

ISBN: 9781460754634

eBook: 9781460709054

Notes by: Robyn Sheahan-Bright

The Love That I Have

By James Moloney

Book Summary:

Margot Baumann has left school to take up her sister's job in the mailroom of a large prison. But this is Germany in 1944, and the prison is Sachsenhausen concentration camp near Berlin.

Margot is shielded from the camp's brutality as she has no contact with prisoners. But she does handle their mail and, when given a cigarette lighter and told to burn the letters, she is horrified by the callous act she must carry out with her own hands. This is especially painful since her brother was taken prisoner at Stalingrad and her family have had no letters from him. So Margot steals a few letters, intending to send them in secret, only to find herself drawn to their heart-rending words of hope, of despair, and of love.

This historical novel explores the complexity of war, and the fraught part played by ordinary people in it, and is an extremely moving, and yet subtle testimony to the power of words, and most of all, to the power of love.

Themes

- World War II, Hitler's Germany and Nazism
- The Holocaust and Anti-Semitism
- Displaced People and Refugees
- Australia During and After World War II
- Friendship and Love Versus Hate
- Morality and Choice

Recommended for: Upper Secondary Students

*These notes may be reproduced free of charge,
reproduced (either in whole or in*

CONTENTS

- BOOK SUMMARY
- ABOUT THE AUTHOR
- AUTHOR INSPIRATION
- CHARACTERS
 - The Significance of Character
 - Major Characters
 - Minor Characters
 - Character Arcs
- THEMES
 - World War II, Hitler's Germany and Nazism
 - The Holocaust and Anti-Semitism
 - Displaced People and Refugees
 - Australia During and After World War II
 - Friendship and Love Versus Hate
 - Morality and Choice
- KEY QUOTES
- CURRICULUM TOPICS
 - Language and Literacy
 - SOSE
- FURTHER POINTS FOR DISCUSSION
- AUTHOR'S NOTES ON THE TEXT
- BIBLIOGRAPHY

BOOK SUMMARY

'Does there need to be a law against love letters?' (p 39) 'They showed me there's love in all of us, that it's a human thing and pays no attention to race or religion.' (p 113)

Sixteen-year-old Margot Baumann begins work as a clerk in the mailroom at Sachsenhausen, a concentration camp in her hometown of Oranienburg, north of Berlin, taking the job her sister Renate has vacated to become personal assistant to a Captain Goldapp. Margot has no access to the prisoners and is not aware of the atrocities taking place. But she begins to secretly read the letters by inmates, which she has been told by her superior to burn, and realises that, far from what she has been taught, the Jewish people have deep feelings just like her own. Her brother Walther is a prisoner in Stalingrad and her other brother Franz is in the German forces too, so she feels sympathy for these prisoners and the need to protect their letters. She is particularly touched by those written by a young German prisoner named Dieter Kleinschmidt to a Jewish girl named Margot Lipsky whose family the Kleinschmidts had hidden in Hannover, until their discovery and expulsion to Auschwitz. Dieter's heartfelt letters touch Margot so deeply that she decides to ease his pain by writing letters back, in the pretence that the other Margot has sent them. She becomes so involved in this subterfuge that she also seeks to protect him from the brutal weather by blackmailing her sister Renate and her married lover Captain Goldapp into transferring him into the laundry where it is warmer, and where he is assigned safer work. Dieter and Margot meet, and then she is blackmailed by a 'kapo' into bringing him stolen Schnapps in return for his secrecy. A despairing soldier Corporal Meier is so impressed by her obvious love for Dieter that he risks his life to help her to smuggle supplies in to him. Neither is sure of the love of the other, given the few times they have met. The war ends and Dieter is released but returns to his family via a brutal march enforced by the SS before being abandoned to make his own way to a hospital in Hamburg and then back to Hannover. In the interim, Margot's family are offered a safe escape, by Captain Goldapp, but instead, Margot hides in the garden of her home where she buries the prisoners' letters she has collected, and then goes to look for Dieter at the abandoned camp, and is captured, and badly branded with a swastika on her cheek by a Russian soldier, before becoming an assistant to an over-worked Polish female doctor, Anya. Dieter discovers via a letter to his mother from Margot Lipsky that she and her brother Ethan survived. He travels to meet her in Berlin knowing that she never loved, or is likely to love him. He also receives a letter from Frau Baumann saying that Margot has died. He decides to visit her grave to place a letter on it, on the way home from Berlin, but is stunned to find her at home with her parents, although she refuses to see him. She finally agrees to meet him, and she reveals her terrible affliction. Their story ends enigmatically with Dieter being arrested for collaboration during the war. Margot begs her father to intervene, to no avail. However, Dieter is released after trial, on the brave evidence of Corporal Meier, who is himself on trial for his actions as a member of the Gestapo (and who has almost certainly signed his own death warrant), and on the condition that Dieter travel home to Hannover. The letter left for Margot by Dieter is destroyed by her vindictive mother but the words on its envelope are saved by her father, and give Margot some hope, in that they were written for her alone. The story ends there, but is taken up again in some final letters written in 2016 by

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

a Lilianna Musgrave, to the director of the Berlin Museum, which bring this moving tale to a conclusion, albeit an open-ended one.

