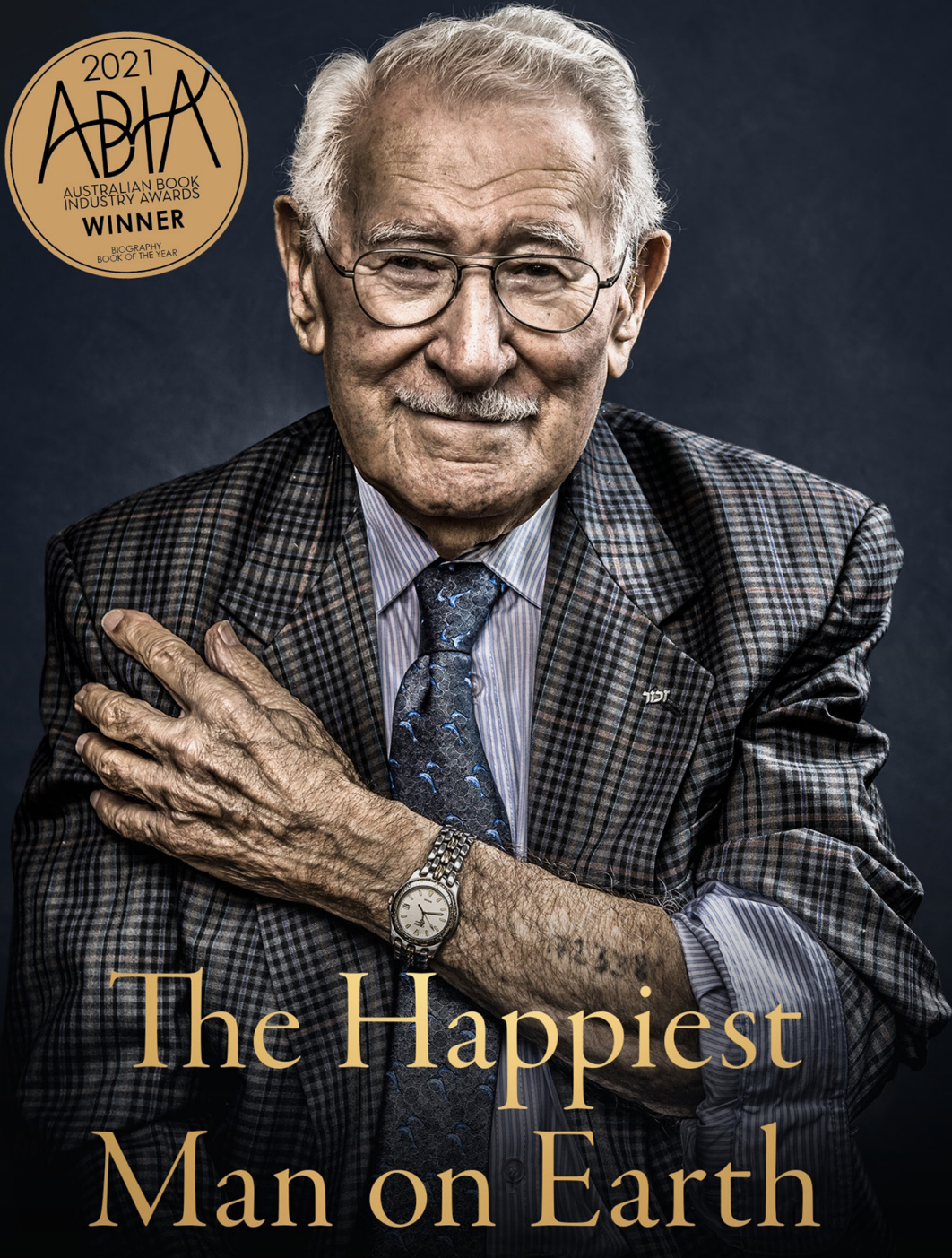


A Holocaust survivor shares how he found gratitude,  
kindness and hope in the darkest of places



# The Happiest Man on Earth

EDDIE JAKU

**Pan Macmillan Teachers' Notes**

Notes by Robyn Sheahan-Bright

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# INTRODUCTION

*Life can be beautiful if you make it beautiful. It is up to you.*

Eddie Jaku (1920–2021) always considered himself a German first, a Jew second. He was proud of his country. But all of that changed in November 1938, when he was beaten, arrested and taken to a concentration camp.

Over the next seven years, Eddie faced unimaginable horrors every day, first in Buchenwald, then in Auschwitz, then on a Nazi death march. He lost family, friends, his country.

