp in Czechoslovakia. They worked in a thread factory making uniforms for the German soldiers. Through luck and the help of the manager of the factory, Eva managed to keep her frail sister alive until the end of the war. Kathy Kacer wrote a story called *The Night Spies*, which develops the



theme of survival through hiding. A mother, her daughter, and young nephew have gone into hiding because they are Jewish. The mother was lucky enough to find someone to hide her and her family. The children soon grew bored with the confinement and began sneaking out at night to spy on the Nazis. They ran into the Partisans hiding in the forest and began working with them to foil the Nazis' plans. This story involved both hiding and resistance.

Jerry Spinnelli wrote a story called *Milkweed* about a young boy the age of ten whose name was Stopthief. He was an orphan who survived in the Warsaw Ghetto by escaping at night and stealing food to survive. He was very small for his age and very quick which made him a successful thief. He became friends with group of other orphans who also escaped in the night to steal food to stay alive. Although this story was based on facts, it portrayed fictional characters. This book was an interesting interpretation of how some of these children survived in the ghettos.

*Escaping Into the Night* by D. Dina Friedman is about a young girl Halina who survives the war by being a part of the resistance. Another story about resistance is *The Thought of High Windows* by Lynne Kositsky. Esther flees Germany for Belgium and then France at the beginning of World War II. When the Nazis capture her and the children she is hiding with Esther escapes through an open window and becomes a part of the resistance. This story captures the essence of young adult relationships.

The data in Table 2 shows that the book sample indicated that 27 (96%) of the main characters survived the war either in hiding, in the concentration camps, in a ghetto, or as a part of the resistance. Thus hypothesis two is accepted.

#### *Evidence of Citizenship or Morality*

Hypothesis three stated that over 51% of the books sampled would show positive evidence of citizenship or morality. The following related questions were asked for Hypothesis three: Was there evidence of kindness shown by Gentiles'? Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Was there evidence of the Gentiles risking their lives to help the Jews? Did any Gentiles lose their lives while helping the Jews?

Table 3

#### Evidence of Citizenship

Response	Number	Percent
Yes	24	100%
No	0	0%
Totals	24	100%

This researcher found that all of the books sampled portrayed instances of citizenship. Every book showed evidence of Gentiles either helping some of the Jews in hiding or disagreeing with the Nazi philosophy. The mother in *The Boy in the Striped Pajamas* disagreed with her husband the commandant of Auschwitz. *The Book Thief* written by Markus Zusak portrayed evidence that the Gentiles knew of the danger they were in when they hid the Jews. Liesel Meminger was an orphaned Jewish girl who was

adopted by a German family. Liesel was taught to read by her foster father Karl, which opened up a completely new world for her. Her foster family also hid the Jewish son of Karl's Army friend from World War 1. This family learned what happened to people who defy the Nazi rules. The Nazis captured Karl because they found out he was hiding a Jew named Max. Karl was put in a prison and suffered many hardships. *Lost in America* was another book in which kindness to the Jews was evidenced. Nicole, sent to America to live with an uncle and his family who did not want her, learned to live with many disappointments. Many people risked their lives to help her get to America. *The Shadow Children* written by Steven Schnur is a book about a whole town that tried to help Jewish children who were living in the forest. These children eventually were found by the Nazis, were rounded up and sent by trains to the death camps. The people in the village could do nothing to help these children without risks to their own lives. No Gentiles in the village were killed or captured for helping the children but this event haunted them for the rest of their lives.

Hypothesis three portrayed overwhelming evidence that many people were willing to endanger their own lives or that of their families to help the Jews. One hundred percent of the books sampled by this researcher showed evidence of kindness shown by the Gentiles. Thus hypothesis three was accepted. It was reassuring to know that during the Holocaust many people offered kindness, food, or whatever they could give to make the lives of the persecuted a little easier. Many people were blatantly opposed to Hitler's regime, and many went underground to oppose the war.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### *Summary*

The purpose of this research was to examine Holocaust fiction for young adults to determine if the books chosen by this researcher were accurate historically, show that the main characters survived the war either in a concentration camp, a ghetto, in hiding or as a part of the resistance, and provide a moral message for future generations. Of the twenty-four books read by this researcher, the themes were consistent with historical accuracy, survival, resistance, and evidence of citizenship shown to the persecuted peoples, and all three hypotheses were accepted.