This historical novel explores the complexity of war, and the fraught part played by ordinary people in it, and is an extremely moving, and yet subtle testimony to the power of words, and most of all, to the power of love.

ABOUT THE AUTHOR

James Moloney is one of Australia's most respected and awarded children's book authors. All but two of his books have been shortlisted or won CBCA awards and he's also been awarded Family Awards for Children's Literature, Children's Peace Literature Awards, Multicultural Children's Literature Awards and had titles selected for inclusion in the International Youth Library in Munich. See his website for further insights into his life and work.
<http://www.jamesmoloney.com.au/>

CHARACTERS

The Significance of Character: Characters are the heart of any narrative, the catalysts for action, and the central core around which all other narrative aspects must revolve and work. In this work there are several major characters (some of whom figure briefly in the action) and a cast of minor ones.

Major Characters: Margot Baumann and Dieter Kleinschmidt.

Discussion Point: Discuss the characters of Margot and Dieter.

Discussion Point: 'There's no posturing with Dieter Kleinschmidt, unlike the boys I've grown up with. He's not a boy, that's the thing. He's had to grow up quickly to survive.' (pp 111–2) Discuss Dieter's personality as it is revealed here and in other parts of the narrative.

Discussion Point: Renate says to Albie Goldapp: 'Margot may be a fool but I've never known her to go back on her word.' (p 70) What part of this statement is true or false?

Discussion Point: Which of the main characters did you find most appealing, and why?

Minor Characters: Margot's sister Renate, and her parents Gerhard Baumann and Frau Baumann; Unteroffizier Junge, Margot's employer in the mailroom; Bruno, the censor in the mailroom; Captain Albie Goldapp, Renate's boss and lover; Dieter's parents; Margot Lipsky and Ethan Lipsky, Dieter's childhood friends and fellow camp

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

survivors; the kapo at Sachsenhausen; Corporal Meier; Lili, Margot's childhood friend; Anya, the Polish doctor Margot works with for a time; Jerzy Radinski, Margot Lipsky's friend; Ben, a Jewish/Australian soldier in the English Military Police whom Dieter meets in Hannover.

Discussion Point: Is there a minor character who might have played a larger part, eg. Corporal Meier or Margot Lipsky? Why would you have liked to have seen more of this or any other character?

Character Arcs are the curve on which key events show how a character grows or develops in response to events and to interactions with other characters in the novel.

Activity: Choose a character and trace an arc on which key events indicate some aspect of their personality or change in their behaviour.

Themes- WW11 Hitler's Germany and Nazism

'Dieter wasn't ready for Berlin. 'A wasteland, a horror-scape,' he muttered when he reached the centre of the city... What he saw now was that giants had played the same game with a living city. The relentless tide of war had washed through Berlin, leaving only a wall here and there as evidence of what had once stood four storeys high.' (p 189)

Activity: Research the origins of WWII and how and why Hitler's power grew in the years from his rise in 1933 to the outbreak of WWII in 1939. For example, Germany's loss of WWI was one factor, and growing unemployment was another.

Discussion Point: What was the philosophy behind Hitler's Nazism? Mutti has absolute faith in Hitler, and Vati expresses his belief in the Führer because 'Germany works best under a strong government' (p 129) which brought work to the country. But he is hesitant to answer Margot when she asks if he still believes in him after the losses of war. Discuss his statements in relation to research into how Hitler seized power in Germany.

Activity: Discuss the role of the allied countries which opposed Hitler's Germany, and those which supported him.

Activity: Research the destruction of Germany as a power during WWII, and the history of how Germany fared after the war.

Activity: Read other YA novels about this period in Germany. [See Bibliography.]

Themes- The Holocaust and Anti-Semitism

'So much torment has leached into this ground I wondered if anything will ever grow here again.' (p 76)

Discussion Point: It has been said that some six million European Jews or two thirds of the Jewish population in Europe were killed by Hitler's officers and soldiers in Nazi Germany during the Holocaust, also known as the Shoah. How was Hitler able to mobilise such feelings in persuading 'ordinary' people to commit such atrocities? There had been 'programs' against the Jews before this time. How long has Anti-Semitism existed in the world? As Ben says to Dieter: *'It's not like Hitler invented hatred of the Jews all on his own.'* (p 169)

Discussion Point: 'The worst of them enjoyed it; you could see it in their faces. Hitler was the best thing that ever happened to their kind because they could torment the defenceless all day long and get a medal for it.' (p 195) Are some people addicted to violence towards others?

