

ENRICHMENT GUIDE

YOUNG  
COMPANY

*the*  
**ROSE**  
*of*  
**TREASON**

*by james devita*

Sponsored by

PROUD CORNERSTONE MEMBER



UNITED PERFORMING ARTS FUND



TRANSFORMING LIVES THROUGH THEATER

## DEAR FIRST STAGE FRIENDS,

In 1943, a group of university students in Germany were appalled at the truth that was coming to light about the Nazi Party. They started a resistance group aimed at bringing down Hitler and the Nazi regime. Their story is one of breathtaking courage, selflessness, and utter faith in what is right. The efforts of The White Rose are an inspiring tribute to the goodness of humanity shining even in the darkest moments of history.

Enjoy the show,

A handwritten signature in black ink that reads "Brinn Hill". The script is fluid and cursive, with the first letters of "Brinn" and "Hill" being capitalized and prominent.

Brinn Hill  
Education Director  
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# CONTENT ADVISORY

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**Recommended for families with young people ages 12-18 and courageous leaders of all ages!**

*Every young person is different and may or may not be ready for certain elements of each production. Read more about this show's age recommendation below.*

Audiences will be riveted by this inspirational story inspired by true historical events about standing up for what is right and the power of young people.

The performance is expected to run approximately 90 minutes including a brief intermission - very young audiences may have difficulty staying connected for the full length of the show.

Inspired by true events, the show contains discussion and depictions of the Holocaust, Nazi party and its actions, politics, and violence; audiences may feel uncomfortable as the characters experience these things, but in the end the message of hope and truth prevails.

There will be changing lights, projections, and loud sounds that may be overwhelming for those with sensory sensitivities. We offer sensory kits for patrons who may need them.

**"We define antisemitism as hatred toward anyone who is Jewish, identifies as Jewish, is perceived as Jewish, or belongs to a Jewish household, regardless of an individual's self-identification within the Jewish community."**

To learn more, follow the link to [HERC's Educator Teacher Guidelines and Primer](https://teachholocaust.org/primer/). The site helps align with best practices, build background knowledge, and avoid common pitfalls when discussing the Holocaust.

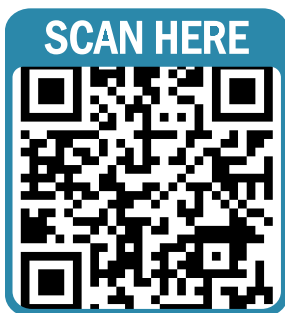


<https://teachholocaust.org/primer/>

# Additional Resources

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**For Resources on Teaching and Learning About the Holocaust for Educators please visit: The Holocaust Education Resource Center (HERC)**



Scan the QR  
Code to visit  
the HERC  
Website

Or Click the Link Below:  
<https://teachholocaust.org/>

## Additional Resources:

The Holocaust Explained: <https://www.theholocaustexplained.org/>

Facing History and Ourselves: <https://www.facinghistory.org/>

United States Holocaust Memorial Museum: <https://www.ushmm.org/>

Echoes and Reflections Timeline of the Holocaust: <https://timelineoftheholocaust.org/>

## Are you an Educator with a Question?

**If you have any questions about; Jewish identity, Jewish American history, antibias and antisemitism education, or classroom support please contact Jaclyn Orozco at the Milwaukee Jewish Federation.**

**To Schedule an Appointment: [click here](#)  
Or Email - [jaclynso@milwaukeejewish.org](mailto:jaclynso@milwaukeejewish.org)**

Act 1

The year is 1943, Germany. Mr. and Mrs. Scholl have received a letter from a prisoner named Else Gebel, where she has written about their daughter, Sophie Scholl.

Flashback to when Sophie and her brother Hans were children. They talk to their mother about their day participating in Hitler Youth, and Sophie declares that one day she will be a Troop Leader just like her brother Hans. Hans describes the boy's activities such as hunting, boxing, swimming and wrestling. Meanwhile Sophie explains that the girls learn about obedience, duty and self-sacrifice. After describing their polarizing differences in group activities, they playfully wrestle each other off stage.

Liebereiche, a troop leader, Hans, and other Hitler Youth enter. Exhausted from their long hike, they prepare a camp to settle in for the night. Hans begins handing out sheet music to the troop when Liebereiche notices the words to the song are in Russian and tells the boys they cannot sing that song. Liebereiche instructs the boys to pray, then asks to speak to Hans alone.

Sophie and Ericka enter carrying sleeping bags and flashlights, discussing hair and eye colors. Sophie shares that she is confused why another girl was not allowed to enter their troop based on her hair and eye color. She asks Ericka if she's ever, "wondered about things"? Ericka asks Sophie to stop talking so she may sleep. Sophie takes out a book to read when their Troop Leader enters stage and asks what Sophie is reading. The Troop Leader claims that Sophie's book, 'Henrich Heine' is not suitable reading for German girls. They fight over the book, but Sophie has a tight grip and won't let her book go. The Troop Leader asks Sophie for her name and exits.

Hans and Mr. Scholl enter the stage mid-argument. Mr. Scholl tells Hans to take his Hitler Youth uniform off in his house. Hans tells his father to vote Hitler out of office but Mr. Scholl wonders how they can do that since Hitler outlawed every party except for his own. Mr. Scholl claims he cannot have an intelligent conversation with his own son. Sophie and her mother appear on stage. Sophie won't go to bed until she asks her father what happened to her friend

Annalisa. Her father tells her that Annalisa and her family are in protective custody. Suddenly, officers burst into the Scholl home to take Mr. and Mrs. Scholl away, and to confiscate books and music from Hans and Sophie.

Focus shifts to a Prison where an Officer is talking to Else but she does not acknowledge their presence. Back to the Scholl family, Hans is boarding his train to college. His mother gives him his coat, his father gives him book money and Hans boards his train. Back in the Prison, Else where she is talking about seeing Sophie pass her cell. Focus shifts back to Sophie's bedroom, it's the day before her 21st birthday and she is packing a suitcase. Mr. Scholl reminds Sophie that her thoughts are free and asks that she be careful. Mrs. Scholl enters to help Sophie finish packing and tells Sophie how Hans will meet her at the train station.

