



‘The Jews Were Treated Alright’

UNDERSTANDING TEREZIN HISTORICAL WEBQUEST-

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“I was six years old when I was sent to the concentration camp of Terezín in the dying days of World War II. Sixteen thousand children went through Terezín, but only one hundred and twenty three survived. I am one of those survivors”.

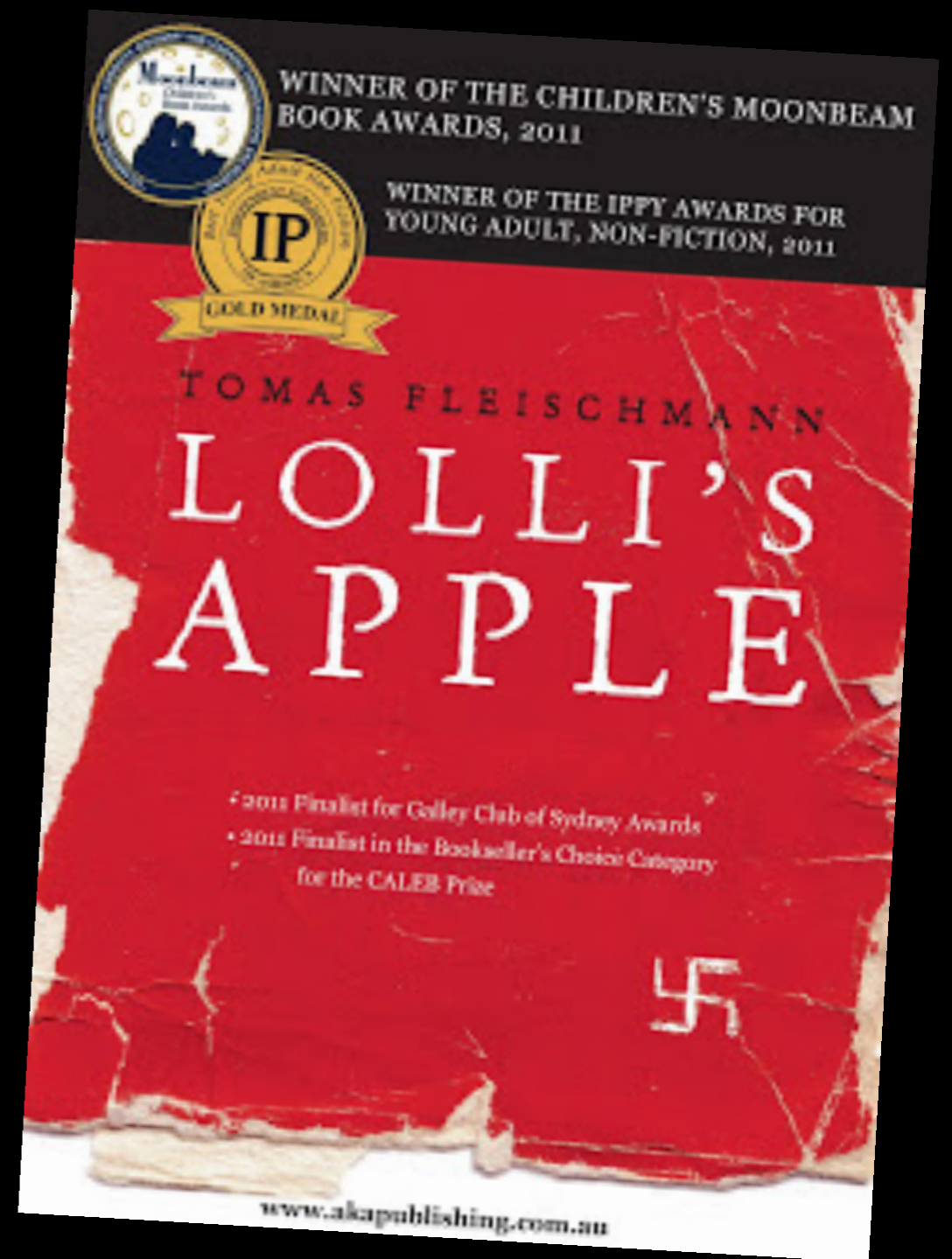
Tomas Fleischmann, ‘Lolli’s Apple’.

INSPIRATION FOR THE WEBQUEST

This WebQuest is based on the novel, 'Lolli's Apple'.