Because he survived, Eddie made the vow to smile every day. He pays tribute to those who were lost by telling his story, sharing his wisdom and living his best possible life. He believed he was the ‘happiest man on earth’.

Published as Eddie Jaku turned 100, this is a powerful, heartbreaking and ultimately hopeful memoir of how happiness can be found even in the darkest of times.

Winner of the ABIA Biography of the Year 2021, this is an original and moving memoir which touches all kinds of readers.

# VALUES

This story of one man’s will to survive is derived from the values or morals which have governed Eddie’s life.

- **Hope, Happiness and Kindness**

**Key Quote:** *‘I have a belief that if you have good morals, if you can hang onto hope, your body can do miraculous things. Tomorrow will come. When you’re dead, you’re dead, but where there is life, there is hope. Why not give hope a chance? It costs you nothing!’*

*And, my friend, I lived.’* (p 132)

**Discussion Point:** It is difficult to understand how a Holocaust Survivor could be so imbued with hope and happiness as Eddie Jaku was, throughout his long and happy life, despite the terrible things he endured during the Holocaust. What gave him hope?

**Discussion Point:** Eddie’s father taught him that kindness and giving to others was more pleasurable than taking (p 11). How true is that, in your opinion?

*Discussion Point:* Eddie reflects on the background to ordinary men committing such atrocities, and how they ‘lost all of their morals and then their humanity’ (p 97). He is obviously bemused by this. Is this memoir a quest to understand how people can behave so heinously?

*Discussion Point:* ‘So I hate no one, not even Hitler. I do not forgive him.’ (p 188) The source of Eddie’s hope is that he has overcome hate and accepted the past. Discuss the corrosive effects of hate.

### • Family

**Key Quote:** ‘Family first, family second, and family at the last.’ (p 19)

*Discussion Point:* Despite their desperate situation hiding in a cramped Belgian attic, Eddie writes that the time he spent there with his family was ‘the best time of my life.’ (p 62) After years separated from them, this time together was very special, particularly as he would later be separated from his parents by their death. Can love always overcome any dire circumstances in which we find ourselves?

*Discussion Point:* One of the bonds Eddie shares with his family is that he raises his children to be respectful (p 174). He often returns to moral lessons his own father taught him and believes strongly that the familial bond is founded on respect for your elders and for each other. How does Eddie demonstrate this respect in any incident described in this memoir?

### • Friendship and Love

**Key Quote:** ‘This is the greatest thing I have ever learned: the greatest thing you will ever do is be loved by another person.’ (p 83)

*Discussion Point:* Survival was most of all based on friendship. Eddie’s friendship with Kurt Hirschfeld (p 30) kept him alive in his darkest hours. How important is friendship?



## THEMES

### • The Origin and Rise of Nazism

**Key Quote:** *'The Nazi party and Hitler promised the German people a solution. And they provided an enemy.'* (p 12)

**Discussion Point:** Eddie's memoir explains that the reparations demanded by the victorious allied powers after World War I led to enormous national debt and inflation in Germany, which greatly assisted Hitler's rise to power as he appeared to be offering an economic solution via his policies (p 12). Research this background to the memoir, and discuss how and why Hitler wielded such influence and what made so many people blindly follow him.

**Discussion Point:** Anti-Semitism was one of the fundamental tenets of Nazism, and Eddie's family, like many other Jews, suffered because of that. Denied enrolment in a secondary school in Leipzig, Eddie's educational prospects were uncertain until his father obtained a false identity card for him as Walter Schleif and sent him away to be schooled elsewhere. (pp 15–16) Thus, Eddie lived a lonely life during his teenage years, and a fearful one, as he was in constant fear that his false identity would be discovered, which would in turn put his family in grave danger. Discuss the impact such fear and secrecy must have had on so many Jewish families.

**Discussion Point:** *Kristallnacht* is a tragic example of how people were motivated to commit violent acts and to betray their neighbours (pp 23–26). Research the events that took place that night and discuss.

### • Holocaust

**Key Quote:** *'I did not know about Auschwitz then: how could I? How could any of us know such a thing was even possible?'* (p 55)

**Discussion Point:** Eddie's memoir takes the reader on a ghastly tour of concentration camps, and some of the worst examples of Nazi cruelty during what has come to be known as the Holocaust. Eddie is sent to Buchenwald and later Auschwitz. There he endures intolerable sleeping arrangements, inhuman working conditions, near-starvation, brutal beatings and freezing conditions. He writes of unspeakable horrors such as the bromide added to their coffee (p 112), the lice inspections which could lead to their deaths (p 113), the evil experiments conducted by Mengele (pp 114–5), work-related injuries such as that suffered by his sister Henni (pp 115–6) and torture (p 123). Which description did you find most disturbing and why?

