

Super-Journal Week 4:1

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer one of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). This will be due the Monday we get back from Spring Break.

FICTION

1. You will be making 7 whole page illustrations based off of 7 separate quotes from your reading. Each illustration should take an entire page and be colorful. Make sure that you write the quote, and the page number you got your quote from at the bottom of each colorful illustration in order to receive credit for your work.

NONFICTION

1. What is this text about?
2. Summarize the main ideas in 5 sentences.

RL.3.7/RI.1.2

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Life Under the Nazis



United States Holocaust Memorial Museum

The entrance to the Lodz ghetto. The sign reads "Jewish residential area—entry forbidden."

In newly released photographs by Henryk Ross, one photo shows a group of smiling children at a banquet table. In another, a couple looks happily at a newborn infant. In a third photograph, a young boy holds a furry teddy bear. Everyone looks content.

Esther Brunstein knows better. With a magnifying glass, the 76-year-old native of Poland searches other photos, hoping to spot a friend or a relative.

Finally, she stops at the face of a young child. A shadow of sadness creeps over her.

"You see, when I see the face of a child like this ... you know he did not survive," Brunstein told *The New York Times*.

Brunstein is not looking at a family photo album but at dozens of photographs taken during the **Holocaust**. The Holocaust refers to the killing of 6 million European Jews and others considered "undesirable" by the German Nazis, who were led by dictator Adolf Hitler during World War II (1939-1945).



Image courtesy of The Wiener Library, London
A soup kitchen in the Lodz ghetto.

He took pictures of the starving people spooning soup into their mouths. He photographed others being loaded into cattle cars for the trip to the death camps, where millions of Jews were murdered. Many of those photos have never been seen by the public until now. Ross buried them during the war and retrieved them years later.

Today, those photos still evoke painful memories. "All of these images are very much stuck in my mind," Aron Zylberszac, who lived in Lodz, told the *Times*. "I still have dreams every night, and photographs make it worse, which is why I don't like looking at them."

Chronicle of Evil Crimes

Like Zylberszac and Brunstein, Ross survived the Holocaust. He released only a few of his photographs to the public before his death in 1991. His son gave the collection to the Archive of Modern Conflict in London.

Thomas Weber, who authored the book *Lodz Ghetto Album: Photographs by Henryk Ross*, said the photos serve "to illustrate a particular interpretation of ghetto life ... [adding] to our understanding of the diabolical crimes of Nazi Germany."

The Holocaust

The Holocaust refers to the horrific time period from 1933 to 1945 when throughout Europe over six million Jewish men, women, and children were systematically killed by the Nazi government of Germany. This period is one of the most tragic chapters in human history. The Nazi government perceived the Jewish people as an inferior race and a threat to humanity. As a result, the Nazi government, led by Adolph Hitler, organized the mass murder of Jewish people. Their ultimate goal was to kill all Jewish people.

Hitler became chancellor of Germany in 1933, representing the Nazi Party. He hated Jewish people. Soon after he became chancellor, the Nazi government made laws to limit the freedoms of Jewish people. The government also distributed anti-Semitic, or anti-Jewish, propaganda to the German people. Hitler wanted a country of all white citizens. He thought that white people were superior to other ethnicities. He believed the Jewish people were not only a religious group; he defined them as a race. Hitler claimed that the Jewish people were a disease to humanity.

The phrase, "The Jewish Question" referred to the question of the role of the Jewish people in society. The Nazi government looked to its own anti-Semitic policies as an answer. The Nazis developed a plan for the **extermination**¹ of all Jewish people. They called it "The Final Solution to the Jewish Question."

During World War II, the Nazis rounded up Jewish people who were still in Germany and Nazi-controlled territories. Some had already left or were in hiding, but many had decided to stay or had nowhere to go. Allies of Nazi Germany, including Italy and the unoccupied part of France, also rounded up Jewish people. This was one of the ways they contributed to the Nazi agenda.

The Jewish people rounded up by the Nazis and their allies were sent to concentration camps. Most of the Jewish people were sent immediately to camps known as extermination camps, or death camps. The purpose of extermination camps was to kill all the people sent there. Some of the Jewish people were sent to **labor**² camps. The people sent to the labor camps were treated **inhumanely**³ and forced to work hard hours. Many died because of the extremely harsh conditions or because of disease. Jewish people who were first sent to labor camps would often be sent to extermination camps as a final destination.

By the middle of 1942, news about "The Final Solution" reached the Allied governments, including the American and British governments, but they were slow to act in response. Critics say that the governments did too little to save the

¹ **extermination**: complete and immediate extinction by killing off all individuals

² **labor**: work

³ **inhumane**: not human; lacking pity or kindness; not fit for humans

Jewish people. United States President Franklin D. Roosevelt thought that the best method to stop the killings was to defeat the Nazis as quickly as possible. He focused on creating military strategies that would defeat the Nazis as opposed to establishing plans for directly saving the Jewish people. The American government as well as the European governments that made up the Allied governments have been condemned for not doing enough to protect the Jewish people from the cruelty of the Nazi government.