While Sophie is at the train station, soldiers are checking bags and interrogating passengers. The officers clear Sophie and her bags when focus shifts back to the Scholl house. An officer enters asking for Mr. Scholl and two officers take him off stage. The scene shifts back once again to a train station but this time in Munich, Hans is searching for Sophie at the platform. Hans introduces Sophie to his girlfriend Traute and they exit. Back in the Prison, Else explains that she was in charge of watching Sophie in her cell around the clock and she wondered, could Sophie have done all of this?

The scene opens in Hans' apartment, they are celebrating Sophie's birthday. We meet Hans' friends: Christl, Alex, and Willi. Alex mentions the group of friends will be working tonight, studying anatomy. Hans quickly changes the subject and asks Alex and Christl to follow him and tells them to watch what they say around his sister Sophie. Hans emphasizes that Sophie is to know nothing about what they are actually up to. While the group comes together to sing Happy Birthday to Sophie, they realize she has fallen asleep. Alex, Christl and Traute enjoy Sophie's cake while Willi hands Hans a leaflet. Hans asks Alex if he has any stamps and we discover they are using their army pay to purchase stamps to spread their leaflets as far as possible. Willi suggests that with more people working they could print even

more leaflets, but Hans insists that nobody else should be a part of this.

We transition back to the prison, Sophie asks Else if she's seen her brother Hans to which Else shares he is just down the hall. Back at the University Hans tells Traute that his father has been sentenced to 4 months in jail for, "...having a liberal and cosmopolitan attitude". Frustrated, Hans exits looking for Sophie.

Scene changes to Sophie in a classroom setting with a teacher sharing a biology lecture on Aryan features. Sophie reaches for a pen but a leaflet falls out of her pocket. Sophie reads the leaflet then runs off stage.

In Hans' apartment, Christoph, Willi and Alex discuss the leaflets. Alex is stunned by the news coming in from the front in Poland. Willi believes they need more help printing and distributing leaflets. They freeze; Huber enters speaking about philosophy. Back in the apartment Sophie tells the group how her professor humorously called her out for guessing a Jewish author to a quote he read to the class. The group debates on whether Professor Huber's classes are safe for students to listen to, and they fear they could be arrested. But Sophie does not seem to care and loudly discusses how wrong the Nazi regime is. Hans insists she quiet down, but Sophie has had enough. Sophie brings out the leaflet she found in her jacket pocket and begins reading it to Hans and their friends. Just then an air raid siren is heard outside, a custodian begins to wake students and knock on their doors. Sophie hides the leaflet, and they all exit.

Back in the prison, Else shares that Sophie was questioned for hours. Sophie and Hans both tried to take full blame for their crimes and were indicted. Sophie wore the indictment as a badge of honor, "I didn't know we accomplished so much" she says in awe.

We see Hans, Christl, Willi and Alex printing leaflets. Alex reads a leaflet aloud. Meanwhile we see Gestapo investigators holding leaflets they have found. Robert Mohr investigates the leaflets, and officers say they were found at the University. Mohr instructs the officers to find out if the White Rose is a resistance group. Mohr orders officers to go to every

stationary store as well as to detain anyone who mails a suspicious quantity of anything. Willi reads a leaflet aloud.

Sophie appears, sketching. She shares how much she loves nature and when she was a little girl she would dream of being a flower. Sophie explains that, thinking about something beautiful is a form of rebellion. As Sophie holds up her sketch to the audience, a leaflet falls to the ground, and she excitedly runs off stage.

Back on the officers, they discuss how there are now thousands of leaflets floating around Nazis territories and they have no clue who is writing them. However, they know the writers are educated based on the language, so they turn their attention to the University.

Sophie enters the printing scene with the found leaflet in her hand. She is so excited that she doesn't notice she's walked right into the White Rose printing shop. She looks around, her excitement dulls and she asks Hans why he didn't tell her. She walks to the printing machine and begins to help them print more copies. Everyone gets back to work. Hans begins to read the next published leaflet. One by one group members read leaflets aloud.

## Act 2

Sophie writes to her parents, saying that her thoughts are still free and asks for more writing paper and envelopes. Back in the print shop, things are slowing down and everyone is tired. Meanwhile we hear a voiceover of Nazis responding 'SIEG HEIL' to inciting phrases from Joseph Goebbels (A Nazi minister of propaganda). Hans wakes the tired printing group and urges them to go to class. Hans puts Alex in charge of setting up a secret meeting and Christl brings over envelopes, leaflets and small suitcases. Christl instructs them to sit far away from their bags as possible while on the train-they are traveling to spread leaflets around the country. Christl and Hans exit, and Sophie begins her journey. Sophie is interrogated by an officer and searched. Once the officer leaves, Sophie gets up, passes out leaflets and exits. Officers find the leaflets and chase after Sophie.

Hans and Traute are nervously waiting for a meeting

to begin, and Alex and Professor Huber enter. Hans asks Huber what he thinks of the people who write the leaflets going around the University. Huber assures that he thinks the risk is too great. Hans asks Huber if they should turn the pamphlets into the police, to which Huber says they should do whatever their conscience tells them to do. Huber tries to leave but Hans admits he wouldn't turn them in. This stops Huber. Hans says he would make copies and drop them all over Germany if he could. Huber agrees. Huber agrees to edit the leaflets as long as they don't compromise his own beliefs.

On February 3, 1943, the German army is defeated at Stalingrad, and while Else explains that this is the turning point of the war, Hans suggests that this is an opportune time to publish another leaflet. Huber arrives with a draft of a new leaflet, and the group hurries to get to work. Hans talks about a national resistance group in Berlin and hopes that The White Rose can join them to reach even more people, and he reveals that he has a gun. That night the group paints anti-Nazi graffiti around the city. Sophie hears that the leaflets have been spread to different cities, and the group prepares to distribute the newest leaflet. Before they head to the University to distribute the leaflets, Christl gives Hans a draft he's been working on for a new leaflet.