Each of the PowerPoint slides in the WebQuest contain an extract from the novel. These extracts relate to individual topics about Terezin Concentration Camp or the Holocaust in general.

Lolli's Apple is a novel written by Tomas Fleischmann. Tomas was born in what is now Slovakia on June 27 1938 and is one of only 123 survivors of 16,000 children who went through Terezin Concentration Camp during WWII. He and his pregnant mother Lolli faced arrest, interment at Szered Camp, transportation to Auschwitz and internment at Terezin Concentration Camp where Lolli gave birth to another son, Peter. Tomas later migrated to Australia and now reside in Sydney.



INSTRUCTIONS

WHAT?

This WebQuest is a series of learning activities, using Internet resources, which encourage students to use higher order thinking skills to solve problems. As such, students will need access to a computer and the internet to complete this task. The title of the WebQuest comes from a comment made by the Danish Red Cross, who visited Terezin in 1944.

WHY?

This WebQuest is designed to provide you with an in-depth understanding of what life was like in the Terezin Concentration Camp during the Holocaust. The Terezin Concentration Camp was unique chapter in the story of Holocaust. What makes it unique will be discovered as you work through the WebQuest.

WHO?

This WebQuest is recommended for students aged between 14-16 (years 9 to 11). You can use this WebQuest as a stand alone unit to better understand the experiences endured by those interned in concentration camps during the Holocaust. It can also be used in conjunction with the reading of 'Lolli's Apple', written by a Holocaust survivor, Tomas Fleischmann. (2011)

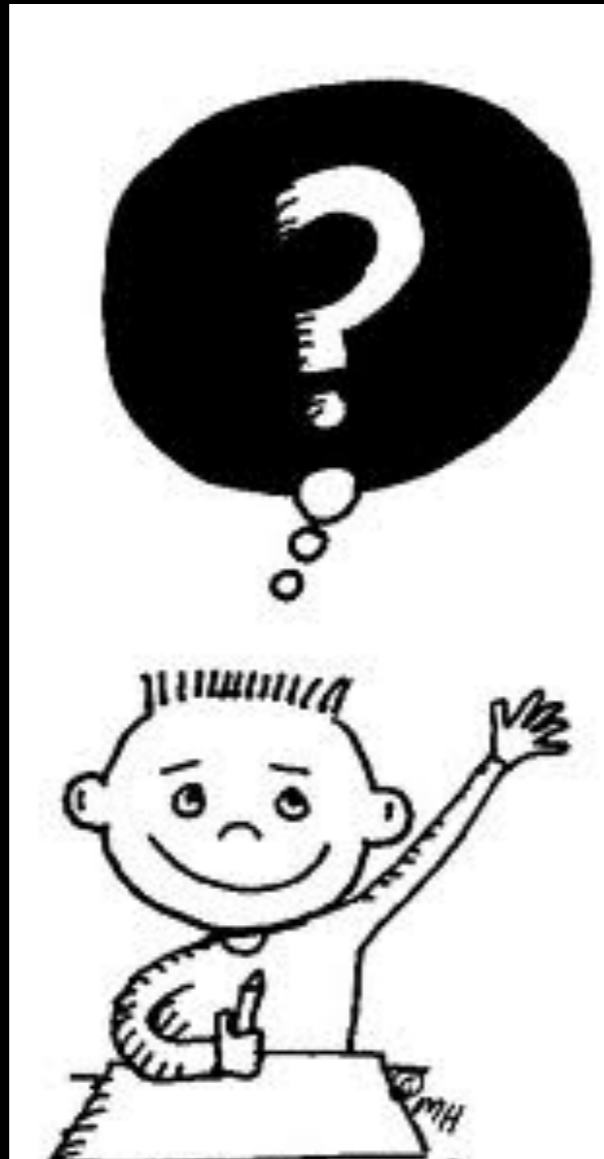
HOW?

Each slide contains a quotation from the novel Lolli's Apple. These quotations relate to the topic being investigated on each slide. Your task is to read the information presented on each slide and click on the link/s provided. Each link will take you to a webpage that has been carefully selected to provide you with the information required to complete the activities and tasks in your accompanying workbook.

Some slides direct you to YouTube links, so having access to headphones when undertaking the Quest would be useful.

1. WHAT DO YOU KNOW?

What are your initial thoughts, ideas, questions and understandings of life in a concentration camp during the Holocaust?



List **3** things you know about concentration camps.

Write down **2** questions you have about concentration camps.

