

FACING THE LION

Memoirs of a Young Girl in Nazi Europe

by Simone Arnold Liebster

THE BOOK

Facing the Lion tells the story of a young girl living during an age of terror more than half a century ago. The situations and choices she faced reflect the universal human struggle to survive, not only physically, but also morally and spiritually, in a world that continues to be marred by violence and injustice. Thus, through her narrative Simone Arnold Liebster reaches out across generations and cultures, knowing that people everywhere, young and old, face their own “lions”—ethical dilemmas and challenges—every day.

Simone’s story describes her early years in detail, overlapping with the 12 terrible years of the Nazi era. Painting a vivid portrait of her family life, serene at times and stormy at others, Simone gives us insight into her precocious personality, her developing sense of right and wrong, and her youthful notions of justice and loyalty.

Just as Simone is reaching adolescence, swirling forces of social and political change begin to threaten her world. Her personal childish struggles almost overnight become dangerous open confrontations with a system bent on conformity. For their refusal to submit, Simone and her parents bear the full brunt of Nazi anger. She finds her cherished beliefs under attack as the Nazis and their supporters tear apart her world piece by piece. Simone’s parents are sent to concentration camps and Simone to a Nazi “reeducation” home. There she is forced to do hard labor and is subjected to cruel indignities for nearly two years.

While making no secret of her frailties and weaknesses, Simone’s story is one of inspiring courage and indomitable hope. From her we learn that ordinary humans, young people included, can find the strength to cling to and act according to their values despite immense negative pressure. We learn that we can be confident of our own ability to face and triumph over the lions in our lives.

THE STUDY GUIDE

This resource enables teachers to use *Facing the Lion* to explore crucial issues confronting their students as they cross the threshold from adolescence to adulthood. Young adults are fascinated by explorations into questions of right and wrong behavior, the meaning of life, and reconciling the existence of good and evil in the world. “Precisely because they are experimenting with new social roles and issues of self-identity, young adolescents are ripe to be drawn into discussions of motives, character, and values.” (*Early Adolescence/English Language Arts Standards* by the National Board for Professional Teaching Standards [USA], p. 10) Confronting these issues requires

higher-order skills in critical and creative thinking, problem solving, self-reflection, and expression.

This study guide accommodates a range of competencies with such learning strategies as:

- information comprehension and recall
- development of interpretations by drawing conclusions and making inferences
- connection of new knowledge with prior learning and personal experiences
- critical evaluation of new information

Language arts teachers can choose activities designed to help students to:

- identify main and subordinate themes; recall details and facts
- use multiple methods to extract meaning from written, oral, and visual texts
- see the breadth and diversity of the human experience through the eyes of others
- strengthen their analytical and persuasive powers

History/Social studies teachers can select activities to enable students to:

- grasp the impact of 20th-century world events on a specific region and population
- use the perspective of the social studies and the humanities to explore the actions of individuals and institutions
- integrate the experiences of the past with the present
- examine cultural, religious, and political influences on their own identity

Questions are suitable for whole-class or small-group discussion, or individual essay assignments. Teachers in the areas of **Psychology** or **Moral/Ethical Development** may be particularly interested in using the **Core Values Journal Activities**. These activities use the *Facing the Lion* story as a framework in which students can examine their own core values. As the story unfolds and young Simone must face new challenges to her values, journal questions take students on a parallel yet highly personalized journey of moral self-discovery in which they clarify their values, identify potential challenges, and formulate strategies for dealing with these challenges. Each completed journal will thus represent a uniquely valuable creation in which the student not only identifies his or her personal code of ethics, but also formulates an individual catalogue of resources for dealing with ethical challenges.

In addition, journal activities can be used as a progressive **assessment** and/or **feedback** tool in any classroom setting, since they provide the teacher with information regarding the individual student's ability to understand and apply the concepts discussed in each chapter.

HOLOCAUST AND HUMAN RIGHTS EDUCATION

The Holocaust is considered a watershed event of the 20th century, during which human behavior reached extreme limits, positive and negative. As a companion to the *Diary of Anne Frank* or other Holocaust memoirs, *Facing the Lion* provides an

understanding of the environment in which the murder of six million Jews and millions of non-Jews occurred. Simone's story details the history of Jehovah's Witnesses, a story of nonviolent or "spiritual" resistance to Nazi terror.

Central themes covered by this study guide include:

How do we develop an inner sense of right and wrong?

Once developed, how do we maintain our values, even in the face of pressure?

How can we use sound reasoning and creative thinking to solve ethical dilemmas?

How can we balance strong personal convictions with respect for others' beliefs?

Authentic stories can help students formulate and maintain stable identity and prosocial orientation as they learn to accommodate and respect multicultural differences in their communities and their world. They will learn to identify destructive and negative forces and patterns of thinking that divide, denigrate, and disrupt segments of society. Thus, as students examine the incremental steps gradually leading from prejudicial thinking to outright genocide, they become sensitized to violations of fundamental human rights wherever they occur.

Chapter 1

BETWEEN CITY LIFE AND MOUNTAIN FARM

Simone's story begins in France in June 1933, just as Adolf Hitler and the new National Socialist (Nazi) government is gaining power in Germany. The Arnold family—Simone, her father Adolphe, and her mother Emma, along with the little dog Zita—move from their country home in Husseren-Wesserling to the bustling city of Mulhouse. This industrial city lies in the French department (province) of Alsace, a territory that had seen the ravages of war, as France and Germany struggled for control of the mineral-rich region.

The Arnold family often returns to the countryside to visit Simone's extended family of grandparents, aunts, uncles, and cousins who gather in Bergenbach, the lovely mountain farm belonging to her grandpa Remy and her grandma Mary. In this first chapter, Simone introduces us to each family member: her hardworking grandpa, her stern and industrious grandma, and her beloved uncle Germain, creative and happy despite his deafness. We also meet Aunt Valentine; her overbearing husband, Alfred; and their daughter, Angele, Simone's "city-girl" cousin and playmate. Aunt Eugenie, Emma's widowed sister, is like a second mother to Simone. Paul Arnold, Adolphe Arnold's stepfather and uncle, is Simone's grandpa-godfather and lives in nearby Krüth.

The entire family is devoutly Catholic and, even as a young girl, Simone is deeply religious. They also have strong political views, being divided between loyalty to the French and loyalty to the Germans. Simone, nearly six years old, is becoming aware of the dark social and political clouds swirling just outside her tranquil little world.

In June 1936 the Schaefer fabric printing firm, where Adolphe Arnold works as an art consultant, is shut down by a strike. He impresses upon Simone that the workers fight injustice and discrimination against the poor. After the return of the Arnolds from a visit to Bergenbach, where her father is nearly electrocuted by a bolt of lightning, we meet their neighbors, the prying Mrs. Huber and the temperamental Mr. Eguemann. School begins in October, and Simone becomes the teacher's favorite. She makes friends with Andrée, Blanche, Madeleine, and Frida, a poor and sickly girl. The chapter closes with the somber account of the drowning of three-year-old twins.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - testament, 5
 - penance, 9
 - abbot, 19
 - circular, 26

2. On page 16, Simone's father uses words that she does not know, such as proletarian, communists, and socialism. Write a simple one-sentence definition of each word in a way that Simone would understand.
3. Using this family photograph, fill in the name of each person on the top line near his or her picture. On the line underneath the name, write a word that Simone used to describe that person or a few words that will help you to remember them.



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4. Name the four girls with whom Simone makes friends at school. (p. 25). Find Simone and her friends in the class pictures shown on page 393.
 5. What religion does Simone's family practice? What evidence is there that Simone and her family are very religious?
 6. Before World War II, what would have been considered the "Great War"? (p. 20)
 7. Using the map on page 373, locate Alsace, France, Germany, and Switzerland. Compare Simone's map with the borders shown in a current atlas or encyclopedia.
 8. Using the map on page 374, locate the following places: Husseren-Wesserling, Mulhouse, Bergenbach, Oderen, and Krüth. What do you think the climate and landscape is like in this area?
 9. Simone says that the area in which she lived, Alsace-Lorraine, had been "disputed for centuries." (p. 6) Why did people fight over, or "dispute," this area? (Refer also to Appendix A.2 beginning on page 375.)

DRAWING CONCLUSIONS

1. Based on Simone's description of her early family life, how might her years as a teenager and an adult been spent had the Nazis not taken over Alsace?
2. Simone introduces her story by talking about her family—their individual personalities, religious beliefs, political views, and strong feelings about injustices. She mentions the factory strikes, negative comments made about Jews, and the desire of some for political order and strength. Based on the first chapter, what do you predict might happen as her story unfolds?

CONNECTING TO LIFE TODAY

1. The men in the village make negative (antisemitic) comments about Jews. (p. 9) Simone's grandmother states, "Protestants are enemies of Catholics." (p. 21) How do you define prejudice? How are the comments about Jews, Catholics, and Protestants examples of religious prejudice? What are some examples today of wars or conflicts involving religious issues?

MAKING PERSONAL CONNECTIONS

1. Simone describes her first days at school. (pp. 24-25) Tell two ways that her first days of school were like yours and two ways that they were different from yours.
2. Adolphe Arnold's personal experience as a 15-year-old had a profound effect on his view of injustice. (p. 26) Relate an example of an injustice that you have experienced or seen.
3. Simone describes herself as being "ready to obey," yet she is punished for a situation she could not prevent. Simone's mother was quick to apologize when she realized Simone was not at fault. (pp. 22-24) Describe a situation in which you or another person were wrongly accused. How might a person feel about being accused of doing wrong when his or her intentions were to do right? How do you feel toward someone who admits to being wrong? What can you do to avoid wrongly accusing someone?
4. Simone describes pleasant memories growing up. Describe a pleasant memory from a specific place in your home, whether your room, the kitchen, the living room, or other area. Describe the setting, the situation, and the impressions to your five senses.

CORE VALUES JOURNAL ACTIVITIES

Simone befriended Frida even though she was a poor, sickly girl. Would you have done something similar? Write about a belief that you strongly hold regarding how people

should act toward one another. Perhaps it is something you believe that people should do for each other, but often do not, or perhaps it is another central, or “core,” value that you hold about personal responsibility. Explain why it is so important for people to act in this way and give an example from your life.

TAKING A CRITICAL STANCE: STRUGGLE FOR EQUALITY AND JUSTICE

Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. . . . Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind.

—Preamble of the Universal Declaration of Human Rights

1. Adolphe Arnold speaks about the struggles of socialist workers in Mulhouse to achieve justice. (page 15–16, 26) What were the factory workers fighting for? Why would they beat those who wore “white shirts”? What are some examples of inequalities you have seen among people today? How do you think victims should deal with injustices they face? Should others get involved? How can people deal with being victims of injustice? Which method seems most appropriate or effective to you? Why?
2. People’s experiences with various national or ethnic groups can lead to one-sided social and political opinions. For example, Simone’s grandparents have opposite views of the French and the Germans. (page 11, 20) What does each one think? What experiences shaped each of their opinions? If you had been present during their conversation about the French and the Germans, what would you have said? What are some examples today of the way past experiences can influence people’s general attitudes toward other groups? What do you think can help someone not to be one-sided or prejudiced about a national, ethnic, or religious group in spite of bad experiences?
3. Through her youthful eyes, Simone is keenly aware of the gap between rich and poor, and she tries to remedy the situation in her own way. Throughout history people have had strong opinions about social classes. Some societies, such as India, have well-defined systems of class division. Other societies, such as those in the West have less formal social classes. Communism held out the prospect of a “classless” society. In your opinion, is such a prospect desirable? Is it realistic? Why or why not?

Chapter 2

DISCOVERING LIFE AND DEATH

Chapter 1 ended with death, and Chapter 2 begins with Halloween, the somber remembrance of dead loved ones. Aunt Eugenie visits the grave of her husband, who died of tuberculosis. Then the family gathers to pray for the dead. Simone's mental pictures of hellfire frighten her.

At Christmastime, Simone performs in a play and meets the Kochs, a wealthy family for whom her Aunt Eugenie works as a governess. Simone's gift under the Christmas tree is a doll, and she names it Claudine. Simone is troubled by inconsistencies in the Christmas story, but even more by the apparent favoritism of rich over poor by the Christchild. She sets out to correct the injustice by buying sweets for the poor children at school. However, her mother catches her stealing to buy an expensive doll for her friend. With the help of her mother and her father, Simone learns about the puzzling thing called conscience.

Despite her devotion to her Catholic religion, Simone is rebuked by the priest for her curiosity. Later, her parents forbid her to enter the church after they see two disturbing incidents involving the local priest. Frida's death and a terrible barn fire bring back Simone's nightmares of hell. Her trust in grown-ups is shaken when she learns that they have not told the truth about important questions, such as where babies come from.

After reading religious literature distributed by the *Bibelforscher* (Bible Students, or Jehovah's Witnesses), Emma Arnold stops attending church. Adolphe Arnold forbids Emma to discuss her new beliefs with Simone, which arouses Simone's determination to learn more about the Bible.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - loge, 33
 - franc, 37
 - civic, 38
 - conscience, 38
 - chastised, 40
 - beret, 40
 - Eucharist, 41
 - propaganda, 53
2. How does Simone's family celebrate Halloween? (p. 31)
3. In what ways do the Christmas customs of Simone's family differ from those of Mr. and Mrs. Koch? (pp. 32, 35–36.)

4. What was the “injustice” that prompted Simone to give chocolate and cookies to her poor classmates? (p. 36)
5. How does Simone’s father define “conscience”? (p. 38) Give an example or explain how Simone’s parents shape her overall view of honesty. (pp. 38–39)
6. What is the main cause of Simone’s nightmares? (pp. 46–48) What might be other reasons?
7. What civics lessons does Simone try to instill in her doll Claudine? (pp. 36, 50)

CONNECTING TO LIFE TODAY

1. Interview three people whom you know well on their views of life after death. What do they believe? Where do their views come from? How does each person’s viewpoint affect the way he or she lives his or her life?
2. Simone is beginning to question religious traditions. When do you think children should be allowed to make their own decisions regarding religion?
3. Simone’s father is angry when her mother changes her religious beliefs. In the beginning, how does this create a conflict in the family? What advice would you give to Simone or others whose parents belong to different religions?

MAKING PERSONAL CONNECTIONS

1. Recall a childhood myth that you had believed. How did you find out that it was not true? What was your reaction? How do you feel when you meet children who now believe as you once did?
2. When Simone gives chocolate and cookies to her poor classmates, her mother considers this stealing, but Simone did not think it was stealing. What do you think? Besides taking money from her parents, what else could Simone have done to accomplish her goal?

CORE VALUES JOURNAL ACTIVITY

The struggle between conscience and conformity will be a recurring theme of Simone’s story. In what circumstances do you feel pressured to ignore your core values and conform when you would rather obey your own conscience? How do you deal with this situation? Just as Simone had to learn to “listen” to her conscience, what do you think could help you to strengthen the internal “voice” of your conscience?

On the other hand, conformity does not always conflict with conscience and sometimes it is healthy and wise to conform. Explain how you personally decide when to conform to the influence of others and when to refuse to conform. Give an example.

TAKING A CRITICAL STANCE: CONSCIENCE AND CONFORMITY

People who lived during the Holocaust often faced a conflict between the pressure to conform and the voice of their own conscience. The word *conform* is made up of the prefix *con*, meaning “with,” and the word *form*, meaning “shape.” The word *conscience* combines the prefix *con* with the word *science*, which refers to “knowing” and “knowledge.”