Mohr is working harder than ever to catch whoever is responsible for the leaflets, meanwhile, Hans and Sophie distribute the newest leaflet at the University, and Huber reads it aloud. Sophie realizes she still has some leaflets left, and rushes to the balcony, Hans chasing her. They throw the remaining leaflets from the balcony, but they are spotted by a custodian, who turns them in. They are arrested, and they go with the officers without resistance, and without looking at the other members of The White Rose, who look on.

At Gestapo headquarters, Hans and Sophie are interrogated separately. They both deny that they are members of The White Rose and pretend not to know anything about the leaflets. As Hans is questioned, the draft that Christl gave him falls to the floor, and Hans quickly tries to destroy it. For three days Hans and Sophie are questioned, and they deny that anyone else was involved. Eventually, the Nazis

connect Christl to the draft, and he is also arrested. Sophie insists that she doesn't know Christl, that her brother had nothing to do with the leaflets, that it was all her. Else shares tea and cookies with Sophie.

On the day of Sophie's trial, she writes a note on the back of her indictment, while Else promises to write to Sophie's parents. During her trial Sophie speaks out against the Nazis, not regretting her actions. All three are sentenced to death. Hans and Sophie are permitted to say goodbye to their parents, and the three prisoners share a cigarette. One by one they are beheaded by guillotine.

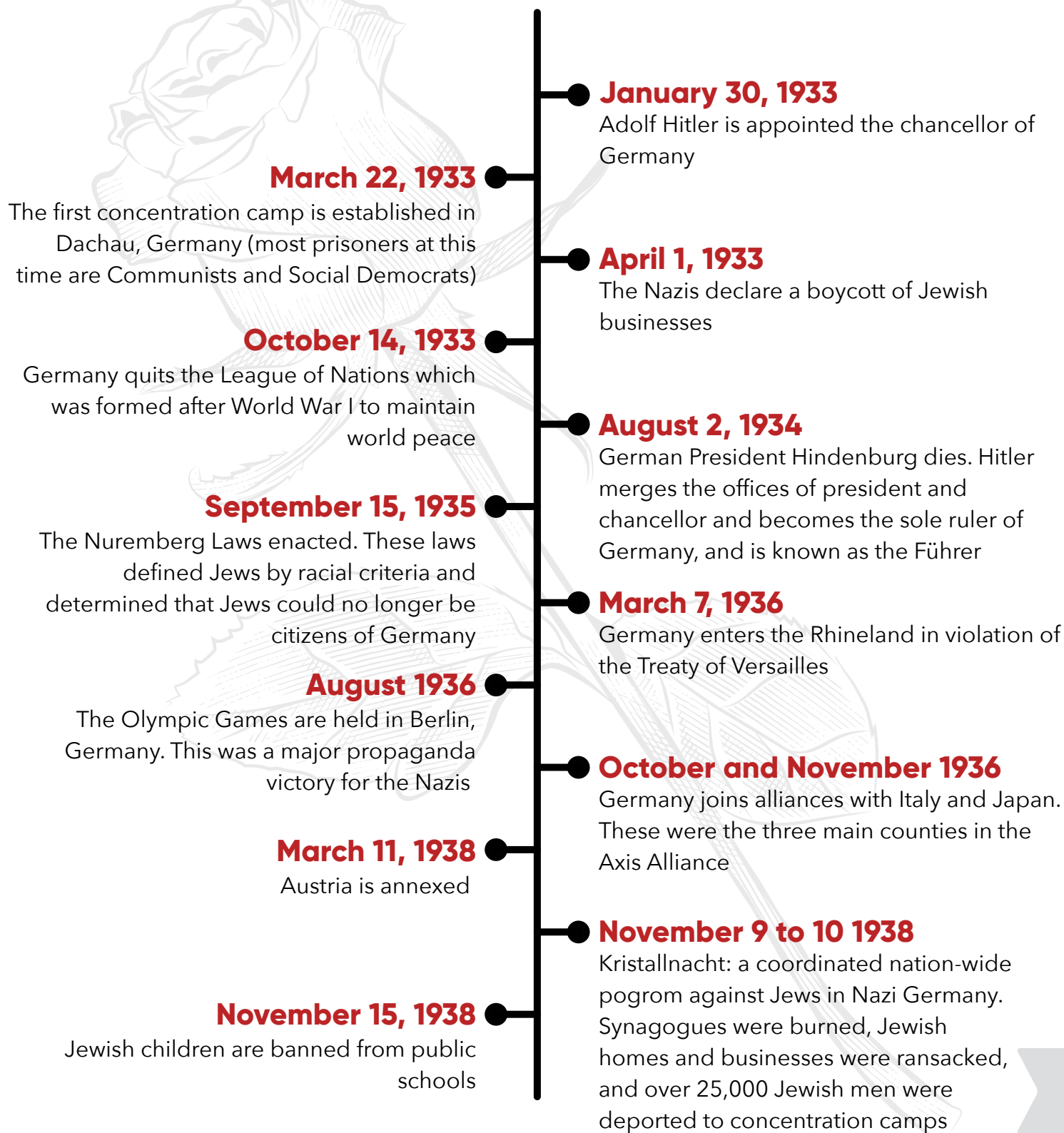
Else explains the aftermath; how Alex, Huber and Willi were also caught and beheaded, how the custodian who turned them in was rewarded, and how the leaflets continued to spread until they reached Switzerland and Sweden, until they were dropped by allied planes all over Germany. We see Mr. and Mrs. Scholl reading the letter from Else.