*Discussion Point:* Eddie quotes Otto von Bismarck, the first chancellor of unified Germany who said that ‘*With a good leader, they were the greatest nation on earth. With a bad leader, they were monsters.*’ (p 33) Discuss this quote with reference to Eddie’s memoir. Discuss, too, whether this quote might equally relate to any nation?

*Discussion Point:* The desperation of the camp inmates is explained when Eddie describes what ‘*going to the wire*’ means (p 83). Suicide seemed preferable to some of the inmates, rather than living on in the camps. Many survived too, but later committed suicide, unable to deal with their memories. How desperate must they have been to resort to suicide?

*Discussion Point:* Survival was based on basic advice, keeping oneself as healthy as possible, and taking any rest when you were able to. (pp 110–11). How difficult, though, was it for an inmate to achieve either of these things?

*Discussion Point:* To survive, Eddie had to make some difficult decisions. For example, when working underground in a mine with his group, another group of Polish workers steal their full carriage, so he alerts the authorities, and the Polish men disappear from the worksite (p 88). Did Eddie need to be pragmatic in order to survive?

*Discussion Point:* Eddie is fortunate as he is considered an ‘*Economically Indispensable Jew*’ (p 89). How differently might Eddie’s treatment have been if he hadn’t possessed the skills his father had insisted he acquire?

*Discussion Point:* Eddie makes it clear that some companies profited from the Nazis philosophy known as the Final Solution, which included a policy described as ‘*Extermination through labour.*’ (p 90) They turned a blind eye to this inhumanity and allowed these prisoners to work until they could no longer do so. Did this revelation shock you? This contradicts a lot of personal statements made by German people who said that they weren’t aware of what was happening in the concentration camps. Discuss the apparent contradiction here.

*Discussion Point:* Eddie’s engineering background causes him to write: ‘*The human body is the greatest machine ever made, but it cannot run without the human spirit.*’ (p 122) How apt is the comparison between a machine and a body?

*Discussion Point:* The panic at the end of the war that led to the ‘Death March’ (p 119), which Eddie took part in, began because the defeated Germans were aware that their atrocities had witnesses: ‘*and if you are a murderer, you kill the witnesses.*’ (p 128) How chilling is this statement?

*Discussion Point:* For decades Eddie says he didn’t speak of the Holocaust (p 170), and he was not alone. Many found these memories too painful to discuss and many continued to feel so. How helpful is it to share such memories? Can it both help the survivor and warn others of such possibilities in future? Or are some things better left unspoken?

- **Post-World War II Camps, Refugees and Immigration**

**Key Quote:** ‘To be honest, I was not sure why I was still alive, or if I truly wanted to live.’ (p 152)

*Discussion Point:* For many survivors, the struggle was not over when World War II ended. Housing, employment and food shortages meant that some struggled to resume ordinary lives. Many carried long-term physical injuries or ailments, and also suffered what we would now call Post-traumatic Stress Disorder. What measures were taken in Europe to resolve these problems?

*Discussion Point:* Eddie was fortunate to find a job and an apartment in Brussels which he shared with Kurt, and later with his sister Henni (p 139). So, despite what they had endured, they decided to share their good fortune, and take in two girls (when they read of their attempted suicide) who were also survivors of Auschwitz and help them to get back on their feet (p 141). Do you think all survivors would have been as kind as Eddie and Kurt?

*Discussion Point:* However, Eddie isn’t comfortable in Belgium, being aware of how many citizens had been collaborators with the Germans and had contributed to the suffering he and others endured (p 145). He also writes of seeing a ‘kapo’ from his camp dormitory in the street one day. Such murderers were at large (p 147) but often protected after the war. So Eddie no longer felt at home in Europe. Discuss his feelings and relate them to what you research about the migration of so many European residents after World War II.

*Discussion Point:* Eddie also writes that anti-Semitism is still rife after the war (p 148), which is a further horrifying example of man’s capacity for hatred and prejudice. From our perspective it seems obvious to assume that such views would have been quashed by the enormity of what had just occurred. Eddie becomes increasingly alienated, and questions whether he can remain in Europe. How painful must it have been for Eddie to find the same resentments against Jewish people still existed after so many had died during the war?

*Discussion Point:* Eddie meets the love of his life, Flore Molho (p 148), who also spent her youth using a false name (p 149) in order to hide her Jewish identity. The residual grief Eddie carried in dealing with his memories made him a difficult partner (pp 151–2) but the birth of their first son Michael (pp 155–6) gives him hope again. He decides to make his life elsewhere. How difficult would it have been to put these memories behind him in order to begin a new life?