As more and more people found out about the full scope of the Holocaust, they were shocked and horrified. How could over six million people, in the modern world, be killed for no reason other than their ethnicity, or cultural background? It is important to remember the Holocaust and to study what happened. Only by understanding this **bleak**⁴ part of history can we hope to prevent such horror from happening again.

⁴ **bleak**: grim; depressing; cruel; dismal

FSA Practice 4

ad the text, *Life Under the Nazis* and then answer questions 1-4.

1. Select two sentences from the article that describe how Henryk Ross was different from the other Jews at the ghetto in Lodz?

- a. The Nazis began rounding up Jews and forcing them to live in a small section of Lodz.
- b. Ross was one Jew who was among the "privileged".
- c. Entire families were packed into a single room.
- d. The Nazis selected a handful of Jews to run and police the ghetto.

2. Read the sentences from the article.

"Many of those photos have never been seen by the public until now. Ross buried them during the war and retrieved them years later."

Why does the author include this information?

- a. to explain the kind of work Ross did for the Nazi Germans
- b. to show that Henryk Ross went against what the Nazis wanted him to do
- c. to explain why the Germans wanted Ross to take pictures of the ghettos
- d. to share Henryk Ross' style for taking pictures

3. How do the photos taken by Henryk Ross illustrate multiple perspectives of what life was like at the ghetto in Lodz during the Holocaust. Write your answer in the space provided.

4. What is the meaning of the word evoke as it is used in this sentence?

"Today, those photos still evoke painful memories."

- a. ignore
- b. bring to mind
- c. forget
- d. get rid of

Read the text *The Holocaust* and then answer questions 5-8.

5. Part A

Which point is made by the author of *The Holocaust*?

- e. Hitler was a strong leader.
- f. Hitler hated Jewish people.
- g. Hitler wanted Germany to be the strongest country.
- h. Hitler thought everyone was equal.

FSA Practice 4

Part B

Select the sentence from the article that best supports your answer in Part A.

- a. Hitler believed that the Jewish people were not only a religious group but also a race.
 - b. Hitler claimed that the Jewish people were a disease to humanity.
 - c. Hitler became chancellor of Germany in 1933, representing the Nazi party.
 - d. People were horrified when they found out about the full scope of the Holocaust.
6. In paragraph 3, what does the term “The Final Solution to the Jewish Question” describe?
- e. increasing the role of the Jewish people in society
 - f. limiting the role of the Jewish people in society
 - g. elimination of the Jewish people from society so they have no role
 - h. expansion of the Jewish people in different areas of society
7. Select three reasons why Hitler developed a plan for the extermination of all Jewish people.
- e. He was the leader of the Nazi government of Germany.
 - f. He thought that white people were superior to other ethnicities.
 - g. He believed that Jewish people were a threat to humanity.
 - h. He sent most of the Jewish people to extermination camps.
 - i. He wanted a country of all white citizens.
8. Using details from the text, why is the Holocaust considered to be one of the “most tragic chapters in human history.”

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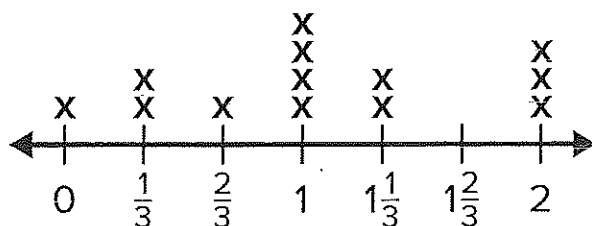
Represent Numerical Data

Name _____

Review

Line plots show data as a mark above a value on a number line.

**Cups of Flour Required
in a Recipe**



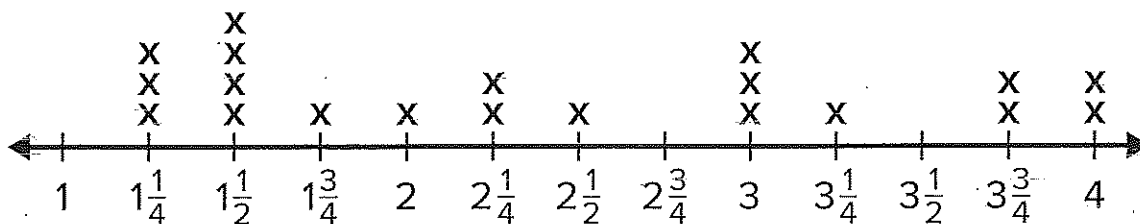
There are 13 Xs, so there are 13 recipes represented.

The most commonly used measure of flour is 1 cup.

1 of the recipes calls for 0 cups.

3 of the recipes call for 2 cups.