Discussion Point: Concentration camps were places where abominations were committed. 'Smoke?' he repeats, ... 'No, that furnace is for a different purpose.' (p 15) Margot has no idea what goes on within these walls although she receives hints (p 65) and (p 101). How did so many other ordinary people fail to notice the deaths taking place in close proximity to them? Or did many simply ignore or refuse to acknowledge the evidence?

Discussion Point: This novel encourages readers to understand the feelings of ordinary people in this testing time. The opening lines are deliberately provocative: 'For as long as I can remember I've loved three things: the long summer holidays, my brother Walther and Adolf Hitler.' (p 3) We have read so much about Hitler's depravity that to read a 16 year old writing these words is shocking; but we come to understand the historical and personal context in which Margot lived, and how young people were indoctrinated.

Discussion Point: After WWII, Jews were persecuted by their fellow Jews when suspected of having collaborated while interned in concentration camps, as Dieter is. Why did Jewish people turn against their own in this way? And why did others continue to resent the Jews even after the terrible extermination of millions of their relatives became so well-known?

Discussion Point: 'It's the Jews doing the killing now.' (p 190) The SS who were left behind after demobilisation faced Jewish retribution after WWII, and the Russians were also brutal towards those Germans they captured. Brutality often unleashes brutality in the victims.

Activity: Anne Frank's *The Diary of a Young Girl* (1947) about her experiences as a Jewish child hiding during World War II is regarded as a classic work of memoir. Margot Lipsky's family were similarly hidden by the Kleinschmidt family early in WWII. Read other such memoirs revealing the persecution of Jews. Discuss the dangers encountered by such brave people, should their actions be discovered by authorities. [See **Bibliography.**]

Discussion Point: Language used in such dire situations as the Holocaust is often deliberately bland to mask the scale of the atrocity, eg. People were 'selected' to go into gas chambers. Today such language masks similar atrocities taking place throughout the world.

Discussion Point: Margot has been brought up to believe in the superiority of the Aryan people to Jews, and to admire Hitler. But the war and reading the letters in the camp mailroom changes that. Read the passage: 'Did they change anything for you?'... pathetic sobs.' (pp 113–4) and discuss.

Displaced People and Refugees

'All our aunts and uncles are gone so there is no family that ties us to any place in this country.' (p 184)

Discussion Point: Between 11 million and 20 million people were displaced during World War II. Research the plight they found themselves in the DP camps and the immigration programs negotiated with various countries which responded to their need for re-settlement. Where did many of these DPs immigrate to?

Discussion Point:

'They keep the Jews in a separate camp because there are SS without anywhere to go either. There've been bashings, murders.' (p 190) Many people survived only to die in such camps or on their further journeys.

Palestine and the Jewish People

'The only way we can live without persecution is to live among Jews alone.' (p 196)

Discussion Point: Many Jewish people who were survivors of WWII became 'Zionists' – they fled from post-war anti-Semitism to form the newly declared Jewish state of Israel in Palestine. Trace the history of this country and the conflicts which have followed.

Discussion Point: What were the challenges Jewish people confronted in creating a new autonomous Jewish state in a region where Arab people have lived for thousands of years?

Emigrants to Australia After WW11

'Maybe I'll go to Australia,' he said, surprising himself.' (p 222)

Discussion Point: After WWII, many European people emigrated to Australia and have formed strong communities largely in Melbourne, Sydney, Perth and Adelaide. Research this topic further.

Activity: Ben, the Jewish Australian soldier (in English uniform) whom Dieter meets in the street (p 166) in Hannover, in September 1945 sews the seed for his immigration to Australia. Many made life-changing decisions like this by chance, with no idea of what type of country they were coming to.

Friendship and Love

'The dead should know they are loved just like the living.' (p 116)

Discussion Point: 'That's the difference between Lili and me. I dream of love that keeps burning until it lights up a whole landscape.' (p 12) Margot's dedication to Dieter is an expression of her faith in love.

Discussion Point: Renate's declaration of love is heartfelt (p 63) but how does her love for Captain Goldapp compare to Margot's for Dieter?

Discussion Point: Margot Lipsky says to Dieter: 'Our hearts have someone else's name on them.' (p 198) Even when Dieter thinks she's dead he feels a bond with Margot Baumann which he cannot break. 'I'm almost free, he told himself, and wondered why he'd added that treacherous word. Almost.' (p 199) What makes that love so strong? What do they find in each other?

Power of Words and Stories

'He needs her alive in his head,' (p 56).

Discussion Point: In this novel, Margot's letters to Dieter are a source of hope; they help him to survive the concentration camp.

Discussion Point: Words and books are powerful metaphors for hope in this and other Holocaust narratives such as Markus Zusak's *The Book Thief* (2006), Morris Gleitzman's *Once* series and Jackie French's *Hitler* trilogy beginning with *Hitler's Daughter* (1999). Discuss how writing and reading can offer solace or encourage hope in those who suffer torture or deprivation, referencing Anne Frank's *The Diary of a Young Girl* (1947) and other such first person narratives.