Think of **1** analogy you have about concentration camps.

At the end of the unit, you will do this task again. Hopefully, your knowledge of the topic will have broadened, your initial questions will be answered and your new ones will reflect a deeper understanding. Furthermore, your analogy will be more complex.

2. WORD SPLASH

Below is a list of some of the words you will come across in your WebQuest. List the ones you know and use the link below to find out the meaning of the ones you don't.

Ghetto

Holocaust

Deportation

anti-Semitism

Propaganda

Concentration
Camp

Nuremberg
Laws

Liberation

Internment

Genocide

persecution

Final
Solution

3. FIRST IMPRESSIONS

The image below was taken in Terezín Concentration Camp. Look at it carefully, what can you see? What do you think is going on and what does it make you wonder?



What do you think is going on?

What can you see?

What does it make you wonder?

4. MAPPING TEREZIN

“I was **six years old** when I was sent to the concentration camp of Terezin in the dying days of World War II. Sixteen thousand children went through Terezin, but **only one hundred and twenty three survived. I am one of those survivors**”. Tomas Fleischmann, ‘Lolli’s Apple’.



TASK

Using Google Earth, find out where Terezin is located, then answer the questions provided in your workbooks.

5. OVERVIEW OF TEREZIN



TASK

Go to the following webpage:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005424>

Click on the link to Terezin (Theresienstadt) and read the information presented using the reading strategy, 'Shape Summary'. There are 11 paragraphs or chunks of information to read.

The next two slides explain how to do this strategy.

Shape Summaries

A great strategy for reading large amounts of information

YOU will gain a deeper understanding of your readings if you read **CHUNKS** of information rather than large slabs.

In this reading strategy, students use shapes to code different types of information as they read. *For example:*



= Important facts and information



= Key words in the text



= Any information that is puzzling or questions you need to ask.

Shape Summaries

A great strategy for reading large amounts of information

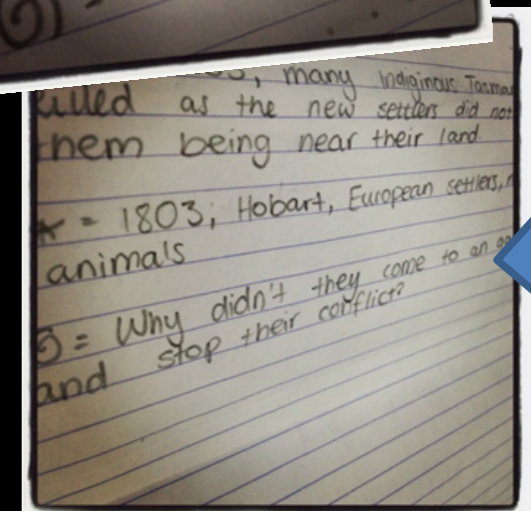
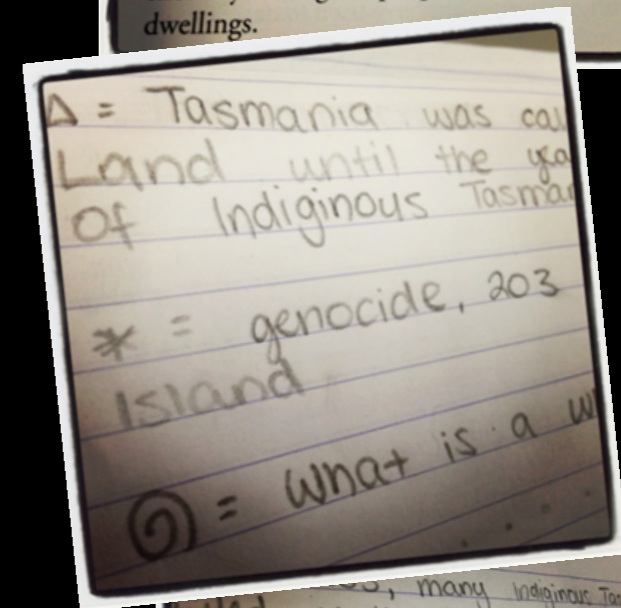
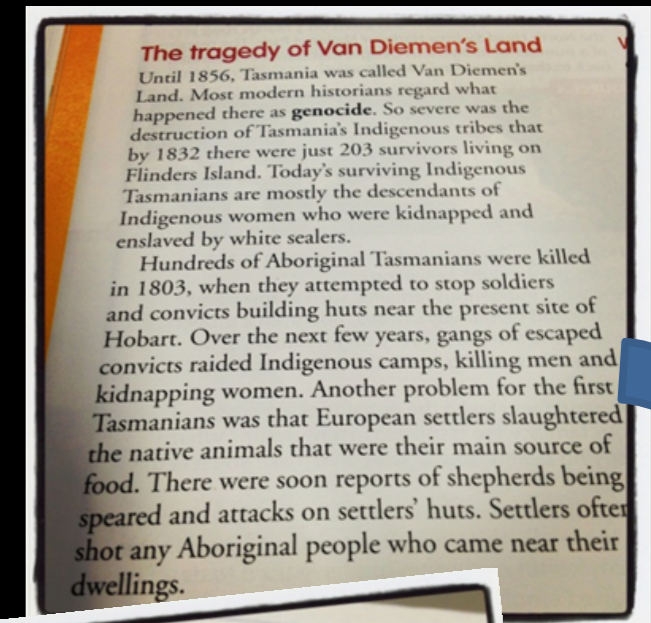
STEP 1