This line plot shows the hours a week spent reading by a group of students. Use the line plot to answer the questions.



- How many students are represented on the line plot?
- What is the longest time spent reading per week?
- How many students read more than 3 hours?
- What is the shortest time spent reading per week?
- What is the most common time spent reading?
- How many students read for $3\frac{1}{2}$ hours?

Represent Data on a Line Graph

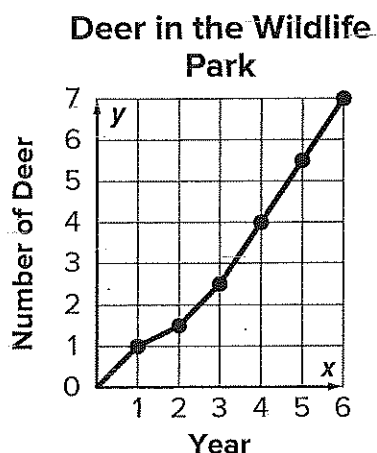
Name _____

Review

Example

The population of deer in a wildlife park for a number of years is shown in the table. How can the data be represented on a line graph? What does the graph show about the population of deer?

Year	Number of Deer (in hundreds)
1	1
2	1.5
3	2.5
4	4
5	5.5
6	7

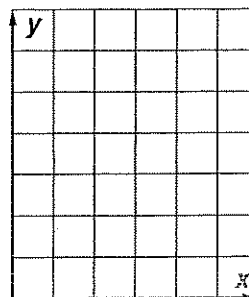


The graph shows that, in general, the population of deer is increasing.

How can you represent the data in a line graph? Show your work.

1. A runner tracks the number of miles she runs each week. Create a line graph that shows the data.

Week	Miles
1	15
2	17
3	14
4	18
5	20
6	17



Adapting to Survive

Cross-Curricular Focus: Life Science



Living things adapt to their environment so they can survive. An organism **adapts** when it develops a **behavior** that makes it more likely to survive. It can also adapt by forming a physical characteristic or body part that helps it survive.

In a forest biome, some trees grow taller than the other plants around them. This lets them reach the sunlight. Growing taller is an adaptation that helps trees survive. Shorter plants have adapted with their behavior. They have learned to live in the shade with less sunlight.

Animals in the forest have a wide variety of adaptations. Monkeys have long tails. They can use them almost like another hand. This helps them swing quickly through the tops of trees. They can even do this while holding their babies or gathering food. Giraffes need to reach leaves at the tops of tall trees. Having a long neck is an adaptation that allows them to do this.

Some animals' adaptations prevent other animals from wanting to eat them. A skunk's horrible smell makes larger animals choose something else to eat. Even plants sometimes protect themselves in this way. Roses and acacia trees both have dangerous thorns. The thorns prevent animals from eating their leaves.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the two main ways that an organism adapts?

2) What is one animal adaptation you read about in the passage?

3) Is the animal adaptation you chose a physical or behavioral adaptation?

4) What is one plant adaptation you read about in the passage?

5) Is the plant adaptation you chose a physical or behavioral adaptation?

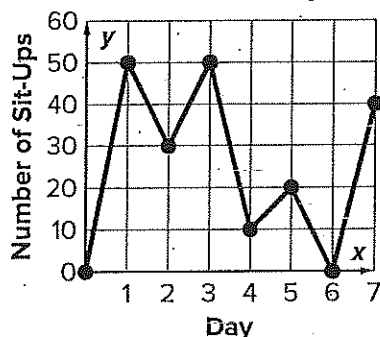
Solve Problems Involving Numerical Data

Name _____

Review

You can use information given in line graphs to solve problems.

Jamal's Sit-Ups



For example, you can find how many more sit-ups Jamal did on day 3 than on day 4.

$$50 - 10 = 40$$

Jamal did 40 more sit-ups on day 3 than day 4.

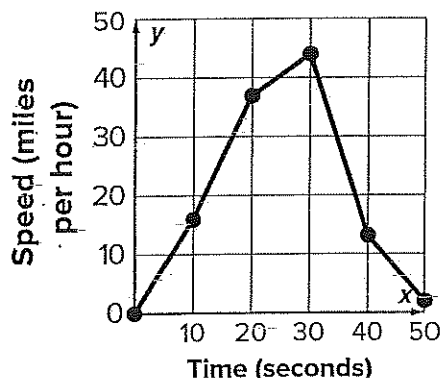
The line graph shows how the speed of an amusement park race car changed over time. Use the line graph to answer the questions.

- How does the speed of the car change throughout the ride?

- What is the fastest the car ever went?




- What happens to the car's speed between 10 and 20 seconds?

Race Car Speed



- After what time does the car slow down? _____
- Do you think that the ride ended at 50 seconds? Explain.