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

Survival and Hope

'The death of hope kills more men in my block than hunger or typhus.' (p 24)

Discussion Point: *'... there's a bigger killer in this camp than hunger and sickness and beatings from the kapos.'* (p 117) Can desperation kill a person?

Discussion Point: What else gives the characters in this novel hope?

Morality and Choice

'Well there's no factory now, there's no Luftwaffe to fly them, there's barely any Germany, but it's not too late to do something for one of those prisoners.' (p 274)

Discussion Point: Vati rises to Margot's challenge and attempts to reason with the Russian authorities to free Dieter. Discuss his actions and how you might have responded in the same situation. How difficult is it to be 'brave' or 'kind' in war?

Discussion Point: Renate's affair with the married Captain Goldapp is derided by the commandant when Margot reveals they are sisters (p 34). Does her passion for him justify Renate's choices?

Discussion Point: Margot is forced to blackmail her sister Renate and her lover Captain Goldapp to find Dieter a warmer, safer job in the laundry, and to steal in order to placate the kapo, and to protect Dieter. Are such actions justified in such perilous situations?

Discussion Point: What other moral issues are canvassed in this novel?

KEY QUOTES

The following quotes relate to some of the **Themes** above. You might like to present any one of them (or two related quotes) to your students as a catalyst for further discussion, or as the subject of an essay outlining how the quote reflects a theme which is central to this novel:

<p>'It doesn't seem possible that a filthy Jew could feel affection like this. They lack the human feelings for such tender emotions, but knowing that doesn't stop me folding the page carefully as if it had come from Walther. If I don't send this one to its destination, I'll be the one without human feelings.' (p 21)</p>	<p>'There's no shoe shop in Oranienburg these days. I could ask the parents of dead soldiers if they have a pair lying idle, but that seems harder than stealing schnapps from drunken guards. The solution is closer to home, though.' (p 97)</p>
<p>'Coming here the way you do gives me contact with the living, instead of the living dead...' (p 101)</p>	<p>'Margot couldn't really be dead as long as I kept her alive in the words of my letters. I had to send them to her as if she were still alive. The hope wouldn't come unless I posted them like any other letter.' (p 117)</p>
<p>'Would it sustain them to know their love hadn't gone to waste?' (p 143)</p>	<p>'I know what you mean, You can sleep, really sleep, because you know you're not going to die tomorrow.' (p 194)</p>
<p>'Devotion, empathy, call it what you like.' He looked on the verge of collapse, as it was an effort just to stay upright. 'No, she deserves better than that. Someone should say it now matter how out of place it sounds in this room. The girl was deeply in love with he. He said fiercely, nodding at Dieter in case there was any doubt. 'Deeply in love,' he added, as though these additional words were for himself alone.' (p 22)</p>	<p>'No man could win my heart with words on a page,' (p 244).</p>
<p>Adolf Hitler is dead. The Führer we called him, at home and in the classroom, as though his name was too sacred to use in ordinary speech. How I once loved him; he was one of my three great loves. Now, it makes me sick to think that I believed in him so completely.' (p 248)</p>	<p>'Anya was right; the Nazis <i>did</i> win the war inside our heads.' (p 260)</p>
<p>'He robbed me of everything and I'm not even one of his victims – not like you, Dieter, or the Jews left behind in Sachsenhausen. This is my punishment.' (p 266)</p>	<p><i>'This has come as an enormous shock to us as we had no idea our father was a concentration camp survivor. Our parents rarely spoke of that time in their lives and we respected their silence, especially as my mother's face was scarred during a bombing raid.'</i> (p 289)</p>

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

CURRICULUM TOPICS

Language and Literacy

- *This novel is a work of Historical Fiction or 'Faction' — it tells a story set in the past including real and imagined people.*

Discussion Point: James Moloney uses historical research as the background to this fictional text in an imaginative way. For example, he imagines his protagonist Margot Baumann's reaction to the death of Hitler which lends immediacy to this historical event. What other section in the novel made history more 'immediate' in your opinion?

Activity: Read some of the historical fiction about this era listed in the **Bibliography** and compare to this novel.

- **Suspense in a story hinges on the intended ending and also on what the reader or audience expects to happen.**

Discussion Point: When Margot is captured by the Russians we are led to believe that she may have died, so discovering that she has survived is one of the suspenseful turning points in the novel. We only learn of Margot and Dieter's future in the letters written by their daughter Lilianna included at the end of the novel. What other suspenseful revelations were there?

Activity: What was the most suspenseful moment in the novel, in your opinion?

- **Narrative Structure — Relies on chapters leading the reader from one to the next, and requires both strong chapter beginnings and endings.**

Activity: Chapter endings are dramatic turning points. Choose a chapter ending. What might have happened immediately after the ending of that chapter?

