



Upstairs Room

by Johanna Reiss

Teacher's Guide

Written By Mary Ellen Snodgrass

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Synopsis

Introduction

In 1939, six years after the legalization of the Nazi party, World War II begins with the German invasion of Poland. Germans scapegoat Jews for the rise in unemployment and economic depression.

Chapter 1

At age six, Annie observes her father's anger at the radio reports of Hitler's attack on Austria in spring 1938. She hears family discussions about German Jews crossing the border into Holland. Sophie De Leeuw is too ill with headaches to follow Uncle Bram to America. On May 10, 1940, German planes fly over Winterswijk. The NSB (Dutch traitors) congratulates the Nazis for invading. By September, Ies De Leeuw and other Jews can no longer conduct business. Marie, the family maid, quits her job in October. In November, Rachel is fired from her teaching job.

The De Leeuws can no longer get out of Holland. Rationing, ouster from theaters and restaurants, and school closures for Jewish children increase distress. Annie enters a school that Mr. Herschel teaches at a synagogue. A former friend, Willy Bos, mocks and chases Annie and her friends. In October 1941, the De Leeuws move to a new house before it can be painted.

Chapter 2

At the new home, Annie enjoys her dog Bobbie. Police come with vans and load men for the train to Mauthausen, a prison in Austria. Ies and Phil

plan to drive the family to the Swiss border, but return two days later. Jews begin wearing yellow stars mandated by Nazis. The Gans pack to leave for a labor camp. Rachel and Sini open a nursery school. Sophie goes to a hospital, where Jewish visitors are forbidden. Annie petitions the mayor, Dr. Bos, for a permit to visit Sophie. Ies gives Bobbie to a farmer.

Chapter 3

Riding on a forbidden bicycle, Annie and Ies visit farmer Abbink, who refuses to hide them. Reverend Zwaal finds a place for Ies with Mr. Hemmes, a retired bookkeeper living outside Rotterdam. Uncle Phil locates a place with Gerrit Hannink for Billa, Hannie, and Grandmother, but Billa refuses to eat non-kosher food. The Hanninks offer shelter to the De Leeuw daughters in Usselo. Rachel refuses to leave her mother unattended.

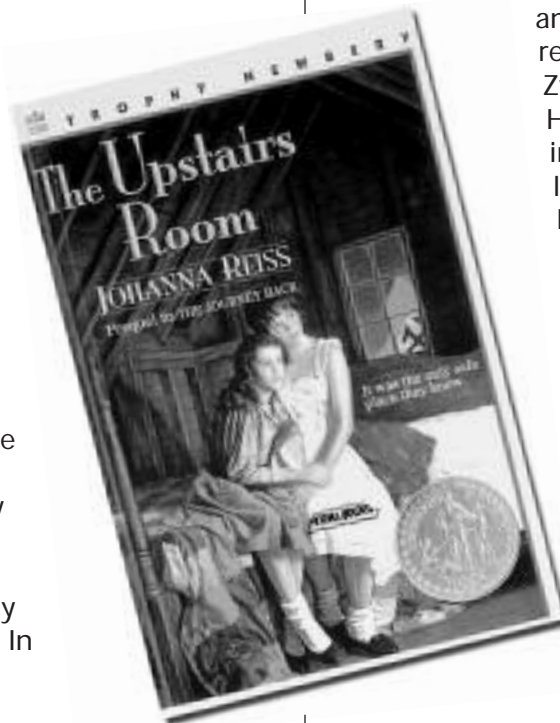
After a letter in early October 1942 summons the De Leeuws to a labor camp, Ies leaves home. Miss Kleinhoonte arranges for Rachel to spend nights with the Zwaal family.

Sini must peroxide her black hair and bike to the Hanninks.

Annie gets a sailor suit and boy's haircut. Posing as Jan de Wit, she takes a bus to Enschede, where Dini Hannink is to take her by bike to Usselo.

Chapter 4

A Nazi patrol checks bus passengers, forcing Annie to lie about the girl's clothing in her suitcase. Annie joins Sini, who informs her that Ies is frightened. Mr. Hannink begins building an underground shelter. Annie enjoys the dog Kees, who comes upstairs to visit. Early in November 1942, Miss Kleinhoonte reports that Sophie died. In December, Annie catches snowflakes through the



open window. Dini builds a snowman for Annie to look at. On January 1, 1943, the sisters leave an underground shelter and follow Mr. Hannink to a village bakery.

Chapter 5

Johan and Dientje Oosterveld and 70-year-old Opoe (Granny) welcome the sisters to their farm. Annie sleeps with the couple; Sini sleeps on a mattress on the floor. Johan works several days a week at the bleachworks in Boekelo. Sini helps Opoe darn socks. Dientje worries that the sisters eat no pork. At night, the family listens to Radio Oranje. Johan constructs a hiding place behind a closet shelf.

Chapter 6

To entertain the sisters, Dientje borrows the novel *War and Peace* from the reverend. According to the news, the Russians beat the Germans at Stalingrad. The family celebrates Opoe's 71st birthday. She receives fabric from the family and cologne from the Hanninks. She carries cake to the girls upstairs.

Chapter 7

Opoe complains that Annie stores *War and Peace* on top of Opoe's mother's lace cap. Dini warns of a house-to-house search for a Jew who stole ration coupons in Enschede. In hiding, Sini instructs Annie to say the alphabet backwards to calm her nerves. With the aid of tea from Opoe, the sisters stay awake all night. Sini makes Annie exercise her legs. Sini ventures out to help in the cow barn. Dientje takes Annie by bicycle to visit ten Jews in hiding, but Annie is too shy to talk to Mimi, a girl her age. On Annie's 11th birthday, Johan buys a book, *Secrets of Nature*. Dini brings a Monopoly game. Johan predicts that the war will last another year and require an invasion of Europe. From an underground newspaper, Annie learns of the death camps in Austria, Germany, and Poland, where Jews are gassed and burned in ovens.

Chapter 8

In warm weather, the girls move into an unheated back room. Sini worries about her looks and her untanned skin and frets about having to stay indoors. In July 1943, the radio announces the American and British landing at Sicily. A week later, Italian Fascists put Benito Mussolini in jail. In fall 1943, Miss Kleinhoonte arrives, brings fifth grade school books for Annie, and explains how

Reverend Zwaal took Rachel into hiding. Annie becomes hysterical at dinner. The family celebrates their second new year together.

Chapter 9

Reverend Slomp, who shelters Rachel, comes to visit Annie and Sini. The girls prepare for the arrival of their sister, who angers Johan by asking directions to his house. She says little and reports that les is always hungry. Rachel notices that Annie has a peculiar walk. There's a postcard from Uncle Phil and Grandmother during their train ride to Poland. The girls surmise that their relatives were killed and incinerated.

As tensions increase, Johan runs out of money. He anticipates an invasion and wants to learn English. Annie begins carrying on conversations with invisible audiences. Johan takes the sisters by wheelbarrow to the wheat field to sit in the sun and returns for them at 5:00. The girls are so sunburned that they need a doctor.

Chapter 10

The Allies move through Belgium toward Holland. Hannink warns of a house-to-house search. Soldiers stomp through the house and steal lengths of cloth and a pig. The Germans seize Mimi and the nine other Jews. A few days later, Johan executes the traitor who informed on them. The Germans retaliate by taking hostages, breaking their fingers, and executing them by the roadside. In mid-September, the British begin parachuting into Arnhem. The Allies free part of Holland.

German soldiers shoot people in the streets. The Oostervelds have no electricity or heat. Beggars come to the door. German occupiers demand use of the three front rooms for headquarters. To prevent sudden intrusions, Johan closes off the rooms and has the girls dye their hair. Annie hates staying in bed and risks discovery by going to the kitchen for yarn. Johan passes her off as Rikie, Dientje's niece. A week later, the Germans vacate the rooms.

