In 1939, Jack Mandelbaum’s family lives peacefully. But, when Hitler invades Poland, life becomes unbearable for Jews and non-Jews alike. The Nazis restrict their activities, impose forced labor, and make unreasonable demands. In June, 1942, Jack is separated from his family and sent to a series of concentration camps. There he remains until the camps are liberated in May, 1945. His story, like those of other Holocaust survivors, will affect readers’ lives forever.

Selected Awards
- NCSS Notable Children’s Book
- Robert F. Sibert Honor Award
- William Allen White Children’s Book Award

About the Author
A lifelong Midwesterner, Andrea Warren wrote newspaper articles and columns in high school and college, taught high school English, and received masters degrees in both British literature and magazine journalism. Her first nonfiction book for young readers, *Orphan Train Rider: One Boy’s True Story*, was published in 1996, soon followed by others, including *Surviving Hitler* in 2001.
Think About What You Know

Survival Jack Mandelbaum experienced horror after horror in the Nazi death camps, and yet he still survived. To help students put his survival in perspective:

- Have them make a list of things they can’t live without. Then say: Imagine you must move somewhere without your family or friends. You go to a place where there are thousands of strangers crowded into small spaces. There is not enough food to eat or clean places to sleep. Point to the list and ask: Are these still important? Why not?
- Explain: World War II happened from 1939 to 1945. During the war, millions of European Jews and others were killed or sent to prison camps to die because of the Nazis. It was a terrible time in history called the Holocaust.
- Tell students that some of the prisoners in the camps survived. Then have them use Student Journal, page 3 to describe how they think the prisoners survived.

Preview and Predict

Have students look at the front cover, read the title, and then read the summary on the back cover. Say:

- This biography is a true story about Jack Mandelbaum’s experiences in the Nazi death camps. Do you think he was a brave person? Why or why not?

Then point out The Exchange question on the title page: How can one person’s story change how you see the world? Explain that when they finish reading, they’ll share their ideas about this and other questions with a group.

Next, have students complete Student Journal, page 3 to preview the book and make predictions about Jack Mandelbaum and his life.

As students page through the book, point out the Index at the end; and explain its purpose.
Use a Reading Strategy

**Use a Cause and Effect Chart**

As you read each part of *Surviving Hitler*, use a Cause and Effect Chart to show what happened in Jack’s life and why.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The war was coming to Poland.</td>
<td>The schools closed.</td>
</tr>
<tr>
<td>2</td>
<td>The Germans were invading Poland.</td>
<td>Jack’s family moved to his grandfather’s village.</td>
</tr>
<tr>
<td>3</td>
<td>Many people didn’t want to work.</td>
<td>Jack was able to get a job.</td>
</tr>
<tr>
<td>4</td>
<td>Jack showed a Nazi his letter.</td>
<td>Jack was separated from his family.</td>
</tr>
<tr>
<td>5–6</td>
<td>Jack was in a concentration camp.</td>
<td>Jack worked hard and was tired.</td>
</tr>
<tr>
<td>7</td>
<td>Jack thought of his experience as a game.</td>
<td>Jack was able to stay alive and keep working.</td>
</tr>
<tr>
<td>8</td>
<td>Jack was lucky.</td>
<td>Jack lived through bad times when others were killed.</td>
</tr>
<tr>
<td>9–10</td>
<td>A kapo helped Jack when he was sick.</td>
<td>Jack survived his illness.</td>
</tr>
<tr>
<td>11–12</td>
<td>Jack went to a horrible camp and Moniek was beaten.</td>
<td>Jack gave up hope.</td>
</tr>
<tr>
<td>13</td>
<td>Jack found out his family had died.</td>
<td>Jack was very sad.</td>
</tr>
<tr>
<td>14–End</td>
<td>Jack speaks to schools and civic groups.</td>
<td>Children and adults are educated about the Holocaust.</td>
</tr>
</tbody>
</table>
Read the Book

Form the group that will read *Surviving Hitler*. Plan how the group will read and respond. Some options are:

- **Read with a Group**  Group members read an agreed-upon number of pages, complete the corresponding Student Journal page(s) and meet to discuss. When they finish the book they meet again for The Exchange. The group can use the planner on Student Journal, page 2 to establish meeting times.

- **Read Independently**  Group members read the book on their own and then meet for The Exchange. The group can use the planner on Student Journal, page 2 to establish the meeting time.