- **Narrative Perspective** — this story is told in first person, past tense, in both Margot and Dieter's voices. It also contains fragments of letters from unknown prisoners (pp 18–20); letters from Dieter to Margot (pp 23–4, p 32, p 51, pp 72–3, pp 206–8); letters from Margot to Dieter (pp 44–5, pp 47–8, p 109, p 125); fragments from letters to each other (pp 57–8, pp 119–20); a letter from Dieter's Mutti to him (pp 26–27); a letter from Dieter to his Mutti (pp 42–3, p 55); a letter from Gerhard Baumann to Dieter (p 174); a letter from Margot Lipsky to Mrs Kleinschmidt (pp 182–3); a letter from Margot Lipsky to Mrs Kleinschmidt and Dieter (p 184). The novel concludes with an exchange of letters written in 2016 from Lilianna Musgrave (daughter of Margot and Dieter in Brookvale, NSW, Australia) to a Dr Chaim Zimmerman (Director of the Jewish Museum in Berlin) (pp 285–90). How does this alternate narrative arrangement enhance the story?

Discussion Point: How might the story have changed had it been written in third person?
Discussion Point: Write a letter as if written by Renate to Margot, in reply to an imagined letter sent from Australia by Margot.

- **Symbolism**

How does the symbol of the swastika convey meaning throughout this novel? Were there other symbols employed in the narrative?

- ***Use of Ornate, Poetic Language, and Devices such as Simile and Metaphor***

Activity: This novelist often employs suggestive language, eg. Corporal Meier says to Margot: ‘This camp withers my soul,’ ... ‘Then I stumble on you, a single flower in a burnt-out field.’ (p 108) Choose other quotes which include effective usage of literary devices and add to the table below:

Simile	
Metaphor	
Personification	
Alliteration	
Other	

- ***Setting***

Discussion Point: Setting is evoked via all the senses. Find examples in this text of description which employs sight, hearing, taste, smell and feeling.

- **Critical Literacy**

This text might be used to encourage students to use critical literacy skills.

Activity: Discuss for example, the significance of the names of the two children born to Margot and Dieter – Lilianna and Walther.

- **Visual Literacy**

Images can enhance text in a variety of ways.

Activity: The cover of a book is an ideogram for the contents, and a marketing tool as well. Examine the cover of this book. What does it suggest about the narrative?

Activity: Create a new cover for the work, drawing on either theme or incident to create the image. Use techniques such as collage. Write a blurb for the back cover of the book as well.

Activity: Create a Book Trailer based on this book. (See **Bibliography** for resources.)

Activity: Read some graphic novels about WWII. Create a graphic novel panel for one of the scenes in this novel. [See **Bibliography.**]

SOSE

- **History**

Although this is a fiction, it also gives you insights into its historical background.

Activity: Sachsenhausen concentration camp is the setting for much of this novel. Research its history and how that is reflected in this novel.

Activity: Choose a particular event mentioned in the novel and read various historical accounts of it.

Activity: Brainstorm the aspects of history revealed in this text and make a list of topics. Then invite the class in groups to research any aspect of history which is outlined in this text.

Activity: Much of what an historical fiction writer does is to take the reality and to elaborate on it imaginatively, for example, neither Margot nor Dieter are real people, but James Moloney has drawn on research to make their lives credible. Read what other writers of historical fiction say about the role of the imagination in illuminating history.

- **Social Class and Culture**

This is another aspect of the historical context explored in this novel.

Discussion Point: The Jewish people were ostracised, confined to ghettos, and denied work and rations as part of the build-up to the Holocaust. Such social engineering can very quickly disempower any social group very effectively.

Discussion Point: Study statistics regarding the cultural breakdown of Germany's population before and after WWII.

- **Values**

This novel conveys a strong sense of moral values.

Discussion Point: What values are particularly evident in this text?

Activity: Create a table and list some of the values demonstrated in any of the scenes or events in this book with a corresponding quote to illustrate it.