*Discussion Point:* Eddie and his family emigrate and find a home and life in Sydney, where their second son Andre is born (p 162). Eddie’s resilience sees him work in his profession and then become a business owner of a service station and then a real estate agency (p 164). Did you find his later prosperity a surprise?

- **Jewish Australians**

**Key Quote:** 'Jewish culture and history in Australia [...] goes all the way back to the First Fleet, on which there were sixteen Jews.' (p 171–2)

*Discussion Point:* Eddie maintained that he became a Jewish person rather than a German as a result of what had happened during the war. He was involved in forming an Australian Association of Jewish Holocaust Survivors and then the Sydney Jewish Museum (p 171), where he was a volunteer guide for many years. Read and discuss the work being done by this institution to preserve Jewish history.

*Discussion Point:* Research the immigration of Jewish people to Australia after WWII and the contribution they have made to Australian life. For example, Frank Lowy and John Saunders, founders of Westfield Group are mentioned (p 171), and the latter was a founding financial supporter of the Sydney Jewish Museum. What other figures did you discover in your research?

## GENRE OF MEMOIR

Memoirs and autobiographies are similar in that they are factual accounts of a person's life told by that person, but they are not the same. The latter tells the story of a person's life from birth to date, detailing every event in that life.

A memoir focuses on a particular slice of that life and on a theme which is to be explored. The title of this book gives a sense of what is to follow but it is also something of an ironic title because the story Eddie tells is not a happy one.

Eddie's story does begin with his birth and it does follow a chronology but he really wishes to speak of the horrors of the Holocaust and how he overcame that in order to live a happy life. Later events in his life are truncated into a short summary.

- **Structure**

This memoir is structured as a chronological account but also contains interpolated reflections by Eddie on his subsequent life and his beliefs about life.

*Discussion Point:* Pacing, tension and suspense are integral to structuring a narrative. How does Eddie structure his story to enhance narrative tension?

*Discussion Point:* How might the memoir have been structured differently?



- **Plot**

*Discussion Point:* The events which make up the plot of a memoir are designed by the writer to flesh out themes. Which were the key events in terms of the themes of hope and survival?

- **Content**

Memoirs are limited by the facts the narrator wishes to reveal and also by sensitivities regarding what relatives or friends might also wish to be revealed. This memoir celebrates Eddie's survival and sense of hope.

*Discussion Point:* What other stories might you have been interested to hear about from Eddie? Was there any event or person mentioned, who or which wasn't further explained?

*Discussion Point:* Some friends or family members may not have wished to have their stories told. Discuss the dangers or the pitfalls of memoir writing.

*Discussion Point:* Many memoirs of tragedy are an attempt to rationalise and to overcome an understandable tendency to become depressed by memory. Eddie celebrates his happiness. Compare Eddie's story to memoirs with similar messages such as *The Happiest Refugee* by Anh Do (Allen & Unwin, 2010).

- **Style and Use of Language**

Eddie's narrative is written as a first person account in which he sometimes slips into directly addressing his reader, e.g. '*I will show you how.*' (p 3)

*Activity:* Choose a section in the narrative and re-write it in the third person. How does this change the narrative?

This memoirist, like others, although writing a true story also employs creative writing techniques. [See Further Reading.]

*Discussion Point:* What creative techniques or literary devices are employed here?

- **Characters**

Eddie's account introduces the reader to a few main characters, such as his family members, his best friend Kurt Hirschfeld and his wife Flore Molho.

*Activity:* Select and discuss a quotation which describes any of the characters above. What literary devices are used?

*Minor Characters:* Eddie mentions a range of people he either meets or admires for various skills or qualities. They appear in what are akin to small parables in which they help or inspire Eddie during his journey. They include: Helmut Hoer (p 35), Fritz Lowenstein and Arthur Bratu (p 47), family friend DeHeert (p 57), Mr Toher (p 58), Tenenbaum (p 60), Dr Kinderman (p 110), Goh (p 125), Bernard Antcherl (p 138), Harry Skorupa (p 161). Other people are mentioned whom Eddie despises: Dr Josef Mengele, the Angel of Death (p 67), and the Hangman of Buchenwald (p 123).

*Activity:* Discuss any of the characters above and write a short description of them.

*Discussion Point:* Were there any characters you would like to have heard more about?

### • Setting

Setting can be conveyed by contrasting one location to another. This memoir vividly describes the contrast between the life Eddie lived as a boy in Leipzig, and the terrible years he spent in concentration camps.