# HOLOCAUST TIMELINE

## RESOURCED FROM: ECHOES & REFLECTIONS

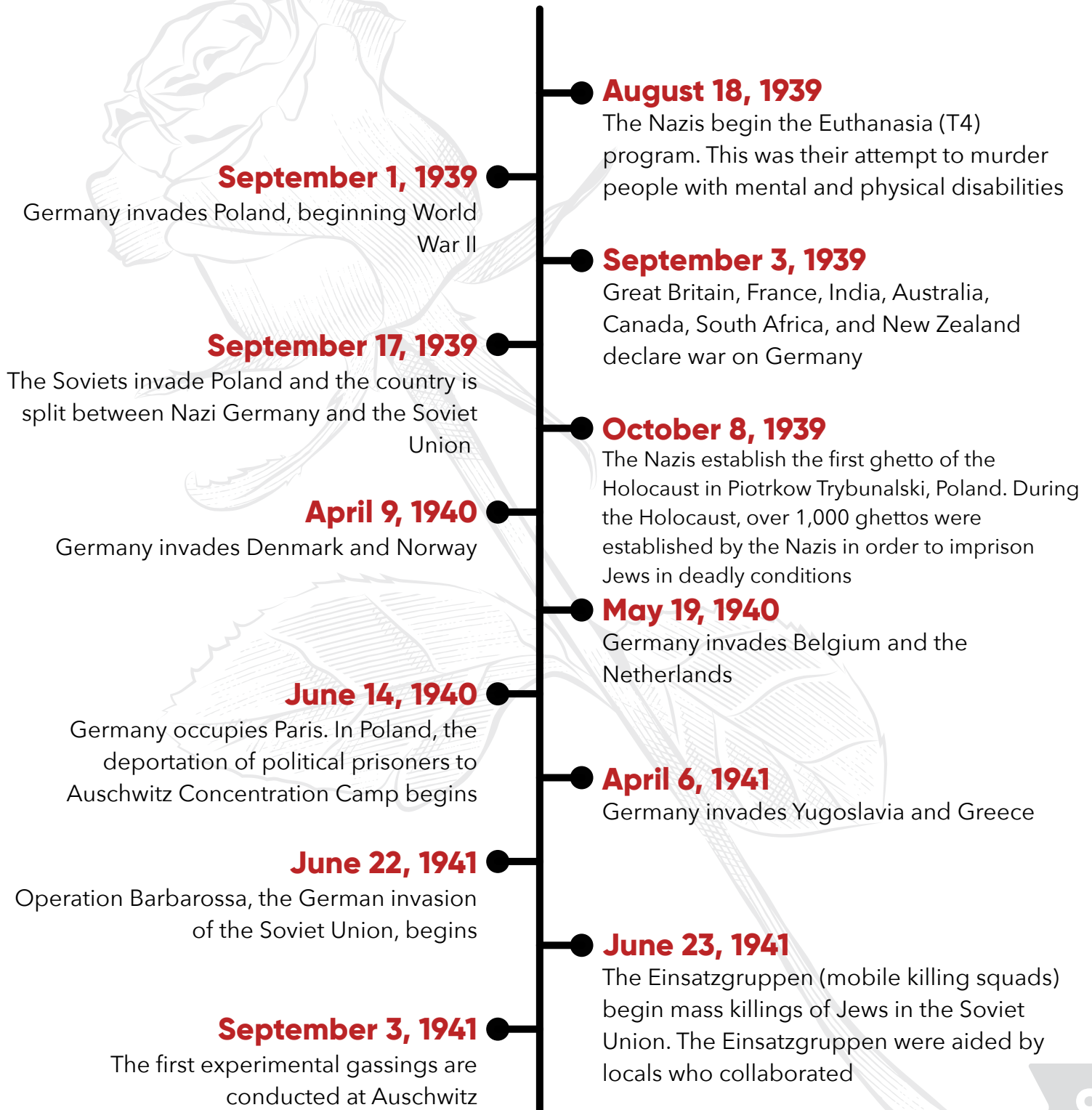
Timeline created using resources from <https://timelineoftheholocaust.org/>. Please visit their website for a more in-depth look.