- **Guided Reading**  Read aloud the summary at the beginning of each chapter to give students an overview of the chapter. Use the Before You Move On questions to check comprehension as students read. Use Look Ahead to set a focus for reading the next set of pages. At the end of each section, assign the appropriate Student Journal page. Discuss the page before starting the next section. Establish a date for The Exchange and record it on the planner.

Whichever option you choose, use pages 5–10 for an at-a-glance view of Student Journal pages, as well as answers to the Before You Move On questions.

![Plan Your Schedule](image)
Surviving Hitler

Chapter 1

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 17

1. Conclusions Jack had a good life in Gdynia. How do you know?
The family had a large apartment and nice things.

2. Main Idea and Details Reread pages 12–14. Jack loved and respected his family members. What details support this main idea?
Jack said his mother was an excellent cook. He played with Jakob. Jack said Jadzia was gentle and kind.

PAGE 23

1. Cause and Effect Why did Jack’s father make his family leave Gdynia?
They were Jewish. Jack’s father was worried Gdynia would be a target in the war.

2. Details Reread page 19. Why did many Germans hate Jews?
There were misunderstandings over religion and nationality; Jews had money and spoke differently.

Chapter 2

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 28

1. Cause and Effect Reread pages 24–25. Why was the train crowded?
Many people were leaving Gdynia because they were afraid of war, too.

2. Summarize How did Jack feel about living in Grandfather’s town?
He felt at home but was taunted by some non-Jewish boys.

PAGE 34

1. Cause and Effect Jack was excited by the Nazis at first. Why did he change his mind?
He heard that both Jewish and non-Jewish people were being arrested and killed by Nazis.

2. Viewing Look at the pictures on pages 29–32. What do they tell you about the Nazis?
Page 29 shows the army; page 30 shows that they would kill anyone, even a priest; page 32 shows Nazis smiling as they humiliate Jews.
Chapter 3

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 39
1. Conclusions Did Jack like living in his uncle’s house? Why or why not?
   No. The house was small. He got lice. There was no running water; it was dirty. He was hungry all the time.

2. Inference Reread page 39. Why did people want to pay Jack to do their work?
   They didn’t want to do hard work. They were afraid to work for Nazis.

PAGE 44
1. Inference Jack did hard labor every day, even though he was too young. Why?
   His family needed the money. He wanted to make his father proud.

2. Main Idea and Details Jack was a good worker. What details support this?
   He never felt sorry for himself. He had a good attitude. The electrician liked his work.

Chapter 4

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 49
1. Cause and Effect Reread pages 45–46. Why did the Nazis wake up Jack and his family so early?
   Because they would be scared and unprepared. Everyone would be home then.

2. Inference Jack had a letter from the Nazis. Do you think the letter will help him? Why or why not?

PAGE 54
1. Conclusions Reread pages 50–51. Why did the letter cause the Nazis to separate Jack from his family?
   It said that Jack could work. The Nazis put him in the workers group, which was only for men.

2. Inference The Nazis terrified the prisoners. Why did they do this?
   When people are afraid, they will do what you want them to do. Fear makes people weaker.
ANSWERS TO “BEFORE YOU MOVE ON”

Pages 55–65

Chapters 5–6

1. Visualize Reread pages 55–56. What did Jack and the other prisoners look like?
   They had short, shaved hair. They wore striped uniforms with numbers on the pockets. They looked scared.

2. Inference Every prisoner had a number. Why didn’t the Nazis care about the prisoners’ names?
   They didn’t treat the prisoners like human beings.

Pages 66–74

Chapter 7

1. Inference Jack did not hate the kapos. Why?
   He knew the kapos’ lives were hard and felt that hating them was a waste of energy.

2. Conclusions Jack thought of life in the camp as a game. Why did he have to learn the rules?
   If he followed the rules, he could win the game and live.
ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 79

1. Conclusions  Jack thought only about staying alive. Why?
   The experience was so hard that if he stopped thinking about it for one moment, he could die.

2. Paraphrase  Reread page 77. What did Jack think about every day? Use your own words.
   He thought about how to do less work and get more food.

PAGE 84

1. Details  Because Jack worked hard and didn’t complain, he escaped the worst treatment. Give some examples of this.
   He wasn’t hit as often as others. He helped carry the heavy soup kettle and got extra food.

2. Cause and Effect  Very few prisoners tried to escape from the camps. Why?
   Nazis killed prisoners who tried to escape. They had nowhere to go. If they did escape, other prisoners would be punished.