*Activity:* Choose a passage which makes either of these places seem real to you, and discuss why it works so well.

## WRITING EXERCISES

1. What might Eddie have written in a letter to his friend Kurt after arriving in Australia? Invite students to write that letter in Eddie's voice.
2. Write a newspaper report of Eddie's arrival in Australia based on how he has described it in the memoir.
3. Imagine that Henni kept a diary and what she might have written about the incident Eddie describes in which she is gravely ill in the camp.
4. Write an argument for the affirmative or negative: '*We are all part of a larger society, and our work is our contribution to a free and safe life for all.*' (p 157) Then conduct a debate on the subject.
5. Invite students to write a poem in any style, in which they summarise their own lives in as few words as possible.

## VISUAL ARTS EXERCISES

1. Examine the blurb and cover of this book. The photo of Eddie says a lot about his character. What insight into his story does this image offer? After reading his memoir, design a more abstract cover which reflects its contents, and then write your own blurb.
2. Draw or paint a picture of Eddie's childhood home, and then compare your various images.
3. Invite students to create an artistic response in collage summarising the liberation after the war, based on Eddie's description of it.
4. Design a poster advocating peace.
5. Invite students to read some poetry about World War II and then to create an artistic response to a poem they select. See for example:  
'The Poetry of World War II' *Poetry Foundation*  
<<https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii>>  
'World War II Poets' *Poetry Foundation*  
<<https://www.poetryfoundation.org/collections/101637/world-war-ii-poets>>

## QUOTES FOR DISCUSSION AFTER READING THE MEMOIR

1. *'This is Fascism – a system that makes victims of everybody.'* (p 102)
2. *Each chapter begins with a quote, e.g. 'The human body is the best machine ever made.'* (p 107) Discuss any of these quotes with your students.
3. *'I don't think I had so much joy at liberation. Liberation is freedom, but freedom for what? To be alone?'* (p 136)
4. *'Happiness comes from inside yourself and from the people you love. And if you are healthy and happy you are a millionaire.'* (p 155)
5. *'It was a terrible sacrifice, to miss my family for so long, but I gained so much from my education.'* (p 167)

## FURTHER READING IDEAS FOR CLASS DISCUSSION

1. Re-read the memoir and see if there were things you had not noticed in the first reading which become more significant having re-read it.
2. Read other memoirs of the Holocaust and compare to this one. [See Further Reading.]
3. Research the historical topics covered in this memoir. [See Further Reading.]
4. Read picture books about the Holocaust. [See Further Reading.] Then invite students to write a short picture book manuscript based on an incident described in Eddie's memoir. Refer to the illustrated children's edition of Eddie's book, *The Happiest Boy on Earth*, published in 2022.
5. Read other junior or young adult fictions about the Holocaust and compare the stories they contain. [See Further Reading.]

## FURTHER IDEAS USING TECHNOLOGY

1. Research the author and his writing of this work.
2. Research online any of the topics or themes explored in this memoir.
3. Create a Book Trailer about this memoir.
4. Study online some art produced in response to World War II. See, for example, some links available here:  
'Artists and Visual Culture in Wartime Europe' *United States Holocaust Memorial Museum* <<https://perspectives.ushmm.org/collection/artists-and-visual-culture-in-wartime-europe>>
5. Study online the forms of propaganda distributed as posters during World War II. See, for example:  
'Powers of Persuasion' *National Archives USA*  
<<https://www.archives.gov/exhibits/powers-of-persuasion>>  
'Second World War Posters' *Imperial War Museums*  
<<https://www.iwm.org.uk/learning/resources/second-world-war-posters>>  
'Nazi Propaganda' *United States Holocaust Memorial Museum*  
<<https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda>>

## CONCLUSION

Eddie Jaku's story is a testament to hope. Despite enduring inconceivable hardship and loss, he lived a life of optimism. His memoir offers any reader an inspiring example of the resilience of the human spirit and the will to survive. It is also a celebration of family, friendship and love.

## AUTHOR NOTE

Eddie Jaku OAM, was born Abraham Jakubowicz in Germany in 1920.

His family considered themselves German, first, Jewish second. On 9 November 1938, the night immortalised as *Kristallnacht*, Eddie returned home from boarding school to an empty house. At dawn Nazi soldiers burst in. Eddie was beaten and taken to Buchenwald. Eddie was released and with his father escaped to Belgium and then France, but was again captured and sent to a camp, and thereafter to Auschwitz. Enroute, Eddie managed to escape back to Belgium where he lived in hiding with his parents and sister. In October 1943, Eddie's family were arrested and again sent to Auschwitz where his parents were both murdered. In 1945, Eddie was sent on a 'death march' but once again escaped and hid in a forest until June 1945 when he was finally rescued by Allied soldiers.