# HOLOCAUST TIMELINE

## CONTINUED

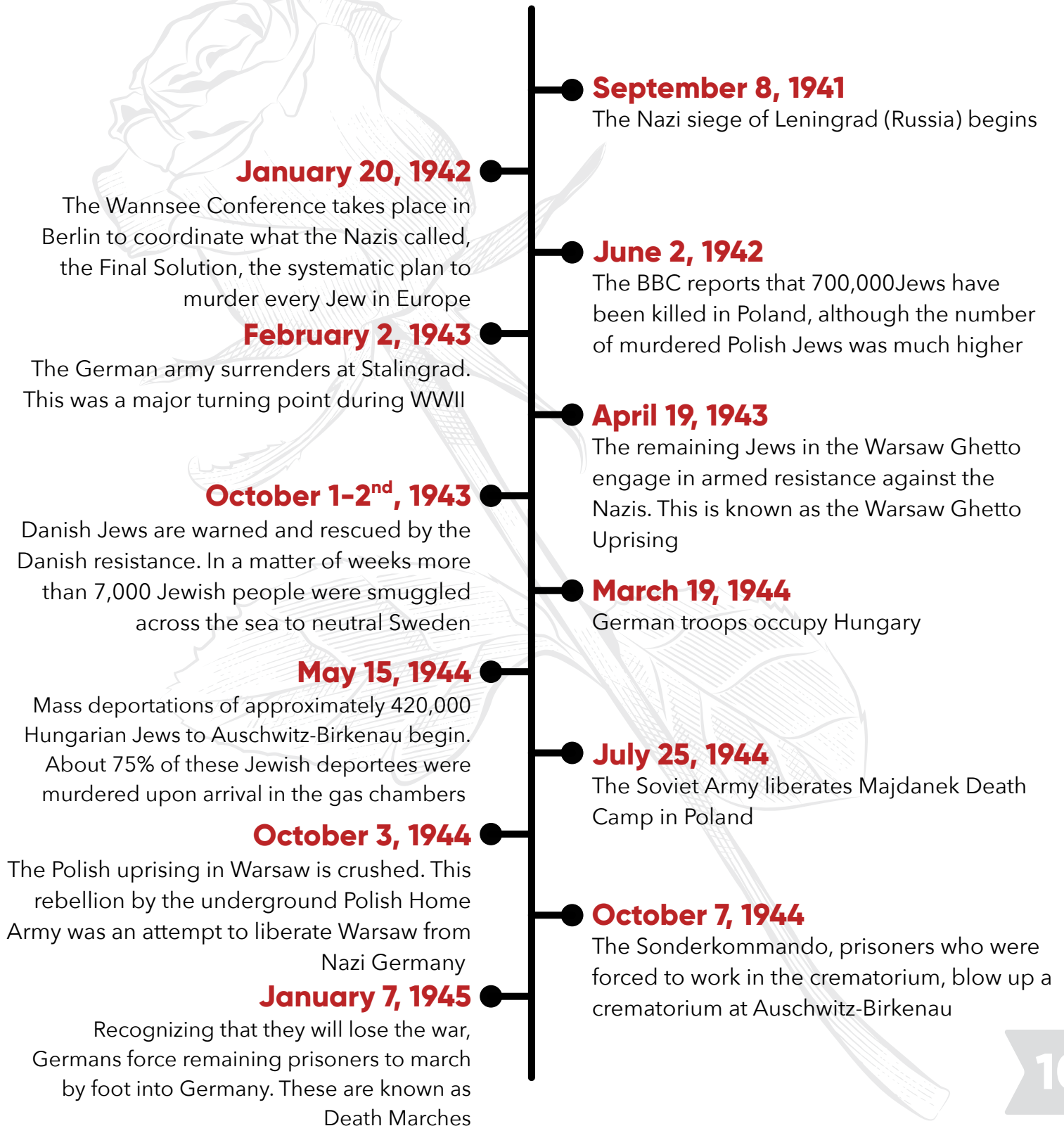
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# HOLOCAUST TIMELINE

## CONTINUED

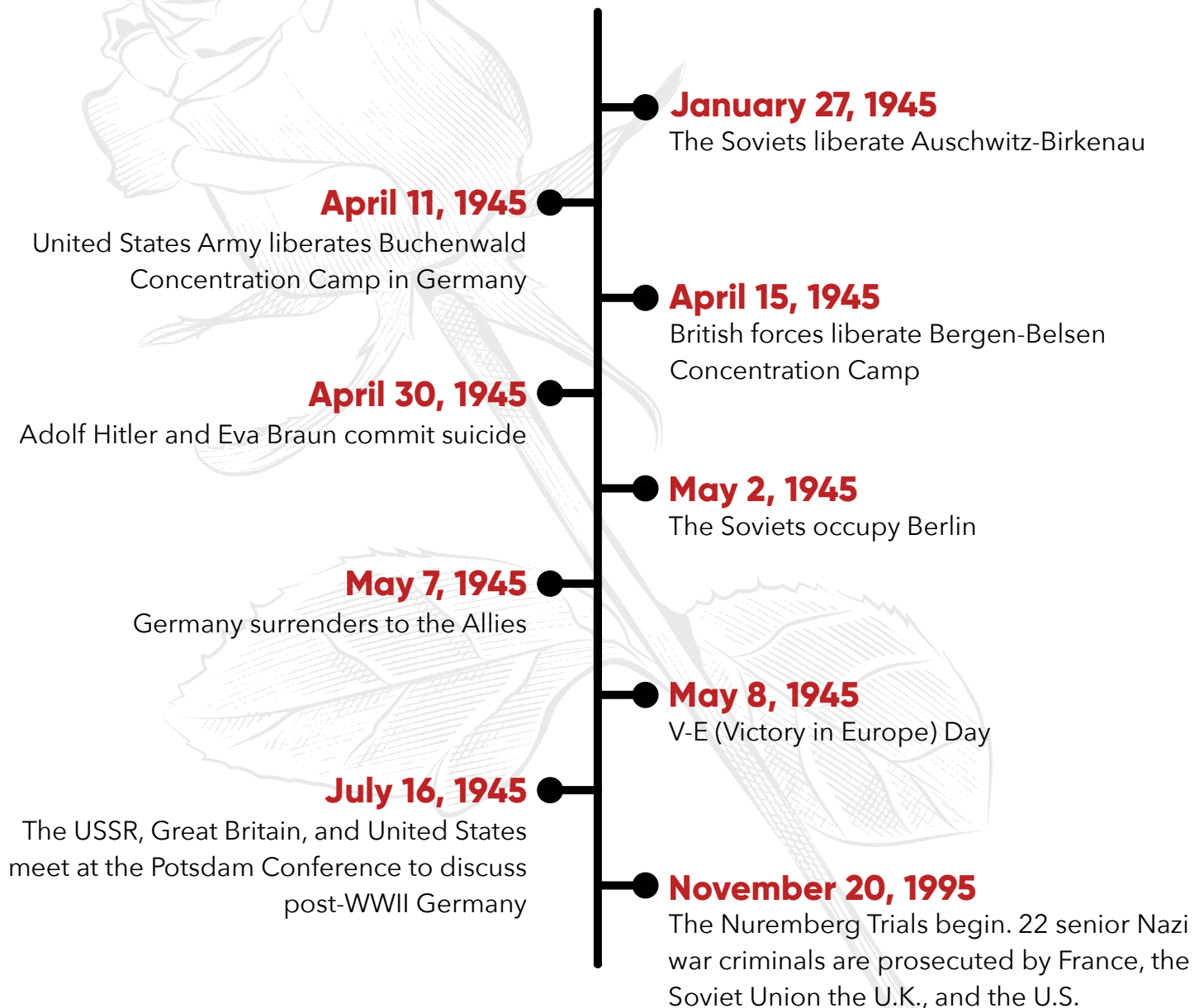
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# HOLOCAUST TIMELINE

## CONTINUED

Timeline created using resources from <https://timelineoftheholocaust.org/>. Please visit their website for a more in-depth look.