Complete a shape summary for each of the paragraphs or chunks of information you read.

STEP 2

At the end of your reading and completion of your shape summaries, you are to write a detailed summary of everything you have read. (using only their shape summaries)

You will be amazed by how much you are able to write and how much information you have retained.



6. TRYING TO HIDE

“... to hide our Jewish background we had converted to Catholicism in 1942. Mum had dyed her hair from pitch black to red. We gave false names and produced our false papers and baptismal certificates. All this was to no avail. We were bad storytellers and they did not believe a word we said...”. Page 6



TASK

Tomas' story of needing to hide is not unique. One of the most famous stories of hiding is that of Anne Frank. Go to the following website, watch the short clip, 'Behind the secret entrance'

<http://www.annefrank.org/en/Subsites/Home/>

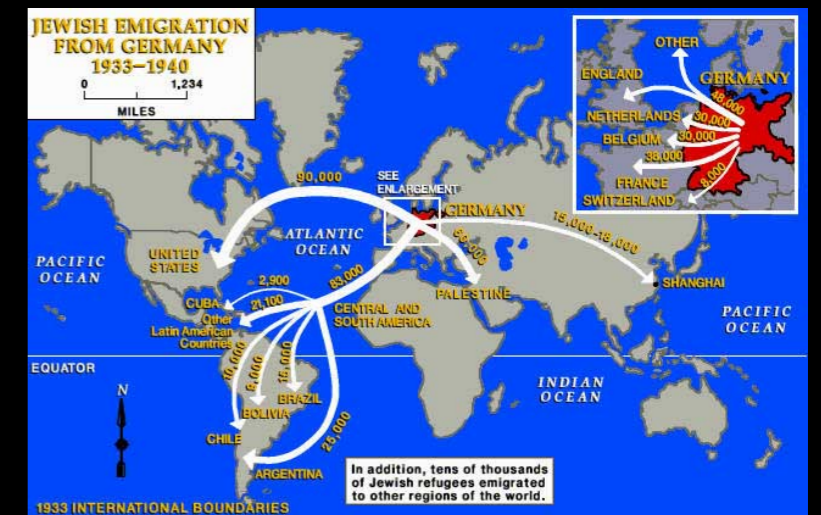
Then click on the following link to read a little more information on the Frank's hiding place.

<http://www.annefrank.org/en/Anne-Franks-History/Not-outside-for-2-years/Hiding/>

When you have finished answer the questions provided in your workbooks

7. WHY DIDN'T THEY LEAVE?

“Having seen what trouble was coming some of our relatives migrated to Australia. They tried to talk my father and everyone else into leaving, but I think my parents felt the trouble would blow over. **Now it was too late to escape the country.**” Lolli’s Apple page, 35



One of the most frequent questions asked by those of us wishing to learn about and understand the Holocaust is, “**Why didn’t they leave?**”. The answer to this is not a simple one because each of us experience, see and consider events differently. However, one thing that is certain is that world immigration policies at the time made it very difficult to pack up and leave.

Go to the following webpage, read the information under the heading: Why didn’t they all leave? Then click on the links to the immigration policies of the US and emigration policies of Germany.