In 1950 he moved with family to Australia. Eddie had volunteered at the Sydney Jewish Museum since its inception in 1992. Self-proclaimed as 'the happiest man on earth', he saw death every day throughout WWII, and because he managed to survive, he made a vow to himself to smile every day.

Eddie was married to Flore for 75 years. They have two sons, grandchildren and great-grandchildren. Eddie passed away in October 2021, aged 101. Flore passed away in July 2022, aged 98.



## FURTHER READING

### ***JUNIOR AND YOUNG ADULT FICTION – WWII AND THE HOLOCAUST***

Bavati, Robyn *Within These Walls*. Scholastic, 2016.

Bawden, Nina *Carrie's War*. Puffin, 2005, Victor Gollancz, 1973.

Boyne, John *The Boy in the Striped Pyjamas*. David Fickling Books, 2006.

Bunting, Eve *Spying on Miss Müller*. Houghton Mifflin, 2012, 1995.

Cavanah, Frances *Marta and the Nazis*. Scholastic, 1974.

French, Jackie *The Hitler Trilogy*:

French, Jackie *Hitler's Daughter*. HarperCollins, 1999.

[See also Teachers Notes by Neil Béchervais updated by Jacqui Barton <<http://www.harpercollins.com.au/wp-content/uploads/2017/04/Hitlers-Daughter-Teachers-Notes.pdf>>]

French, Jackie *Pennies for Hitler*. HarperCollins, 2012.

[See also Teachers' Notes by Robyn Sheahan-Bright <<http://files.harpercollins.com/PDF/TeachingGuides/0732292093.pdf>>]

French, Jackie *Goodbye, Mr Hitler*. HarperCollins, 2017

[See also Teachers' Notes by Robyn Sheahan-Bright <<http://files.harpercollins.com/PDF/TeachingGuides/0732292093.pdf>>]

Gleitzman, Morris *The Once Series*:

Gleitzman, Morris *Once*. Penguin, 2005.

Gleitzman, Morris *Then*. Penguin, 2008.

Gleitzman, Morris *Now*. Penguin, 2010.

Gleitzman, Morris *After*. Penguin, 2012.

Gleitzman, Morris *Soon*. Penguin, 2015.

Gleitzman, Morris *Maybe*. Penguin, 2017.

Gleitzman, Morris *Always* Viking/Penguin, 2021

[See links to Teachers' Notes on Morris Gleitzman's website <<http://www.morrisgleitzman.com>> His website also contains an excellent reading list: <<http://www.morrisgleitzman.com/once.htm>>]

Greene, Bette *Summer of my German Soldier*. Puffin, 2006, 1973.

Gratz, Alan *Refugee* Scholastic Press, 2017.

Hartnett, Sonya *The Children of the King*. Penguin Books, 2012.

Holm, Anne *I Am David*. HMH Books for Young Readers, 2004, 1963.

Kerr, Judith [Three volumes published as: *Out of the Hitler Time*. HarperCollins, 2002]

Kerr, Judith *When Hitler Stole Pink Rabbit*. Puffin, 2009, 1971.

Kerr, Judith *Bombs on Aunt Dainty (The Other Way Round)*. HarperCollins, 2002.

Kerr, Judith *A Small Person Far Away*. HarperCollins, 2002.

Lindgard, Joan *The File on Fraulein Berg*. Catnip Publishing 2008, 1980.

Lowry, Lois *Number the Stars*. Laurel Leaf, 1998, 1989.

McRobbie, David *Vinnie's War*. Allen & Unwin, 2011.

Moloney, James *The Love That I Have* HarperCollins, 2018.

Nannestad, Katrina *We are Wolves* ABC/HarperCollins, 2020.

Nannestad, Katrina *Rabbit, Soldier, Angel, Thief* ABC/HarperCollins, 2021.

Nannestad, Katrina *Waiting for the Storks* ABC/HarperCollins, 2022 [Forthcoming]

Rosen, Michael *On the Move: Poems About Migration* Ill. By Quentin Blake. Walker Books, 2020 [Poetry]

Rosenberg, Joseph G. *The Hollow Tree*. Allen & Unwin, 2009.

Serraillier, Ian *The Silver Sword*. Puffin 1960, 1956.

Simons, Moya *Let Me Whisper You My Story*. HarperCollins, 2010.