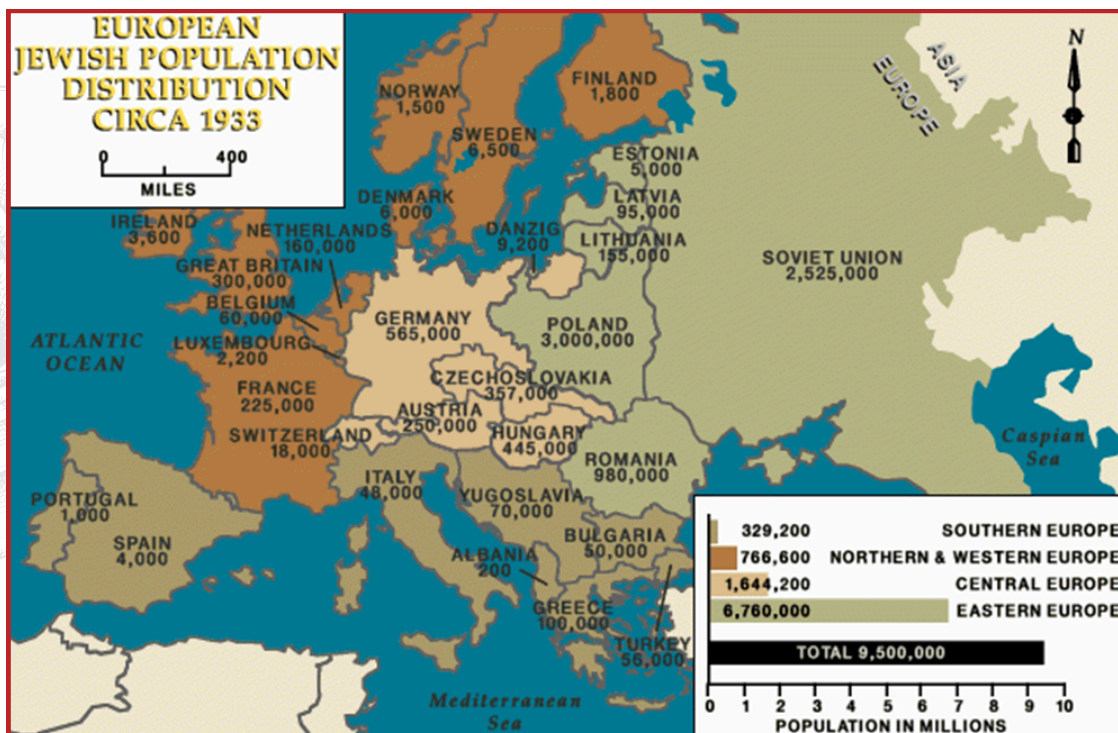
# MAPPING THE HOLOCAUST

## A VISUAL AID

These maps provide information about various aspects of the Holocaust. Take a look at them to get a visual understanding of where the Holocaust took place, and how it impacted different countries and regions.

Maps taken from: <https://encyclopedia.ushmm.org/content/en/gallery/the-holocaust-maps>.

More information can be found on their site.



# MAPPING THE HOLOCAUST CONTINUED

Maps taken from: <https://encyclopedia.ushmm.org/content/en/gallery/the-holocaust-maps>.  
More information can be found on their site.



Please Note: This is not a complete list. For more information please visit:  
<https://encyclopedia.ushmm.org/content/en/gallery/the-holocaust-maps>

# MAPPING THE HOLOCAUST

## CONTINUED

Maps taken from: <https://encyclopedia.ushmm.org/content/en/gallery/the-holocaust-maps>.  
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# MAPPING THE HOLOCAUST

## CONTINUED

Maps taken from: <https://encyclopedia.ushmm.org/content/en/gallery/the-holocaust-maps>.  
More information can be found on their site.



# PRESHOW QUESTIONS

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1. Have you heard of Sophie and Hans Scholl and the White Rose? What do you know about them? How do you think their story will be told onstage?

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2. Hans, Sophie, and most of the other characters in The Rose of Treason are based on real people. How do you think the actors prepared to play fictionalized versions of real people?

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3. What does the word courage mean? Who do you know who is courageous? When have you had to be courageous?

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# VIOLINS OF HOPE

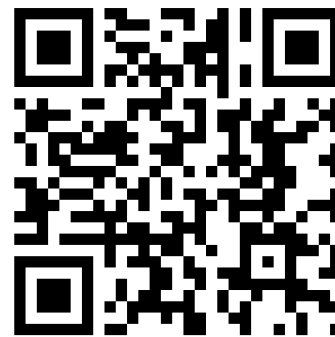
PRESENTED BY MILWAUKEE YOUTH SYMPHONY ORCHESTRA

First Stage is proud to be a part of Violins of Hope Wisconsin presented by the Milwaukee Youth Symphony Orchestra (MYSO). You can see one of the instruments on display in the lobby before each public performance of Rose of Treason. Visit the Violins of Hope Wisconsin website to learn about more opportunities to learn more about the project, and to find out what experiences and events other community partners are offering.

Art, specifically music, was used as a tool by the Nazis to control Jewish people, and to hide the atrocious conditions and inhumane treatment that Jewish people experienced in ghettos and forced labor and extermination camps. But art and music were also a source of hope and joy for Jewish people when they were able to engage with it on their own terms. To learn more about music during the Holocaust please visit the Music and the Holocaust website.

## Violins of Hope Wisconsin

Presented by  
Milwaukee Youth  
Symphony Orchestra (MYSO)



# EXTENDED METAPHOR

## AN ELA ACTIVITY

“ Oh God... I just had an amazing dream. It was this gorgeous day, the sun was shining, and I had a tiny baby in my arms...”