A quantitative analysis was conducted to examine Holocaust fiction for historical accuracy, survival, resistance, and citizenship. This method was used to determine whether the hypotheses generated were true. The twenty-four sample books that fit the criteria were selected from H.W. Wilson's *Junior High and Middle School Core Collection* and *Senior High Core Collection*. The oldest book in the sample was published in 1992 and the most recent had a copyright date of 2008.

The data collection and analysis for Table 1 shows that 15 (63%) of the books read included main characters, based on real life events of the Holocaust. The other 9 (37%) books were characters that were created through fictional accounts of the Holocaust. However, in spite of the fictionalized characterizations, many of the facts or events of the stories were based on historically accurate details.

Table 2 provided evidence of how the main character(s) survived, either in a concentration camp, a ghetto, or in hiding, and whether or not they were a part of the

resistance. Of the books sampled only one story had the main character die in a concentration camp. John Boyne, who wrote *The Boy in the Striped Pajamas*, had an interesting twist at the end of his story. The main character dies at the end and is not Jewish. This would be a good philosophical debate for students who use this book to study the Holocaust. In summary the book sample of 28 characters used in this study showed that 9 (32%) main characters survived in a concentration camp, 1 (4%) main character survived in a ghetto, 10 (36%) main characters survived in hiding, and 11 (39%) of the main characters who survived the war became a part of the resistance.

The focus of hypothesis two was on survival or resistance. The 11 (39%) characters that were a part of the resistance were also part of the 27 (96%) main characters that survived the Holocaust. This caused this researcher to accept hypothesis two based on the prediction that 51% or more of the books would portray themes of survival or resistance. This showed that the survival theme is most common but that one third of the books included the resistance theme combined with the survival theme.

This researcher shows in Table 3 that of the twenty-four books sampled, 100% showed evidence of citizenship or morality. It was enlightening to read that not all of the people ignored the Nazis' killing of six million people. Many books showed evidence of townspeople hiding Jews at great risk to themselves and their families. One of those stories was *The Book Thief*. Not only did Karl and his wife adopt a Jewish orphan and raise her as their own, they also hid the Jewish son of Karl's friend. He performed these acts of kindness knowing he was putting himself and his family in great danger.

### *Conclusions*

The positive aspects of this study were many. A large percentage of the books showed evidence of historical accuracy. These books will benefit students studying the Holocaust in a class or who may be reading about this topic as a personal area of interest. There was also evidence in the books sampled that accurate facts were woven into the stories, even though the books were based on fictionalized accounts. Careful lesson planning by the teacher and the addition of these sampled books will make the students more aware of the events of the Holocaust.

This researcher was impressed with the percentages shown in Table 3. One hundred percent of the books in the sample showed evidence of citizenship or morality; this is a strong statement about the importance of moral actions and citizenship that has been emphasized widely in the inclusion of the Holocaust in the school curriculum. This will have a major impact on students when they read these books. Students will have a chance to think about this evidence while they are reading and conclude that helping other people is a positive act. Through these books sampled, students can empathize with the characters that risked their lives to help the Jews. If nothing else, it will give the students pause to wonder what they would have done in those situations. It is important that students study the Holocaust so that this horrific event will be remembered. Reading Holocaust fiction will strengthen students' understanding of the Holocaust, and they will learn more tolerance for other people.

*Recommendations*

The study of the Holocaust should remain in the forefront of curriculum. Studying the topic within the disciplines of history, literature, English, speech, art, music, and in the library are a few of the subjects that would continue to be enhanced by the study of the Holocaust. Educators should continuously search for new books written on this subject to enhance their curriculum. Librarians should seek new Holocaust literature as selections are made for school libraries. As shown in this paper, 19 (79%) of the books sampled had copyrights within the last nine years. Educators and teacher librarians can accomplish a great deal through their teaching careers to make students aware of what hate, prejudice, and apathy can do to the people persecuted. It is the job of educators and teacher librarians to further the betterment of society through making students aware of the danger of prejudice, hate and apathy.

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APPENDIX A  
CONTENT ANALYSIS FORM

Title:

Author:

Copyright:

Publisher:

Summary:

Name of main character:

Age of main character:

Setting:

Historical accuracy:

Positive influences in this story:

Morality or the promotion of citizenship:

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

Were references made to historical events in the authors' notes?