Conform	<i>con</i> /with; <i>form</i> /shape	with + shape
Conscience	<i>con</i> /with; <i>science</i> /knowledge	with + knowledge

1. Make a chart with yourself at the center. What external influences or people have shaped your attitudes and beliefs (conscience)? What good or bad experiences have particularly influenced the development of your core values, or your sense of right and wrong?
2. Simone does not understand what a “conscience” is, how it works, and how a person can lose it. (p. 38) How would you explain this? Recall a time that your conscience “spoke” to you. What were the circumstances? In what way did your sense of right and wrong try to help you decide what to do or say?
3. Name a person in the news or in history who stated or implied that his or her actions were motivated by the conscience. Name someone who might have acted on impulse, responding to immediate needs, and who could have avoided problems by acting on a clearer sense of right and wrong.

Chapter 3

BOOKS BROADEN MY VIEW

Wanting to become a nurse, Simone resolves to learn about tuberculosis, the disease that caused the death of her friend Frida. Simone's mother, Emma Arnold, purchases a Catholic Bible in order to appease her husband. Simone listens as her mother reads passages from the Bible to her. But friction is generated as Simone begins to apply the things she is learning. Relatives, friends, and even her teacher react negatively to Simone's efforts to discuss religion. Gradually, Adolphe Arnold investigates, and soon accepts, the teachings of the Bible Students, and the family decides to leave the Catholic faith.

The priest and the schoolchildren speak disparagingly about Jews, but Simone learns an important lesson from her parents about the unjust persecution of Jews by so-called Christians, and also learns that God is impartial toward races, colors, and the poor.

At the grandparents' home in Bergenbach, pressure increases on Simone and her parents to return to the Catholic faith. Simone and her grandmother are caught in a heavy hailstorm. Grandma regards this as punishment from God because Simone's family abandoned the Catholic religion. Back home in Mulhouse, the neighbor Mr. Eguemann threatens Adolphe Arnold with an ax, claiming that he is a traitor to the Church.

As summer vacation approaches, the Arnolds become acquainted with other members of the congregation of Bible Students (German, *Bibelforscher*). Simone shares Bible messages with local farmers and experiences their hostility firsthand. Her father explains the age-old conflict between Catholics and Protestants. Adolphe Koehl, a barber, and his wife, Maria, become like second parents to Simone. She hears mysterious talk about a supposed new savior of Germany.

Rumors about war fill the air, and family members gather at Bergenbach one last time before some flee to safer parts of France. Adolphe Arnold is disowned by his stepfather. Emma Arnold is baptized as a *Bibelforscher* (Jehovah's Witness). Ostracized by their families, the Arnolds draw closer to the little congregation. Adolphe Arnold and Adolphe Koehl discuss the dilemma of holding Christian values while participating in the military.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - tuberculosis, 56
 - Gospels, 73
 - Jehovah, 74
 - fanaticism, 80
 - melancholy, 84
 - heathen, 86

reconciliation, 87
compromise, 87
conviction, 87
hypocrite, 87
autonomy, 88
annex 88

2. References are made to historical and political terminology. Look in an encyclopedia or large dictionary and give additional information about these words that help explain Simone's story.

Huguenot, 81
Inquisition, 75, 81
Lebensraum 78
Marseillaise 86

3. What kind of ambitions or career interests does Simone have at this point in her story? What have you learned about her so far that explains her career goals? (pp. 55–56)
4. What prompts Simone to conclude that adults lie? How does this affect her view of adults? (pp. 70–71)
5. Look up information in an encyclopedia about the characters mentioned by the teacher on page 72. What do these characters have in common? How would information about these characters have benefited Simone?
6. What changed the atmosphere in the Arnold home? (pp. 61–71)
7. Why are people moving away from Alsace and deeper into France? (p. 85)

DRAWING CONCLUSIONS

1. Simone regards the Koehls as “another set of parents.” (p. 83) What role do you think the Koehls might play as Simone's story unfolds?
2. When the local *Bibleforscher* get together, Simone learns about the book *Crusade Against Christianity* and about a man who thinks he is a god and savior. What events do these references foreshadow?

CONNECTING TO LIFE TODAY

1. How does the incident in the fabric store help Simone develop an appreciation for individuality? (pp. 60–61) How can a strong sense of individuality help young people today face peer pressure? Give an example.

2. In the United States, public institutions, including schools, are to respect the separation of church and state. In Europe, schools have often been run by a religious community, or they were expected to support the national religion with a compulsory act of group worship every day. How do these educational environments affect the way class discussions about different religions might be handled?
3. Adolphe Arnold and Adolphe Koehl discuss the difficulty of deciding “what belongs to Caesar and what belongs to God.” (p. 91) Do you know where this expression comes from? How would you explain the expression? Like Mr. Arnold and Mr. Koehl, some people today use this expression to explain why they pay taxes but do not join the military. Do you know about other groups or individuals who refuse to join the military? What would you think about someone today who chooses to go to prison rather than participate in the military?
4. Simone and her mother wanted to help people by sharing Bible knowledge with them. What kinds of volunteer work do you think provide valuable community service? Describe the level of satisfaction you have felt when helping your neighbors or others.
5. Simone’s father suggests a way to have world peace: “Stop the war by making everyone walk around in their underwear!” Write your own comical, but serious, solution to war. Make a list of five changes people would have to make in what they do or think in order to bring about world peace.

MAKING PERSONAL CONNECTIONS

1. The children taunt Simone with name-calling and false accusations. Even Simone’s friends, Blanche, Madeleine, and Andrée, run away. (p. 72–73) Simone gets angry when her extended family make false accusations. (p. 85–86) Have you ever been in a similar situation where a group gang up on and makes fun of another person in a mean way? What happened? What could a person in this situation do to change the course of the situation?
2. Write about a time that you felt different from others around you. What made you feel different? How did you feel about being different? Were you ashamed or proud? If you could relive the situation, would you have handled the situation in another way?
3. What effect does the Arnolds’ association with an unpopular religious community begin to have on their relationships with others? Describe an occasion when you or someone you know was made to feel ostracized because of belonging to or associating with a minority group.

4. Simone's decision to preach to people was her own. What sorts of decisions were you making at age 8? Do you think that all children are able to make important decisions at that age? Explain.
5. The meaning and practices of religious and national holidays vary among people of different backgrounds and beliefs. Does your family have certain traditions? Explain one or two. Does your family have any customs that are different from those of other families? Simone and her parents changed their opinions about some traditional holidays. As you have gotten older, have you or your family changed attitudes or practices related to any traditions?

CORE VALUES JOURNAL ACTIVITIES

Simone discovered that deeply held values, such as religious beliefs, often bring out strong emotions among family and friends and that this can produce both positive and negative results. What positive emotions do you associate with a value or principle you feel strongly about? How do people generally respond when they find out that you hold your particular value? If people have responded negatively to your values, how did you feel and what did you do? Since not everyone will share your values or beliefs, how can you be tolerant of their views while still holding firmly to your own?

TAKING A CRITICAL STANCE: RELIGIOUS CONFLICT AND TOLERANCE

English author Jonathan Swift once wrote, "We have just enough religion to make us hate, but not enough to make us love one another."

1. Throughout history, religious differences have been a leading cause of strife, violence, and oppression. Yet most belief systems include principles about love and brotherhood. What are some examples of conflicts in the world today in which religion plays a prominent part? Why do you think religion is such a divisive force in spite of teaching principles of love?
2. Simone had earlier overheard men in the village make negative comments about Jews. (p. 9) Now Simone tells about the teachings of one priest about the Jews. (p. 69) Yet what different opinion does Simone have and why? Look up and explain the term antisemitism (also spelled anti-Semitism). How might antisemitism allow people to justify persecuting the Jews? (Also see Further Explorations below.)
3. What do you think of Adolphe Arnold's way of dealing with the religious tension in his family? (p. 75, 87) When Mr. Eguemann attempts to kill Adolphe Arnold, why does Mr. Arnold not try to take revenge? (pp. 77–79) What options do people have in dealing with religious differences?

FURTHER EXPLORATIONS

1. Aunt Valentine moves to Vichy to avoid possible war in Alsace. Where is Vichy, France? Learn more about Vichy and why it was a significant location during World War II.
2. Choose one of the European conflicts from the list below. Write a one-page summary that includes the participants, issues, and results. Although political considerations may have been involved, comment specifically on the role of religion in the conflict.

Wars of Religion (1562–1598)

Thirty Years' War (1618–1648)

The Inquisition and Johannes Hus (sometimes spelled John Huss)

The Crusades

3. “Antisemitism” (sometimes spelled “anti-Semitism”) is defined as “hostility toward or discrimination against Jews as a religious, ethnic, or racial group.” The Jews as a people have faced oppression from political and religious sources for centuries. Throughout history, both the Catholic and Protestant churches initiated and sanctioned bitter persecution of Jews. While historians generally agree that the Nazi attempt to annihilate the Jews is not based solely on this religious hostility, “Christian” antisemitism is seen as a major cultural factor that aided the Nazi genocide of the Jews.
 - a. Investigate the history of antisemitism. (See the suggested books below.)
 - b. Historically, church views toward the Jews were based on the writings of Augustine and Martin Luther. Write a synopsis of their hostile comments about Jews. How might the Nazis and Nazi sympathizers have used such views to justify their treatment of Jews?

SUGGESTED RESOURCES

Rittner, Carol; Smith, Stephen D.; and Steinfeldt, Irena (Eds.). *The Holocaust and the Christian World* (London: Kuperard, 2000).

Roth, John K.; Rubenstein, Richard. *Approaches to Auschwitz* (Atlanta: John Knox Press, 1987)

Shain, Milton. *Antisemitism* (London: Bowerdean, 1998).

Wistrich, Robert S. *Antisemitism—The Longest Hatred* (New York: Schocken Books, 1994).

Chapter 4

THE THREAT OF WAR

Simone and her grandfather talk about the tragedy of war after she finds a skull in a helmet on the mountaintop. Her grandfather cannot allay Simone's fear of the violence and destruction of war. Alsatians faced particular difficulties because their loyalties were divided between France and Germany. Aunt Eugenie describes what the family went through when French troops were quartered in their house during World War I.

By fall 1939, the people of Alsace begin preparing for a new war. The Koch family leaves, and Aunt Eugenie finds work with the Roth family. Simone changes schools, entering the *Mittelschule*, which offers advanced classes. The market scene reflects the people's anxiety about war. The small meeting hall of the *Bibelforscher* (Jehovah's Witnesses) is closed, as the French government has banned the religion in anticipation of the German occupation. Adolphe Arnold and Adolphe Koehl are determined to prevent fear of war from dominating their families, even though evidence of the impending Nazi invasion is everywhere. All families and schools are issued gas masks in case of poison gas attack. While bicycling in the country, Simone is nearly run over by a military convoy.

Simone and her father discuss the story of William Tell and the issue of the "Heil Hitler" salute. Her conclusion: Never give to any person or to any object the things that belong to God.

In May 1940, the Roths, Aunt Eugenie's employers, move in with her. For her safety, Simone is sent to her grandparent's farm at Bergenbach. By June, German forces overrun the region and France signs an armistice. Because of her grandmother's harshness, Simone runs away and goes to her Aunt Eugenie's apartment. Eugenie grieves over her sister's newfound religion, and Simone grieves that her aunt has closed her mind to investigating the beliefs. Nevertheless, Eugenie promises to take care of Simone.

UNDERSTANDING THE NARRATIVE

2. Define each new word or use in a sentence that suggests its meaning.
 - resurrected, 95
 - Great War, 98
 - fatherland, 99
 - sovereign, 99
 - deportation, 101
 - fraternity, 104
 - integrity, 109
 - swastika, 111
3. What is "nationalism"? Why does Simone's grandfather say that nationalism "poisons" people? (p. 101)

4. Simone is transferred from the *Volksschule* to the *Mittelschule*. (p. 102) Why would Simone change schools? Which school do you think would have more challenging classes?
5. What does a ban of the Witnesses mean for them? Why were the Witnesses so sad about the ban? (p. 104) Why do you think they were banned?
6. Describe Simone's first separation from her parents. (p. 110)
7. What does "Heil Hitler" mean? Why would the Witnesses not salute Hitler? (p. 108)
8. Simone mentions the places below. Locate them on a map.
 - Verdun, 95
 - Danzig, 98
 - Poland, 98
 - Albania, 98
 - Austria, 98
 - Rhine River, 99
 - Rhône River, 107
 - Belgium, 109

DRAWING CONCLUSIONS

2. Look up information about the Battle of Verdun during World War I. What do you think the expression "the Verdun of Alsace" means? (p. 95)
3. Adolphe Arnold knows that the Witnesses in Alsace will soon face the issue of the Heil Hitler salute. He relates two accounts to Simone to help her reason on the significance of the salute. (pp. 108–109)

The story of William Tell, a legendary Swiss hero, has been portrayed by German playwright Friedrich Schiller and Italian opera composer Gioacchino Rossini. Tell refused to bow before the hat belong to the Austrian bailiff Gessler, and then successfully shot an arrow through the apple on his son's head. Thereafter, he led the Swiss revolt, which sought independence from Austria.

The story of the three Hebrew boys, Shadrach, Meshach, and Abednego, is found in the Bible book of Daniel, chapter 3. Exiled in Babylon after the destruction of Jerusalem, the three young men served in the court of Babylonian king Nebuchadnezzar. The king set up a tall image of gold on the plain of Dura and ordered his officials to bow to the image. The young Hebrews refused, stating: "If it is to be, our God whom we are serving is able to rescue us. . . . But if no, let it become know to you, O King, that your gods are not the ones we are serving, and the image of gold that you have set up we will not worship." Enraged

by their refusal, Nebuchadnezzar ordered them burned alive in a fiery furnace. However, an angel appeared in the midst of the fire and rescued them.

- a. In what way was Hitler like Gessler and Nebuchadnezzar? What do you think was the purpose of forcing the population to say “Heil Hitler”? What effect do you think this saying had on people’s thinking and feelings?
 - b. How do the stories of William Tell and the three Hebrew boys relate to the position that Simone and her parents believe they should take toward the Hitler salute?
4. Why might the national identity of Alsatians not be as strong as that of people living in either France or Germany? How would this affect their nationalistic feelings and outlook toward war?
 5. Simone’s grandmother showed little sympathy toward Simone and insisted that Simone do hard work. How might this experience prepare Simone for possible events ahead of her?
 6. Although Aunt Eugenie has opposed Simone’s mother because of her religious stance, what hint is there that Aunt Eugenie may have a change of heart? (p. 113)

CONNECTING WITH LIFE TODAY

1. Simone’s story describes hardships that the people of Alsace faced during times of war (pp. 102–111). Name countries today that are experiencing wars. Make a list of the ways in which war affects civilians—young and old, male and female.
2. Simone packs a little sack on her shoulder and leaves her grandmother (p. 112). Do you know about young people today who leave home, going to a large city where they have no relatives or friends? Would you recommend this as an alternative for someone who is having trouble at home? Explain. What other alternatives might a person have instead of running away?
3. The slogan *Liberté, fraternité, égalité* comes from the French Revolution (p. 103). How are these concepts referred to in the laws of your country? Has any nation ever achieved these ideals? What do these words mean to you? What do the words of this slogan mean to Adolphe Koehl as he expresses them to fellow Witnesses? (p. 104)

CORE VALUES JOURNAL ACTIVITY

For Simone, her family and her school routine helped her get through the difficult time of change as the war reached her area. Do you sometimes feel “caught in the middle” as did the citizens of Simone’s war-torn country? What uncertainties and disruptions do you face in your life? What people or routines can help you get through uncertain times?

What steps will you need to take, as disruptions occur to insure that you stay true to your own values, no matter what is happening around you?