In the above quote from the play, Sophie is describing a dream that she had the night before she was to be executed. Even though this was an actual dream that she recounted to her cellmate, Else, this dream is a phenomenal example of how Sophie uses extended metaphors and descriptive language to express how she feels about the state of the world around her throughout the play. Extended metaphors are a type of metaphor that lasts longer than a sentence—oftentimes they last at least a paragraph—and they are often used in writing to help uncover hidden emotional truths or communicate topics that may be too challenging to express literally.

Let's explore extended metaphors by writing our own. The steps on the next page will guide you through how to write your extended metaphor. Reminder: a metaphor is a comparison between two different things without using “like” or “as” (ie: she was a tornado, the world is a stage, the sky was filled with clouds of cotton)

### **YOUR TURN!**

#### **Pick a Topic**

Find a topic that you care about. This could be a place you love, a problem you are passionate about, or a person that is important to you.

# EXTENDED METAPHOR

## AN ELA ACTIVITY: CONTINUED

### Free Write

In the space below, write out your initial thoughts and feelings about your topic.

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In the space below, make a list of all of the things that remind you of your topic

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Of your list, circle or highlight in different colors all of the things that seem to go together. Do they all belong in nature? Are they all food related? Are they all the same color? Pick two or three things from your list and describe how they are similar to your topic and any important emotions that come to mind.

- 1.) \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2.) \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3.) \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Create Your Extended Metaphor

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# PRINT MAKING

## A STEM ACTIVITY

The White Rose resistance group used a duplicating machine or a 'mimeograph' to create copies of the White Rose pamphlets they distributed. The mimeograph was invented in the 1890's by Thomas Edison and the A.B Dick Company. It is believed that the White Rose typed their pamphlets first then ran their typed articles through the mimeograph to make copies quickly. In this activity, you will be making your own print! Your task is to design a logo for the White Rose Society. Mimeographs are a bit outdated though and using a regular modern printer is too easy; so, you will be doing your own printing using everyday crafting items!



Photo taken from the International Printing Museum  
<https://www.printmuseum.org/blog-3/history-of-the-mimeograph>

### MATERIALS

- Foam Crafting Paper
- Paper
- Pen/Writing Utensil
- Scissors
- Paint
- Paint Brush



# PRINT MAKING

## A STEM ACTIVITY: CONTINUED

### DIRECTIONS

1. Using your pen, create your White Rose Society logo design on your crafting foam paper. Be sure to go over your lines a few times to create deep lines so that your design shows up once printed.



2. Cut out your logo design, make sure to keep your extra foam paper for more designs later!

3. Use your brush to evenly distribute your paint then cover your design in a very thin layer. Try not to fill the crevices you've made with your pen, those lines are what will appear in your print to create your logo.

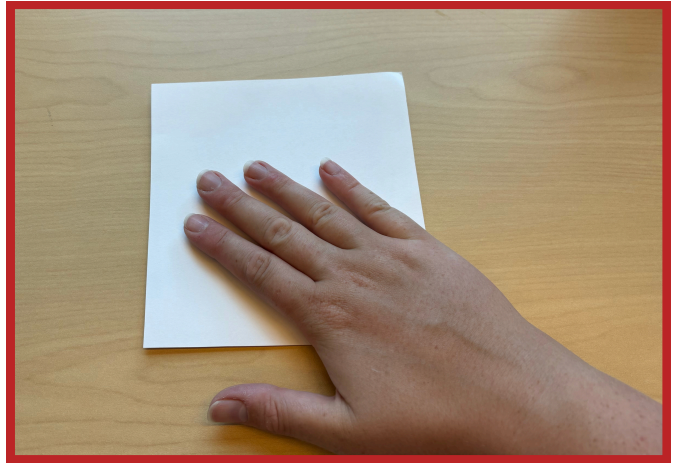


# DIY MIMEOGRAPH

## A STEM ACTIVITY: CONTINUED

### DIRECTIONS CONTINUED

4. Grab your paper and place it on top of your print and firmly press down to transfer the paint.



5. Slowly peel off your paper, revealing your beautiful logo!



You can create prints that cover entire pieces of paper or make smaller designs and cut them out to make collages.



# DRAMATURGY

## TECH/THEATER ACTIVITY

When looking at the production team for *The Rose of Treason*, you may notice there is a role that isn't typically found on First Stage's production teams: a dramaturg. Not every production—or every theatre for that matter—uses dramaturgs, but they play an important role for shows like *The Rose of Treason*. Take a look at the information below to learn more and experience dramaturgs what do!

### What is a Dramaturg



The dramaturg's role in the production is to act as the expert for the play. They work closely with the director to gather research that is relevant to the play. This often includes historical, cultural, geographic, and theatrical research. This also involves being an expert on the plot of the play and why the action in the play proceeds the way it does. Dramaturgs also have to be able to communicate what they've been working on to the cast, design team, and audience in ways that are meaningful to each group. What the cast needs to know may not include what the design team needs to know, and what the audience needs to know may be the same (or different!) but may need to be shared in an entirely different way!

### What does a Dramaturg's job look like throughout a production



Before the start of rehearsal and before actors have even auditioned, dramaturgs are already busy at work. Months before the start of rehearsal, they are starting to familiarize themselves with their script and creating a list of research questions. They are also, at this point, beginning to ask themselves: Why are we doing this show? And why right now? This initial work can be incredibly helpful when the dramaturg and director first sit down as it can key them into how the audience might react. This then can help steer the production towards or away from certain reactions.

# DRAMATURGY

## TECH/THEATER ACTIVITY: CONTINUED

### Your turn!

Pick a story you already know or want to learn more about. This could be a children's book, a novel, and episode from a TV series, play/musical, or movie! We recommend a children's book if you just want to dip your toes into dramaturgy, but it's much more fun if you pick a story you're passionate about. Read or watch the story you've picked and, as you go through the story, write down your honest reactions, any connections you make, new words or people you might not know, any questions that come to mind, and anything you feel requires research—such as things that require historical or cultural accuracies.