Is this book based on fictional characters with some of the facts historically accurate?

Is this book historically inaccurate?

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main character(s) survive the war?

Was there evidence of resistance in the story?

Was survival by the main character(s) in a concentration camp?

Was survival by the main character(s) in a ghetto?

Was survival by the main character(s) in hiding?

Did the main character(s) become part of a group for resistance?

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles?

Was there evidence of the Gentiles disapproval of the Nazi philosophy?

Was there evidence of the Gentiles risking their lives to help the Jews?

Did any Gentiles lose their lives while helping the Jews?

## APPENDIX B

### CHOSEN BOOK LIST

- Boyne, J. (2006). *The boy in the striped pajamas: A fable*. New York: David Fickling Books.
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## APPENDIX C

## CONTENT ANALYSIS DATA

Title: *The Boy in the Striped Pajamas*

Author: John Boyne

Copyright: 2006

Publisher: David Fickling Books

Summary: This is a story about a relationship between a ten-year-old boy named Bruno and Shmuel, a ten-year-old Jewish boy. They meet at Auschwitz where Bruno's father is the camp commandant and Shmuel is a prisoner. This story chronicles their short time together as friends and they learn that being friends is not impossible in spite of the situation.

Name of main character: Bruno

Age of main character: Ten

Setting: Auschwitz Concentration Camp

Are the details graphic? No

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? It portrays to readers that even in difficult times relationships can be developed and that children if left to their own beliefs do not consider prejudice a deterrent for friendship.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? Yes

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? No

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? No

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes the mother

Was there evidence of the Gentiles risking their lives to help the Jews? No

Did any Gentiles lose their lives while helping the Jews? No



## APPENDIX C

## CONTENT ANALYSIS DATA

Title:	<i>Greater Than Angels</i>
Author:	Carol Matas
Copyright:	1998
Publisher:	Simon & Schuster
Summary:	Anna Hirsh and her family are deported to a camp called Gurs in France. Conditions are inhuman but their biggest fear is being sent to one of the Nazi death camps. She escapes the camps because relief workers arrange for her and other children to be sent to Le Chambon, a village in France. As the war increases in intensity the Jews, and the people who hide them are in increasing danger.
Name of main character:	Anna Hirsh
Age of main character:	Early Teens
Setting:	France
Is the story historically accurate?	Yes, research and interviews with people who lived through this event.
Are there positive influences in this story?	Yes, many people risked their lives to hide the Jewish children.
How can this story promote citizenship?	Realizing that we can do something to help other people.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main character or characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? At the beginning they were in camp. The Red Cross rescued children and saved them from the Nazis.

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *After the War*

Author: Carol Matas

Copyright: 1996

Publisher: Simon & Schuster Books

Summary: This is a true story about a young girl named Ruth who tries to return home after her liberation from Buchenwald. When she finds none of her family she joins the underground organization to smuggle illegal immigrants to Palestine.

Name of main character: Ruth

Age of main character: 15

Setting: From Germany to Palestine

Is the story historically accurate? Yes

Are there positive influences in this story? Yes, there is always hope.

How can this story promote citizenship? Readers can realize that no matter what age doing the right thing is always best.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? Yes

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title:	<i>Room in the Heart</i>
Author:	Sonia Levitin
Copyright:	2003
Publisher:	Dutton Children's Book
Summary:	This story tells of the role children played in surviving in Copenhagen when the Nazis occupied Denmark. It is told with alternating voices and shows the courage and heroic measures these children showed to survive.
Name of main characters:	Julie, Neils, Freidricka
Age of main characters:	Young teens
Setting:	Denmark
Is the story historically accurate?	Yes
Are there positive influences in this story?	Yes
How can this story promote citizenship?	Young teens demonstrate the courage it takes to survive.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes, the people of Denmark.

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Milkweed*

Author: Jerry Spinnelli

Copyright: 2003

Publisher: Thorndike Press

Summary: A young boy known to himself as Stopthief, develops a sense of community while in the Warsaw ghetto.

Name of main character: Stopthief

Age of main character: Ten

Setting: Warsaw Ghetto

Is the story historically accurate? Yes, the story was researched.