TAKING A CRITICAL STANCE: NATIONALISM

1. Grandpa says, “The state to whom you belong has power over your life” (p. 99). Do you agree with this statement? To what extent should the state be able to control its citizens’ lives? In what way is it good that the government sets laws and “has power?” Give practical examples. In what ways might government power over people be harmful? Give examples.
2. What role does nationalism play in promoting unity among people? How does nationalism promote hatred? What would it take to have unity without hatred in the world? Do you think this is possible?

FURTHER EXPLORATION

Choose a current war or revolution and explain the role of nationalistic feelings in sparking or fanning the violence.

Chapter 5

HEIM IN'S REICH

The shadow of Germany is everywhere. Soldiers march in the streets. Jewish stores are plundered. The Jewish owners of the Galerie Lafayette department store ask their maid, Martina Ast, one of the *Bibelforscher*, to stay on with the new Nazi owners in order to care for their home. The populace is split over what is happening to the Jews and to their property. Simone's parents consider it to be robbery and feel that Hitler is a representative of the Devil.

Simone can return home now that the occupation of Alsace has taken place without bloodshed. Aunt Eugenie purchases a Catholic Bible with the goal of bringing her sister back to her senses.

Simone and her friend Helene have a frightening encounter with Hitler himself as his motorcade drives through the newly annexed territory. Schirmeck-Vorbruck, an internment camp, is set up in mid-1940 to reeducate stubborn Alsatians. People emerge from the camp emaciated and fearful, forbidden to tell what they have experienced. The threat of Schirmeck hangs over Jehovah's Witnesses, who continue to practice their religion in secret. Adolphe Arnold and Adolphe Koehl agree on a new place to meet, in the isolation of a garden plot owned by the Koehls.

Simone grows apprehensive with the start of school. Mr. Zipf, the new instructor, declares it a goal to make the students into German citizens. Speech in French and Alsatian is forbidden. Only German should be spoken. Simone is able to hide behind taller girls in the class, so that she is not seen with her arm down when everyone else gives the Hitler salute. The students are also required to salute when passing a teacher in the schoolyard. Simone, Daniele, and Anita—all *Bibelforscher* children—must be careful to avoid encountering a teacher. Nazi songs, as well as nationalistic and racist propaganda, pose a challenge to Simone's beliefs. She is facing bigger and weightier decisions with each passing day. She decides not to worry her parents with her problems.

A visitor comes to the Arnold home. To Simone's surprise, it is her Aunt Eugenie, who has been reading the Bible and has decided to become one of Jehovah's Witnesses. Grandma reacts sharply to the baptism of her second daughter.

Nazi officials threaten Adolphe the barber for not joining the party, not hanging Hitler's picture in his shop, and not giving the Hitler greeting. Communists are being arrested. On April 11, 1941, the Witnesses meet in secret on the anniversary of Jesus' Last Supper with his disciples. Thereafter, Simone demands that her parents let her be baptized as a Witness. Marcel Sutter, a bright young man, begins to have Bible discussions with the family.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - larceny, 118
 - National Socialism, National Socialists 118, 124
 - martyr, 124
 - Aryan, 125
 - SS, 132
 - clandestine, 132

2. Simone's story refers to different religious practices. What religious practices are associated with the terms below?
 - baptism, 128
 - Corpus Christi, 129
 - Mass, 129
 - Rosary, 130
 - Nisan 14, 133
 - Passover, 133
 - Memorial of Christ's Last Supper, 133–134

3. How does the title of the chapter reveal what will be happening? (See footnote, p. 117.)

4. Write briefly about each concentration camp, either based on the book or from another source. (p. 120)
 - Schirmeck-Vorbruck
 - Dachau
 - Struthof (Natzweiler-Struthof)

5. For what reasons were people sent to Schirmeck? What was accomplished by forcing people to keep silent about what happened inside the camp? (p. 120)

6. Judging from what Simone is taught at school, what do you think the German word *Untermenschen* means? (p. 124-126) Why might this idea have been taught in the schools at that time?

7. Why does Adolphe Arnold ask Eugenie serious questions about her beliefs? (p. 128)

8. This chapter coincides with the Nazis occupation of France. On a map of Europe, mark the areas affected by Nazi occupation. Simone hears German soldiers sing, "We are Headed for England." What did they mean? Locate England on a map.

DRAWING CONCLUSIONS

1. Consider Nazi euphemisms such as *Lebensraum*, *annex*, and *Untermenschen*. How were these terms used in an attempt to make bad appear good? How might Darwin's evolutionary theory of "survival of the fittest" have been used to support these Nazi notions?

2. Martina, the maid for a Jewish family, faces a moral dilemma when a Nazi takes over the family's property. (p. 117–118) The Nazis referred to this action as the “Aryanization” of Jewish property. How did the Nazi government carry out this process? How did they justify their actions? What was the aim? Some historians believe that the Nazi attack on the Jews was primarily motivated by greed. Others believe that the plundering of Jewish property was a secondary to the elimination of the Jewish population. What do you think might have been their motivation? If you were the maid in this situation, what would you have done?
3. Write a short speech that Simone might have given to explain her position to the class, the judge, or a Hitler Youth representative.
4. When the Nazis are not close by, how do some Alsatians speak about Hitler and the government? Do you think quiet discontentment is typical of people living under totalitarian domination? How might the people have made their displeasure known to the government? If the displeasure of the populace had become known, how might the government have reacted? Why do you think more people did not refuse to support the Nazi government? (pp. 120, 126)
5. What did Adolphe the barber refuse to do? (pp. 131–133) What do you think will happen to him? Will he give the Hitler salute or will he be arrested?
6. The book *Life in the Hitler Youth* says: “When the goal of education in Germany changed, so too did the atmosphere in schools, the subjects that were taught, and the way they were taught.” Create a poster showing five goals of the Nazi educational system based on Simone's description.

CONNECTING TO LIFE TODAY

1. Simone experienced a variety of conditions in school. Interview a school administrator or board member about the goals she or he has for your school. What positive or negative changes has s/he seen in recent years? What changes would s/he like to see in the coming years? What recommendations do *you* have for school reform?
2. Name a recent or modern-day example of public displays of dissent or protest? What is the goal of the dissenters? Under what circumstances do you think public dissent is appropriate? Inappropriate?

MAKING PERSONAL CONNECTIONS

1. Alsatians were threatened with physical harm for speaking French instead of German. Have you or someone you know ever been pressured not to speak a native language?

- How would such a prohibition make you feel? Would it be easy or difficult for you to comply?
2. Simone's image of Hitler focuses on his eyes. Create your own scenario where two sets of eyes that you know look at each other. Describe the eyes as one set looks at the other. What do the eyes "say" to each other?

CORE VALUES JOURNAL ACTIVITY

Simone is faced by increasingly more difficult challenges to her values each day at school as the Nazis take over. However, she decides not to talk about these problems with her parents. Why do you think that young people are often reluctant to discuss their challenges at school with their parents? Have you felt this way? Write an imaginary dialog between you and one of your parents who sincerely wants to know about the challenges to your values that you face in school. Write the parent's part in a way that makes you feel free to talk and write your part in a way that encourages him or her to listen.

TAKING A CRITICAL STANCE: EDUCATION OR INDOCTRINATION

1. Write a news article about the German takeover of a school. Then write two letters to the editor, one for and one against the take-over. As an editor write editorial response. [This activity can be divided among groups of four or five working together.] Discuss which was the most difficult to write and why.
2. The teacher states that the goal of the school is "to make Germans of you." Based on the sample school lessons that Simone describes, identify examples of propaganda or indoctrination that the Nazis used. (pp. 123–125) It was exceptional for people, especially young students, to resist under these circumstances. Why do you think the overwhelming majority of teachers, parents, and students conformed to the teaching methods, which were designed to make everyone agree with the Nazi thinking? If a teacher expected you to do what you thought was wrong, what would you do? Why? (An example might be a teacher secretly giving students answers to a state examination.) What might be the consequences of not doing what the teacher requests?
3. What do you think should be the main purpose of education? Under the Nazis, what was the main purpose of education? How would you explain the difference between education and indoctrination? Was there any time in your school experiences when you thought that your education was really indoctrination?
4. Contrast the views of Einstein and Hitler on the goals of education based on the quotations below and what you know about the two men. What is most important to each? Which classes would be most important in schools adopting each of these philosophies?

We must inoculate our children against militarism . . . Our schoolbooks glorify war and conceal its horrors. They indoctrinate children with hatred. I would teach peace rather than war, love rather than hate.—
Albert Einsteinⁱ

The folkish State . . . has to direct its entire education primarily not at pumping in mere knowledge, but at breeding of absolutely healthy bodies. Of secondary importance is the training of mental abilities. . . . A people of scholars, when they are physically degenerated, irresolute and cowardly pacifists, will not conquer heaven, nay it will not even be able to assure its existence on this globe.—Adolf Hitlerⁱⁱ

5. Totalitarian movements often target the intellectuals of a society for suppression, humiliation, or destruction. Why do you think this is so? Yet, during the Nazi period, “the machinery of destruction included representatives of every occupation and profession,” according to the book *Perpetrators, Victims, Bystanders*.ⁱⁱⁱ Accountants, bookkeepers, engineers, architects, doctors, nurses, lawyers, judges, clergymen, scientists, and university professors all did their part to keep the machinery of destruction running smoothly and rapidly. Without such support eleven million people could not have been murdered in a few short years. Describe ways in which people in one of these professions contributed to the Nazi regime and how they might have used their position to resist the regime.

FURTHER EXPLORATION

1. Alfred Dreyfus, a French Jewish army officer, came from Mulhouse, Simone’s home town. Because of hostility toward Jews, he was falsely accused of spying. Research his life and comment on how the case might have contributed to anti-Jewish feeling in Simone’s town.
2. Who are the Huguenots? Learn about the rescue of Jews by the villagers of Le Chambon. How do you think the experiences of their Huguenot ancestors affected their actions toward Jews during the Nazi period? (p. 81)

SUGGESTED RESOURCES

Keeley, Jennifer. *Life in the Hitler Youth* (The Way People Live series), (San Diego, CA: Lucent Books, 2000)

Mann, Erika. *School for Barbarians: Education Under the Nazis*, (New York: Modern Age Books, Inc., 1938). The author is the daughter of novelist Thomas Mann.

Sauvage, Pierre. *Weapons of the Spirit* (video).

Chapter 6
IN DANGER OF DYING

—and —

Chapter 7

BEAUTIFUL BERGENBACH

Chapter 6: Traumatic events occur in close succession. Simone survives a near-drowning incident. Shortly thereafter, the Arnolds and Adolphe Koehl attempt a secret rendezvous with Alfred Zinglé, a Witness courier, who would smuggle literature across the border. They successfully meet him, but on their return, they are apprehended by German soldiers. The group is escorted at gunpoint and searched thoroughly, except for Simone, who is carrying the literature in a secret girdle.

Later in the week, Simone nearly becomes a victim of a child killer. Then she narrowly escapes being hit by a car. This is her fourth close call in less than six weeks. Yet the family tries to maintain tranquility. Simone's father helps her with a watercolor painting of three roses.

Chapter 7: Simone is baptized as a Jehovah's Witness, much to the displeasure of her grandmother. She sends Simone off to the forest to meet her grandfather. Simone recalls the old cowhand who napped among tall ferns and later, from a spot uphill, pointed out where they had been and said: "Look at the hole down there. Remember how tall the ferns were? And now they're so tiny. You see? It all depends on how you look at things!" Enjoying the beauty of Nature, Simone feels free from all the fears and anxieties of the city.

Understanding the Narrative

1. Define each new word or use in a sentence that suggests its meaning.
rendezvous, 139
solitary, 145
aquarelle, 146
recuperating, 150
2. What do the Arnolds and Adolphe Koehl do that shows that they value their literature? (pp. 139–142)
3. On what occasions does Simone come close to dying?

DRAWING CONCLUSIONS

1. Simone participates in dangerous underground activity at the age of 11. Why do you think she chooses to do so? Why would her parents allow her to do this? Why do the German soldiers fail to search Simone for the smuggled literature? How do you feel about someone of her age being involved in such activity? (pp. 138–142)

2. Simone's mother says that the killer of several teenage girls is a "monster." (pp. 143–144) What characteristics or qualities does the term "monster" connote? What message does this term convey about the capacity of men and women for doing evil to fellow humans?

CONNECTING TO LIFE TODAY

1. People under the Nazi government praised the "swift German justice." (p. 143) Today, some criticize the criminal justice system for being too slow and too lenient. What are some advantages of a swift and severe criminal justice system? What are some disadvantages or potential for abuse and error? What legal principles in your country are intended to safeguard citizens from abuse and error?

MAKING PERSONAL CONNECTIONS

1. "It all depends on how you look at things!" Explain the meaning of this saying and relate an event in your life as an example. (p. 150)
2. The *Bibelforscher* risk their lives for literature about the Bible. Name a letter, book, or picture that you value greatly. Would you risk your life to keep or to get this item? Why or why not? What do you think of people whose religious beliefs are so strong that they would risk their own lives to possess or read religious literature?
3. Simone's father teaches her to paint and her mother teaches her to knit. Write about a valuable skill that you have learned from an adult you admire.

CORE VALUES JOURNAL ACTIVITY

Simone frequently must prove to others that she is capable of making and keeping major commitments. For example, her parents kept saying she was too young to be baptized and her grandmother underestimates Simone, assuming that her parents forced her to join the religion. (Review page 128 regarding the serious commitments baptism entails.) Do you ever feel that adults underestimate your capacity to act responsibly, to keep major commitments, or to stand up for your values? How do you view yourself when it comes to being able to take a strong stand for doing what you think is right?

TAKING A CRITICAL STANCE: SPIRITUAL RESISTANCE

We will not be silent. We are your bad conscience. The White Rose will not leave you in peace.—White Rose Letters

In Munich, Germany, a small group of university students calling themselves the "White Rose," printed and distributed anti-Nazi pamphlets urging students to rebel. The young leaders of the movement, Hans Scholl, his sister Sophie, and

Christoph Probst, were turned in by a janitor and were beheaded by the Nazis. Executed shortly thereafter was professor of philosophy Kurt Huber, who had guided the movement. In his final defense, he quoted these words of German philosopher Johann Gottlieb Fichte:

And thou shalt act as if
On thee and on thy deed
Depended the fate of all Germany,
And thou alone must answer for it.^{iv}

1. Research the White Rose movement. (See suggested resources below.) Write a one- or two-page summary highlighting the history, motivations, aims, achievements, and fate of the members. Conclude with your personal opinion of the movement.
2. Like the members of the White Rose, Jehovah's Witnesses risked their lives to print and distribute their pamphlets. Write an essay explaining what you think such resisters were trying to achieve. What is the significance of such resistance? Why do you think the Nazis punished resisters so harshly? Do you think this type of resistance is effective? Why or why not?
3. Find two examples of nonviolent protest that have taken place in your lifetime. Describe the results of the actions and give reasons you feel the protest produced results. Comment on the relevance of these protests to Professor Huber's final words of defense before the Nazi court.