<http://www.ushmm.org/education/foreducators/question/>

8. “WE WERE PACKED IN LIKE SARDINES”



“The doors were slammed shut when the guard counted the one hundred allocated to our carriage. We were packed in like sardines. You could only stand.” Loli’s Apple, page 39

TASK

Listen to Tomas Fleischmann’s first-hand account of his transportation from Szered transition camp to Auschwitz. Tomas did not stay at Auschwitz, as ‘luck’ would have it, one of the ovens at Auschwitz had malfunctioned. Due to a backlog of bodies, not to mention a few thousand waiting on cattle trains to be processed, Tomas’s train was turned around- headed for Terezin.

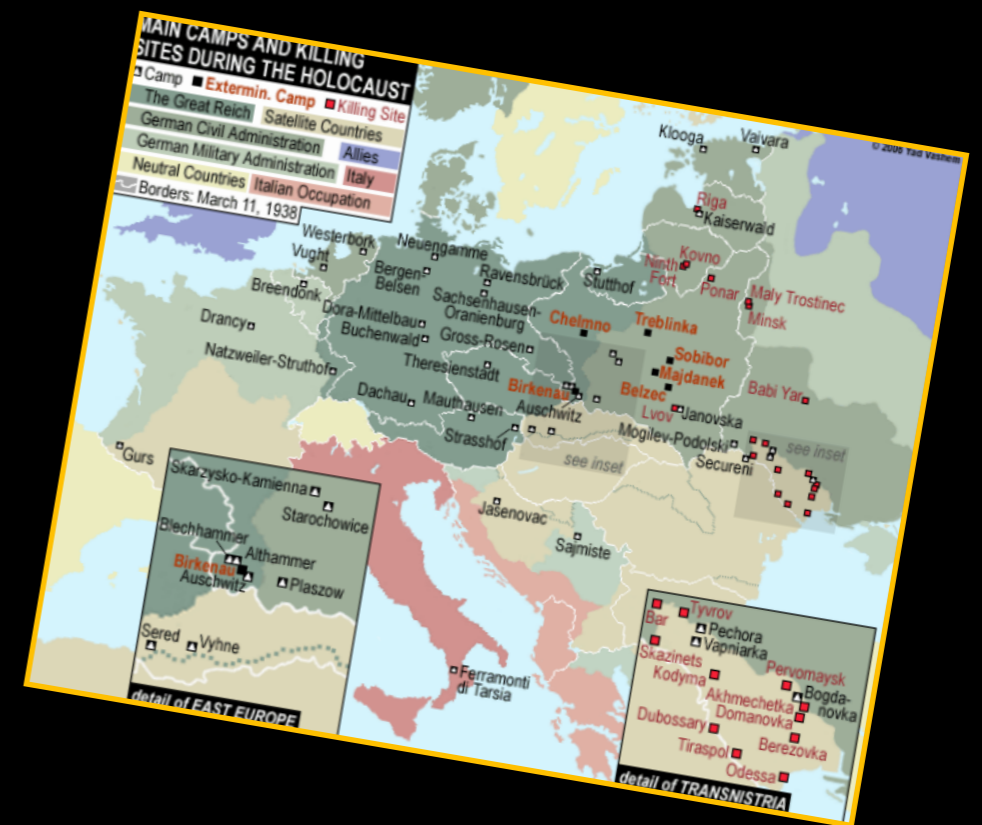
<https://www.youtube.com/watch?v=RVc67bMoj4k> PART A

<https://www.youtube.com/watch?v=RgLmOjeoMAs&feature=plcp> PART B

9. COMPARING CAMPS

Go to the Interactive map of main camps and killing sites of the Holocaust.

http://www1.yadvashem.org/yv/en/education/learning_environments/sites_map.asp



TASK

Choose one of the killing sites (highlighted in orange) to research. You might like to use the reading strategy from the last activity to help you absorb all the information. Then complete a **Venn diagram** that highlights the similarities and differences between the killing site and Terezin, a transit camp. Complete this in your workbook.

10. A 'MODEL' CAMP

“To say that **life in Terezin was strange** would be an understatement. Despite the oppressive rules under which we lived, we were permitted to participate in cultural activities... Literary evenings were organised, **concerts and theatre performances** staged... **My mother took me to a performance of Brundibar, an opera for children,** performed by children in the camp.” Loli's Apple, page 58-59



TASK

Read the following article, "Brundibar: How the Nazis Conned the World" and watch the short clip of the performance, then complete the tasks in your workbook.

http://www.cbsnews.com/8301-18560_162-2508458.html

11. 'FALSE PROPAGANDA

“They had access to all the paper and paints they needed to draw scenes of what was happening in the ghetto. Their paintings were discovered by the Germans. They were accused of making false propaganda and sent to Auschwitz.”