Are there positive influences in this story? Yes

How can this story promote citizenship? People helping people in difficult situations.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? Yes

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? Yes

Was survival in hiding? No

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? No

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? No

Was there evidence of the Gentiles risking their lives to help the Jews? No

Did any Gentiles lose their lives while helping the Jews? No



## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Shadow Children*

Author: Steven Schnur

Copyright: 1994

Publisher: Scholastic Inc.

Summary: Etienne spends the summer with his Grandfather on the farm near the French town of Mont Bulant. He sees children playing alongside the road and asks his grandfather who they are but his grandfather ignores him. Until one day when he finally decides to tell Etienne the truth about how his town tried to save Jewish children.

Name of main character: Etienne

Age of main character: Eleven

Setting: French Countryside

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? Telling the truth is always better.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? Yes

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? No

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Daniel Half Human and the Good Nazi*

Author: David Chotjewitz

Copyright: 2000

Publisher: Atheneum

Summary: Best friends in 1933 Daniel and Armin admire Hitler. As the anti-Semitism platform brings Hitler more power, Daniel finds out that he is half-Jewish. This story explores the relationship of the two friends when it is discovered that Daniel is half-Jewish. We learn of this story through the present tense with flashbacks to the past.

Name of main character: Daniel

Age of main character: present tense late 20's past tense teenager

Setting: Berlin, Germany

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? Not everyone believed in the Nazi Regime

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters but with certain facts historically accurate? Yes

Is this book historically inaccurate? Yes

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? No

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Thought of High Windows*

Author: Lynne Kositsky

Copyright: 2004

Publisher: Kids Can Press Ltd.

Summary: This is a story about a young Jewish girl from Berlin who was saved by the Red Cross and taken to Belgium and France. This story chronicles her life as a child, her perceptions of herself and her friendships with other Jewish children.

Name of main character: Esther

Age of main character: 12 years old

Setting: An old castle in France and later different towns in France.

Is the story historically accurate? Yes

Are there positive influences in this story? Yes

How can this story promote citizenship? This story showed that many Gentiles were willing to help the Jewish people any way they could.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Someone Named Eva*

Author: Joan M. Wolf

Copyright: 2007

Publisher: Clarion Books

Summary: This is a story about a non-Jewish Polish girl who was kidnapped from her parents by the Germans. She was forced to learn to speak German, to learn the history of Germany and was brainwashed to become someone other than who she was. The purpose of this was to adopt these children to good German families. Then the adoptive parents could earn medals for having many children to further the Reich.

Name of main character: Milada

Age of main character: 12

Setting: The town of Lidice

Is the story historically accurate? Yes

Are there positive influences in this story? Yes, the children were tracked down after the war and reunited with their families, or at least what was left of their families. How can this story promote citizenship? By showing that someone actually made the effort to reunite them with their families.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? No

Was there evidence of the Gentiles risking their lives to help the Jews? No

Did any Gentiles lose their lives while helping the Jews? No



## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Book Thief*

Author: Markus Zusak

Copyright: 2005

Publisher: Alfred A. Knopf

Summary: This is a story told from Death's point of view about a young girl who learns to read by stealing books. Her foster father gives her the gift of reading. She learns about love, life, fear, courage, and friendship while growing up in Nazi Germany.

Name of main character: Liesel Meminger

Age of main character: 10 years old

Setting: Himmel Street Germany

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship?      There is good in people during difficult times.

Questions that pertain to historical accuracy (evidence for hypothesis one)

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? No

Was there evidence of the Gentiles risking their lives to help the Jews? No

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Torn Thread*

Author: Anne Isaacs

Copyright: 2000

Publisher: Scholastic Inc.

Summary: This is a fiction book based on facts about two sisters who are imprisoned in a slave labor camp in Czechoslovakia. They worked in a thread factory that made uniforms for the German soldiers. Eva manages to keep her sister alive during the duration of the war.

Name of main character: Eva

Age of main character: 12

Setting: Slave labor camp in Czechoslovakia

Is the story historically accurate? Yes

Are there positive influences in this story? Yes

How can this story promote citizenship? This story showed the good in people who were managing the thread factory and some of the citizens of the town.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? Yes

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

APPENDIX C  
CONTENT ANALYSIS DATA

Title: *Good Night, Maman*

Author: Norma Fox Mazer

Copyright: 1999

Publisher: Harper Collins Publishers

Summary: Karin Levi's life changes forever when the Nazis occupy Paris in 1940. Her Maman is unable to travel because of illness so she and her brother board the ship to America without her. Will she ever see her Maman again? Will she and her brother survive the trip to America?