SUGGESTED RESOURCES

Benz, Wolfgang; Pehle, Walter H., eds. *Encyclopedia of German Resistance to the Nazi Movement*, (New York: The Continuum Publishing Company, 1997)

Langbein, Hermann. *Against All Hope—Resistance in the Nazi Concentration Camps 1938–1945*, (New York: The Continuum Publishing Company, 1996)

United States Holocaust Memorial Museum. *Resistance during the Holocaust*

<http://www.english.upenn.edu/~afilreis/Holocaust/gill-white-rose.html>

(University of Pennsylvania Literature of the Holocaust: Article on the White Rose movement)

<http://www.historyplace.com/pointsofview/white-rose1.htm>

(The History Place: "Memories of the White Rose," by George J. Wittenstein, M.D., a surviving member of the White Rose movement)

<http://fcit.coedu.usf.edu/Holocaust/people/resister.htm>

(University of South Florida Teacher's Guide to the Holocaust: Resisters)

Chapter 8

THE GESTAPO ATTACKS

It is September 1941. Simone returns to school and has Mr. Zipf for her teacher once again. Nazi teachings about the “pure race” are part of the program. Simone’s father reasons with Simone about the error of the Nazi version of evolution. On September 4, Simone runs to open the door for her father, whom she thinks has returned home from work. Instead, she finds two Gestapo agents bearing the news that they have arrested Adolphe Arnold. A grueling four-hour interrogation begins, during which Simone’s mother is pressured to reveal details about their underground work and names of other *Bibelforscher*. The Gestapo leave, threatening to return to arrest both mother and daughter.

Emma Arnold learns that Adolphe Arnold’s salary has been confiscated and his bank account is closed. Emma is denied a working permit. But she and Simone receive help from fellow Witnesses. Meanwhile, the Gestapo agents arrest more and more male Witnesses. Anxiety about impending arrest drains Simone and her mother of strength. They struggle with their meager resources and worry about Adolphe, whom they learn has been taken to Schirmeck.

Like a big brother, Marcel Sutter fills a void in Simone’s life. She takes up piano lessons again and continues her secret religious activities, including even assisting with the translation of banned religious literature. Despite the hardships of separation, family bonds remain strong.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - crony, 157
 - ideology, 161
 - persecute, 161
 - compulsory, 163
 - heretic, 166
 - vermin, 166
 - exterminate, 166
 - evangelizing, 169
 - resolutely, 172
 - catacomb, 174
 - ersatz, 178
2. What does Emma accomplish by saying to the Gestapo, “Life is not in your hands but in God’s.”? (p. 160)
3. Simone uses a simile that compares some of the villagers to ‘flies gathered on waste.’ What is it about their behavior that causes her to say this? (p. 164)

4. Why would the Nazi's prohibit Adolphe from having a Bible? (p. 165)
5. What has happened to Paul Arnold? (p. 166)
6. What has the prison guard done in helping Adolphe? Is he committing an act of kindness, an act of resistance, or both? Explain. (p. 167)
7. Make a list of different roles that Adolphe Arnold fills related to his family, workplace, community, the *Bibelforscher*, and the Nazis. Compare your list with your classmates'.
8. In your own words, what is the meaning of the *Volksgemeinschaft*? How did the Nazi regime seek to force people to become members of the *Volksgemeinschaft*? (p. 176)
9. What specific ways do members of the *Bibelforscher* group support each other? (pp. 174; 213)
10. Drawing from specific examples in this chapter, show how the persecution affected Simone's family. How did it strain the family and how it did it strengthen their bond? (pp. 151–169, 173) Does Simone find the Nazi teachings on evolution interesting? What is her father's reasoning that the Nazi plan for making "beautiful, healthy children" is wrong? (p. 155–156)

DRAWING CONCLUSIONS

1. How was Adolphe Arnold treated at the time of his arrest? What is the purpose of this type of treatment? (pp. 164-5)
2. Write a news article for the *Mulhouse Daily Examiner* about Adolphe Arnold's arrest. Or if you prefer, write an article for an underground resistance paper about Mr. Arnold's arrest.
3. After considering the content of one of the Witnesses' secret meetings (p. 175), do you think the Nazis had good reason to be concerned about such a meeting? What reasons would they have had to ban such meetings?
4. Simone uses the metaphor of a swamp to express the Witnesses feelings about the persecution. (p. 176) Create another word picture to describe life for people under a totalitarian regime.
5. Emma Arnold is interrogated by the Gestapo who want her to betray other Witnesses. How does she handle their questions? Why? What words would you use to describe Emma in this situation? If her friends were guilty of a serious wrong, such as stealing, and government authorities wanted information about them, what do you think Emma would have done?

CONNECTING TO LIFE TODAY

1. How might underground groups operate differently with the technology today? Would it be more or less dangerous? Difficult?
2. Simone's classroom had posters of racial theories. In recent years, some schools have wanted to post the Ten Commandments, and others have wanted to raise money by selling advertisement space on school property. Write an essay about items that you believe should and should not be permitted to be displayed in schools, including advertisements, religious or political posters, or other display items.
3. The ideology of the Nazis was embodied in the slogan *Race, Blood, and Soil*—the notion that racial purity must be maintained by preventing intermarriage and by continuously struggling for land, or “living space” to keep the pure community together and to keep out contaminating influences. Name examples of modern-day “ethnic cleansing.” What ethnic or national groups are involved? How does this thinking compare to the ideology of the Nazis?
4. Modern medical research confirms that many common health problems are related to stress. Interestingly, in 1942 a doctor tells Simone that her health problems are caused by mental stress. She is tormented by terrible recurring dreams stemming from fear. (p. 168) For Simone, music helps to “soften” her mind and “wipe out” her anguish. (p. 169) List five common health problems that doctors today attribute to stress. What advice would you give to someone under such stress that it affects his or her mental and physical health?

MAKING PERSONAL CONNECTIONS

Emma Arnold thinks the enemy is ideology, not people. (p. 161) Do you agree? Can teachings make people act humanely or inhumanely? From your personal observations, give an example to support your viewpoint.

CORE VALUES JOURNAL ACTIVITY

Simone's mother advises her not to “tremble ahead of time about eventual sufferings that may never happen.” (p. 168) Have you ever fretted over something that never developed or that was not as bad as you anticipated? Did worrying help? How might a person be weakened by trembling over what others might do? Is there any future challenge to your values that you are dreading? What practical steps might you take to make a positive outcome more likely? What things can you do to keep from needlessly worrying about aspects of a situation that you cannot change?

TAKING A CRITICAL STANCE: OVERCOMING HATRED AND PREJUDICES

Hate comes in ever so many shades and forms. Writer Andrew Sullivan summed up the matter nicely:

“There is hate that fears, and hate that merely feels contempt; there is hate that expresses power, and hate that comes from powerlessness; there is revenge, and there is hate that comes from envy. . . . There is the oppressor’s hate, and the victim’s hate. There is hate that burns slowly, and hate that fades. And there is hate that explodes, and hate that never catches fire.”—Andrew Sullivan, “What’s So Bad About Hate,” *The New York Times Magazine*, September 26, 1999, p. 52.

1. Simone says that hatred flared up in her. Toward whom was her hatred directed? Based on Andrew Sullivan’s summary of different causes of hatred, how would you define the kind of hatred Simone felt? (pp. 160–161, 165) At one point Simone struggles with why she “shouldn’t hate such wicked people.” Explain the difficulty of not hating someone who seriously wronged you and what a person would need to do in order to overcome strong feelings of hatred. Of the different kinds of hatred Sullivan lists, which do you think would be the most destructive? In what ways would it help if a person did not hate? Explain how hate might breed hate.
2. Read the excerpt from the *Life Sciences—Biology Textbook for High Schools* on pages 388–391. Select four examples from the text of blatant racist thinking. How can the text be used to justify murder of the Jews? The murder of the mentally and physically disabled? Because of these theories, Hitler expected German and other ‘Aryan races’ to take all the medals at the 1936 Olympic Games held in Berlin, and especially in the sprinting and other track events at which ‘subhuman’ races would lack the needed strength. Find out what happened when African-American runner Jessie Owens won a gold medal.
3. Read the information below and explain how the Nazis used the theory of evolution to support racism. What were the consequences of their thinking? What reasoning would you use to counter Hitler’s notion of a Master Race?

In his 1920 book *Mein Kampf* (My Struggle), Adolf Hitler speaks of the superiority of the Germans or “Aryans” as the Master Race. The Nazis believed that the Aryans were the highest on the evolutionary ladder, and the Jews were the lowest. Hitler warned, “If, with the help of the Marxian creed, the Jew conquers the nations of this world, his crown will become the funeral wreath of humanity.” Therefore, Hitler took upon himself what was, in his eyes, a holy mission: “By warding off the Jews I am fighting for the Lord’s work.”^v Nazi racial propaganda saturated German society, from newspapers to film to school textbooks. The Nazi educational program sought to indoctrinate German youth thoroughly with the need to achieve a “Final Solution” to the “Jewish Question.”

For the sake of the Master Race, the Nazis also determined to sterilize people thought to have genetic defects. Between 300,000 and 400,000 were sterilized in a national program. Then in 1939 the regime instituted the T-4, or so-called euthanasia, program, that resulted in the death of more than 200,000 mentally and physically disabled persons.

FURTHER EXPLORATION

1. Adolphe Arnold is transferred to Dachau. Research the history of the camp, the kind of prisoners that were kept there, and the conditions in which they lived.
2. Jehovah's Witness prisoners are given the purple triangle as their uniform symbol. Research and describe other prisoner symbols used in Nazi camps.

SUGGESTED RESOURCES

Blackburn, Gilmer W. *Education in the Third Reich: Race and History in Nazi Textbooks*, (Albany, NY: State University of Albany Press, 1985)

Lifton, Robert Jay. *The Nazi Doctors: Medical Killing and the Psychology of Genocide* (New York: Basic Books, 1986)

<http://fcit.coedu.usf.edu/holocaust/maps/dachau.htm>

(Map of Dachau)

http://www.dhm.de/ausstellungen/ns_gedenk/e/d_57.htm

Chapter 9
I'M SO LITTLE AND THE LION IS SO STRONG
Part One (pages 179 – 203)

Simone's father has been incarcerated for a year when the new school term begins. In the schoolyard, Simone gets into trouble for not giving the Hitler salute to a teacher. As punishment, she has to take a letter around to 24 classes. The letter states that an unnamed student refuses to comply with "civic duties," and that this will not be tolerated. Simone faces class after class of children who all give the heil salute, and she is deeply ashamed that she is fearful. At home, her mother assures her that feeling the emotion of fear is not wrong but that acting out of fear is a trap.

Simone's teacher, Mr. Zipf, invites her and her mother to his home, where he tries to convince Simone that it is foolish to refuse to comply. Two days later she has a confrontation with the principal and the city supervisor in front of the whole class. She is expelled from the school and has to return to the *Volksschule*, which does not offer the advanced classes she enjoyed in *Mittelschule*.

Mr. Ehrlich, the new principal in Simone's old school, demands that Simone not reveal why she was dismissed from the *Mittelschule*. Furthermore, she is to have no books and is not allowed to participate fully in class. The children torment her ceaselessly, trying to find out why she has left the other school. Finally, after being accused by a student named Ginette of being part of the French Resistance, Simone feels compelled to reveal the reason she was expelled. Ginette and her mother learn more about the teachings of the Witnesses.

Nazi terror continues to saturate the city. There are marches in the street, nighttime arrests, Nazi youth programs, and neighborhood spies. More Witnesses, both men and women, are being arrested. One teenage Witness girl escapes across the border, but her sister is arrested in reprisal.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.

- outcast, 181
- malicious, 195
- languished, 201
- euthanasia, 201
- denounced, 201
- deported, 202
- confiscate, 202
- precarious, 202
- opalescent, 202

reprisal, 203

2. Give evidence that Simone is free to make her own decisions about major issues. What reason does her mother give for having Simone make her own decisions? (pp. 181, 211)
3. Simone says that she cannot perform the Nazi salute because it would make her a “liar.” In her mind, is Mr. Zipf lying? How does Mr. Zipf justify giving the Nazi salute? (p. 188)
4. In what ways do people support Nazi control by cooperating with the system? (p. 201)
5. Why is the taunting by the students so difficult for Simone to handle? (p. 195) Compare her reaction to that described on pages 76 and 80–82. What advice does she receive? Is it practical?
6. Although Simone has been expelled from *Mittelschule*, her Witness friends are happy for her. Why? (p. 192)
7. Students accuse Simone of being part of the French Resistance, a group that sought to undermine the Nazi regime. Why did Simone feel justified in telling the real reason for her expulsion from school despite the promise she had made? (pp. 192–197)
8. How does Grandmother feel about Germany now that the T-4 program (the euthanasia, program aimed at mentally and physically disabled persons) has been instituted? What does she fear? (p. 201)
9. How did the *Reichsarbeitsdienst*, *Bund deutscher Mädel*, and *Arbeitsdienst* encourage young people to support the Nazi government? 201, 203

DRAWING CONCLUSIONS

1. What does Mr. Zipf mean about being cautious like a serpent and innocent like a dove? (pp. 187–188) Why would these words be of special interest to Christians? (See Gospel of Matthew, Chapter 10, verses 16–18.) Look up information in an encyclopedia about the characteristics of serpents and doves, and then explain how you think these characteristics apply to the saying.
2. The Nazis classify the Witnesses as “vermin.” (p. 228) What does this mean? People resort to name-calling when they are angry or if they don’t get what they want. What is the purpose of using labels like this? What effect can they have on individuals?
3. Does the city supervisor’s claim to “love freedom” seem odd to you? (p. 189) He states that “each one is free to choose his fate.” In what way was this statement

propaganda? In what way was this statement true in the case of Simone and the other Witnesses?

4. Analyze the speeches of Mr. Gasser (pp. 180–181), Mr. Zipf (pp. 184–188), the city supervisor (pp. 189–190), and the judge (pp. 208–210). Which do you think was the most convincing? Rank the speeches in order of persuasiveness. Do they sound more like political or religious speeches? Faced with the urging by these authority figures, do you see any alternatives for Simone, given her convictions? What do you think most people would do if faced with this pressure to conform? Why was Simone able to withstand the pressure?

CONNECTING TO LIFE TODAY

1. Simone’s mother says that sticking to one’s decisions brings happiness and self-respect. (p. 181) Give an example of a situation in which this might be true of a young person facing decisions today. Later in the story, Simone refers to her pride in a negative sense. (p. 195) What is the difference between self-respect and pride? An expression heard today is that someone “has an attitude.” Give an example of a situation in which “an attitude” or too much pride can become a problem for a young person.
2. Emma Arnold advises Simone when she is facing “lions” (Nazis) to “stay calm, be polite, and look into the person’s eyes,” while fixing her mind toward heaven. (p. 180) Do you think this is a sound method of dealing with oppression? Can you think of an example showing how this strategy would be effective? Ineffective? What advice would you add?
3. In what ways is being a teacher today different from being a teacher under the Nazi educational system? What do you think would be the most difficult part of teaching in a Nazi school? What do you think is the most difficult part of being a teacher today? What can students do to make school better?

MAKING PERSONAL CONNECTIONS

1. Freedom is the subject of poems, songs, wars, and bumper stickers. Perhaps you have heard the expressions like “free to be me” or “freedom is just another word for nothing left to do.” People around the world value freedom. How would you define freedom? In what ways would you like more freedom? Is it possible to have total freedom? Describe what schools and families would be like if everyone had total freedom.
2. Simone says that she was “deeply ashamed because [she] was shaking and fearful.” (p. 184) What is fear? When did you last feel it? When was it most intense for you? Simone’s mother says nothing is wrong with feeling afraid, but “it was the acting out

of fear that was a trap.” Do you think it is possible to be afraid but to act as if you have no fear? How would you explain this?

3. Some people tried to convince Simone to change her mind while others encouraged her to stick to her decision. Think of someone whose behavior or decision you would like to influence. Write what you would say to him or her.