FURTHER POINTS FOR DISCUSSION

- 1.: What does the title of this novel suggest or refer to?
2. Margot is just a girl of sixteen when she leaves school and takes her sister's job in the mailroom at the Sachsenhausen prison camp. She has been educated to worship Hitler. But she has no idea of the torture and execution being carried out in such places. How must so many teenagers have been brainwashed and then coped in such ambiguous employment, where they inevitably discovered the horrors perpetrated by the regime?
3. This is a story of loss and separation. All three families – the Baumanns, the Kleinschmidts and the Lipskys – lose their loved ones. They are forced to make choices which involve further losses in order to discover new lives.
4. Frau Baumann is, as Dieter says, an 'ignorant' (p 269) prejudiced woman. Could you find any sympathy for her or did you find her behaviour totally reprehensible?
- 5.: One of Hitler's enforced beliefs was that a perfect Aryan Race needed to be developed by 'refining' the population and exterminating the 'imperfect' Jews. The concept of 'eugenics' inspired the Lebensborn Program which encouraged women of Aryan extraction to bear 'perfect' children. Although such concepts are abhorrent, there is a disquieting rise of Neo-Nazism throughout the world today, with figures such as Geert Wilders, a Dutch leader of The Party of Freedom (*Partij voor de Vrijheid* – PVV).
https://en.wikipedia.org/wiki/Geert_Wilders> and Marion Anne Perrine "Marine" Le Pen, French leader of the National Front (French: *Front national*; FN)
<https://en.wikipedia.org/wiki/Marine_Le_Pen>What drives people to disseminate such hatred and to declare such extreme views?
6. Anya, the Polish doctor with whom Margot works for a time, seems to be a very hard woman, as a result of her experiences in Warsaw. And yet her actions belie this hardness, in her fierce dedication to her patients, and in the 'tough love' she applies in protecting and training Margot.
7. What do you imagine Renate's fate might have been after she abandoned her family to leave with Captain Goldapp? What might have happened to Margot and Renate's parents?
8. Corporal Meier's testimony in Dieter's court case is an act of extreme bravery. How might the court have treated Meier?
- 9.: Margot Lipsky, her brother Ethan, and their friend Jerzy Radinski emigrate to Palestine. Based on your research into the exodus of so many people to the Middle East and the tensions which have evolved in that region since WWII, what might their lives there have

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

been like?

10. Read and compare this novel to other books about the Holocaust listed in the **Bibliography**.

11. We learn through Lilianna's letters that neither Margot nor Dieter ever revealed their war-time experiences to their children. What does this suggest about the trauma they've suffered? 'Survivor guilt' may be one facet of such secrecy; but the pain of sharing such memories was at the heart of this silence. Dieter decides that 'the story of Margot Baumann was his alone and he would never share it now.' (p 199)

12. Did you find the ending satisfactorily resolved the narrative?

Websites – WWII and the Holocaust Resources

Anne Frank House

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

'Auschwitz Concentration Camp' *Wikipedia*

<https://en.wikipedia.org/wiki/Auschwitz_concentration_camp>

'Australian Jews' *Wikipedia*

<https://en.wikipedia.org/wiki/Australian_Jews>

'Best Children's Books and World War II (1939–1945)' *Good Reads*

<http://www.goodreads.com/list/show/17000.Best_Children_s_Books_about_World_War_II_1939_1945_>

'Best Young Adult Holocaust/WWII Books' *Good Reads*

<http://www.goodreads.com/list/show/40171.Best_Young_Adult_Holocaust_WWII_Books>

Bonegilla Migrant Experience

<<http://www.bonegilla.org.au/>>

The Children's War

<<https://thechildrenswar.blogspot.com.au/>>

'Displaced persons camp' *Wikipedia*

<https://en.wikipedia.org/wiki/Displaced_persons_camp>

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

'Displaced Persons Camps in Post-World War II Germany' *Museum Victoria*

<<https://collections.museumvictoria.com.au/articles/13619>>

'Eugenics' *Wikipedia*

<<https://en.wikipedia.org/wiki/Eugenics>>

'Geert Wilders' *Wikipedia*

<https://en.wikipedia.org/wiki/Geert_Wilders>

Goldstein Elissa 'Teaching Kids About the Holocaust: How Young is Too Young?' *Tablet* August 29, 2014

<<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 Non-Fiction' *Jewish Book Council*

<<http://www.jewishbookcouncil.org/subject-reading-list/holocaust>>

Immigration Museum

<<https://museumvictoria.com.au/immigrationmuseum/>>

Jewish Australia

<<http://www.jewishaustralia.com/>>

'Lebensborn' *Wikipedia*

<<https://en.wikipedia.org/wiki/Lebensborn>>

McCarthy, Rory 'Polish Girl's Holocaust diary Unveiled after 60 Years' *The Guardian* 6 June 2007

<<https://www.theguardian.com/world/2007/jun/05/israel.secondworldwar>>

'Marine le Pen' *Wikipedia*

<https://en.wikipedia.org/wiki/Marine_Le_Pen>

'Neo-Nazism' *Wikipedia*

<<https://en.wikipedia.org/wiki/Neo-Nazism>>

'Post-war crisis and the establishment of the state of Israel' *Holocaust Encyclopedia*

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

<<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005459>>

'Post-war immigration to Australia' *Wikipedia*

<https://en.wikipedia.org/wiki/Post-war_immigration_to_Australia>

'Rescue' *Holocaust Encyclopedia United States Holocaust Memorial Museum (USHMM)*

<<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005185>>

'Sachsenhausen' *Wikipedia*

<https://en.wikipedia.org/wiki/Sachsenhausen_concentration_camp>

Solstein, Eric *Germany: a Country Study* Washington: GPO for the Library of Congress, 1995.