Chapter 11

The Germans demand so many men for work that Johan plans to hide in the fire station at Enschede. Dientje wants the girls to leave. Hannink comes for the sisters and hides them in his underground

shelter. Ten days later, Johan retrieves the girls. Sini cries out of frustration. Hannink gets papers identifying her as Sini te Broeke, a maid from Arnhem. Annie retreats to bed. Sini visits and reports dating the Wassinks' son.

The Allies begin a counterattack in Belgium. On February 22, 1945, Johan reports the approach of the Canadian army. On March 31, the Germans commandeer horses and carts. Dientje summons Annie to the air-raid shelter. Bombs hit the bakery and parsonage. The Canadians are expected the next day at noon.

Chapter 12

On April 1, 1945, Sini is happy as Canadians march toward Boekelo. The Oostervelds walk outdoors with the sisters. Sini climbs onto a Canadian tank. Johan begs cigarettes from a soldier. Neighbors meet Annie. Johan plans to visit Winterswijk to check on the town's safety.

Postscript

A week later, Rachel arrives on foot, then returns to clean their house at Winterswijk. Sini and Annie follow a month later. Ies returns home. Rachel and Sini emigrate to America. In 1969, Annie takes her daughters to Usselo to visit the Oostervelds.

Reiss' Life and Works

A Dutch Jew born on April 4, 1932, and reared on the German border in Winterswijk, Holland, Johanna De Leeuw Reiss produces classic children's works on the effects of the Holocaust on the young. She is the youngest of the three daughters of Sophia De Leeuw, an invalid mother, and Ies De Leeuw, a cattle dealer, who partnered with the Gans family across the street. He took Johanna along on business trips. By the fourth grade, she ceased to attend school because the Nazi government ousted Jews from public places, including hotels, beaches, and parks. After the Nazi call-up of the De Leeuw family in October 1942, the family made plans to disappear.



While Reiss' mother was treated at a hospital for kidney failure, the rest of the family moved into non-Jewish homes. Ies settled in Rotterdam. Sophie's death in early December 1942 preceded the move of her 25-year-old daughter Rachel to a parsonage in a village near Winterswijk. Under cover of night, Reiss and her other sister Sini, a 20-year-old farm worker, moved in with rural Gentiles, Gerrit Hannink, his wife, and their daughter Dini, at Usselo from November 12, 1942, until 1943. German searches forced the younger sisters to another farmhouse owned by Dientje and Johan Oosterveld and his mother, whom the girls called Opoe (grandmother). For two years and seven months, the girls huddled in a small room while Nazis headquartered downstairs. By war's end in spring 1945, the sisters returned to Winterswijk and posted a notice in the square along with others seeking family unions. The girls' father and sister Rachel, a nursery school teacher, survived Nazi genocide to rejoin Johanna and Sini in Winterswijk.

Trained in elementary education, Reiss taught school before emigrating to the United States in 1955. Until she married an American, she worked as a governess and cheese cutter. While working as an editor, she came by her career out of maternal need. Of her two daughters, Julie and Kathy Reiss, she remarked, "I never thought of being a writer until my children were seven and nine. It struck me how free they were—compared to me, when I was their age." She took the girls to visit Opoe, Johan, and Dientje Oosterveld in Holland. The author increased her outreach with seminars for the International Women's Writing Guild at Skidmore College and with tutoring for the Fortune Society, a community organization that educates the public on imprisonment, criminal justice, and the causes of crime.

Memories of World War II undergird Reiss' young adult novels, *The Journey Back* (1976) and its prequel, *The Upstairs Room*, followed by *That Fateful Night* (1988). She explains, "There was still something I wanted to say, something that was as meaningful to me as the story I had told in the first book, the story of a war." Her purpose was to express the fact that wars never end so long as they torment survivors. She noted, "People are fragile. . . . Wars leave emotional scars that take a long time to heal, generations perhaps." Still active in library and classroom appearances and slide presentations, she earns

\$1,500 a day for book signings and lectures, which have taken her to Germany and Taiwan. While residing in New York City near her daughters, she visited jail inmates and chaired the Prison Writing Program for Poets, Essayists, and Novelists. She returns to Holland for reunions with her family.

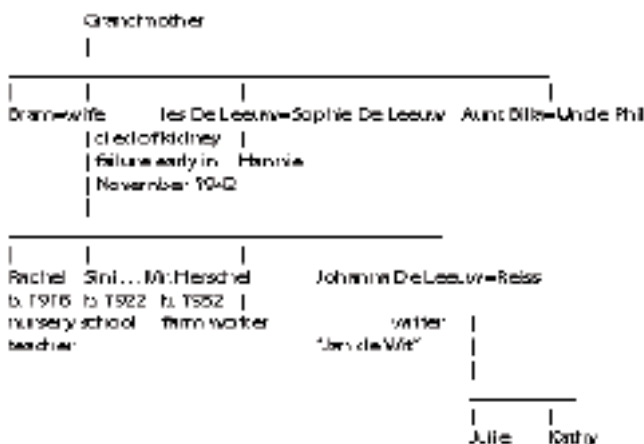
Critic's Corner

Johanna Reiss is a respected spokesperson for a generation of young Jews concealed by non-Jews during the early 1940s. Her reflective novels have earned the regard of Holocaust expert Elie Wiesel and of a critic for the *New York Times*, which compares *The Upstairs Room* favorably to *The Diary of Anne Frank*. The newspaper review lauds Reiss' ability to recall wartime stress without bitterness or hate. For her first publication, she earned a Newbery Honor Book award, an American Library Association Notable Children's Book, a Jane Addams Peace Association Honor Book, and the Jewish Book Council Charles and Bertie G. Schwartz Juvenile Book Award. She was the first American to earn the Buxtehuder Bulle from Germany for the promotion of peace in children's fiction. Random House published a color filmstrip of the book. In 1998, Recorded Books produced an audiocassette version read by Christina Moore.

Reiss' Published Works

- The Upstairs Room* (1972)
- The Journey Back* (1976)
- That Fateful Night* (1988)

Reiss Genealogy



Timeline of the Action

- 1931 Anton Adriaan Mussert and Cornelis van Geelkerken found the Dutch Nationaal Socialistische Beweging (NSB), a far-right, anti-parliamentary, and National-Socialist faction.
- January 1933 Hitler becomes Chancellor of Germany.
- March 1935 He advances to dictator. Nuremberg Laws revoke rights and citizenship of Jews.
- July 1937 Buchenwald receives its first Jewish prisoners.
- spring 1938 Hitler attacks Austria.
- October 1938 Nazi force Polish Jews into ghettos.
- November 9 On Kristallnacht, Nazis destroy 7,500 Jewish businesses and synagogues.
- January 1939 Hitler intends to cleanse Germany of Jews.
- September 1 German forces enter Poland.
- September 3 England and France declare war on Germany.
- fall Rachel completes college and begins teaching at a nursery school.
- spring 1940 Germany invades Denmark, Norway, Belgium, Luxembourg, and France.
- May 10, 1940 War planes fly over Holland.
- September Ies De Leeuw and other Jews are forced out of business.
- October Marie ceases to work for the De Leeuws.
- November Rachel is fired from her job.
- January 1941 Nazis slaughter 170 Bucharest Jews.
- spring Beaches, parks, and hotels are closed to Dutch Jews.
- April Germany attacks North Africa.
- June Germany invades Russia.
- October The De Leeuws move to a new house.
- October 10 The Gans' son enters Mauthausen.
- December Germany declares war on the United States.
- spring 1942 Rachel and Sini open a nursery school.
- early October Nazis summon the De Leeuw family to a work camp.
- November Reiss' mother enters a hospital; her father goes to Rotterdam.
- November 12 Reiss and her sister Sini live with the Hanninks in Usselo.
- early November After Mrs. De Leeuw dies, Rachel moves to a small village.