Name of main character: Karin Levi

Age of main character: 12

Setting: France and Oswego, New York

Is the story historically accurate? Yes

Are there positive influences in this story? Yes, people helped get Jews on the ship the Henry Gibbons and people helped them when they landed in America.

How can this story promote citizenship? It shows how people helped the Jews to escape on the ship.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Night Spies*

Author: Kathy Kacer

Copyright: 2003

Publisher: Second Story Press

Summary: This story involves a mother, her daughter, and young nephew who have gone into hiding because they are Jewish. The children soon grow bored with the confinement and they sneak out at night to spy on the Nazis. They become an integral part in helping the partisans.

Name of main characters: Gabi and Max

Age of main characters: Twelve

Setting: Czechoslovakia

Is the story historically accurate? Yes

Are there positive influences in this story? Yes

How can this story promote citizenship? This story tells about people who were willing to risk their lives to help hide the Jews.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No



## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Run, Boy Run*

Author: Uri Orlev

Copyright: 2001

Publisher: Houghton Mifflin Company

Summary: This is a powerful story about a young boy who finds himself orphaned at the age of 8 and is forced to run from the Nazis and survive in the forest.

Name of main character: Janeck

Age of main character: Eight

Setting: Poland

Is the story historically accurate? Yes

Are there positive influences in this story? Yes

How can this story promote citizenship? Once again many people risked their lives to help the Jews.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Boy Who Loved Anne Frank*

Author: Ellen Feldman

Copyright: 2005

Publisher: Hampshire House Publishing Corporation

Summary: What if Peter van Daan survived the war? This book tells the story of Anne Frank from the perspective of Peter, who was in hiding with her. Peter is a man who made his way to America after the war and wanted to live his life without anyone knowing who he really was including his wife and family. *The Diary of Anne Frank* came out as a play and a movie, which stirred many memories and anxieties in Peter.

Name of main character: Peter Van Pels

Age of main character: Adult

Setting: America

Are the details graphic? No

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? This particular book did not explore citizenship.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, were references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? Yes

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? No

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? No

Was there evidence of the Gentiles risking their lives to help the Jews? No

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Doll with the Yellow Star*

Author: Yona Zeldis McDonough

Copyright: 2005

Publisher: Henry Holt and Company

Summary: This is a story about a young French Jew who is sent to live with relatives in America after the Nazis occupy Paris. She is lonely for her parents and the doll she lost on the boat in a fire. She learns about loneliness, sorrow and love.

Name of main character: Claudine

Age of main character: Eight

Setting: France and America

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? It portrays the goodness in people.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, were references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? Yes

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Emil and Karl*

Author: Yankev Glatshteyn

Copyright: English Translation 2006

Publisher: Farlag M. S. Sklarsky

Summary: Two young boys one Jewish the other non-Jewish run away together after their parents were taken by the Nazis.

Name of main characters: Emil and Karl

Age of main characters: 12

Setting: Vienna, Austria

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? Many people tried to help Emil and Karl

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No



## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *What World is Left*

Author: Monique Polak

Copyright: 2008

Publisher: Orca Book Publishers

Summary: This is a story about a family from Holland who were forced into the Terezin Concentration Camp in Czechoslovakia. According to the Nazis Terezin was the model concentration camp. Anneke and her family found otherwise but their will to survive was strong. They soon learned that they would do anything to survive.

Name of main character: Anneke

Age of main character: 11

Setting: Terezem concentration camp in Czechoslovakia

Are the details graphic?

Is the story historically accurate? Yes, this story is based on the authors' mother in  
Terezin

Are there positive influences in this story? Yes, not all the people running the camp  
agreed with the policies of the Nazis.

How can this story promote citizenship? This story showed compassion from non-Jewish  
people.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? Yes, Terezin

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Sisterland*

Author: Linda Newbery

Copyright: 2003

Publisher: Laurel-Leaf Books

Summary: When Hillys' grandmother moved in with their family little did they know their lives were about to change forever. Heidigran has Alzheimers and in her confusion she starts remembering the days of her youth. Hillys' grandmother has lived her entire life as a German. Hilly decides to look into her grandmothers past only to find that she is Jewish and has a sister she hasn't seen since Auschwitz.