<<http://countrystudies.us/germany/>>

'The Holocaust' *Wikipedia*

<https://en.wikipedia.org/wiki/The_Holocaust>

The Holocaust Teacher Resource Centre (HTRC)

<<http://www.holocaust-trc.org/childrens-books-about-the-holocaust/non-fiction/>>

'The Holocaust Through Kids Books' *Carol Hurst's Children's Literature Site*

<<http://www.carolhurst.com/subjects/history/holocaust.html>>

Sydney Jewish Museum

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

United States Holocaust Memorial Museum (USHMM)

<<https://www.ushmm.org/>>

'WW2 Germany Statistics, Population and Numbers' *Feldgrau.com German Armed Forces Research 1918-1945* <<https://www.feldgrau.com/WW2-Germany-Statistics-and-Numbers>>

Non-Fiction – Other Teaching Resources

Chinn, Mike *Writing and Illustrating the Graphic Novel: everything you need to know to Create Great Graphic Works* London, New Burlington Books, 2004, 2006.

Crew, Gary 'Fiction, Nonfiction and the Limits of Faction' *Magpies*, Vol 19, Issue 2, May 2004, pp 8–10.

Disher, Garry & Caswell, Brian 'Looting the Past & Predicting the Future' in *Time Will Tell: Children's Literature into the 21st century: Proceedings from the Fourth National Conference of*

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

the Children's Book Council of Australia Adelaide, 1998, edited by Sieta van der Hoeven. CBCA, 1998, pp 81–5.

French, Jackie 'History for kids' *ACTWrite*, Vol. 18, No. 3, April 2012, pp 4–5.

Gleeson, Libby 'Writing Historical Fiction *My Story Series*' *Magpies* Vol 16, Issue 4, September 2001, pp 12–4.

'Parting the Veil: Writing Historical Fiction Comments by Three Writers; Jackie French, Catherine Jinks, Kelly Gardiner' *Magpies*, Vol 21, Issue 2, May 2006, pp 4–6, 8–9.

Rollins, Prentis *The Making of a Graphic Novel* Watson-Guptill Publications, 2006.

Turton, Rayma 'Know the Author: Jackie French' *Magpies* Vol 15, Issue 5, November 2000, pp 14–16.

Sheahan-Bright, Robyn 'Share a Story with Jackie French The Australian Children's Laureate' *Magpies* Vol 29, Issue 1, March 2014, pp 4–7.

Wheatley, Nadia 'History Alive' *Magpies* Vol 16, Issue 4, September 2001, pp 8–11.

Websites – Other Teaching Resources

'Book Trailers - Resources: Ipswich District Teacher Librarian Network'
<<http://idtl.net.au/book-trailers.php>>

'Book Trailers' *Insideadog* <<http://www.insideadog.com.au/teachers/book-trailers>>

'Book Trailers for Readers' by Michelle Harclerode <<http://www.booktrailersforreaders>>

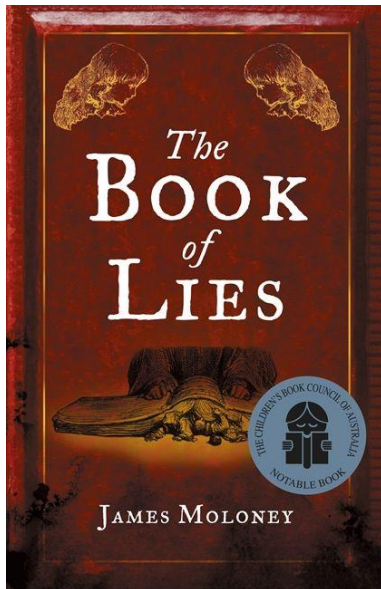
'Expository Writing' <http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.htm>

ABOUT THE AUTHOR OF THE NOTES

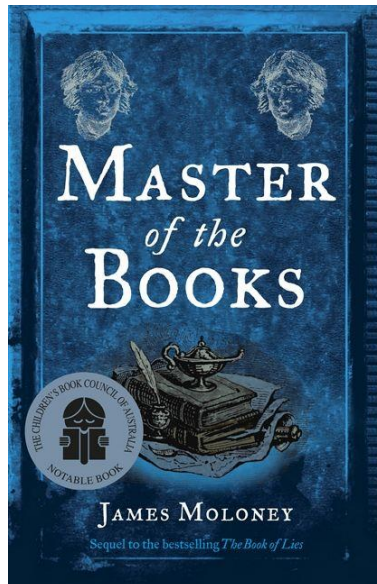
Dr Robyn Sheahan-Bright has operated **justified text** writing and publishing consultancy services since 1997, and is widely published on children's literature, Australian fiction and publishing history. She was inaugural director of and is a Life Member of the Queensland Writers' Centre, and was co-founder of Jam Roll Press. She is Vice-President of the IBBY Australia Committee, and Deputy-Chair of the Board of the Australian Children's Literature Alliance which administers the Australian Children's Laureate program. She was recipient of the CBCA (Qld) Dame Annabelle Rankin Award 2011, the CBCA (National) Nan Chauncy Award in 2012, and of the Queensland Writers Centre's Johnno Award in 2014.