Metric Conversion

K ing	H enry	D ied	U nusually 	D rinking	C hocolate	M ilk
Kilo  10 x 10 x 10 x LARGER than a unit 1 kilo = 1,000 units	Hecto 10 x 10 x LARGER than a unit 1 hecto = 100 units	Deca 10 x LARGER than a unit 1 deca = 10 units	* Unit * Meter (length) Liter (liquid volume) Gram (mass/weight) 1 unit	Deci 10 x SMALLER than a unit 10 deci = 1 unit	Centi 10 x 10 x SMALLER than a unit 100 centi = 1 unit	Milli 10 x 10 x 10 x SMALLER than a unit  1,000 milli = 1 unit
km = kilometer kL = kiloliter kg = kilogram	hm = hectometer hL = hectoliter hg = hectogram	dam = decameter daL = decaliter dag = decagram	m = meter L = liter g = gram	dm = decimeter dL = deciliter dg = decigram	cm = centimeter cL = centiliter cg = centigram	mm = millimeter mL = milliliter mg = milligram

Measurement Conversion Chart

LENGTH	
<i>Metric</i> 1 kilometer = 1,000 meters 1 meter = 100 centimeters 1 meter = 1,000 millimeters 1 centimeter = 10 millimeters	<i>Customary</i> 1 mile = 5,280 feet 1 mile = 1,760 yards 1 yard = 3 feet 1 foot = 12 inches
CAPACITY	
<i>Metric</i> 1 liter = 1,000 milliliters	<i>Customary</i> 1 gallon = 4 quarts 1 quart = 2 pints 1 pint = 2 cups 1 cup = 8 fluid ounces
MASS AND WEIGHT	
<i>Metric</i> 1 kilogram = 1,000 grams 1 gram = 1,000 milligrams	<i>Customary</i> 1 ton = 2,000 pounds 1 pound = 16 ounces
TIME	
1 year = 365 days 1 year = 52 weeks 1 year = 12 months 1 week = 7 days 1 day = 24 hours 1 hour = 60 minutes 1 minute = 60 seconds	

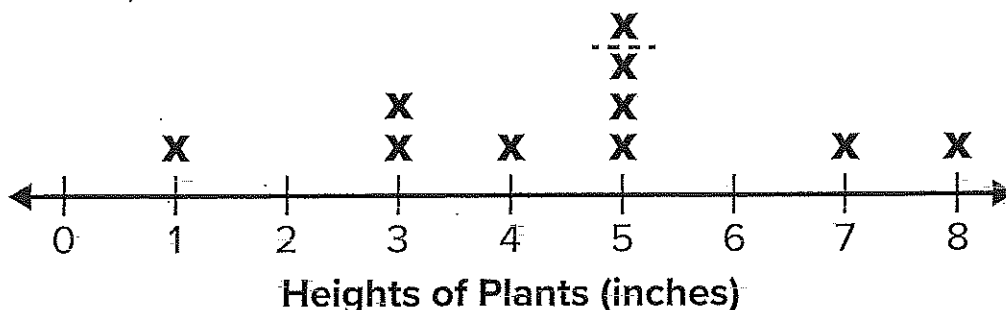
Determine Mode, Median, and Range of a Data Set

Name _____

Review

Example

The data shows the heights, in inches, of Chiara's sprouting plants. What is the mode, median, and range of the data?



mode: the value with the greatest number of data points.

The mode is 5.

median: the middle data value

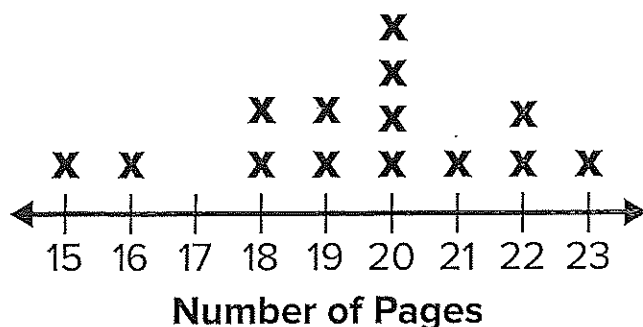
The median is 5.

range: the difference between the greatest and least data values.

The range is 7.

How can you find the mode, median, and range of the data?

- The line plot shows the number of pages that students in Ms. Green's class read in their novel last night. What is the mode, median, and range of the data?



mode: _____

median: _____

range: _____

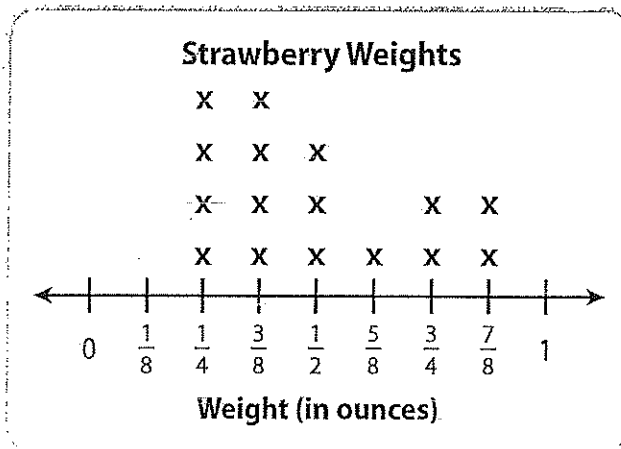
**Solving Problems Using
Data in a Line Plot**

Name: _____

27°

Answer the questions about each line plot.