Name of main character: Hilly

Age of main character: 15

Setting: England

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? Heidigran was one of the Jewish children that was part of the Kindertransport to England.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Was this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? Yes

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Lost in America*

Author: Marilyn Sachs

Copyright: 2005

Publisher: Roaring Press Books

Summary: This story follows Nicole who was at a friends' house when the Gestapo arrested her parents and sister. She later finds out that her parents and sister were killed in Auschwitz and she grows up in America with an uncle who doesn't really want her.

Name of main character: 14

Age of main character: young girl to teenager

Setting: France and America

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? People smuggled Nicole out of France at great peril to themselves.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Fighters*

Author: Jean-Jacques Greif

Copyright: 1998

Publisher: Bloomsbury

Summary: This book is based on the life of Moshe Garbarz. He used his physical strength and luck to survive in the concentration camps.

Name of main character: Moshe Wisniak

Age of main character:

Setting: Poland, France, and Auschwitz

Is the story historically accurate? Yes

Are there positive influences in this story? Yes

How can this story promote citizenship? Moshe's family was saved.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? Yes

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No



## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *Briar Rose*

Author: Jane Yolen

Copyright: 1992

Publisher: Tom Doherty Associates, LLC

Summary: Rebecca has always been enthralled with her grandmother's fairy tales. On her deathbed Rebecca promises her grandmother to find out the truth about Briar Rose.

Name of main character: Rebecca

Age of main character: childhood through young adult

Setting: America and Kulmhof, Poland

Is the story historically accurate? No

Are there positive influences in this story? Yes

How can this story promote citizenship? People helped Briar Rose to save her life.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? No

Is this book based on fictional characters with certain facts historically accurate? Yes

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? Yes

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

## CONTENT ANALYSIS DATA

Title: *Escaping into the Night*

Author: D. Dina Friedman

Copyright: 2006

Publisher: Simon & Schuster

Summary: A young girl escapes from a Polish Ghetto and joins the resistance living in the woods.

Name of main character: Halina

Age of main character: young girl

Setting: Polish ghetto

Is the story historically accurate? Yes it was researched for accuracy.

Are there positive influences in this story? yes

How can this story promote citizenship? Kindness shown by complete strangers.

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? Yes

Was there evidence of resistance in the story? Yes

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? Yes

Did the main characters become part of a group for resistance? Yes

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles'? Yes

Was there evidence of the Gentiles' disapproval of the Nazi philosophy? Yes

Was there evidence of the Gentiles risking their lives to help the Jews? Yes

Did any Gentiles lose their lives while helping the Jews? No

## APPENDIX C

### CONTENT ANALYSIS DATA

Title: *The Entertainer and the Dybbuk*

Author: Sid Fleishman

Copyright: 2007

Publisher: Harper Collins

Summary: An American ventriloquist in post war Europe is struggling with his act. He is possessed by a dybbuk, which is a ghost from a Jewish child killed during the Holocaust.

Name of main character: The dybbuks' name was Avrom Amos Polikov.

Age of main character: The dybbuk was 11.

Setting: Europe

Is the story historically accurate? The story is fiction but the facts are correct. Author's notes stated that there were over one million children killed by the Nazis during the 1930s and 1940s.

Are there positive influences in this story? Yes

How can this story promote citizenship? Not very specific for citizenship

*Questions that pertain to historical accuracy (evidence for hypothesis one)*

In the authors' notes, are references made to historical events? Yes

Is this book based on fictional characters with certain facts historically accurate? No

Is this book historically inaccurate? No

*Questions that pertain to survival or resistance (evidence for hypothesis two)*

Did the main characters survive the war? No

Was there evidence of resistance in the story? No

Was survival in a concentration camp? No

Was survival in a ghetto? No

Was survival in hiding? No

Did the main characters become part of a group for resistance? No

*Questions that pertain to promoting citizenship (evidence for hypothesis three)*

Was there evidence of kindness shown by Gentiles? Yes

Was there evidence of the Gentiles disapproval of the Nazi philosophy? No

Was there evidence of the Gentiles risking their lives to help the Jews? No

Did any Gentiles lose their lives while helping the Jews? No