Chapters 9–10

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 88

1. Sequence  Jack went to the infirmary because he was sick.
   What happened next?
   There were too many patients. The doctor started killing patients with shots.

2. Main Idea and Details  List three details to support this main idea: The tall kapo helped Jack when he was sick.
   The kapo stayed by Jack; took him to the infirmary; let him lie down in the barracks; got him an indoor job.

PAGE 95

1. Comparisons  How were Moniek and Jack the same? How were they different?
   They were both young and had been in ghettos. Moniek wanted to conserve energy; Jack wanted to work hard.

2. Sequence  Reread pages 92–93. How did Jack and Moniek steal the butter and marmalade jam?
   They distracted the guards and then hid the food. Later that night, they sneaked back out and got the food.
ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 102
1. Conclusions Jack said it was a miracle that he got to work in the kitchen. Why?
   He was starving. He got extra food in the kitchen. This helped him survive.

2. Generalization Jack and Moniek helped others get food. Why did prisoners help each other?
   Helping each other could keep them all alive longer.

PAGE 109
1. Comparisons Reread pages 105–107. How was Doernhau worse than the other camps?
   It was more crowded; everyone was very sick; they had less food; Jack felt more alone there than anywhere else.

2. Summarize Reread pages 108–109. How did Jack feel when he began to realize he was free?
   Confused because the guards had left; afraid that it might be a trap; joyful when the guards were gone; relieved when he found Moniek.

PAGE 117
1. Problem and Solution Getting food was the main problem. How did Jack solve it?
   He found a bakery and an abandoned house. He went to the American zone.

2. Conclusions On page 117, Jack said the world had little sympathy for Germans. Why did people feel that way?
   People hated Germans because of the bad things they did. They saw Germans as the enemy.

PAGE 122
1. Summarize Look back at pages 118–121. What did Jack find when he got back to Poland?
   The cities were in ruins. Many of Jack’s family members were dead. He found strangers in the old apartment.

2. Conclusions Why did Jack want to leave Europe after the war?
   He felt deeply sad; most of his family was dead; there were too many bad memories.
Chapter 14 and The Concentration Camps

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 131
1. Conclusions Why does Jack feel it is important for him to talk about his experiences?
   He feels it is important to remember what happened and speak for those who died.

2. Paraphrase Jack said “We must never think the Holocaust cannot happen again.” In your own words, tell what Jack means.
   He means something horrible could happen again if we are not careful to stop discrimination and racism.

PAGE 139
1. Main Idea and Details List three details to support this main idea: The Nazis ran the camps like they were businesses.
   The Nazis got money for the work the prisoners did; they kept track of how well the prisoners worked; they numbered the prisoners to track them.

2. Details Jews were not the only people killed in World War II.
   Reread pages 138–139. Who else died?
   Gypsy children and adults, children with mental and physical disabilities, soldiers, civilians, etc.

Respond to Chapter 14 and The Concentration Camps

Cause and Effect Chart

Think It Over
Think about what you read and answer these questions.

1. Personal Response Jack found out that the day he left the camp was May 7, 1945. He never forgot it. What dates are important to you? Why?

2. Viewing Look at the pictures in Chapter 14 and on page 133. How do these pictures help you understand Jack’s story better? How do they make you feel?
   They help tell who the people were and what they looked like. They make Jack’s story more real.

3. Author’s Point of View How does the author feel about the Holocaust and concentration camps? How can you tell?
   In the Introduction, she says that the Holocaust was horrible. She feels that people who went to concentration camps were very brave.
Allow time for groups to meet for The Exchange. If you plan to participate, use these tips for guiding students in discussing the big question:

**How can one person's story change how you see the world?**

1. How would Jack answer this question? Think about why he shared his story in this book.
   
   Jack would say that one person’s story can change the way you treat people and think about things. He would also say that hearing about other people’s lives can change future events.

2. When has someone told a story that really affected you? What did you learn from the story? How did you respond?

3. What other big events in history have you heard about? What happened? How did those events change the world?

**Extend the Reading**

**Write a Dedication**

Have students write a dedication to the people who lost their lives in the Nazi death camps. Encourage students to express how they feel about what happened and to tell why the victims and their families will never be forgotten.

**Oral Summary**

Partners can talk about the key events in each chapter, decide on the most important idea, and then present their summary to the class. Invite them to use the photographs in the book as visuals to support their talk.

**Compare Texts**

Have each student in a group look up information about World War II and the prison camps in social studies or history books, or in books about the war. Afterward, have the group compare and discuss the differences between expository nonfiction and biography.