January 1, 1943	German surveillance forces the De Leeuw sisters to flee to the farmhouse of Dientje and Johan Oosterveld in Usselo.
March	The Auschwitz crematory begins incinerating corpses.
July 9	Allied forces begin a two-day invasion of Sicily.
July 25	Italian fascists arrest Benito Mussolini.
June 6, 1944	Allied forces land at Normandy.
August 25	Allies liberate Paris.
September 17-26	The British parachute into Arnhem.
October 17	Germans headquarter at the Oosterveld home.
October 26	The Auschwitz crematory is dismantled.
January 18, 1945	Russian forces liberate Auschwitz.
February 22	Johan reports the approach of the Canadian army.
March 31	The Germans commandeer horses and carts.
spring	Forces of the United States and Russia converge in Germany.
April 1	Sini is happy as Canadians march toward Boekelo.
May	Germany surrenders to the Allies.
May 14, 1948	Israel becomes an independent Jewish state.
1955	Reiss emigrates to America.
1969	She takes her daughters to visit Usselo.

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- Land-Weber, Ellen. *To Save a Life: Stories of Holocaust Rescue*. Champaign: University of Illinois, 2000.
- Silvey, Anita, ed. *Children's Books and Their Creators*. New York: Houghton Mifflin, 1995.
- Van Gorp, Hendrik. *Genres As Repositories of Cultural Memory*. Atlanta, Ga.: Rodopi B. V., 2000.

General Objectives

1. To define anti-semitism
2. To explain the relationship between boredom, inactivity, and physical weakness
3. To characterize bravery
4. To note how families incorporate outsiders
5. To characterize methods of organizing illegal activities
6. To examine the importance of attitude toward survival
7. To list coping techniques
8. To narrate examples of giving and self-sacrifice
9. To note the effects of rumor and real news
10. To define genocide

Specific Objectives

1. To describe the effects of hiding on the De Leeuw sisters
2. To acknowledge the perseverance of rescuers
3. To outline the political and economic events that lead to invasion
4. To discuss Annie's fear of freedom
5. To account for Johan's murder of an informer
6. To enumerate events reported by radio
7. To summarize Annie and Sini's reaction to news reports of gas ovens
8. To analyze Dini and Gerrit Hannink's efforts to comfort Jews
9. To study the role of "the tree"
10. To analyze Opoe's complaints and generosity toward the sisters

Related Reading

- Anna Akhmatova, "You Know, I Languish in Captivity"
- Avi, *The True Confessions of Charlotte Doyle*
- James Lincoln Collier and Christopher Collier
My Brother Sam Is Dead
- Zlata Filipovic, *Zlata's Diary*
- Erik Haugaard, *The Samurai's Tale*
- Esther Hautzig, *The Endless Steppe*
- Irene Hunt, *Across Five Aprils*
- Theodora Kroeber, *Ishi*
- Karen Levine, *Hana's Suitcase*
- Lois Lowry, *Number the Stars* and *The Giver*
- Marie McSwigan, *Snow Treasure*

The Upstairs Room Johanna Reiss

Walter Dean Myers, *Fallen Angels*
Scott O'Dell, *Sing Down the Moon*
Gary Paulsen, *A Soldier's Heart*
Corrie ten Boom, *The Hiding Place*
Yoko Kawashima Watkins, *So Far from the Bamboo Grove*
Jessamyn West, *The Friendly Persuasion* and *Except for Me and Thee*
John Greenleaf Whittier, "Barbara Frietschie"
Yevgeny Yevtushenko, "Babi Yar"

Literary Terms and Applications

For a better understanding of Johanna De Leeuw Reiss' autobiographical fiction, present the following terms and applications:

Aphorism: a short, pithy statement of a basic truth. At significant points in the text, characters summarize wisdom into succinct statements and bits of advice, for example, "People all over the world had suffered," "a defeat is a defeat," and "Keep your wits together." In spite of radio news, Sophie De Leeuw spreads false hope by assuring her family, "It can't happen here."

Bildungsroman: [bihl' duhnz .roh .mahn] literally a "formation novel," which describes the coming-of-age of an untried or naive youth. Annie's maturation during the war years takes her from uninformed six-year-old to a wary 13-year-old who understands the implications of trucks and trains taking Jews to German, Austrian, and Polish death camps.

Irony: an implied discrepancy between what is said or done and what is meant. All of Sini's whining and self-centered complaints about staying indoors and having no sun tan give place to genuine admiration for the Oostervelds and for Annie. The story wrings dark humor out of Sini's day in the sun and the misery of sunburn, which requires a doctor's care.

The Importance of Setting

The milieu of Johanna Reiss' *The Upstairs Room* is an ironic pairing of the comforts of Winterswijk, Holland, with the privations of two years and seven months of hiding with Dutch peasants at the Hanninks house and the Oostervelds' farm in



Usselo. Travel requires dyed hair for Sini and a sailor suit and boy's haircut for Annie to conceal their Jewish identity on the bus from home to Enschede. For safety, the trip carries Annie beyond Usselo to a meeting with Dini Hannink for the bicycle journey to the family residence. The text emphasizes the instability of hiding places after Rachel changes location, Sini and Annie cower in an underground shelter, and the sisters travel by night with Gerrit Hannink to the farmhouse of Dientje and Johan Oosterveld.

Before the sisters go into hiding, Reiss contrasts outdoor activities—attending classes at the synagogue, checking posters at “the tree,” going to the mayor's office, visiting Sophie at the hospital, playing with Frits Droppers, opening a nursery school in the De Leeuw house—with the boring atmosphere of the Oostervelds' kitchen and upstairs quarters. From the windows, the sisters can gaze out at the barn, animals, and field labor. Contributing to the pathos of Annie's misery of hiding is her hand reaching for a snowflake. Outside, Dini constructs a snowman to entertain Annie. The snow figure wilts much as Annie's spirits fall at the thought of years of captivity.

The irony of the German withdrawal compounds the sufferings of hidden Jews. Before the departure of occupation troops, German soldiers grow nastier and demand quarters in the Oosterveld house. Limited electricity and fuel force the family to cluster around the warm oven to warm their toes, a closeness that exhibits their unity throughout the ordeal. A house-to-house search places uniformed soldiers adjacent to the De Leeuw sisters, who cower in their closet shelter inches from a Nazi official. Bombs destroy the bakery and parsonage, causing Annie to wish for the quiet preceding the Allied invasion. After war's end, she hesitates to walk the streets with Johan and to greet neighbors who have lived nearby but have not known of her presence. She dreads returning home to Winterswijk and wonders if other children will continue to shun her. A brief comment on her return to Usselo in adulthood expresses pent-up emotions as the author weeps while showing her two daughters the closet hiding place.

Cross-Curricular Sources

For more information about the Holocaust, Hitler, the formation of the state of Israel, Judaism, the 1930s and 1940s, Allied invasions, emigration, and other subjects and issues deriving from the novel, consult these sources:

Audiocassette

Elie Wiesel Reads Night, Caedmon

Autobiography/Biography

The Diary of Anne Frank

The Hiding Place

Ishi

So Far from the Bamboo Grove

Zlata's Diary

Graphic Novels

Maus

Maus II

Filmstrips/Slides

Judaism, SVE

Witness to History: Europe after World War II, Center for the Humanities

Film/Video

Hitler: Anatomy of a Dictatorship, Coronet

Holocaust, Video Center

The Twisted Cross, NBC

A World at War: 1942-1945, Coronet

Novels

Across Five Aprils

The Friendly Persuasion

The Endless Steppe

Except for Me and Thee

Fallen Angels

The Giver

Hana's Suitcase

My Brother Sam Is Dead

Number the Stars

The Samurai's Tale

Sing Down the Moon

Snow Treasure

A Soldier's Heart

The True Confessions of Charlotte Doyle

Poems

“Babi Yar,” Yevgeny Yevtushenko

“Barbara Frietschie,” John Greenleaf Whittier

“You Know, I Languish in Captivity,” Anna Akhmatova

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Jewish Americans, Chelsea House
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The War Years: Volume Two, 1945-1949,
Social Studies School Services