CORE VALUES JOURNAL ACTIVITY

In this chapter Simone feels pressure from adults. Mr. Zipf, a respected teacher, uses verbal persuasion, and Mr. Ehrlich, the cruel principal, tries to use emotional (and later, even physical) bullying to try to get her to compromise her beliefs. Talk about both of these pressures, that is, well-meaning persuasion from respected adults and bullying from less-respected adults, and tell why each one might pose a challenge for you. Which type might you find more difficult to resist? Why? Do you know adults who have tried, or might some day try, either method to get you to compromise your beliefs? What motive do you think prompted or might prompt them to do this? If you decide that this person only wants the best for you, but is still asking you to do something that you strongly believe is wrong, how will you deal with the situation?

TAKING A CRITICAL STANCE: OBEYING OR CHALLENGING OPPRESSIVE AUTHORITY

1. How does standing up to oppression affect an individual? How might it affect others?
2. What is more important in your view: a community where everybody does exactly as they are told or one where there is individual choice? Explain by using examples or illustrations.
3. People respond differently to oppressive authorities. Many complain quietly among themselves, but for reasons of personal safety they obey the authorities. Some ignore hardships imposed on others provided they are not personally affected. Others try to appear as if they support the authorities while secretly trying to undermine or overthrow the authorities. Some openly revolt against the authorities. A few choose to obey oppressive authorities in all matters except those that require their personal involvement in acts that violate their conscience. Give examples different ways people responded to oppressive authorities during the Holocaust or in other situations. What are the pros and cons of each? What would you recommend? How do you respond to authority figures (such as teachers, parents, or supervisors) when you think their demands are unfair?
4. After the Holocaust, American psychologist Stanley Milgram wondered why there was such widespread participation of the German people in the murder of millions. Is this murderous potential present in all people? How could people be so cruel? Milgram conducted a now-famous experiment in which persons were ordered by an

authority figure to administer a series of painful electric shocks to an individual, supposedly as part of a study of learning. Would they obey? Researchers were startled by the results.

Years later, psychologist Philip Zimbardo tested the power of social situations to alter a person's normal behavior. In the classic Stanford Prison Experiment, volunteer college students were randomly assigned the role of prison guard or prisoner. How would this new social reality, which all participants knew to be fabricated, affect the behavior of the students? The changes were so profound and intense that the two-week experiment had to be terminated after only six days.

- a. Read background information about the experiments by Milgram and Zimbardo. How were they similar? How were they different?
- b. Describe two real-life situations in which the conditions and results are similar to those noted by Milgram and Zimbardo.
- c. How do the experiments affect your understanding about the actions of people during the Nazi period? Besides the factors of obedience to authority and the power of social situations to affect behavior, what other influences caused people to conform to the Nazi system?
- d. Give examples in *Facing the Lion* of people who acted similarly to those in the experiments by Milgram and Zimbardo.

FURTHER EXPLORATION

1. Look up information about the Nazi T-4 “euthanasia” program. What was its purpose? What kind of people were involved in the killing process? How many people were affected? How do you think that people trained to save lives could become involved in such acts? (p. 201)
2. Research the current debate about “euthanasia” in your country. Summarize both sides of the issue, state your own opinion, and explain the reasons for your view.
3. Read about the Nuremberg trials. What was the basic defense of the defendants? What was the basic reason the court found them guilty?

SUGGESTED RESOURCES

Milgram, Stanley. *Obedience to Authority* (New York: Harper & Row, 1974)

<http://www.prisonexp.org>

(Slide show and summary of Philip Zimbardo's Stanford Prison Experiment)

<http://www.pineforge.com/newman/2.htm>

(Synopsis of conformity experiments by psychologists Asch, Latané, and Zimbardo)

Chapter 9

I'M SO LITTLE AND THE LION IS SO STRONG

Part Two (pages 203 – 231)

In March 1943, Simone is ordered to undergo a psychiatric test. It turns out to be an interrogation like the one her mother was subjected to on the day of her father's arrest. Like her mother, Simone endures the difficult test without betraying any of the Witnesses. Simone's dog Zita dies, and on that same day Simone is summoned to juvenile court. The judge concludes, after reasoning unsuccessfully with Simone, that she has been corrupted by *Bibelforscher* teaching and must be reeducated. She will soon be arrested and taken away.

Simone is chosen to participate in a gymnastic gathering with hundreds of students from area schools. At the last moment she realizes that it is a Nazi youth rally and she withdraws. She wonders, though, why her mother did not forbid her participation in the first place. Her mother makes clear that this was Simone's decision to make according to her conscience.

The students will soon attend a youth camp, and each child is told to bring money. Simone decides she will not go. Her mother begins training her in domestic skills. Marcel enjoys her baking, but Simone then realizes that he is in great danger because he will soon be called up for the military and when he refuses to kill, he will be executed. As they part company for the last time, Marcel's strong faith and calm confidence become a living part of Simone's memory. A trip to the photographer captures a last family photograph before Simone is taken from her mother and her aunt.

Simone faces an enraged Mr. Ehrlich when she refuses to go to the youth camp. He makes a whole class suffer, claiming that Simone is responsible. Instead of turning on her though, the children urge her to keep resisting Mr. Ehrlich. Simone is told to sort recycling material for the war effort. Again she refuses, and Mr. Ehrlich knocks her unconscious.

Arrests continue, and Witnesses in camps are dying. The remaining Witnesses are determined to remain true to their faith. Simone draws close to her mother and feels her conviction growing stronger.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - condemnation, 209
 - corruption, 209
 - synchronization, 211
 - black market, 221
 - status quo, 224

principles, 225
vengeful, 230

2. Miss Lorenz did not share Mr. Ehrlich's opinion. How did Simone sense this? (pp. 210, 233)
3. Why did the children react the way they did to Mr. Ehrlich's mistreatment of Simone? (pp. 228–229)
4. Although there was no one to ask, Simone decides she should not sort the trash. Why? (p. 226)

DRAWING CONCLUSIONS

1. Emma is not upset when Simone uses the month's ration of sugar to make Marcel cookies. What might Emma be thinking about Marcel's future? A batch of cookies uses up a household's monthly supply of baking goods. What does this tell you about living conditions at that time? (p. 214)
2. Read Simone's account of her trip to the photographer and then examine the photographs. What do you observe about Simone's facial expression in the two photographs? (p. 218)
3. Simone calls herself "weak" and "little" in her prayers. (p. 224) What words would you use to describe Simone? Compare your list of descriptions with a classmate's list.
4. Compare and contrast Simone's decision on page 226 with Marcel's on page 216.

CONNECTION TO LIFE TODAY

1. The Bible Students received a song from Sachsenhausen concentration camp that strengthened their resolve and feeling of solidarity. (p. 213) Write an essay on the effect of music today to create, change, or manipulate feelings. Give examples.
2. Simone's friend Marcel, like her father, refuses to kill and to participate in war. Individuals in many other countries are conscientious objectors. How do some view people who refuse to go in the military? Why do governments sometimes object to conscientious objectors? What do you think would have been a proper governmental response to the Witnesses for not joining the military? What if everyone were a conscientious objector?

MAKING PERSONAL CONNECTIONS

1. Aunt Eugenie gives the advice: “First do the things you dislike. Get them out of your way, and you’ll enjoy the work you like even more!” (p. 213) Do you think most people work this way? How might this advice apply to doing homework and household chores? Try this strategy on something that you have put off doing.
2. We have all been pressured to do things we would not normally do. Describe such an incident. What kind of pressure did you face? What did you do? How did you decide? Why?
3. We have all pressured other people to do things they hesitated to do. Describe such an incident. What kind of pressure or persuasion did you use? What did the person decide to do? Why?

CORE VALUES JOURNAL ACTIVITY

Simone is subjected to severe peer pressure as she is forced to take a note from classroom to classroom so that all of the other students will observe her refusal to give the “heil Hitler” salute. In addition, she feels internal pressure, that is, she feels left out when she declines to attend the Hitler Youth rally with her gymnastics group.

Which do you find more difficult to resist: external peer pressure to do what others do, or the internal desire to be “part of the crowd”? Which type of pressure is most likely to come up in your life? How might this happen? How might you strengthen yourself now in order to make it easier to stand firm for your values in the future?

TAKING A CRITICAL STANCE: FACING PEER PRESSURE

1. Hitler often said, “He alone who owns the youth gains the future.”^{vi} The Hitler Youth or *Hitlerjugend*, an official state organization, became the key means of indoctrinating Germany’s youth with Nazi ideas. Membership became mandatory for every qualified German boy and girl, aged 10 to 18. For the boys, Hitler Youth activities focused on physical fitness and pre-military training. German girls in the *Jungmädel* and *Bund deutscher Mädel* prepared girls to fill the proper role of women in society, as good mothers of Germany’s future soldiers. Millions of German boys and girls spent their formative adolescent years in the Hitler Youth. What do you suppose was so attractive about these activities?
2. Alfons Heck, a former member of the Hitler Youth, described the feeling of belonging that captured many young people:

When I raised three fingers of my right hand to the sky in the oath to the Führer, my left gripping the flag of my unit, my spine tingled in the conviction that I now belonged to something both majestic and threatened by bitter enemies. It was *Deutschland* (Germany).^{vii}

Do you feel that Heck's attraction to the Hitler Youth was typical of the young members? What other reasons would youth have for joining? In what ways is the Hitler Youth similar to gangs of today? How is it different?

3. Peter Brückner, a 16-year-old German youth, chose not to conform to the demands of the Nazis, becoming a loner in school. He relates:

“While I had escaped from National Socialism, and had got well clear of it, it caught up with me again in an unexpected way: in gymnastics and sports. . . . What could I do? My position as an ‘outsider’ was no longer a safe one, still less a happy one.” Peter decided to give in and participate in some sports, rather than to leave school. He continues: “I enjoyed the state of physical fatigue after a sports lesson, liked running on the snow, and even found that gymnastics had a certain charm. . . . I began to be enthusiastic about order and discipline in the sphere of ‘physical training’.”^{viii}

Both Peter and Simone feel drawn to these physical activities, despite their ethical objections to Nazism. Relate a similar situation today whereby people your age might be drawn to participate in an activity even though it goes against their values. Why might some young people have been attracted to events sponsored by these groups?

FURTHER EXPLORATION

Swift as a greyhound, tough as leather, and hard as Krupp steel,” was the Nazi ideal for German youth. Research the structure and activities of the Hitler Youth to see how the organization worked towards this ideal.

SUGGESTED RESOURCES

Keeley, Jennifer. *Life in the Hitler Youth* (The Way People Live series) (San Diego, CA: Lucent Books, 2000).

Mann, Erika. *School for Barbarians: Education Under the Nazis*, by (New York: Modern Age Books, Inc., 1938). The author is the daughter of novelist Thomas Mann.

Chapter 10
INTO THE LION'S DEN
Part One (pages 233 – 260)

Simone faces Mr. Ehrlich in a final showdown in front of 500 boys and girls. She is made to stand in front of the Nazi flag as it is raised in a solemn ceremony. Simone grips her skirt to keep from lifting her hand. Mr. Ehrlich delivers an inflated speech about the Nazi paradise and rants about how the school will make an example of a rebel who makes herself an enemy of the state! Upon returning home, Simone finds a notice that she must report to the railroad station the following morning. Emma Arnold insists on accompanying her daughter to the reeducation home, which is in Germany.

After a long train ride, they arrive in Constance where Wessenberg's Reformatory for Girls is located. Fräulein Lederle, overseer of the reeducation home, explains that the paperwork is not quite ready, so Simone and her mother have one last evening together. Then the next morning Simone is torn away and not even permitted to say good-bye to her mother. Her shoes are taken, and she is issued a uniform, a number, and a German name, Maria (from her given name Marie). The realities of harsh institutional life set in. The children must work in total silence at the Wessenberg home.

Simone is given extra work assignments, including cooking duty on Sundays while all the other children go to church. Physical punishment is a daily occurrence in the Wessenberg home. Simone's heart aches and her spirits sink. She is given the job of cleaning the room of Fräulein Messinger, the teacher. Simone seizes the opportunity to hide a Bible under the teacher's bed, which Simone can read every day while cleaning the bedsprings. Then she is given charge of Anna, a very difficult five-year-old.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - indifferent, 235
 - malevolent, 236
 - inexorably, 238
 - Fräulein, 238
 - cantata, 239
 - institutional, 241
 - cheeky, 255
 - unscrupulous, 255
2. What did the students in Simone's classes learn from her, if anything?
3. What thought gives Simone the ability to face the future with courage? (p. 235)

4. What religious stories and beliefs does Simone recall? How does she apply these to her situation? (pp. 237, 239)
5. Describe the atmosphere in Wessenberg. (pp 241–249)

DRAWING CONCLUSIONS

1. What was the purpose of Mr. Ehrlich's flag ceremony? Do you think he knew Simone was to be taken away the next day? What did Mr. Ehrlich mean when he screamed, "The one who doesn't want to bend has to be broken!" (pp. 234-235)
2. What is Miss Lorenz feeling inside? How do her feelings compare with what is she doing outside? Why? Draw a sketch of Miss Lorenz and Mr. Ehrlich that shows their different attitudes and actions. (p. 234)
3. Describe Simone's entry into Wessenberg. Find similarities and differences with the following description by Polish Jew Joe Kempler, who was 14 years old when he entered his first camp:

I was separated from my brother and transferred to the newly formed Plaszow concentration camp outside Krakow. Upon arrival we had to witness a hanging. The victim was a 15-year-old boy accused of whistling a Russian tune. As he was hanging, he struggled so hard that the rope broke and he fell at camp commander Goeth's feet, begging for his life. Goeth shot him in the head. This was my introduction to Plaszow.

. . . I was a naive 14-year-old with no life experience, no connections or a trade. As a result I was a nobody, just a number, always at the bottom of the ladder, doing the hardest work and exposed to many life-threatening situations.

4. What do you think was the purpose of changing Simone's name to Maria and assigning her a number? (p. 241)
5. Why was Simone not permitted to read the Bible?
6. Compare the conditions in the "pink room" to the Schirmeck camp. What similarities can you infer? (pp. 249, 120)
7. Why are the children satisfied when they see others punished? What sort of people are they learning to become? (pp. 248, 249)
8. Analyze the content of Emma Arnold's letter to Simone (Appendix E.3, pp. 400–402) or Adolphe Arnold's letter (Appendix E.4, p 403). What did they write that would help Simone cope?

CONNECTING TO LIFE TODAY

1. Simone says that their Swiss neighbors just across the border were probably never aware of the Wessenberg children and their condition. (p. 250) Why would that be true? Look at a map and find an example of two countries bordering each other where conditions in one is much better than the other. Can you think of examples perhaps within states or even cities where wealthier people may not know or understand their poorer neighbors? Could they understand if they wished to?
2. Simone's teacher, Miss Lorenz, clearly does not approve of Mr. Ehlich's cruel treatment of Simone but goes along with it anyway. How might someone address a similar situation in a school today?
3. Do you think that young people should *ever* be sent to "special schools," orphanages, or reform schools? Why or why not?
4. If you were in charge of such a school, what rules would you create for the students and staff members? Prepare a list of 10 rules to improve behavior and relationships while maintaining order and discipline.
5. Simone made major decisions about her future at age 11. Later she is separated from her mother and forced into situations that many adults would find unbearable. How do Simone's early adolescent years compare with those of young people in your school? How do you think Simone's experiences will affect her when she becomes an adult?