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

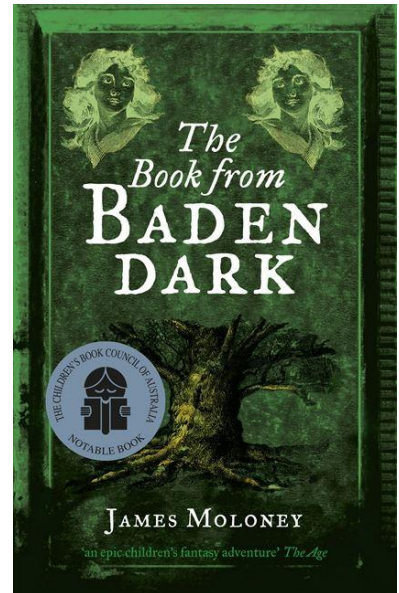
Other Books by James Moloney published by HarperCollins



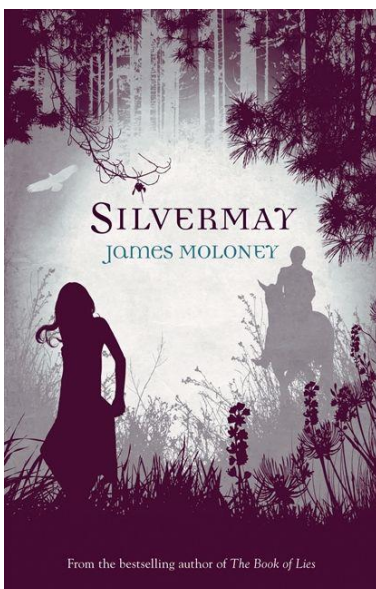
ISBN 9780207200359



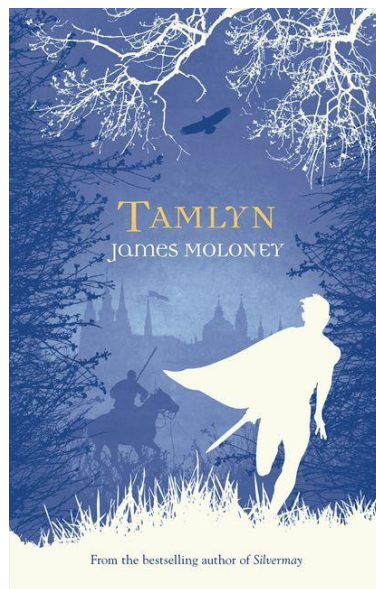
ISBN 9780732299262



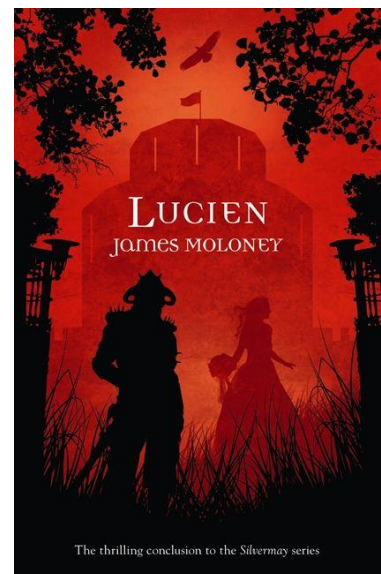
ISBN 9780732299279



ISBN 9780732292034

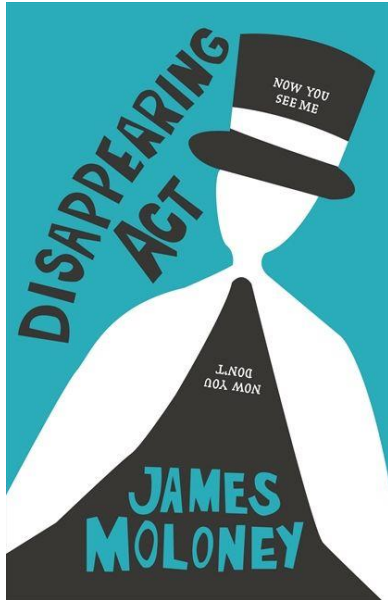


ISBN 9780732292041

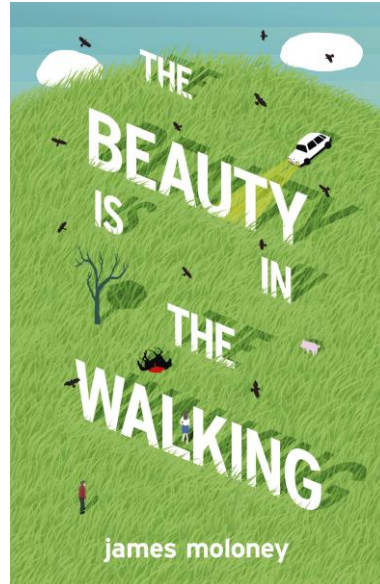


ISBN 9780732292058

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.



ISBN 9780732295752



ISBN 9780732299941

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.