Websites

"The Holland Ring,"
<http://www.thehollandring.com/ww2.shtml>
"The Holocaust Web Project,"
<http://www.nizkor.netizen.org/hweb>.
"The Holocaust History Project,"
<http://www.holocaust-history.org>.
"The Men Behind Hitler: A German Warning to the World,"
<http://homepages.enterprise.net/toolan/hitler/htm>
"The Netherlands in World War II,"
http://en.wikipedia.org/wiki/The_Netherlands_in_World_War_II.
"World War II in Holland,"
<http://www.worldwar2history.info/in/Holland.html>

Themes and Motifs

A study of the central issues and situations in Johanna Reiss' *The Upstairs Room* should include these aspects:

Themes

- anti-Semitism
- danger
- immaturity
- loss
- shock
- volunteerism
- concealment
- warning
- violence
- family
- survival
- reunion

Motifs

- coping with adult responsibilities
- experiencing social issues on a personal level
- taking responsibility for actions
- comforting grieving children

Meaning Study

Below are significant words, phrases, or sentences from the memoir. Explain each in context. Chapter and page numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. "Father, what does *Kristallnacht* mean?" (Chapter 1, p. 2)
(In a widespread pogrom against Austrian and German Jews, Nazi stormtroopers organized the "night of broken glass" on November 9, 1938, when anti-Semites destroyed synagogues and looted and smashed Jewish cemeteries, residences, offices, and stores. During the two-day rampage, some 200 victims were beaten to death on the streets and 2,500 more were deported to death camps. As a propaganda tool, the uprising implied the revolt of all Germans against Jews.)
2. A concentration camp, people called it, where Hitler told his soldiers to beat Jews any time they felt like it. (Chapter 2, p. 18)
(German authorities refined their isolation of Jews into work camps and death camps at Bergen-Belsen, Belzec, Majdanek, Mauthausen, Ravensbruck, Birkenau, Chelmno, Dachau, Treblinka, and the Auschwitz complex.)
3. Father waited by the back door for the man who would drive him to Switzerland. (Chapter 2, p. 20).
(Because most Swiss promoted democracy and opposed Nazism from the beginning, the country offered a haven from violence and a refuge to political dissidents, refugees, displaced persons, and orphans. Officially neutral, the Swiss maintained a trade relationship with Germany. However, the Swiss government launched an independent national public radio in 1931 to expose Hitler's demagoguery.)
4. Germany should never have invaded Russia. (Chapter 2, p. 24)
(The diplomatic relationship between Germany and Russia remained problematic from the 1930s, when Russia allied with Spain against German and Italian Fascism. After the Russian army seized Estonia, Latvia, and Lithuania in 1940, Germany launched an invasion of Russia in 1941 that cost 27 million Russian lives. The onslaught slowed at Moscow and ended in 1943 with the battle of Stanlingrad, the beginning of Germany's total defeat. By 1945, Russia captured Berlin.)
5. "A Gentile friend of mine has offered to take Billa, Hannie, Grandmother, and myself in his house." (Chapter 3, p. 33)

(Gentiles or goyim are non-Jewish people, whom Israelites considered pagan or heathen.)

6. "They won't keep a kosher household for her," Uncle Phil said. (Chapter 3, p. 33)
(Kosher names the sanitized food of a devout Jew as determined by dietary laws from the book of Leviticus. To be wholly devout, the orthodox Jew separates edible from forbidden or impure foods and allows no non-Jewish servant to touch them. Inspectors examine cutting tools; rabbis supervise butchering and the draining of blood from carcasses. Cooks prepare meat and dairy foods in sterile pans, store them in separate parts of the refrigerator, and serve them in separate sets of dishes. The clean kitchen demands inspection of dishes for cracks and chips, of fruit and vegetables for worms and blemishes, and of eggs for blood spots and embryos. Eggs from Gentile farms are unfit. Milk from a Jewish mother is kosher, but the milk of a non-Jewish wetnurse pollutes a child's diet.)
7. "A couple of days a week I take my horse and cart to the bleachworks in Boekelo, the next town over..." (Chapter 5, p. 67)
(Support for the linen industry required bleachworks as an adjunct to weaving and a boost to marketing. Techniques dating to the early 18th century required the installation of washing mills and drying stations to turn dull brown textiles white.)
8. Here is Radio Oranje. (Chapter 5, p. 75)
(During World War II, the Dutch broadcast from London from July 1940, beginning with regular addresses by Queen Wilhelmina, initiated on July 28. Another outreach called Radio Brandaris (the Lighthouse) targeted Dutch sailors. Late in 1942, the two efforts united as Radio Oranje, which proved so effective that Nazis jammed signals and confiscated radios in May 1943.)
9. "War and Peace" she read. "Dientje, thank you." (Chapter 6, p. 81)
(Leo Tolstoy's War and Peace (1869) is a suitable work to bolster courage during World War II. A saga novel about Russian society during the Napoleonic era, the text features a vast web of characters caught up in a international combat. The story concludes with a celebration of the defeat of Napoleon in Moscow, where the Russian winter decimated his troops and forced a dismal rout west.)
10. "Guess what, the Germans have lost in Russia, in Stalingrad..." (Chapter 6, p. 84)
(Waged over 199 days, the battle of Stalingrad, the world's longest, bloodiest combat, turned the Allied tide against German aggressors. Beginning with the siege of Stalingrad on June 22, 1941, Germany sought oil reserves in the Caucasus, grain centers

to the south, and supply routes on the Volga River. The battle obliterated Germany's Sixth Army, damaged the Fourth Panzer Army, and caused some two million casualties. Contributing to German losses were inadequate supplies and lack of equipment and clothing for winter fighting. In 1945, Russia proclaimed Stalingrad a hero city.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the novel.

Action

1. What are the central and peripheral actions of the autobiographical novel?
(The Upstairs Room, a fictional account of a World War II hiding place, reprises the survival of author Johanna De Leeuw Reiss and her sister Sini for two years and seven months at a Dutch farmhouse in Usselo, Holland. Outside events which challenge the sisters to stay in hiding are the death of their mother Sophie, the hiding of their father les in Rotterdam, and the concealment of their older sister Rachel with Reverend Zwaal. The text concludes with the approach of the Canadian Army on April 1, 1945, and the liberation of Holland from Nazi forces.)

Conflict

2. What events cause trouble for the Oostervelds?
(Minor and major difficulties trouble Dientje and Johan Oosterveld. Dientje is less committed to involving the family in a possibly capital offense against German occupation forces. The girls suffer boredom and reject servings of pork. Sini longs to sunbathe to get a tan. After she and Annie lie in a wheat field all day, they are so sunburned that they require a doctor. Near the end of their confinement, Annie creeps downstairs to look for yarn and opens the door on a Nazi soldier. The appearance requires the use of Dientje's niece Rikie as an explanation of the young visitor. Sini changes her name, gets a job, and dates a neighboring farm boy named Wassink. At the end of the war, Annie is hesitant to appear in public because she distrusts people. Additional tiffs involve Opoe, a sour, cynical grandmother who accuses Annie of ruining a cap by placing a book on it.)

Details

3. What preparations does the family make for the sisters?
(The sisters depart the home of Gerrit Hannink by night and take up residence in the Oosterveld family's upstairs room. After dinner, Sini receives a mattress for sleeping on the floor. Annie

shares the bed of Dientje and Johan. For hiding, Johan creates a small space behind a closet shelf, accessed by a hole at the bottom filled in with a piece of wood. In warm weather, he moves the girls downstairs to an unheated back room. Visits from Dini Hannink, Reverend Slomp, and Miss Kleinhoonte require caution, but relieve tedium and bring news of Rachel and others. After Nazi officials claim part of the house for an office, Johan walls off the front rooms to keep the girls safe from surprise intrusions. When the Allied bombing begins in spring 1945, the family must take the sisters to a bomb shelter.)