Sheila weighs some strawberries of different sizes. She weighs each strawberry to the nearest $\frac{1}{8}$ ounce. The results are shown in the line plot below.

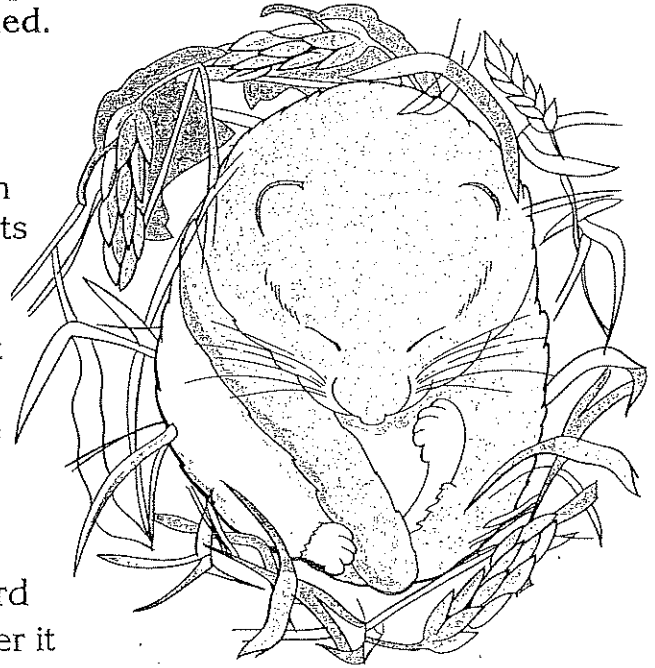


- 1** What is the difference between the weights of the heaviest and lightest strawberries? _____
- 2** What is the total weight of the strawberries that weigh $\frac{3}{4}$ ounce or more? _____
- 3** What is the total weight of the strawberries that weigh less than $\frac{1}{2}$ ounce? _____
- 4** What is the difference in weight between all the strawberries that weigh $\frac{7}{8}$ ounce and all the strawberries that weigh $\frac{1}{2}$ ounce? _____

A True Sleepyhead

A hibernating dormouse is such a sound sleeper that it can be handled without being awakened.

The dormouse is serious about hibernation and plans it carefully! First, this nocturnal mouse makes a cozy nest. Its winter nest is on the ground or underground. The dormouse eats so many berries, tree flowers, and nuts that it becomes plump. It may even weigh twice as much as normal. As winter arrives, the rodent curls into a ball. Its breathing slows down. Its heart beats more slowly. Its body temperature drops. As the animal sleeps, it survives on the body fat that it saved during the fall. If the dormouse wakes too soon, it can use up the stored fat too quickly and starve. But it is hard to wake a hibernating dormouse. No wonder it is sometimes called the dozing mouse!



Word Bank

soon
slower
drops
night
fat
more

Cross out the word that makes each sentence false.
Choose a word from the word bank to make the sentence true.
Write the new word on the line.