Lolli's Apple,

page 59



TASK

The artists of Terezin left extensive documentation of life in the ghetto. Their works document the contradictory facets of the "model camp" of Terezin.

Look at the images from this site, be sure to look closely at the images titled: '*Life in Terezin*' and '*Film and Reality*', by Fritta (Fritz) Taussig, 1943-4

<http://www.holocaustawarenessmuseum.org/image/tid/4>

12. YOUNG ARTISTS OF TEREZIN

“Some of the older girls operated a sort of Kindergarten where we did things like **drawing pictures using stolen paper**... I remember drawing mice with swastikas on their sides...” Lolli’s Apple, page 60



TASK

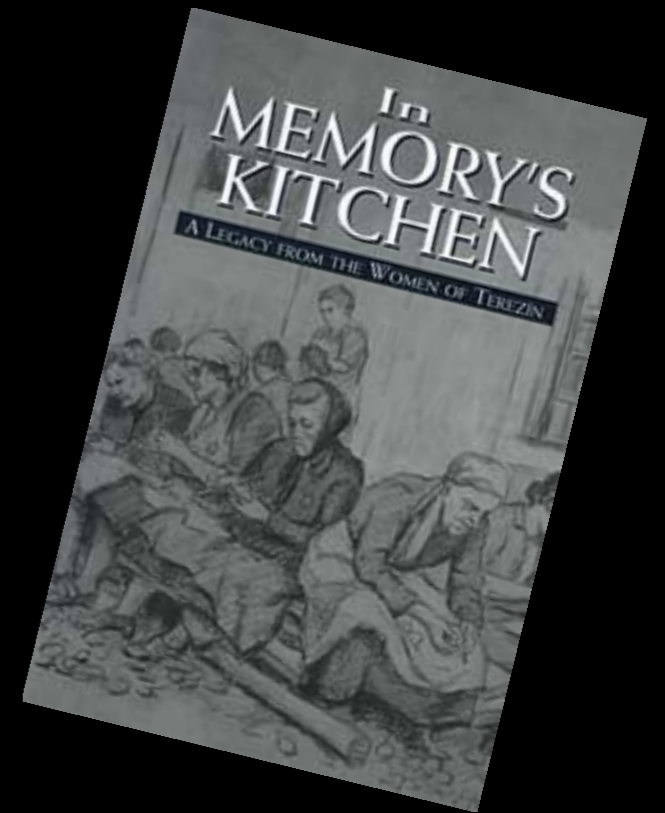
Terezin is well known for the artwork that was drawn by the children who went through the camp. Many of the images depicted in their artwork has helped others to gain a understanding of daily life and conditions in the camp.

Watch the following video and read the information provided <http://www.youtube.com/watch?v=zBj0bgKBxas>

Complete the task in your workbook.

13. VEGETABLE SCRAPS

“There was **never enough food**... the old, unemployed prisoners suffered the greatest hunger because their food rations were the smallest.”
Lolli’s Apple, page 60



The novel, 'In Memory's Kitchen: A Legacy from the Women of Terezín' serves as a reminder of the brave women who risked their lives and defied Hitler by preserving a part of their heritage and a part of themselves by writing down their favourite recipes while incarcerated in Terezín under horrific conditions.

TASK

Read the interview with Cara de Silva, editor of the novel then answer the question that follows in your workbooks.

http://www.pbs.org/newshour/bb/europe/december96/cook_12-17.html

14. WORKED TO DEATH

“Everyone over the age of fourteen had to work... **Having a job had certain advantages**, such as better food rations, and protection from being transported to the East.” Loli’s Apple, page 60



TASK FIRST

Click on the following links to find out more about daily life in labour camps. Then complete the activities listed in your workbooks. Be sure to look at the photo gallery.

<http://www1.yadvashem.org/yv/en/holocaust/about/06/introduction.asp>

<http://www1.yadvashem.org/yv/en/holocaust/about/06/camps.asp>

http://www1.yadvashem.org/yv/en/holocaust/about/06/daily_life.asp

THEN

Go to the following site to hear Edward Adler describe forced labour and conditions in the Sachsenhausen camp. http://www.ushmm.org/wlc/en/media_oi.php?MediaId=1120

15. LIBERATION

“We woke on the morning of the 7th of May 1945 to discover there were no guards. **The last of the Germans had vanished...** Then a couple of days later on May 9... into our camp walked these American soldiers.”