Historical Milieu

4. What privations do Dutch Jews suffer during World War II?

(From 1933, German Nazis scapegoat Jews for the rise in unemployment and economic depression. After the Nazi invasion of Holland in 1939, Dutch Jews can no longer conduct business; Jewish teachers are fired from schools. The De Leeuws are unable to get out of Holland. Rationing, banning from theaters and restaurants, and school closures for Jewish children as well as rejection from hotels, public transportation, and hospital visits increase distress. Police squads herd men to labor and concentration camps. Jews begin wearing yellow stars and are forced to give up bicycles, shop after 3:00 P.M., and observe a curfew beginning at sundown. Officers torture and execute hostages and shoot people in the streets. At death camps in Austria, Germany, and Poland, Nazis asphyxiate Jews and burn their corpses in gas ovens.)

Resolution

5. Describe the arrival of Canadian forces.

(As the Allies begin parachuting into northwestern Europe and forcing Germans east from Holland, rumors and radio broadcasts of the advance of the Canadian army thrill the Oostervelds and the De Leeuw girls. Johan begins learning English from Sini so he can communicate with Canadian soldiers and ask for cigarettes. Opoe wants him to ask for canned meat. As the liberation forces march from Usselo toward Boekelo, Johan escorts the girls into the neighborhood and introduces them to local people, who were unaware that the Oostervelds harbored Jews. Sini climbs aboard a Canadian tank to celebrate freedom. Rachel rejoins her sisters to prepare them for the return to Winterswijk.)

Character Development

6. How does Johan display ingenuity?

(Johan Oosterveld is a proud Dutch peasant who laughs off the stereotype of the “dumb farmer.” From the bleachworks at Boekelo, he obtains cloth as a gift for Opoe’s 72st birthday. He carpenters a hiding place behind a shelf in the closet, treats Sini to a trip to the cow barn, buys Annie a birthday book, and transports the sisters by wheelbarrow to the wheat field to enjoy a day in the sun. After an informer causes Mimi and nine other

Jews to be arrested, Johan shoots the traitor with a pistol. When Nazi officials need part of the house for headquarters, Johan walls off three front rooms to spare the family unexpected intrusions. He insists that the De Leeuw girls dye their hair and that they remain in bed to conceal noise. When forced labor threatens his freedom, he moves into the fire station at Enschede. At war’s end, he visits the De Leeuw home in Winterswijk to be sure the girls will be safe on arrival.)

Style

7. What does the Postscript reveal?

(The Postscript sweeps through 24 years. Annie and Sini reveal to Rachel their reluctance to leave their shelter at the Oostervelds’ farmhouse in Usselo. After Rachel returns to Winterswijk to clean the house for a family reunion, Sini and Annie return home in May in Sini’s boyfriend’s car. Opoe and Dientje reveal their affection for the girls. The sisters reunite with Ies. In 1969, author Johanna De Leeuw Reiss conveys her two daughters, Julie and Kathy, to the Oosterveld farm at Usselo. The emotional return and reunion with Dientje, Johan, and the elderly Opoe causes Johanna to weep at the entrance to the tiny hiding place in the closet.)

Undertone

8. What events preface hard times for the De Leeuws?

(At age six, Annie De Leeuw realizes that her parents, Ies and Sophie, are changing because of constant radio broadcasts about Hitler and the Nazis. Ies grows angry at the curtailment of Dutch freedoms by German thugs. Sophie, terminally ill with kidney failure, complains of headaches and fails to understand the political situation. After Uncle Bram takes his family to America, Annie overhears heated arguments between her parents concerning emigration. Too late, Ies tries to arrange a departure and fails to escape with Uncle Phil to Switzerland. After Sophie enters the hospital, the family is reduced to Ies and his three daughters, each of whom requires hiding from the Nazi occupation force.)

Motif

9. How does Johanna Reiss depict Nazi cruelty?

(Persecution of Dutch Jews begins as infringements on freedoms and expands to rough treatment and forced labor in work camps. On November 9, 1939, Kristallnacht introduces a Nazi-led rampage across Germany, Austria, and Poland that results in ruin of synagogues, homes, and businesses. As the situation worsens in Holland, Dutch Jews have fewer means of supporting and feeding their families. News reports indicate that those individuals forced onto trains go to death camps for fake showers that asphyxiate inmates with gas. Nazis burn the corpses in gas ovens. In Holland, the crime of a Dutch Jew results in retaliation—the Germans take hostages, break their fingers, and

execute them in ditches. Cruelty increases as the Allies begin forcing the German army toward its own borders. For Johan Oosterveld, the crush on Nazi troops results in the theft of his pig, some cloth, and his horse and cart.)

Purpose

10. What does Reiss accomplish with her autobiographical novel?
(The story of Annie and Sini reveals from a child's perspective the confusion of wartime occupation and the pressure on families and neighbors to comply with Nazi genocide. Through Annie's bouts of terror, anger, estrangement from her sister, hysteria, and hallucinations, Reiss characterizes from memory the multiple psychological responses of a child to world conflict. The falling action depicts Annie's hesitation to leave indoor protection and to trust neighbors. Looking ahead, she fears returning to Winterswijk to an environment where hostile children may again chase Jewish students. By concluding with her visit to Usselo in adulthood, Reiss displays the post-war curiosity of survivors who make normal lives for themselves before reliving the terrors of Nazi persecution. By introducing her two daughters to the hiding place and to the Oosterveld family, Reiss expresses love and thanks for her salvation.)

How Language Works

Characters in *The Upstairs Room* reveal their capacity to withstand terror, local pressures, and danger. For example:

1. Ies' concern for his family emerges early in his question, "Sophie, why don't we go too?"
2. The maid Marie caves in to pressure by speaking for herself and her boyfriend, "We like Jews, but he's afraid a lot of people won't talk to me anymore if I stay with you."
3. Sini, who likes the outdoors, complains, "I can't bear to stay in all day."
4. Johan, a stout patriot, sneers at the radio explanation of German withdrawal from a Russian town, "Tactical reasons, shit."
5. Gerrit Hannink reveals treachery, "Somebody tipped off the Germans. . . . And I know who that somebody was."

Across the Curriculum

Composition

1. Write a brief explanation on the need for a Holocaust museum. Explain why Johanna Reiss writes and speaks on the subject and why her words influence youth to value peace and tolerance.
2. In a paragraph, summarize the heroism of Oscar Schindler and Corrie ten Boom, the example of Dr. Elie Wiesel, and the post-war activities of Simon Wiesenthal and other Nazi hunters.
3. Outline the attitudes of significant witnesses to torment: Esther Hautzig, Jeanne Wakatsuki Houston, Nelson Mandela, Rigoberto Menchu, Black Elk, John Hersey, Yoko Kawashima Watkins, Corrie ten Boom, Anne Frank, Geronimo, Zlata Filipovich, Chief Joseph, Oscar Schindler, Doctors without Borders, and Dr. Elie Wiesel. Explain variations in their experiences with cruelty and prejudice.
4. Compose a reason for Johan Oosterveld's hesitance to murder a traitor who informed the Nazis about Mimi and the other nine Jews in hiding.

Religion

1. Explain the significance of Sini's rejection of pork from meals. Cite biblical justification from Leviticus for the exclusion of pork, rabbit, horse, camel, swordfish, and shellfish as sources of meat.
2. Analyze world response to the creation of Israel, a Jewish state in Palestine, in 1948. Explain how the Zionist movement grew out of reaction to the Holocaust.
3. Draw a floor plan of a synagogue. Note places where Mr. Herschel might organize classes for Annie and other Jewish children.