1. The nocturnal dormouse searches for food during the day.

2. The dormouse eats less food before hibernating.

3. During hibernation, the dormouse's breathing gets faster.

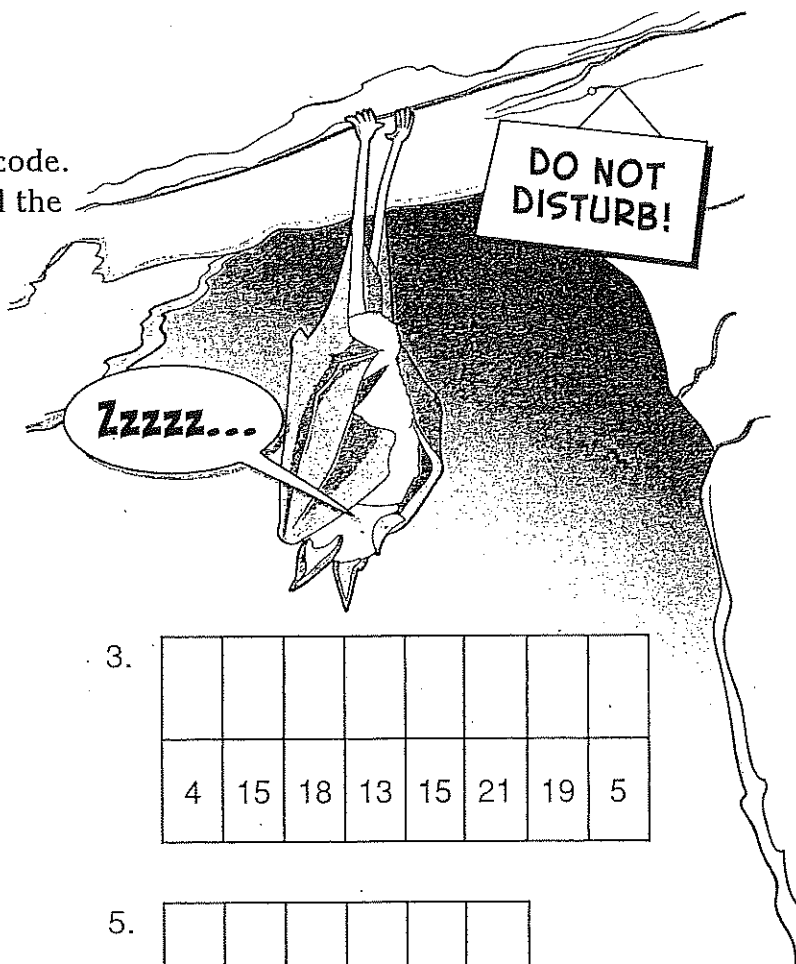
4. The dormouse's body temperature rises during hibernation.

5. The hibernating dormouse survives on stored water.

6. The dormouse could starve if it wakes too late.

A True Sleepyhead

Match the numbers to the letters in the code.
If your answers are correct, you will spell the
names of six animals that hibernate.



1.

23	15	15	4	3	8	21	3	11

2.

20	15	1	4

3.

4	15	18	13	15	21	19	5

4.

14	9	7	8	20	8	1	23	11

5.

12	9	26	1	18	4

6.

7	18	5	1	20	5	18		8	15	18	19	5	19	8	15	5		2	1	20

CODE

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26



What do you think would happen if winters became warmer where hibernating animals live? What do you think would happen if summers became cooler where hibernating animals live? Explain.

Determine Mean of a Data Set

Name _____

Review

Example

The data shows the number of goals kicked by team members at soccer practice today. What is the mean of the data?

5	11	6	6
7	9	5	7

Find the sum: $5 + 11 + 6 + 6 + 7 + 9 + 5 + 7 = 56$.

Count the data values: There are 8 data values.

Divide the sum by the number of data values: $56 \div 8 = 7$.

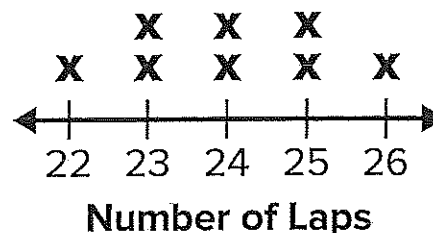
The mean number of goals kicked at soccer practice today is 7.

How can you find the mean of the data? Show your work.

- The data shows the number of paintings students completed in Mr. Klein's art class last month.

6	9	2
10	10	8
4	9	5

- Jaimie swims laps in the pool each morning. The line plot shows the number of laps she swims each day.

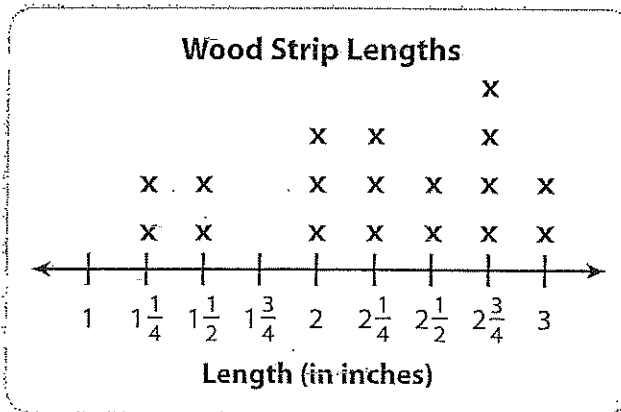


Solving Problems Using Data in a Line Plot *continued*

Name: _____

27...

Ron measures some wood strips of different lengths. He measures each wood strip to the nearest $\frac{1}{4}$ inch. The results are shown in the line plot below.



- 5 What is the difference of the lengths of the longest and shortest wood strips? _____
- 6 What length of wood strip is the most common? _____
- 7 Ron places all the $2\frac{3}{4}$ -inch wood strips in a row to make a line. How long is the line? _____
- 8 From the wood strips he has, Ron takes 2 of each length. He uses these wood strips to make a line. How long is the line of wood strips? _____
- 9 How does displaying data in a line plot help you solve problems?