MAKING PERSONAL CONNECTIONS

1. If you were in Simone's position and had been permitted to take one item into the Wessenberg institution, (aside from the sewing kit containing the hidden Bible), what would you have chosen to take?
2. What things make Simone cry? What things don't make her cry? Would you have a similar response in these situations? (pp. 244-426)
3. Simone received good advice from her mother. Think of some useful advice you have received and relate what happened when you followed it?

CORE VALUES JOURNAL ACTIVITY

When things seem worst for Simone at Wessenberg, she receives a letter from her mother that brings strengthening memories to her mind. Simone describes this as a "key to open [her] heart" and says that this allows her to draw on her own "treasures." Describe a few

of your own “treasure box” of precious memories. How do each of these memories help you now in knowing the right things to do in life and in strengthening your resolve to follow these values?

TAKING A CRITICAL STANCE: COURAGE AND RESISTANCE

“Courage is never alone, for it has fear as its ever-present companion. An act deserves to be called courageous if, and only if, it is performed in spite of fear.”^x

1. Do you agree with this observation about courage? Why or why not? Write your own definition of “courage.” Relate an incident in your life that called for you to display courage. If you could relive this incident, would you act differently? How?
2. Simone felt ashamed because of having trembled during the flag-raising ceremony. How might the history of the Nazi period been different if more people had acted courageously despite having been fearful?
3. During the Holocaust, some people took risks to help others. Each of the following persons explains why he or she helped to save thousands of Jews from death:
 - “The issue was: Do you think we are all brothers or not?”^x—*Magda Trocme, wife of Protestant minister in Le Chambon, France*
 - “I would rather be with God against man than with man against God.”—*Aristedes de Sousa Mendes, Portuguese diplomat*
 - “I didn’t do anything special. . . I followed my own conscience.”—*Chiune Sugihara, a Japanese diplomat*

In an essay, discuss your reaction to these remarks. Then write about one person in history whose courageous action was motivated by similar reasons.

FURTHER EXPLORATION

1. Read about the life of Protestant theological Dietrich Bonhoeffer, who became involved with a resistance movement against the Nazi regime and was executed for plotting to assassinate Hitler. Compare and contrast the resistance of Bonhoeffer and the resistance of Jehovah’s Witnesses.

SUGGESTED RESOURCES

Fogelman, Eva. *Conscience and Courage: Rescuers of Jews During the Holocaust* (London: Cassell, 1995).

- Gold, Alison Leslie. *A Special Fate—Chiune Sugihara: Hero of the Holocaust*, (New York: Scholastic Press, 2000).
- Tec, Nechama. *When Light Pierced the Darkness: Christian Rescue of Jews in Nazi-Occupied Poland* (New York: Oxford University Press, 1986).
- Wind, Renate. *Dietrich Bonhoeffer: A Spoke in the Wheel* (Grand Rapids, MI: Eerdmans, 1990).

Chapter 10
INTO THE LION'S DEN
Part Two (pages 260–281)

Unexpectedly the Koehls come for a secret visit. The brief sunshine of their visit turns to darkness as Simone's loneliness overwhelms her. She receives a long letter from her mother, encouraging her to view her situation like a school where the lesson is obedience. Then Simone receives the shocking news of her mother's arrest.

Simone's bed neighbor, Sofie, wants to know why Simone is so different from the other girls. The two of them talk in whispers, breaking the rules about silence. They are caught. Simone tries to explain to Fräulein Lederle that she spoke of a holy subject, but Sofie receives a brutal beating on her hands. Fräulein Lederle threatens Simone but does not punish her.

Fräulein Messinger tries to get Simone to open up and share details about her life in Mulhouse. It becomes clear that she is trying to get information about other Witnesses, probably to inform the Gestapo. But Simone realizes the danger and chooses to talk about country life instead. In the oppressive environment of the home, Simone's memories of her happy childhood sustain her. In November 1943 Simone is again brought before a judge who reminds her that when she turns 14 she will either become a maid or be sent to a prison or a concentration camp. Simone signs a document certifying her decision to stay a *Bibelforscher*. Soon thereafter, her hidden Bible is discovered and taken away. One morning Fräulein Messinger cruelly informs Simone that Marcel Sutter has been executed.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - exuberant 257
 - kindled 259
 - deprivation 260
 - irreproachable 262
 - subsided 265
 - industrious 269
 - admonitions 275
 - paternal 277
2. Simone did not want to get Anna into trouble. Why? (pp. 260–261)
3. Simone recalls her father saying that memories were like pages in a book that just need to be read. How did Simone's memories sustain her? (pp. 251, 257, 280) What memories triggered the most acute episodes of loneliness and feelings of loss (pp.

256, 260) How did Simone's memories compared with those of the other girls in the institution? (p. 275)

4. When Simone refuses dinner because Sofie is being punished, both her and Sofie are fed. Why was this unusual? Why do you think it happened? (p. 267)

DRAWING CONCLUSIONS

1. How is Fräulein Messinger different from Simone's former teachers, Mr. Zipf and Miss Lorenz?
2. In what way can the Wessenberg institution be called a "reeducation home"? What other name or names would you give it?
3. Why do you think Fräulein Lederle beat Sofie but not Simone? What does this incident say about Fräulein Lederle as a person and the kind of job she had? (p. 265–266)
4. Why does Simone decide that it is best for her to forget Mulhouse? (p. 269) Do you think this is a good idea? Is it possible to forget as Simone means it?
5. Fräulein Messinger makes a number of insulting statements about Marcel Sutter? Are they likely true? Why would she say these things? (p. 281)

CONNECTING TO LIFE TODAY

1. Discuss Simone's observation about the effect of withholding feelings. (p. 268) How do you think it affects a person not to express joy or sadness?
2. Fräulein Messinger pretends to be interested in Simone's early childhood. What is her true motive for her questions? Would you have opened your heart to Fräulein Messinger? Young people are often advised to be wary of adults who try to cosy up to them. Have you ever encountered a person who showed interest in you but who had a selfish motive? How do you think you can tell if a person has genuine interest or an ulterior motive?

MAKING PERSONAL CONNECTIONS

1. Simone recalls her grandmother's two cats facing each other, and her mother saying that the smarter one walks away. (pp. 262–263) How would this illustration apply to people? Under what circumstances do you think it would be better not to walk away? Have you ever gotten involved in or walked away from a verbal or physical fight? If you could relive the situation, would you have handled the situation differently?

2. What does Adolphe Arnold mean, “Joy is the best guarantee that you have done what is good”? (p. 278) Describe an experience in your life that illustrates this kind of joy.

CORE VALUES JOURNAL ACTIVITY

Amid the misery of physical and emotional cruelty at Wessenberg, Simone is overcome with anger at little Anna’s betrayal. She takes Anna’s food, though she immediately regrets the hasty act. Do you think that Simone might have actually been angry, hurt, and frustrated by her situation or the harsh matrons more than by Anna’s actions? Have you ever been angry with one person but “taken it out” on another person? What things tend to make you react, perhaps overreact, with anger, even doing so against your own values? Why do you think these things affect you so strongly? How can understanding the root of these angry feelings help you to overcome this emotion and stay true to your values?

TAKING A CRITICAL STANCE: RESPONSIBILITY AND MARTYRDOM

1. Throughout history people have been willing to sacrifice their lives rather than to participate in war. Marcel Sutter refused to join the German army based on his belief that Christians should not kill. The Nazis executed about 260 Jehovah’s Witnesses because they refused to perform military service. According to author Claudia Koonz, “Jehovah’s Witnesses felt that they acted out of a direct personal responsibility to God, rather than from a commitment to abstract principles.”^{xi} How would you explain the difference between acting out of “personal responsibility” and acting according to “a commitment to abstract principles”? What effect would these motivations have on people’s behavior?
2. Simone, like other Witnesses, was given the opportunity to denounce her beliefs and go free. Look at the Declaration in Appendix F. If you had been a Witness, would you have signed the Declaration? If you felt you could not sign, how would you alter the text to make it acceptable to sign?
3. Austrian peasant Franz Jägerstätter was one of several Catholics executed for refusing to join the Germany army. A number of priests and bishops attempted to dissuade Jägerstätter, telling him “he was to quiet his doubts; he was to remember that he was not responsible for the actions of the secular ruler; . . . his only responsibility was to fulfill his obligations to his family and to his nation.”^{xii} Jägerstätter wrote: “Naturally the words sound sweet to our ears when we are told that the responsibility is borne by others.”^{xiii} He was beheaded by the Nazis on August 9, 1943.

Write a one-page essay about the different perspectives on the word “responsibility” as used in the above passage. What is your personal position toward war and violence? How would you define your personal responsibility toward fellow humans?

4. Rudolf Höss, commandant of Auschwitz remarked that the firing squads were “moved” and “affected” when ordered to execute Jehovah’s Witnesses. Gordon Zahn, biographer of Franz Jägerstätter, asked, “If these master exterminators . . . could be ‘moved’ and ‘affected’ by a handful of religious activists, what might have been the effect upon less committed agents of the Nazi power had they been faced with organized nonviolent resistance on the part of great masses of inhabitants . . . ?” How would you answer this question?

FURTHER EXPLORATION

Using an encyclopaedia or other source, research the development of Christian attitudes toward war and pacifism. Answer the following questions:

1. How does the early Christian position toward war compare with the present-day position of most Christian religions?
2. How are Christian pacifists regarded by mainstream churches?
3. What is the Christian pacifist position toward the doctrine of the “just war,” as first explained by Augustine, a church writer of the late 4th and early 5th century?

SUGGESTED RESOURCES

Jones, David H. *Moral Responsibility During the Holocaust: A Study in the Ethics of Character* (Lanham, MD: Rowman & Littlefield Publishers, Inc., 1999).

Ringler, Dick. Ed. *Dilemmas of War and Peace: A Sourcebook* (Madison, WI: Board of Regents of the University of Wisconsin, 1993).

Sider, Ronald J. *Christ and Violence* (Scottsdale, PA: Herald Press, 1979).

Zahn Gordon C. *In Solitary Witness: The Life and Death of Franz Jägerstätter* (New York: Holt, Rinehart, & Winston, 1965). [Note: Zahn was a sociologist and outspoken Catholic pacifist.]

Chapter 11

HELP CAME EVER SO OFTEN

On a spring evening, Simone commemorates the Memorial of Jesus' death. Fräulein Messinger accuses her of bringing a "Jewish Memorial" into the home. Aunt Eugenie comes to visit, bearing gifts for the matrons and news from Bergenbach and Simone's parents. The visit leaves Simone depressed once again. On the next visit, Eugenie is permitted to take Simone to a restaurant where they talk in code about the situation among the Witnesses in Mulhouse. When Eugenie comes for her third visit, she is allowed to take Simone on a boat across to Meersburg, where Simone and her mother had spent their last evening together nearly a year before. The visit strengthens Simone and lifts her spirits.

Springtime means a big linen-washing day and their annual hair wash. Besides gardening and caring for daily chores, Simone also cooks fancy meals for the matrons on Sunday. She only has the day off when Eugenie comes to take her for an outing. Fräulein Messinger concludes that the visits to German cultural sites are good for Simone. Fräulein Lederle decides to permit Simone to deliver bill payments. The outings give Simone precious moments of independence.

Aunt Eugenie comes again in September, bringing news about an impending battle between the Allies and the Germans in Alsace. Grandpa has had a stroke, and Simone's father has been moved to Mauthausen, an Austrian camp where workers are being killed by hard labor. As the war intensifies, Aunt Eugenie can no longer visit. Bombing raids interrupt the sleep of the exhausted girls of Wessenberg. A British spy is apprehended on the property. Dozens of stately oak trees are felled in order to prevent other spies from escaping over the border fence at the end of the property. The older girls, including Simone, have to saw the trees into mounds of firewood.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.

- neutral, 285
- sanatorium, 286
- disoriented, 287
- nurture, 288
- metamorphosis, 291
- mimeographed, 294
- Allies, 296
- barren, 296
- tedious, 298

2. Describe or make a drawing that either portrays everyday occurrences in Simone's life that changed from pleasant to unpleasant over time, or one that portrays everyday occurrences that changed from unpleasant to pleasant over time.
3. What event was Simone commemorating when she spent the evening reading the Bible in the schoolroom? (pp. 283–284)
4. Where did Aunt Eugenie get the items in the gift packages for the school matrons? What was the result of Eugenie bringing these packages? (p. 288)
5. The teacher asserts that Simone is racially lower than the Germans. Does Simone seem to believe this? (pp. 291–292)
6. Why did the adults at Wessenberg have plenty of butter despite wartime shortages? (p. 292)
7. As the war draws to a close, what changes come about in Simone's daily routine? How does life change for her family members? (pp. 295–298)

DRAWING CONCLUSIONS

1. Simone uses a simile to describe Fräulein Messinger who “yelled at me and ran around all day like a person whose clothes were on fire.” (p. 284) Create your own simile for this situation.
2. What is a bribe? What are the differences and similarities between a bribe and the gift packages Aunt Eugenie brought for the matrons? Do you agree with her decision to bring these packages? (p. 285)
3. People may refer to *nurturing* plants or friendships, or *nurturing* a sick person to health. What did Simone mean when she refers to nurturing resentment? Why was she struggling with resentment? (p. 288)
4. Describe how you would feel if you could wash your hair only once a year. (p. 291)
5. Why might people who have little regard for human life also not take care of plant or animal life. (p. 301)

CONNECTING TO LIFE TODAY

1. Find a newspaper or magazine article about the Nazi period that has appeared in the past year. How does the article relate to Simone's story?

2. Simone says that she does not mind working hard because it makes the time go fast. (p. 292) Is this true? Compare how you or your friends perceive the passing of time during a busy school year with your perception of time when you are not busy, such as during the summer. What are some advantages of young people having much work to do? What are some disadvantages of young people having full schedules from early in the morning to late at night? How do you think the schedule of activities for young people today is different from that of young people fifty years ago?

MAKING PERSONAL CONNECTIONS

1. Aunt Eugenie's first visit left Simone extremely depressed, even wishing that her aunt had never come. (p. 284) Relate a time in your life when a well-meaning gesture by someone left you feeling hurt or sad. Would you have preferred not to have received the intended kindness?
2. Simone describes how she felt when she looked back at the past. (p. 284) A person can have fond memories and learn from the past, so why would dwelling on the past create problems? How can thinking about and planning for the future help you now?
3. Imagine you were Simone's friend, or think of a friend who has moved away. Outline what you could write in an encouraging letter to him or her.
4. Simone finds a New Testament by chance and carries it with her "like a cat carries a kitten." What treasure might you have wished to find by chance?

CORE VALUES JOURNAL ACTIVITY

Although Simone's parents were unable to be there for her during her time at Wessenberg, other adults such as Aunt Eugenie and the Koehls made great sacrifices of time, energy, and money to insure that Simone was strengthened to endure her trials. In addition to your parents, what adults stand ready to help you stay true to your values? Do you know other adults who seem as though they might respond if you asked them for help? In your journal, write down what you would say to a supportive, or potentially supportive, adult in your life to ask for his or her help in standing firm for your values. Be open and clear about the time, energy and emotional support you need, as well as specific actions that he or she can take to help you.

TAKING A CRITICAL STANCE: SUFFERING AND MEANING

While Simone is enduring the harsh conditions of Wessenberg, her father is transferred from Dachau to Mauthausen, an especially brutal concentration camp where working conditions were designed to kill. Joseph Kempler, a Polish Jewish teen, describes Mauthausen this way:

We younger boys were given black uniforms rather than stripes, and no shoes. We were marched to the stone quarry. Unlike the 'regulars,' who had shoes and stone carriers strapped to their backs, we had to carry the stones on our shoulders. We ran down the 186 steps to the quarry where two men loaded stones on our backs, some of them 40 kg [88 lbs.] or more, and then we were chased up the stairway. . . .