Drama

1. Draw stage settings to dramatize Sini riding on a tank, the sisters sunbathing in a wheat field, Rachel clipping yellow stars from clothing, Annie exercising her legs, Annie crushing Opoe's cap with a copy of *War and Peace*, Sini dyeing her hair, an officer standing near the hiding place in the closet, Annie dressed like Jan de Wit, Dini making a snowman for Annie to enjoy, Annie and les on cattle-buying trips, the doctor treating sunburn, or the mayor writing a note allowing a hospital visit. Supply sketches of costumes and props, such as Nazi uniforms, wheelbarrow, clothes and shoes, stars, bicycles, wooden shelf, book, cot, hospital bed, medicine, cars, horse and cart, and guns.
2. Compose a first person account of the rounding up of Dutch men from theaters and streets, and the loading of trucks to carry workers to train cars for transport to labor camps in Germany, Austria, or Poland. Describe the belongings left behind and the anguish of families separated from fathers, husbands, and older brothers.
3. Role-play your own response to the deportation of a portion of your home town. Indicate how you would cope with confusion, rumors, fear, hunger and thirst, pain, nightmares, separation, and loss. Describe skills you would need, such as first aid, knowledge of German, self-control, secret contacts, and food procurement.

Speech and Communication

1. Organize a discussion of anti-Semitism and other forms of persecution and exclusion. Answer basic questions, such as: What makes people hate identifiable groups, even innocent members such as babies and children or hospital patients like Annie's mother Sophie? How can people destroy others in the name of religion or patriotism? Why do occurrences of anti-Semitism continue to crop up, even after the hideous example of the Holocaust? How do books, plays, monuments, music, murals, and other forms of creativity help quell hatred and prejudice against people like Sini and Annie?

2. Listen to recordings of speeches and commentary about World War II, including pep talks by Winston Churchill and Queen Wilhelmina of Holland and news dispatches by Edward R. Murrow and key news gatherers for Radio Oranje. Explain how these comments reflect a lack of awareness of Hitler's systematic extermination of "undesirables," including Jews, Jehovah's Witnesses, Gypsies, political dissidents, retardates, homosexuals, prostitutes, the handicapped, and the elderly.
3. Contrast the value of "the tree," les and Johan's radios, German newspapers, rumor, and the underground newspaper as dependable sources of information. Why do German occupation forces limit the sharing of war news, particularly after the battle of Stalingrad?
4. Explain to the class the meaning of Fascist. Why does Italian Fascism complicate the war?
5. Lead a panel discussion of the causes of ethnic mistreatment. Compare the German attempt to exterminate Jews with American cavalry attacks on plains Indians, the use of coolie labor on the building of the trans-continental railroad, and the systematic removal of Gypsies from parts of Europe.

Cinema

1. View the films *Playing for Time*, *Schindler's List*, *The Hiding Place*, *The Diary of Anne Frank*, *Julia*, *Shining Through*, *Farewell to Manzanar*, *War and Remembrance*, or *Shoah*. Compare the movies' themes to those of *The Upstairs Room*. Comment on the ways that courageous individuals face lengthy hiding, imprisonment, hunger, lack of medical treatment and drugs, forced labor, or certain death.

Science and Health

1. Compose a lecture on the dangers of lying in bed too long. Explain why Annie wobbles. Make an illustrated chart of quiet indoor exercises that she can use to strengthen her legs.
2. Explain the purpose of Zyklon B, the gas used to exterminate Jews and other undesirables. How does the underground newspaper convince Sini and Annie that people transported to death camps are doomed?

Geography and Culture

1. Create a mural or web site that introduces these settings: Boekelo, Eindhoven, Italy, Austria, Enschede, Mauthausen, Poland, Belgium, Holland, France, Russia, Arnhem, Stalingrad, Winterswijk, Usselo, Germany, Denmark, Norway, Switzerland, North Africa, America, and Rotterdam. Note areas that saw clashes between the Germany army and the Allies, particularly the Canadian army.
2. Describe the culture and lifestyle of Dutch Jews before and after World War II. Discuss why so many survivors emigrated to America after 1936 and Israel after 1948. Depict on a map the areas that provided refuge to the most emigres.

Art

1. Make an illustrated notebook of Jewish holidays, particularly Passover. Fit each festival into its proper place on the Jewish calendar. Highlight the background, meals, and ceremonies that mark each occasion. Cite prayers, scripture, and hymns that are central to Jewish worship. Include sabbath prayers, wedding liturgy, and prayers for the dead.
2. Sketch the outline of an underground shelter. Include essentials, particularly sources of water and fresh air, food storage, sleeping places, camouflage, and toilet facilities.

Law

1. Read biographical comment about Adolf Hitler and Benito Mussolini and about Heinrich Himmler, Adolf Eichmann, Hermann Goering, Dr. Josef Mengele, and Alfred Jodl, whom radio broadcasts described as villains and war criminals. Decide how history should judge their war crimes. Include comment on the fairness of the Nuremburg Trials.
2. Enumerate the Geneva Conventions, which detail the manner in which prisoners of war, exiles, orphans, displaced persons, and refugees are to be treated during wartime.
3. Research the Dutch retaliation against NSB-ers after World War II. Why did Jewish survivors consider them traitors? Summarize how Corrie ten Boom attempted to make peace with old enemies.

Social Studies

1. Explain to a small group why Holocaust victims and rescuers like Gerrit and Dini Hannink and Dientje and Johan Oosterveld continue helping orphans and other survivors and reminding the world of the devastation caused by Hitler's death camps. Discuss whether or not survivors like Ies, Rachel, Sini, and Annie are true heroes.
2. Report orally on Hitler's attempt to annihilate the Jews. Explain why history books remind people of the huge numbers of deportees like Mr. Herschel, Uncle Phil, Aunt Billa, Cousin Hannie, and Grandmother, who did not survive the death camps. Why did people like Willy Bos and his young friends support anti-Semitism and harass people like Annie and her schoolmates as they departed from the synagogue?
3. Divide the class into small groups to study the events leading to Adolf Hitler's rise and fall from power. Prepare a time line of parallel world events, including the jailing of Benito Mussolini, the British and American invasion of Sicily, English parachuting into Arnhem, Allies landing at Normandy, Russians beating Germans at the battle of Stalingrad, the forcing of Germans out of Holland and Belgium, and Canadian troops marching toward Boekelo. Explain why other nations and the Vatican failed to halt Hitler's attempts at creating a master race.
4. Compose a list of topics that Johanna Reiss might discuss with her daughters, Julie and Kathy Reiss, during their visit to Usselo in 1969, for example, the danger of Jews riding a bus to Enschede, the frustration of sending a letter to Mauthausen prison, and problems with living among gentiles and eating pork.

Psychology

1. Describe aloud the importance of survival. Explain why Sini insists that Annie exercise and why both sisters long to enjoy the spring sunshine. Why is Annie hesitant to walk with Johan at the end of the war? Why is the return to Winterswijk potentially dangerous?

2. Suggest ways survivors like Rachel, Ies, Sini, and Annie might cope with years of hunger, grief for Sophie's death, homesickness, emotional trauma, loss of friends and business, and troubling dreams. Propose treatment with meditation, prayer, religious rituals, counseling, group therapy, exercise, travel, work, writing, speaking, arts and crafts, letters and photographs to old friends, or community involvement.
3. Using incidents from the book, comment on the gradual changes in Sini and Annie's outlook. Discuss why Sini insists on taking the farm job, why Sini accepts a date from the Wassinks boy, why Annie risks discovery to look for yarn downstairs near the Nazi headquarters, the cause of Annie's exhaustion and hysteria and Sini's longing for a boyfriend, and why Johanna Reiss weeps while showing her daughters the closet hiding place at the Oosterveld farm in Usselo.