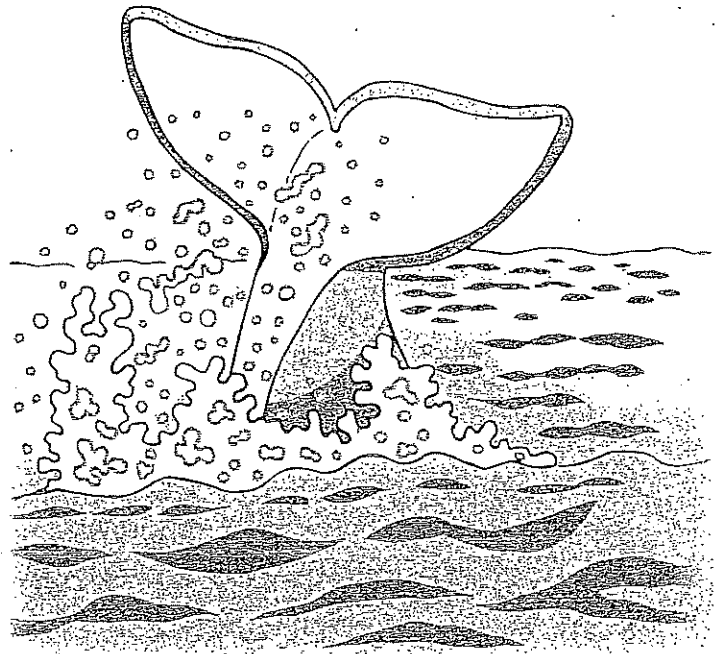
Name _____

Migration

A Long Journey

Gray whales travel over 10,000 miles a year!

In the summer, gray whales bask in the northern Pacific Ocean. These giant sea mammals eat tiny sea creatures, such as krill, that thrive there during the summer. A whale feasts on over a ton of krill a day! This helps the whale build up a thick layer of fat, or blubber. The whales need blubber to live on during their long journey southward. They travel more than 5,000 miles to the warm waters of western Mexico. Here, the mother whales give birth to their calves. Baby whales then drink milk from their moms. This builds a layer of blubber on the calves. In the spring, the babies swim back with the group to the same cold northern waters. There the gray whales again feast on the shrimplike krill. This migration happens year after year.



Use the passage to answer the questions.

1. How much krill can one gray whale eat each day? _____

2. About how many miles do whales travel from the northern Pacific Ocean to the waters near western Mexico? _____
3. Why do gray whales need blubber? _____

4. Why do you think gray whale calves are not born in the northern Pacific Ocean? _____

A Long Journey

Match each cause to its effect.

Causes

1. During migration, gray whales live mostly on the fat that was stored during the summer.

2. During the winter, whale calves grow a thick layer of blubber.

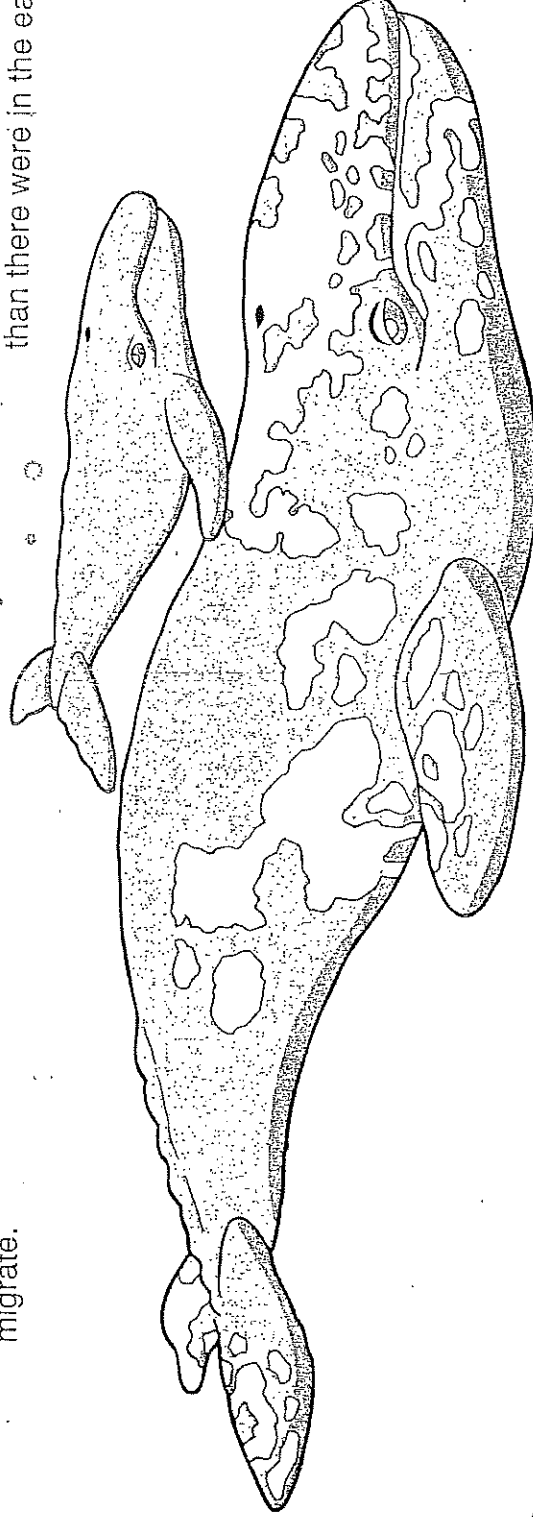
3. Whale hunting has declined since the 1930s.