We carried the stones 1–2 kilometers and then ran back and started over again, 11 hours a day in the heat and with no water. The bottoms of our feet were cut up, bleeding. We tried to walk on the edges of our feet. We carried many bodies back every day for the count.

Even in such conditions, Viktor Frankl, a Holocaust survivor and author of the book *Man's Search for Meaning*, believed that suffering can be eased by one's attitude. He wrote: "We must never forget that we may also find meaning in life even when confronted with a hopeless situation, when facing a fate that cannot be changed. For what then matters is to . . . transform a personal tragedy into a triumph. . . . Suffering ceases to be suffering at the moment it finds a meaning, such as the meaning of a sacrifice."^{xiv}

1. How would you rephrase or explain Frankl's statement? How can attitude change a person's perception of hardships?
2. What meaning do you think Simone and her parents attach to the suffering they have experienced? How do their attitude and beliefs help them?
3. Give an example today of suffering without meaning and another example of suffering with meaning.

FURTHER EXPLORATION

1. Read the summary of the Exodus story in the Bible. What connection might this story have with Simone's life? (p. 284)
2. Simone's father has been sent to Mauthausen. Draw a picture or compose a secret report from an inmate describing the conditions there.
3. Research war propaganda by different governments. What things were said in your country during the war that you would consider propaganda? (pp. 300, 309)
4. Read the document excerpt below regarding the Nazi government's policy of reprisal. What were the stated aims of this policy? How does Simone describe the incident of reprisal that she witnessed? (p. 301?)

Regarding the response to Communist resistance of German military forces, the following policy was issued: "The Fuehrer has now given orders that we take action everywhere with the most drastic means, in order to crush the movement in the shortest possible time. . . . It should be remembered that a human life, in the countries concerned, frequently counts for nothing, and a deterrent effect can be attained only by unusual

severity. The death penalty for fifty to one hundred Communists should generally be regarded in these cases as suitable atonement for the death of one German soldier. The way in which sentences are carried out should still further increase the deterrent effect.” (September 16th, 1941, order by Field Marsh Keitel)^{xv}

SUGGESTED RESOURCES

<http://linz.orf.at/orf/gusen/index.htm>

(Photographs and brief history of Mauthausen camp, including aerial photograph of the camp.)

<http://www.mauthausen-memorial.gv.at/Geschichte/f.Geschichte.html>

(Photograph of the Stairway of Death.)

http://www.dhm.de/ausstellungen/ns_gedenk/e/d_57.htm

(Dachau Concentration Camp Memorial Museum Home Page. Basic history of Dachau.)

Chapter 12

HOW I BECAME AN ORPHAN

Hard labor, isolation, and fatigue cause Simone's memories to fade little by little. A beautiful sunset brings back memories of her family. There has been no word from her mother or her father. They must be dead, she thinks. She is an orphan—abandoned and alone. Hedwig, a girl at the home, has an abscess that needs treatment. Simone is given the job. She helps the grateful Hedwig to recover, but because of the regulations in the home, the girls become silent strangers again.

One day while paying bills, Simone happens upon a memorial to Johannes Hus, a 15th-century Protestant Reformer who had been burned at the stake in that very spot. The martyr's memorial revives Simone's determination to stay loyal and endure. A rich family across the Rhine River offers to give a doll to a Wessenberg girl. Simone goes to retrieve it and takes the doll to see the sights along the river. She warns her doll about the barren environment in Wessenberg where children have forgotten how to play and laugh.

While she is out paying bills another day, Simone loses the butcher's money and reports the loss to the police, who remember that she once turned in a large amount of money she had found. But her conscience bothers her as she recalls that one time when someone gave her money, instead of turning it in to the home, she spent it to buy something to eat, and that was regarded as stealing. Fearing punishment, she is relieved that Fräulein Lederle does not punish her for losing the money for the butcher, which is later found.

Intensified bombing and fears of the advancing Allies turn the children into moving shadows, exhausted and numb.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - abscess 309
 - phlegm 309
 - convent 310
 - vernacular 314
 - recant 314
 - dumbfounded 319
2. In prison, tactics of wearing down prisoners often include isolation, silence, hard labor, and fatigue. What effect do these conditions have on Simone? (pp. 305–306)
3. How have Simone's feelings toward Wessenberg changed by this point in the story? (p. 308)

4. After coming to the realization that she is alone, how does Simone's attitude about herself and her future change? (pp. 309–311)
5. Describe Christmas at Wessenberg. (pp. 312–315)
6. Why does Fräulein Lederle not punish Simone when she loses the butcher's money? (p. 318)
7. How does life change for the girls at the school as the bombing intensifies and the war draws near to its close? (pp., 319–320, 322)
8. What propaganda is being spread about the state of the German war effort by the winter of 1944-45? (pp. 321–322)

DRAWING CONCLUSIONS

1. Simone believes her parents are dead. What makes her think this? Predict the accuracy of her conclusions.
2. Surprisingly, Simone says that she has come to view Wessenberg as her “destiny” and has decided, secretly, that she wants to stay on there as a maid. Why do you think that her opinion has changed so dramatically? (p. 311)
3. To the amusement of many onlookers, 14-year-old Simone has an extended conversation with the large gift doll as she travels back to Wessenberg. (pp. 312–314) Although this is somewhat unusual for a teenager, why do you think she did this? How might Simone's pretend conversation have helped her?
4. Simone recalls that she took some money given to her by the grocer and bought something to eat because she was so hungry. By Wessenberg rules, all gifts, like the coins from the grocer, had to be turned in or else it was considered stealing. (p. 317) We learned on pages 292, 293 that the matrons stole food intended for the girls: would this justify the girls' stealing? What would you have done with the money from the grocer?
5. Choose and record (if possible) three musical selections that correspond to the mood of particular events while Simone is in the Wessenberg home. Choose a title for the musical collection. Write a brief essay or poem explaining how your choices relate to the events.

CONNECTING TO LIFE TODAY

1. Write a news item about the British spy for an underground French newspaper, a German radio station, or Associated Press (an international press service).

2. Many people in the town viewed Simone with suspicion and presumed that since she was a “Wessenberg girl,” she must be dishonest. What emotional response do you have when you encounter people who have been in jail, perhaps prisoners on work-release doing community service projects, or others you may know?

MAKING PERSONAL CONNECTIONS

1. Simone occasionally mentions the weather and time of day or year, such as “the warm breeze,” “gray” sky, “timid December sun,” “hot afternoon,” and “darker” days. (pp. 311, 312, 314, 317, 319) How do the light and temperature affect her feelings? Do the weather conditions affect your feelings? If so, how?
2. Simone built a reputation for honesty among those who knew her well and this was beneficial for her in the long run. How do you feel about making a good reputation with adults? Is it something that has value to you? Why or why not?
3. When she would begin to feel overwhelmed, Simone would go to the Hus memorial from time to time to meditate and revive her spirit (pp. 310–311) Do you have a “special place” where you can go to be all alone and think? When do you go there? What effect does it have on you?
4. Simone is exhausted as the bombing intensifies near the end of the war, but she gets the chance to talk to two different women about her faith and she feels refreshed by this. (pp. 320–321) Have you ever had a similar experience when talking to someone helped to reinvigorate you from a physically or emotionally worn-out condition? Why do you suppose talking can make such a difference?

CORE VALUES JOURNAL ACTIVITY

Simone found it difficult to be viewed as a dishonest “Wessenberg girl,” particularly since she knew that she was working so hard to be honest in a very difficult situation. What is it that people don’t understand about your situation? Are there challenges to your values that you regularly overcome but hardly ever seem to get “credit” for overcoming? Have you ever done something good, just for the sake of doing good, even though no one (or almost no one) ever found out about it? Using whatever detail that you feel comfortable in sharing, what happened? Even if no one ever knew about this “good deed,” does your own knowledge of this act strengthen you to stick to your values? Why or why not?

TAKING A CRITICAL STANCE: ROLES MODELS—GOOD OR BAD

1. Simone was in a situation where she did not have any role models living close to her. In addition to memories of her family and friends, the martyr Johannes Hus served as a model example for Simone. (pp. 310, 316) Why does Simone relate so intently to Hus? In what ways did young Simone emulate the influential man Hus?

2. Give examples of role models who can inspire young people by the way they look, think and act. Adults frequently worry that young people today do not have good role models to imitate. Do you agree that this is a problem? Why or why not? What might you say if a friend idolized a famous person who you think is not a good role model?
3. People in sports, politics, and entertainment are often role models for young people. The public limelight on famous people may focus on their personal lives, as well as their professional skills or actions. Do public figures have a responsibility to be good role models for young people who look up to them? Or is it the responsibility of young people to choose good role models?
4. Who are your role models? Do you have any role models from history? What is it about the life course of your role models that you find admirable?

FURTHER EXPLORATION

1. Investigate the events surrounding Johannes Hus and the Council of Constance. Summarize the outstanding aspects of this history. (In some lands Johannes Hus is known as John Huss.)
2. Identify other martyrs in history whose ideas became widely accepted after their deaths.

Chapter 13

AN UNEXPECTED CHANGE

An air raid in broad daylight again sends the children running to the cellar. Simone suddenly rebels and runs into the open. Fräulein Messinger meets her and tells Simone that her mother has come. Emma Arnold is barely recognizable, and Simone hardly reacts to her until they go to court to secure Simone's release. When she sees her mother boldly fighting for the proper legal papers for Simone's release, the full realization hits her that her mother has come. But without the right paperwork, she cannot leave the home. Simone is not sure if her mother's coming is fantasy or reality. Finally they are free to go and are processed by the Red Cross in Switzerland. Simone learns further details about the frail condition of her mother's health by listening to the doctors' questioning.

Simone and her mother travel back home on a series of different railroads. As the last train nears Mulhouse, mother and daughter fall silent, wondering what they will find. At the station by chance they meet Aunt Eugenie, who has been checking for them there every day. The apartment is scarred from the street fighting between French and German soldiers. There is no word from Simone's father.

War has taken its toll on family and friends. Hope of the resurrection sustains Simone and her mother, as Adolphe Arnold is declared "missing," meaning, he is presumed dead. Resuming civilian life is not easy, and it takes time for Emma Arnold to regain her health. Despite Simone's protests, her mother invites a fellow Witness, Marguerite Gromest, to move in with them.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - monotone 324
 - reservoir 325
 - refugee 325
 - subhuman 326
 - emaciated 327
2. As the Allied armies (American, British, Russian) advanced into Germany, Simone says they were all terrified of being "over-run" by 'Africans,' and 'subhumans'". What did they mean? Why did they have this strange fear?
3. Fräulein Lederle says that she is giving Simone back to her mother with the same mental attitude she had when she came. What mental attitude does she mean?
4. How has Simone's relationship with her mother changed? (p. 332) What had you

5. Do you think Simone's homecoming was what she expected? What had you expected their reunion to be like? Describe it the way you thought it would be. Choose a one-word title.

CONNECTING TO LIFE TODAY

Victims of injustice and oppression sometimes clamor for vengeance. How did the Alsatians get even with Nazi collaborators? In your opinion, what would have been proper retribution for those who caused harm to the Arnold family? What kind of revenge might Simone want to take? (p. 332)

MAKING PERSONAL CONNECTIONS

1. Many religions teach a belief in life after death. Do you think Simone's faith in this belief is typical? Weak? Strong? (pp. 333–334) How did her belief affect her actions and outlook? How does your belief about life after death affect your actions and outlook?
2. Simone asks if they are really free? Liberated? What is the difference between the two words? In your opinion, were they either free or liberated? What conditions make you feel free?

CORE VALUES JOURNAL ACTIVITIES

Jealousy is a common human emotion, and it often keeps people from acting as kindly to others as they believe that they should. Simone seems to experience this feeling when Marguerite Gromest is about to move in with her and her mother. Are Simone's feelings justified or not? What evokes this feeling in you? Can you think of a time when jealousy led you to act unkindly or out of harmony with your values? How do you think you can root out this emotion?

TAKING A CRITICAL STANCE: CHOICE AND CONSEQUENCES

'I am strongly convinced in my belief that I am acting correctly. Being here, I could still change my mind, but with God this would be disloyalty. All of us here wish to be faithful to God, to his honor. . . . And now, my dear Mother and all my brothers and sisters, today I was told my sentence, and don't be terrified, it is death, and I will be executed tomorrow morning. I have my strength from God.' (Final letter of Franz Reiter, Austrian Jehovah's Witness beheaded for refusing to perform military service.)

'I never personally hated the Jews . . . the emotion of hatred is foreign to my nature. Nevertheless the reasons behind the extermination program seemed to me right. I did not reflect on it at the time. I had been given an order, and I had to carry it out.' (Court testimony of Rudolf Höss, Commandant of Auschwitz)

1. Compare and contrast the reasons given above for the choices made by each person. When, if ever, does the claim “I was just following orders” justify a criminal act?
2. At Auschwitz death camp, an estimated 1.5 million people were murdered. In his remarks above, Commandant Rudolf Höss attempted to explain his actions. Write an essay about the choices he made. Does the fact that he never “hated the Jews” make his actions more or less wrong?

Chapter 14

A SHADOW COMES

In June 1945 Adolphe Arnold comes home. He is so weak he can barely climb the steps to their home. The reunion is bittersweet, as is a family gathering in Bergenbach a few weeks later. The family does not wish to hear about the Arnolds' suffering. Simone begins to sense the wide gap that has opened between her and her cousin and other young friends. After nearly two years of institutional life, she feels she no longer has anything in common with them.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use it in a sentence that shows its meaning.
 - inaudibly, 337
 - dumbfounded, 338
 - malaise, 339
 - hemorrhaging, 340
 - collaborationist, 342
 - abyss, 344
2. Why was Simone shocked and uncomfortable when she saw her father? (p. 337–338)
3. What does “collaborate” mean? What do you think a “collaborationist” government is? How would it be different to live under a collaborationist government? (p. 342)
4. What did Simone mean when she said an “abyss” separated her and the other girls she knew? (p. 344).

DRAWING CONCLUSIONS

1. Why did Angele speak French and not Alsatian? Why might Angele's speaking French be a problem for Simone? (p. 344)
2. Compare Angele's life with Simone's. (p. 343, 344) How did their early adolescent experiences affect them as older teenagers? Who would probably be more likely to talk about her past? Who do you think had the more interesting story?
3. Contrast Simone's lack of ambition after her release with the ambitions she had before her time in Wessenberg. (p. 344)
4. Simone keenly feels a disparity between herself and her peers. In spite of all that Simone lost during her teen years, what would you say she gained as a person? In

spite of all that Angele had during her teens years, what would you say she lacked as a person? (pp. 339–344)

CONNECTING TO LIFE TODAY

1. Someone warns Simone about land mines. (pp. 342–343) Before her death, Princess Diana raised international awareness about land mines killing and maiming children. In what countries are land mines a problem? How do land mines affect people in these areas? What do you think can be done about this?
2. What were some of the difficulties Simone and her parents faced in coming together as a family again?
3. How would the treatment for Simone’s health problems from the doctor and her grandmother compare to the medical procedures in the United States today? Name two places in the world today that have poor medical care because of war or poverty. What home treatment does your family use for colds or cuts? (pp. 340, 343)

MAKING PERSONAL CONNECTIONS

1. Simone talked about the need to “turn back the clock” and “make up for five years.” (pp. 340, 344) If you could turn back the clock even one year, would you want to change anything? Would you do anything differently? Do you value the time in your life now? How are people who value time different from those who do not? Have you ever felt as if you or someone you know has wasted time?
2. If you had just met Simone in school and did not know her past experiences, what might you think about her? Have you ever felt that you did not like someone at first but you later found that you liked the person? If so, what did you learn from that experience? How might someone who is shy or awkward in social settings actually be very interesting and nice? Explain.