Mathematics and Computers

1. Using desktop publishing, make a web site or bulletin board that identifies the Nazi labor and death camps, particularly Bergen-Belsen, Belzec, Majdanek, Mauthausen, Ravensbruck, Birkenau, Chelmno, Dachau, Treblinka, and the Buna-Auschwitz complex. Include for each the total of people killed and their nationalities and the few who survive.
2. Using a word processor, prepare an illustrated glossary of unfamiliar terms, such as milking diploma, bleachworks, peroxide, glum, sandpiper, deft, coupons, blotches, massage, linoleum maniac, hesitant, spectacle, Radio Oranje, disoriented, uncoiling, indifferently, crocheted, fumbled, invasion, cologne, humiliation, skein, bluebottle, Allies, indifferent, postscript, Opoe, tactical, parsonage, holocaust, Joden verboden, sullen, scuttle, doodmoe, grimace, Hebben jullie sigaretten?, rucksack, maniac, hesitant, Jood, Gentile, kosher household, synagogue, spectacle, disoriented, Kristallnacht, and NSB-er. Define each.
3. Why is Monopoly a good game for Sini and Annie to play on boring days? Name other games that entertain and educate, such as Pictionary, Twenty Questions, Trivial Pursuit, and chess.

Language

1. Write a news release for radio transmission announcing the removal of Jews from Holland, the commandeering of Dutch work crews, and the end of personal rights, including going to beaches and parks, attending school, visiting patients in the hospital, eating in restaurants, staying at hotels, buying goods before 3:00 P. M., owning a business, going outdoors after dark, and appearing in public without wearing a yellow star. Outline the type of photograph or chart that should accompany the print version of your news item.
2. Prepare a dialogue dramatizing Rachel's refusal to leave Sophie alone in the hospital. Comment on Sophie's need of kosher meals and of the concealment of distressing war news. Account for Ies' loud squabbles with Sophie and for Annie's intervention with the mayor, Dr. Bos, to obtain hospital visitation passes. Explain why the family seems unsurprised by Miss Kleinhoonte's news of Sophie's death.
3. Design a war memorial that creates a positive outlook while recalling the slaughter of innocent Dutch Jews. Write or quote a dedication that will remind people of the worth of peace, such as verses from Ecclesiastes or Psalms, speeches by Gandhi, Abraham Lincoln, John F. Kennedy, or Dr. Martin Luther King, Jr., verse by Walt Whitman, Anna Akhmatova, Emma Lazarus, or Yevgeny Yevtushenko, President Bill Clinton's encomium to martyrs at the D-Day memorial in France, or the words of Eleanor Roosevelt on the founding of the United Nations human rights charter.
4. Lead a debate about bold acts and unselfishness, particularly Gerrit Hannink's transfer of the De Leeuw sisters from danger and Johan's insistence that the Oosterveld family risk execution to save Sini and Annie. Determine when and why Dientje wants the De Leeuw girls to go to another hiding place.

Literature

1. Read aloud from nonfiction, novels, plays, and stories about war and survival. Include Karen

Levine's *Hana's Suitcase*, Lois Lowry's *Number the Stars*, Marie McSwigan's *Snow Treasure*, Anna Akhmatova's "You Know, I Languish in Captivity," John Greenleaf Whittier's "Barbara Frietschie," Erik Haugaard's *The Samurai's Tale*, Esther Hautzig's *The Endless Steppe*, Irene Hunt's *Across Five Aprils*, Zlata Filipovic's *Zlata's Diary*, James Lincoln Collier and Christopher Collier's *My Brother Sam Is Dead*, Yoko Kawashima Watkins' *So Far from the Bamboo Grove*, Theodora Kroeber's *Ishi*, Corrie ten Boom's *The Hiding Place*, Avi's *The True Confessions of Charlotte Doyle*, *The Diary of Anne Frank*, Yevgeny Yevtushenko's "Babi Yar," and Walter Dean Myers' *Fallen Angels*.

2. Explain in a theme the significance of the title, particularly as it applies to the Oostervelds' courage and the boredom and misery of Annie and Sini. Propose other titles that stress positive values and strengths, including courage and loyalty to the oppressed.
3. Write a theme in which you explain the role of a minor character, such as the Groothuis boy, Frits Droppers, Willy Bos, Annie's daughters Julie and Kathy, Marie, Aunt Billa, Hannie, Uncle Bram, Hendrik, Mr. Herschel, Uncle Phil, Grandmother, the Gans, Reverend Zwaal, Rikie, the doctor, the Abbinks, Miss Kleinhoonte, Mimi, Mr. Hemmes, Reverend Slomp, Dini Hannink, Mrs. Groothuis, the Nazi patrol, bus passengers, the baker, nurses, the informer who betrayed ten Jews, the Wassinks, Canadian soldiers, Dr. Bos, and a Jew who stole ration coupons in Enschede.

Education

1. Brainstorm ways of preparing subsequent generations to carry the message of the Holocaust and its devastation of Jews, for example, a stage version or radio play of *The Upstairs Room* or a statue or plaque honoring Dientje and Johan Oostervelt, Dini and Gerrit Hannink, the Reverend Zwaal, and the Reverend Slomp.
2. Draw a character web representing the interconnectedness of emigrants, prisoners, laborers, Nazi soldiers, farmers, neighbors, cattle dealers, parents and children, teachers, ministers, beggars, schoolmates, people leaving

notes at "the tree," Allied soldiers, and deportees sent directly to labor camps or gas ovens. Indicate relationships with non-Jews such as the nurses who care for Sophie and the Reverend Zwaal, who finds a hiding place for Rachel.

Alternate Assessment

1. List examples of teamwork, fear, religious prejudice, loyalty, admiration for courage, ingenuity, discipline, treachery, and luck among the Dutch.
2. Compile a list of actions that demonstrate determination to survive and defeat the Germans.
3. Compose a scene in which Annie studies records of survivors' names to determine the lot of Uncle Phil, Aunt Billa, Hannie, and Grandmother. Conclude with a letter to Uncle Bram about family losses.
4. Make a character list and explain the character flaws of each, including Annie's immaturity, Johan's short temper, les' anger, Sini's vanity, Opoe's grumpiness, the informer's treachery, Willy Bos' spite, Groothuis' nosiness, Billa's rudeness to Grandmother, and Sophie's failure to support her husband.
5. Account for the author's return from America to Usselo to show the hiding place in the closet to her two daughters.

Vocabulary

Complete the following sentences with appropriate words from the list below. You will have answers left over when you finish.

diploma, invasion, elevated, bleachworks, peroxide, cologne, glum, bluebottle, sandpiper, deft, Opoe, doom, humiliation, skein, blotches, tactical, reckless, massage, parsonage, Radio Oranje, linoleum, holocaust, sullen, scuttle, coupons, grimace, rucksack, maniac, hesitant, Jood, Gentile, kosher, synagogue, spectacle, dis-oriented, uncoiling, indifferently, NSB-ers, crocheted, fumbled

1. They're Nazis, people who think like Hitler. _____ we call them in Holland.
2. They were convinced that under his leadership Germany's _____ and defeat would be wiped out.
3. He took his neighbor's hand and hitched the _____ up higher on his shoulders.
4. _____ I noticed that the trees were green again.
5. Opoe was standing in the doorway _____ her brown braid.
6. It was so quiet that I could hear a _____ fly buzz by.
7. Father had red _____ on his cheeks.
8. Rachel poured some _____ in a glass, then filled the glass up with water.
9. See how the ground is a little _____ there?
10. She pulled her hand out again, unrolled some wool from a _____, took a needle from several that were stuck on her apron, held the yarn in her right hand, needle in her left, pushed her glasses down toward the tip of her nose.
11. If I got a _____ for everything I know about a farm, I'd have a chest full.
12. I picked up the poker and furiously drew designs on the _____ with it.
13. One by one I took coals out of the _____ and plopped them into the stove.
14. I get _____ from Mr. Hannink. How else could I get all that bread?
15. Why didn't Sini let Johan tell us why the man thought there'd be an _____ soon?