Lolli's Apple, page 81.



TASK

Click on the following link to view an interactive map of the camps being liberated by Allied troops in 1945.

http://www.ushmm.org/wlc/en/media_nm.php?MediaId=7826

Now go to this site to hear a US soldier share his memories of the day he helped to liberate Dachau Concentration Camp.

<http://www.youtube.com/watch?v=zu7k9dsbmHU&feature=relmfu>

Complete the activities that accompany this slide in your workbooks.

16. REMEMBERING



TASK

Click on the link below. Look carefully at the stamps shown, then answer the questions in your workbook.

<http://www.groseculturalmedia.ca/vsc/bohemiaandmoravia1.html>

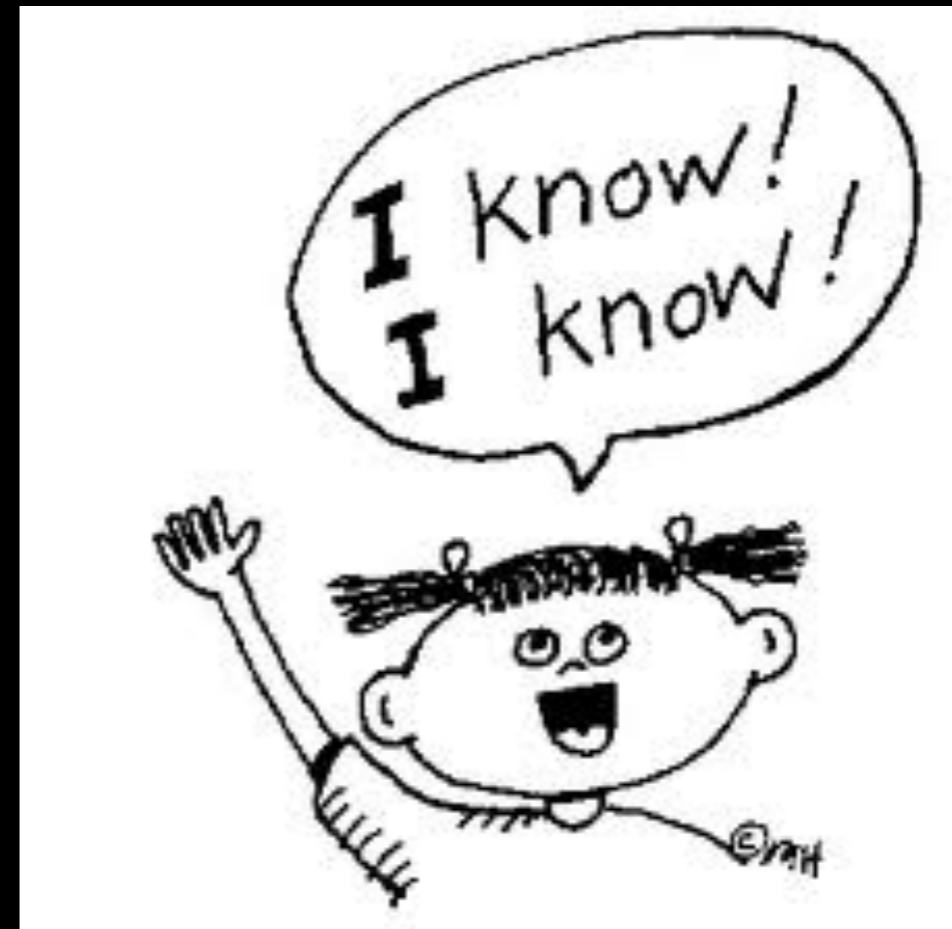
17. WHAT DO YOU KNOW NOW?

What are your new thoughts, ideas, questions and understandings of life in a concentration camp during the Holocaust?

List **3** things you know about concentration camps.

Write down **2** questions you have about concentration camps.

Think of **1** analogy you have about concentration camps.



“For me the enduring lesson from the nightmare of Terezin was learned in that unforgettable moment when my mother, Lolli, threw to me from her third floor hospital window, one half of an apple. There is knowledge, and sustenance, and love all around us. All we have to do is find it, take some, and share the rest. Sometimes, life is that simple.” Lolli’s Apple page, 130