CORE VALUES JOURNAL ACTIVITY

When Simone compared herself to others, how did she feel about herself? (p. 344) What are the dangers of comparing yourself to someone else? What advice would you give Simone or a friend who has low self-esteem? What could you do to help someone feel better about himself or herself? How does having good self-esteem help you to stay true to your values? What helps you feel good about yourself?

TAKING A CRITICAL STANCE: CHILDREN’S RIGHTS

The United Nations *Convention on the Rights of the Child (CRC)*, adopted in December 1989, is the most widely and rapidly ratified human rights treaty in history. Its provisions call for governmental support of the child's right to protection from physical and emotional harm; to grow up in a climate of love, happiness, and understanding; and to basic freedoms.

1. Review the articles of the Convention on the Rights of the Child. (See web site listed below.) Choose five articles from the Convention that seem most important to you and write a one-page essay explaining your choices.
2. Give specific examples from *Facing the Lion* of three articles of the Convention that the Nazi government violated in its treatment of Simone.
3. Research the effect of the Holocaust on children. Write a one-page reflection on your findings.
4. Write an essay about war from the viewpoint of a young child.

FURTHER EXPLORATION

Interview a person who was separated from his or her family because of war and then returned. What was it like for the person and the family?

SUGGESTED RESOURCES

<http://www.unicef.org/crc/crc.htm>

(UNICEF official web site: Full text of the Convention on the Rights of the Child)

<http://www.crin.org/>

(Child Rights Information Network office web site)

<http://www.ushmm.org/education/children.html>

(US Holocaust Memorial Museum official web site: Children and the Holocaust)

Chapter 15

VENGEANCE OR FORGIVENESS

It is time for vengeance, but Simone's parents decide not to retaliate against those who caused immense suffering to the family. Simone cannot understand her parents' charity. Her mother even nurses the terminally ill neighbor who had denounced the family to the Gestapo several years before.

Adolphe Arnold's recovery is slow. He suffers from weakness, pain, and terrible nightmares, a result of the unspeakable things he has seen in the camps. Simone learns about the tortures her parents endured and is proud of the loyalty they showed to God. Her father even dared to rebuke the SS when they ridiculed God's name.

Simone begins art school, but she is painfully aware that her life is changed forever, and the gap in her learning makes her shy and diffident.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - retaliation, 345
 - civilian, 346
 - noncompliance, 346
 - syphilis, 347
 - penal, 349
 - coquette, 350
 - malaria, 352
 - stigmatized, 353
 - typhoid, 354
 - rebuking, 355
 - alluring, 355
 - wavering, 355
 - confirmation, 355
2. Why was Simone's mother put in solitary confinement? (p. 346)
3. Describe the inhumane Nazi treatment of their captives. (pp. 346–347)
4. Prisoners in Mauthausen had to carry 40 kg stones up 186 stone steps. (p. 350) How much is 40 kg in pounds? What is a familiar object that weighs about 40 kg?

DRAWING CONCLUSIONS

1. Other than having less food, why would solitary confinement be harsher treatment? (p. 346) What do you think happens when people have no one to talk to?
2. Why do you think Simone's mother would be willing to sew a prisoner's jacket but not a soldier's jacket? (p. 346)
3. What do you think of Emma Arnold's act of reprisal? (p. 347) What did she hope to accomplish by just staring at Lehmann? Why did she not report more about Lehmann's wrongs? In your opinion, was it enough? What kind of retribution would have satisfied you? (pp. 346–347)
4. Recall what the Eguemanns had done to Simone's parents. How do Simone's parents help the Eguemanns? Why? How did the Eguemanns feel about the kindness shown them? Explain how Emma Arnold's caring for Mrs. Eguemann for several months was an act beyond forgiveness. (p. 348)
5. Simone's father, Adolphe Arnold, had "uncontrollable outbursts of anger" and made requests that sounded "like orders." (pp. 349, 350) How was this different from the way he used to behave? Why? How would understanding why he was irritable help Simone?
6. Why do you think the SS did not hang Adolphe Arnold when he rebuked them? (p. 354)
7. Simone does not want to trouble her parents by telling them about her worries. (pp. 351, 352, 353) Do you think she was right not to talk to her parents about serious matters? Why? What do you think her parents would have wanted Simone to do? If Simone had shared her worries with her parents, how might this have affected Simone? Her parents?
8. Simone's parents avoided talking about their past pains and sufferings. (p. 355) How is this different from concealing present concerns? Do you think it is right for parents to withhold certain information from their children? Explain.
9. Simone did not learn until after the War that her father was punished every time she refused to give the Hitler salute. Had she known this at the time, do you think she would have acted differently? Why or why not? How did her father feel each time he was called to the camp commander's office? (p. 355)

CONNECTING TO LIFE TODAY

1. Various groups of people throughout the world seek restitution for wrongs committed against their relatives who lived decades, even centuries, ago. What is the worth of such efforts? What are the difficulties and dilemmas? How do you view efforts to right wrongs by giving money or land to the descendants of the victims?

2. Read the following account of a modern-day hate crime, then consider the questions below:

In June 1998, three white men in rural Texas in the United States attacked James Byrd, Jr., a black man. They took him to a remote, desolate area, beat him, and chained his legs together. Then they attached him to a pickup truck and dragged him three miles down the road until his body hit a culvert. This has been called the decade's (1990s) most horrific hate crime.

Three sisters of James Byrd are Jehovah's Witnesses. How did they feel about the perpetrators of this horrible crime? In a joint statement, they said: "Having a loved one tortured and lynched produced an unimaginable sense of loss and pain. How does one respond to such a brutal act? Retaliation, hateful speech, or promotion of hate-ridden propaganda never entered our minds. We thought: 'What would Jesus have done? How would he have responded?' The answer was crystal clear. His message would have been one of peace and hope."

They continued: "We recall the realistic statements made in our publications that some injustices or crimes are so horrendous that it will be harder to say, 'I forgive you' and just walk away. Forgiveness in such instances could be just letting go of the resentment so that one can move on with one's life and not become physically or mentally ill because of harboring resentment."^{xvi}

- a. What are similarities and differences between this recent incident in the United States and Nazi hate crimes? Compare the attitudes of Simone's parents and James Byrd's sisters. What is the difference between forgiveness that actually forgets and forgiveness that lets go of the resentment?
- b. Why might it be more appropriate to not forget gross injustices? In what way can remembering the Holocaust and modern hate crimes be beneficial?

MAKING PERSONAL CONNECTIONS

1. Simone "totally disagreed" with her parents' decision. (p. 346) What might older children do when they disagree with their parents? What do you do when you disagree with adults in authority?
2. Why did Simone's father have trouble sleeping? (p. 349) Do you ever have trouble sleeping? If so, do you know why? What helps you to sleep? Do you ever have trouble waking up? If so, why and what helps you get up?
3. Like most parents, Simone's mother and father had expectations for Simone when she became an adult. (p. 351) What expectations do adults have of you? Do you think they are realistic? Are their expectations the same as yours?
4. During her stay in the Wessenberg institution, Simone was not aware of the fate of Jews who had been taken away by the Nazis. How might her outlook on her own situation have been different had she known what was happening to them at the time?

CORE VALUES JOURNAL ACTIVITY

Simone's parents are given the opportunity to retaliate, that is, to get even with the people who had betrayed them to the Gestapo during the war. However, they choose not to do so but instead show mercy or kindness toward their former persecutors. Simone has difficulty accepting this but eventually comes to admire her parents' decision to forgive rather than to take revenge. What does it mean to forgive? Which requires more strength, vengeance or forgiveness?

TAKING A CRITICAL STANCE: VENGEANCE AND RESTITUTION-- APOLOGY AND FORGIVENESS

1. Following episodes of collective violence, difficult questions of punishment, apology, reconciliation, and healing arise. A real dilemma for victims of violence is the question of whether to seek vengeance or to extend forgiveness. Are the two actions mutually exclusive? Who should be responsible for determining the victims' options? What can be done to prevent an endless cycle of escalating violence, as each side avenges perceived harms?
2. Research one of the following cases, supplying basic details of the measures taken. Include your evaluation of whether or not the measures were effective:
 - The South African Truth and Reconciliation Commission
 - International Criminal Tribunals on the former Yugoslavia and Rwanda
 - The restitution of Holocaust survivors by Swiss banks and German firms
3. Locate a recent example of a public apology by a government or institution to victims of wrongdoing and then consider the following questions:
 - Who should apologize? What if the guilty parties are no longer alive? Can and should someone else apologize on their behalf?
 - To whom should the apology be directed? What if the wronged parties are no longer alive? Can and should someone else accept the apology on their behalf?
 - Is a perpetrator obligated to offer an apology? Is a victim obligated to accept an apology? Explain.
 - In the particular case you located, what additional measures, if any, should be taken to right the wrong?

FURTHER EXPLORATION

1. Research information on the priests who were in Dachau, as well as other ministers who were arrested and imprisoned by the Nazis for protesting the maltreatment of the Jews.
2. Gather background on the French Resistance. (p. 347, Genevieve de Gaulle) Compare and contrast the resistance of the Witnesses with this type of resistance.

SUGGESTED RESOURCES

Minow, Martha. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence* (Boston: Beacon Press, 1998).

Wiesenthal, Simon. *Sunflower* (New York: Schocken Books, 1976).

Chapter 16

PRECIOUS HELP

— and —

AFTERWORD

Friends come around to offer help. This help includes providing a hearing aid for Simone's father. His personality is resurrected. After three years of gradual healing, the family is close-knit and happy again. In 1950, Simone has an opportunity to travel to the United States, and she attends the Watchtower Bible School of Gilead in New York. She meets Max Liebster, a survivor of the Holocaust. They marry in September 1956 and help each other to cope with their painful memories. In 1963, the couple move to the French Alps to care for Simone's parents.

Simone compares her family to a bubbling mountain brook, broken up by a sudden precipice but united again into one peaceful stream.

UNDERSTANDING THE NARRATIVE

1. Define each new word or use in a sentence that suggests its meaning.
 - diffident, 358
 - indomitable, 359
 - cobbler, 360
 - genocidal, 362
 - debasing, 363
 - degrading, 363
 - liberation, 364
2. How did the loss of his hearing affect Adolphe Arnold? How did getting his hearing back affect him? Why? (p. 358)
3. What jobs or interests did Simone pursue during her adulthood?
4. What helped Simone regain her self-esteem?

DRAWING CONCLUSIONS

1. Both Simone's father and her good friend Mr. Koehl are named Adolphe. Almost no one gives their child this name anymore. Why?
2. Simone did not give her final drawing a title. (p. 365) What would you name it? Why?

3. How is Paul Arnold's death ironic?
4. Now that the war is over and the family has a new perception about Germany and the Nazis, how do you think Grandmother and Germaine feel about some of the things they did to Adolphe, Emma, Eugenie, and Simone?
5. Simone said it took her family three years to heal. What did she and her family do to help the healing?
6. What do the primary sources in the Appendices suggest about the accuracy of Simone's story?
7. Simone Arnold marries Max Liebster. What did they have in common? Why do you think Max was attracted to Simone?

Before marrying Max, Simone turned down several suitors. Do you think it was a good idea for her to delay marriage? She might have married André, whom she considered a good friend, but she said it "took more than that to make a team." What does this statement mean to you? What qualities do you think a person should look for in a marriage mate? (p. 360, 362, 368)

8. Simone concludes by quoting Marcel Sutter's statement: "Hope is the greatest treasure." Do you think this is an appropriate closing for *Facing the Lion*? Why or why not? Were there times when Simone came close to losing hope? What beliefs and attitudes helped her maintain hope? (p. 369)

CONNECTING TO LIFE TODAY

1. Simone says that she and her husband had the "privilege" of nursing her parents and aunt for 27 years. Why would Simone not resent taking care of her parents? What does her caregiving say about her, her husband, and her parents? Many families today are looking after the needs of older relatives with health problems. In what ways might taking care of an older relative be difficult? What do you think about families who take care of their older parents or grandparents? What benefits can adult children and grandchildren gain by helping older family members?
2. Simone works for the CETJAD, an organization of Jehovah's Witness survivors in France. How does social involvement with others who shared similar hardships benefit individuals and society? How does an organization like CETJAD compare with well known organizations such as M.A.D.D. (Mothers Against Drunk Drivers) or A.A. (Alcoholics Anonymous) that offer support and public education?

MAKING PERSONAL CONNECTIONS

Simone uses a bubbling brook and waterfall to portray her family life while she was growing up. Draw a sketch of your life using water, such as rain, a river, a stream, or a lake. Imagine you are writing about your life 50 years from now. Describe the key persons and events in your life that might be in your future.

CORE VALUES JOURNAL ACTIVITY

As an adult, Simone became a Bible teacher and married Max Liebster, another survivor of Nazi persecution. She also helped to found the CETJAD, a group of Jehovah's Witnesses who survived the Nazi persecution. Simone says that working with this group, a group that shares her values so deeply, has helped to heal the wounds of the past. How can being with others who share your values help you? As you grow into adulthood, where will you look to find such people? Imagine and describe a typical day in a world where everyone shares your values.

CORE VALUES JOURNAL SUMMARY ACTIVITY

Marcel Sutter once wrote to Simone that "Hope is the greatest treasure." How have Simone's story and the Journal that you have just completed helped you to have hope? When do you think you will need that hope and strength most in order to stand firm for your values? How do you think that your Journal of self-discovery will help you to stand up to pressure? Finally, list here the most important things you learned about yourself and describe how this knowledge has changed the way that you will face your "lions" in the future.

FURTHER EXPLORATION

1. Everyone's life is a story. Interview someone with an interesting story and write about him or her. You might consider interviewing someone who (choose one):
 - is a close older relative or neighbor
 - personally knows or knew a famous person
 - made a difference in the community
 - did or does something you consider to be difficult, heroic, or courageous
 - has had a long career in a certain field
 - was an eyewitness of an event that you studied about in history or heard about in the news

ⁱ www.wagingpeace.org/albert_einstein.htm.

ⁱⁱ Hitler, Adolph. *Mein Kampf*, p 613-14

ⁱⁱⁱ Hilberg, Raul. *Perpetrators, Victims, Bystanders*, p. 65

^{iv} United States Holocaust Memorial Museum. *Resistance during the Holocaust*, pp 43-4; Berenbaum, Michael. *The World Must Know*, p. 170.

^v *Mein Kampf*, p 84

^{vi} *Life in the Hitler Youth*, p. 10.

^{vii} Quoted in *Life in the Hitler Youth*, p 15.

^{viii} Peukert, Detlev. *Inside Nazi Germany*, pp. 147–148.

^{ix} *The Courage to Care*, p. 149

^x Rittner, Carol. *The Courage to Care* (video).

^{xi} Koonz, Claudia. *Mothers in the Fatherland*, p. 343.

^{xii} Zahn, Gordon C. *War, Conscience, and Dissent*, p. 134.

^{xiii} Zahn, p. 139

^{xiv} Frankl, Viktor. *Man's Search for Meaning*, p. 135

^{xv} See this document among a collection of documents used during the Nuremberg International War Crimes Tribunal at <http://www.nizkor.org/hweb/imt/tgmwc/tgmwc-04/tgmwc-04-28-03.shtml>

^{xvi} *The Watchtower*, August 15, 2000, p. 5.