4. A gray whale eats more than 2,000 pounds of krill a day in the summer.

5. Gray whales swim near the shore when they migrate.

Effects

- A. Whale watching is a popular activity.
- B. Gray whales build a thick layer of blubber.
- C. The whales eat little, if any, food while they travel.
- D. In the spring, the calves are ready for the long trip north.
- E. There are more gray whales today than there were in the early 1900s.



What is an advantage of the whales migrating in a group?

The Holocaust

Denmark: Resistance to Nazi Germany

Germany invaded and occupied many countries during World War II. One European country worked as a whole to keep the Nazis from removing its Jewish people. That country was Denmark. In September 1943, the Danes learned of Nazi plans to capture the country's Jews and ship them to concentration camps. The Danes organized themselves quickly. People from every walk of life were involved. Doctors, shop owners, farmers, and civil workers all helped Denmark's 8,000 Jews find hiding places. One hospital hid hundreds of Jews by pretending they were patients.

The Jews hid for only a short time. Within 2 weeks, 7,200 Jews were safely carried to safety in Sweden. Danish fishermen from small villages along the coast of Denmark used their boats to ferry Jews to safety. Larger **commercial**¹ boats helped too. Almost 500 Jewish people were still captured. However, all but 51 survived. The Danish king never stopped **negotiating**² with Germany for his people.

Even though Nazis occupied Denmark, Danes continued to show their national spirit. They wore four coins tied with red and white string in their buttonholes. Red and white are the national colors of Denmark. Four symbolized the fourth month of the year, April, when Germans invaded.

The Nazis marched around the streets heavily armed with guns. However, the Danish king, Christian X, acted as a **model**³ of peace. He would ride alone on his horse through Copenhagen, Denmark's capital, every day. He did not carry any weapons. He did not bring any guards to protect himself. To many Danes, the example of their king's fearlessness was more powerful than the guns of the German army. The Danish government **loathed**⁴ Nazi Germany's racist policies. They scoffed at the Germans' phrase, "The Jewish question." The Danish government told Germany: "There is no Jewish question in Denmark." The government protected all of its citizens.

¹ **commercial**: used for business

² **negotiate**: to have a discussion in order to reach an agreement

³ **model**: a good example

⁴ **loathe**: to feel extreme disgust for; hate

FSA Practice 1

Read the text, *The Holocaust Denmark: Resistance to Nazi Germany* and then answer questions 1-4.

1. What does occupied mean as it is used in paragraph 3?

- a. to live in a country
- b. to forcefully get someone's attention
- c. to fill or take up space
- d. to forcefully take control of another country

2. Part A

Select the statement that best describes the main idea of this passage.

- a. The King of Denmark did not get along with the German army.
- b. Denmark did everything it could to protect Jewish citizens.
- c. Jewish Danes were in greater danger than anywhere else.
- d. The Nazis wanted to move all Danish Jews to Sweden.

Part B

Select the sentence from the article that best supports your answer in Part A.

- a. The Nazis marched around the streets of Denmark heavily armed with guns.
- b. Even though Nazis occupied Denmark, Danes continued to show their national spirit.
- c. The Danish government loathed Nazi Germany's racist policies.
- d. Doctors, shop owners, farmers, and civil workers all helped Denmark's 8,000 Jews find hiding places.

3. According to *The Holocaust Denmark: Resistance to Nazi Germany*, explain how the King of Denmark riding on his horse was "more powerful than the guns of the German army." Write your answer in the space provided.

4. Which two sentences should be included in a summary of *The Holocaust Denmark: Resistance to Nazi Germany*?

- a. The people of Denmark helped to protect the Jewish people.
- b. Red and white are the national colors of Denmark.
- c. German soldiers invaded and occupied many countries during World War II.
- d. The Jews hid for only a short time.
- e. The Nazi soldiers planned to capture Danish Jews and send them to concentration camps.

5. Which of these answers best explains why it was dangerous for the Danes to help the Jews during the Holocaust?

- a. Denmark was occupied by Nazi soldiers marching in the streets.
- b. Denmark was supposed to be fighting with Germany during World War II.
- c. If Germany caught Denmark helping the Jews, the Germans would have stopped sending food.
- d. Denmark and Sweden would have gone to war if it was found out Danes were helping their Jews.