Watts, Irene N. *Escape from Berlin* (Trilogy). Tundra Books, 2013.

Zuzak, Markus *The Book Thief*. Pan Macmillan, 2006.

### **GRAPHIC NOVELS AND PICTURE BOOKS – WWII AND THE HOLOCAUST**

*A Bag of Marbles: the Graphic Novel* Joseph Joffo Kris, adaptation of memoir by Joseph Joffo; Vincent Bailey, illustrator; Edward Gauvin, translator. Graphic Universe, 2013.

Bunting, Eve *Terrible Things: An Allegory of the Holocaust*. Ill. by Stephen Gammell. Rev. Ed., The Jewish Publication Society, 1989.

Dauvillier, Loïc *Hidden: A Child's Story of the Holocaust*. Ill. by Marc Lizano. First Second, 2014, 2012.

Elvegren, Jennifer *The Whispering Town* Ill. by Fabio Santomauro. Kar-Ben Publishing, 2014.

Hoestlandt, Joe *Star of Fear, Star of Hope*. Ill. by Johanna Kang. Translated by Mark Polizzotti. Walker Books, 1996.

Innocenti, Roberto *Rose Blanche*. Creative Editions, 1985.

Johnston, Tony *The Harmonica*. Ill. by Ron Mazellan. Charlesbridge, 2008.

- Littlesugar, Amy *Willy and Max: A Holocaust Story*. Ill. by William Low. Philomel, 2006.
- Nerlove, Miriam. *Flowers On The Wall*. Margaret K. McElderry, 1996.
- Polacco, Patricia *The Butterfly*. Puffin Books, 2009; Philomel, 2000.
- Poole, Josephine *Anne Frank*. Ill. by Angela Barrett. Knopf Books for Young Readers, 2005.
- Rappaport, Doreen *The Secret Seder*. Ill. by Emily Arnold McCully. Disney-Hyperion Books, 2005.
- Spiegelman, Art *The Complete Maus: A Survivor's Tale My Father Bleeds History; And Here My Troubles Begin*. Pantheon Books, [1973–1991].
- Vander Zee, Ruth *Erika's Story*. Ill. By Roberto Innocenti. Creative Editions, 2003.
- Watts, Irene *Goodbye Marianne: A Story of Growing Up in Nazi Germany*. Ill. by Katherine Shoemaker. Tundra Books, 2008.
- Watts, Irene *Seeking Refuge: a Graphic Novel*. Ill. by Katherine Shoemaker. Tradewind Books, 2017.
- Wild, Margaret *Let the Celebrations Begin*. Ill. by Julie Vivas. Walker Classic, 2013; Omnibus, 1991.
- Wiviott, Meg *Benno and the Night of Broken Glass*. Ill. by Josie Bisaillon. Kar-Ben Publishing, 2010.

**SEE ALSO:**

- 'Best Young Adult Holocaust/WWII Books' Goodreads  
[https://www.goodreads.com/list/show/40171.Best\\_Young\\_Adult\\_Holocaust\\_WWII\\_Books](https://www.goodreads.com/list/show/40171.Best_Young_Adult_Holocaust_WWII_Books)
- 'World War Two and Young Adult Literature' AdLit All About Adolescent Literacy  
<https://www.adlit.org/books-and-authors/unlocking-past-historical-fiction/world-war-ii-and-young-adult>

## **JUNIOR AND ADULT NON-FICTION – WWII AND THE HOLOCAUST**

- Bartoletti, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow*. Scholastic Nonfiction, 2005.
- Borden, Louise *The Journey That Saved Curious George: The True Wartime Escape of Margret and H.A. Rey*. Ill. by Allan Drummond HMH Books for Young Readers, 2005.
- Flares Of Memory: Stories Of Childhood During The Holocaust*. Edited by Anita Brostoff with Sheila Chamovitz. OUP, 2002.
- Frank, Anne *The Diary of a Young Girl*. Everyman's Library, 2010, 1947.
- Gruenbaum, Michael with Hasak-Lowy, Todd *Somewhere There is Still a Sun: a Memoir of the Holocaust* Aladdin, 2017.
- Holocaust Writing for Young People*. Compiled by Lillian Boraks-Nemetz and Irene N. Watts. Penguin RandomHouse, 2003.
- Koehn, Ilse *Mischling, Second Degree; My Childhood in Nazi Germany*. Puffin 1990, 1977.
- Krinitz, Esther *Nisenthal and Steinhardt, Bernice Memories of Survival*. Hyperion, 2005.
- Laskier, Rutka *Rutka's Notebook: A Voice from the Holocaust*. Edited by Danniella Zaidman- Mauer and Kelly Knauer. Time/Yad Vashem, 2008.
- Levine, Karen *Hana's Suitcase: a True Story*. Albert Whitman & Company, 2003, 2002.
- Marshall, Ann *Luba: The Angel of Bergen-Belsen*. Ill. by Michelle Roehm McCann. Translated by Luba Trzyszyńska-Frederick Tricycle Press, 2003.
- Rubin, Susan Goldman and Weissberger, Ella *The Cat with the Yellow Star; Coming of Age in Terezin*. Holiday House, 2008.
- Thomson, Ruth *Terezín: Voices from the Holocaust*. Candlewick, 2013.
- Weiss, Helga *Helga's Diary: A Young Girl's Diary of Life in a Concentration Camp*. Translated by Neal Bermel and Introduction by Francine Prose. WW Norton and Company, 2014.
- Zullo, Allan *Survivors: True Stories of Children in the Holocaust*. Scholastic, 2005, 2004.