Comprehension Test A

Part I: Quotation Completion (30 points)

Identify characters described below. Place answers in the blanks provided at left.

- _____ 1. comes home from school with Dientje without knowing why
- _____ 2. gives Annie a cap
- _____ 3. joins others in chasing Jews from a synagogue school
- _____ 4. carries kosher meals to the hospital
- _____ 5. wobbles
- _____ 6. locates a hiding place for Rachel
- _____ 7. rides on a tank with Canadians
- _____ 8. moves before the house is painted
- _____ 9. brings "Jan de Wit" from the bus
- _____ 10. works at the bleachworks
- _____ 11. has a milking diploma
- _____ 12. reports that Sophie died
- _____ 13. receives cologne
- _____ 14. travels by rail with Grandmother to Poland
- _____ 15. gets papers to change Sini's last name to Broeke

Part II: Matching (30 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- | | | |
|--------------------|------------|-----------------|
| A. Italy | F. Poland | K. Winterswijk |
| B. Enschede | G. Arnhem | L. Mauthausen |
| C. Rotterdam | H. America | M. bakery |
| D. Dr. Bos' office | I. Boekelo | N. fire station |
| E. Usselo | J. tree | O. synagogue |

- ___ 1. Annie's hometown
- ___ 2. bus stop beyond Usselo
- ___ 3. place where Mussolini is arrested
- ___ 4. Uncle Bram's destination
- ___ 5. site of bulletin board
- ___ 6. location of Herschel's school
- ___ 7. institution that returns a letter
- ___ 8. place where Annie obtains a permit
- ___ 9. one location of gas ovens
- ___ 10. Johan's hiding place
- ___ 11. fabricated home of Sini te Broeke
- ___ 12. site of deaths of family by bombs
- ___ 13. location of Johanna's daughter's visit
- ___ 14. site of Germany's 1939 invasion
- ___ 15. les' hiding place

Comprehension Test A (Page 2)

Part III: True/False (20 points)

Mark the following statements either T for true or F if any part is false.

- ___ 1. Johan reclaims his stolen pig.
- ___ 2. Annie and Sini are not surprised by Sophie's death.
- ___ 3. Annie accompanies Ies to farms to buy cattle.
- ___ 4. Johan forces Gerrit to shoot an informer.
- ___ 5. Dientje refuses to let Sini and Annie return to the Hanninks' home.
- ___ 6. The sisters spend warm months on the porch.
- ___ 7. The Canadians march to Boekelo.
- ___ 8. The Germans forbid the use of radios.
- ___ 9. Sini and Annie record Jewish holidays on a 1943 calendar.
- ___ 10. Johan checks the house in Winterswijk before letting the girls return home.

Part IV: Essay Questions (20 points)

Choose two and answer in complete sentences.

- 1. Explain why Dutch citizens choose to go to labor camps.
- 2. Describe Rachel's role in family security.
- 3. Explain why Annie needs a massage.
- 4. Analyze Annie's fear of liberation.
- 5. Determine why the sisters love the Oostervelds.

Comprehension Test B

Part I: Identification (20 points)

Identify speakers of these citations from the list below. Place your response in the blank provided at left. On the line below, explain the significance of each.

_____ 1. Don't bite your finger.

_____ 2. Phil and I have a plan.

_____ 3. These girls are friends. I'll explain later.

_____ 4. Keep the flashlight on as long as you want to.

_____ 5. He says I might get in trouble if I keep working for you.

Part II: Short Answer (30 points)

Supply a word or phrase in answer to each of the following questions. Place your response in the blank provided at left.

_____ 1. Where does Ies take Bobbie?

_____ 2. Who predicts an allied invasion?

_____ 3. How does Johan transport the girls to the wheat field?

_____ 4. Who receives cloth for a birthday?

_____ 5. Who is the mayor?

_____ 6. What does Uncle Phil drop out of the train window?

_____ 7. Where does Uncle Bram go?

_____ 8. What deportee does Rachel grieve for?

_____ 9. Whom do the Oostervelds identify as Rikie?

_____ 10. Who pays for the yellow stars?

_____ 11. What does Sini find in the beans and potatoes?

_____ 12. What movie star does Annie long to see?

_____ 13. Whom do Italians arrest?

_____ 14. At what bus stop does Annie get off?

_____ 15. What building does bombing destroy near the bakery?

Comprehension Test B (Page 2)

Part III: Fill-in (20 points)

Supply a word or phrase to complete each of the blanks below.

1. _____ enters a school that Mr. Herschel teaches at a _____.
2. _____ enters a hospital, where _____ visitors are forbidden.
3. Mr. _____ begins building an underground _____.
4. _____ works several days a week at the _____ in Boekelo.
5. _____ anticipates an invasion and wants to learn _____ before
the Canadians arrive.

Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Analyze Sini's need to get out of hiding.
2. Describe the gassing of Jews.
3. Discuss the need for hair dye.
4. Outline the news of the war reported by radio.
5. Summarize the relation of the De Leeuw sisters with Dientje and Opoe.

Answer Key

VOCABULARY

- | | | |
|------------------|---------------|--------------|
| 1. NSB-ers | 6. bluebottle | 11. diploma |
| 2. humiliation | 7. blotches | 12. linoleum |
| 3. rucksack | 8. peroxide | 13. scuttle |
| 4. indifferently | 9. elevated | 14. coupons |
| 5. uncoiling | 10. skein | 15. invasion |

COMPREHENSION TEST A

Part I: Quotation Completion (30 points)

- | | | |
|--------------|---------------|----------------------|
| 1. Rikie | 6. Rev. Zwaal | 11. Sini |
| 2. Opoe | 7. Sini | 12. Miss Kleinhoonte |
| 3. Willy Bos | 8. les | 13. Opoe |
| 4. Rachel | 9. Dini | 14. Uncle Phil |
| 5. Annie | 10. Johan | 15. Gerrit Hennink |

Part II: Matching (20 points)

- | | | |
|------|-------|-------|
| 1. K | 6. O | 11. G |
| 2. B | 7. L | 12. M |
| 3. A | 8. D | 13. E |
| 4. H | 9. F | 14. F |
| 5. J | 10. N | 15. C |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. F | 6. F |
| 2. T | 7. T |
| 3. T | 8. T |
| 4. F | 9. F |
| 5. F | 10. T |

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Identification (20 points)

- Annie, to remind Sini that her nervous habit could harm her hand
- les, explaining his plan to escape to Switzerland to make a new home for the family.
- Johan, in explanation of the sisters he releases from hiding
- Gerrit Hannink, encouraging the girls who hide in the darkness of an underground shelter
- Marie, explaining why she is quitting as the De Leeuws' maid

Part II: Short Answer (30 points)

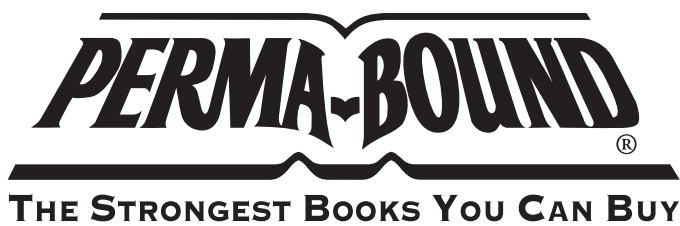
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|----------------|-----------------|------------------|
| 1. a farm | 6. postcard | 11. pork |
| 2. Johan | 7. America | 12. Mickey Mouse |
| 3. wheelbarrow | 8. Mr. Herschel | 13. Mussolini |
| 4. Opoe | 9. Annie | 14. Enschede |
| 5. Dr. Bos | 10. Jews | 15. parsonage |

Part III: Fill-in (20 points)

- Annie, synagogue
- Sophie, Jewish
- Hannink, shelter
- Johan, bleachworks
- Johan, English

Part IV: Essay (30 points)

Answers will vary.



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