## **WEBSITES – MEMOIR WRITING**

- 'Foundation: writing a memoir Unit Overview' *Victoria Education and Training*  
<<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/exampleslearningcyclememoir.aspx>>
- 'How to Teach Memoir Writing' *Just Add Students*  
<<https://justaddstudents.com/how-to-write-a-memoir-essay/>>
- '7 Books to Read if You are Writing a Memoir' *Life Stories Australia*  
<<https://lifestoriesaustralia.com.au/blog/2019/01/29/7-books-to-read-if-you-are-writing-a-memoir/>>

Warner, Brooke 'How To Write a Memoir: Seven Ways to tell a Story' *The Write Life*  
February 23, 2022 <<https://thewritelife.com/how-to-write-a-memoir/>>

'Writing our Lives – Memoirs and Memory' *Multimodal Me*  
<<https://multimodalme.blog/2017/08/27/writing-our-lives-memoirs-and-memory/>>

## **WEBSITES – WWII AND THE HOLOCAUST RESOURCES**

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

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'Displaced persons camps in post-World War II Europe' *Wikipedia*  
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'Displaced Persons Camps in Post-World War II Germany' *Museum Victoria*  
<<https://collections.museumvictoria.com.au/articles/13619>>

'Eugenics' *Wikipedia*  
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<[https://en.wikipedia.org/wiki/Frank\\_Lowy](https://en.wikipedia.org/wiki/Frank_Lowy)>

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<<http://www.tabletmag.com/jewish-life-and-religion/183320/let-the-celebrations-begin>>

'The Hitler Youth' *Holocaust Education and Archive Research Team*  
<<http://www.holocaustresearchproject.org/holoprelude/hitleryouth.html>>

'Holocaust: Fiction and NonFiction' *Jewish Book Council*  
<<http://www.jewishbookcouncil.org/subject-reading-list/holocaust>>

'Holocaust memoirs' Australian Centre for Jewish Civilisation, *Monash University*  
<<https://www.monash.edu/arts/acjc/research-and-projects/online-resources-and-mini-sites/holocaust-memoirs>>

*Immigration Museum*  
<<https://museumvictoria.com.au/immigrationmuseum/>>

*Jewish Australia*  
<<http://www.jewishaustralia.com/>>



'Kristallnacht' *Holocaust Encyclopedia*

<<https://encyclopedia.ushmm.org/content/en/article/kristallnacht>>

'Lebensborn Program' *Holocaust Encyclopedia*

<<https://encyclopedia.ushmm.org/content/en/article/lebensborn-program>>

'Nazi Propaganda' *United States Holocaust Memorial Museum*

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<<https://www.smh.com.au/culture/books/auschwitz-author-eddie-jaku-how-to-be-happy-and-live-to-100-20200724-p55f0v.html>>

'Postwar Europe: Planning the peace' *Britannica*

<<https://www.britannica.com/topic/history-of-Europe/Postwar-Europe>>

'Powers of Persuasion' *National Archives USA*

<<https://www.archives.gov/exhibits/powers-of-persuasion>>

'Second World War Posters' *Imperial War Museums*

<<https://www.iwm.org.uk/learning/resources/second-world-war-posters>>

*Sydney Jewish Museum*

<<https://sydneyjewishmuseum.com.au/>>

'The Jews in Australia' *Israel & Judaism Studies The education website of the NSW Jewish Board of Deputies*

<<https://www.ijds.org.au/the-jews-in-australia/>>

'The Poetry of World War II' *Poetry Foundation*

<<https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii>>

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