Once the dramaturg has completed their initial read-through of the script and has gathered their list of research questions, it's time to start digging into the research. An important part of this step is to be curious. Perhaps, as they're reading a non-fiction book on a subject in the play, they find something that wasn't specifically mentioned in the play but might be helpful. Dramaturgs will add a note to their research list to read further into the topic. Much of this stage for dramaturgs is just letting them go down a rabbit-hole of information and seeing what connections they can make.

### Your turn!

Grab a timer and your research list and either head to the library or pull up your favorite search engine online. Set your timer for one hour and try to get as deep into your research list as possible. Once the timer is up, feel free to reset it if you found yourself deep in an interesting rabbit-hole, or head onto the next step. An hour is only a microscopic amount of the time a dramaturg spends at this point. Some dramaturgs can spend a whole day looking into one subject on their research list, and these lists can be pages long.

As dramaturgs continue their research, they begin to work more closely with the director. During this time, the two roles start to share research and opinions on how to best portray the story in the play. This when they also work together to answer the question that the dramaturg posed early of "Why this play and why right now?" These conversations help the director to create a concept or a driving thought or argument behind their production.

# DRAMATURGY

## TECH/THEATER ACTIVITY: CONTINUED

### Your turn!

Grab some paper, a pencil, and your timer. Set your timer for 5 minutes and free write all of your ideas for why the story you picked is important right now and why people should read or watch it.

After a concept or thought has been established for the production, the dramaturg needs to consider what information is important for each member of the production and how they are going to share that information. This part of their job is similar to book reports and presentations you do for school! Dramaturgs sometimes create small presentations to share with the production team to give a general overview of their work. This information then is added to each production team member's own individual research to help unify the work they will be doing.

How dramaturgs present their research to actors is where things can get interesting. Typically, dramaturgs create something called an "actor packet". These packets are physical or digital documents filled with parts of the dramaturgs research that are critical to the actors' roles and the given circumstances of the play. Actor packets can be convenient resources for actors to refer to at any time to learn more about their role or the show. Sometimes, dramaturgs can create a more interactive presentation to allow the actors to experience what is happening in the show. This may not be appropriate for every play—such as plays with heavy subject matter like *The Rose of Treason*—but for plays that have a more whimsical nature to them, this can help actors dive into the work more easily. This interactive element could take the shape of playing a boardgame the dramaturg designed, participating in an event or competition that might be featured in the play, or bringing in snacks that are based on or found in the play.

Sometimes, dramaturgs are also responsible for enriching the audience's experience of the show. This could take the form of a display in the lobby, activities for the audience to do before and after the show, or a pre or post show talkback. These experiences can help the audience learn some of the important information that the dramaturg found. It can also inform or influence how the audience might engage with the play. While First Stage doesn't always have an official dramaturg, our Education Department is always working to create ways for our audiences to interact with a show before and after the performances—just like dramaturgs do! Feel free to take a look at the Enrichment Guides for the rest of the shows in this season, check out the lobby experiences for shows like *The Pigeon Gets a Big-Time Holiday Extravaganza* or *Lovabye Dragon*, or encourage your teachers at school to head to the "Schools & Educators" tab on the First Stage website for how our teaching artists can enhance the experience in their classrooms!

# DRAMATURGY

## TECH/THEATER ACTIVITY: CONTINUED

## Your turn!

Pick one of the following ways that dramaturgs communicate their research and create an interesting and informative way to share your research with your friends, family, or classmates: presentation, actor packet, interactive activity, or display.

## My Dramaturgy Notes:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook. There is no handwriting or other markings on the page.

# POSTSHOW QUESTIONS

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1. There are conflicting ideas of how the White Rose came up with the name of their group. Why do you think they chose the name White Rose? What do you think a white rose symbolizes?

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2. As children Hans and Sophie Scholl were a part of Nazi youth organizations, despite their parent's opposition to the Nazi party's ideas. Why do you think Hans and Sophie decided to join those organizations? How do you think that experience shaped Hans and Sophie as they got older and began to resist the Nazi regime?

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# POSTSHOW QUESTIONS

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4. The last word that Sophie wrote was the German word, "Freiheit" (pronounced fry-height), which means freedom. Why do you think she wrote that word? What is the significance of Sophie using her last moments of life to write "freedom"?

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5. What do you think the message of The Rose of Treason is? How would you explain that message to a friend?

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WORD	DEFINITION
<b>Antisemitism</b>	Hatred toward anyone who is Jewish, identifies as Jewish, is perceived as Jewish, or belongs to a Jewish household, regardless of an individual's self-identification within the Jewish community. . This can include harmful words, actions, or laws, and it has existed for a long time in many parts of the world.
<b>"Arbeit Macht Frei"</b>	"Arbeit Macht Frei" means "Work Makes You Free" in German. The Nazis put this phrase on the gates of Auschwitz and other concentration camps to fool prisoners. It made it seem like if they worked hard, they might earn their freedom, but that was a lie. The phrase was part of the Nazis' cruel plan to control and deceive people.
<b>Aryan</b>	This was a word the Nazis used to describe people they believed were part of a "perfect" or "master" race. They especially meant white people with features like blonde hair and blue eyes. The Nazis wrongly thought these people were better than everyone else, and they used that false belief to treat others (especially Jews, Roma, and others) unfairly and violently.
<b>Concentration Camp</b>	A place where the Nazis sent people they viewed as "enemies." This included Jews, Roma and Sinti, Poles, Jehovah's Witnesses, LGBTQIA+ people, and anyone who spoke out against them. These camps were not prisons for people who broke laws. They were meant to punish, control, and often destroy entire groups of people the Nazis hated.
<b>Death March</b>	Near the end of the Holocaust, the Nazis forced prisoners to walk long distances in terrible conditions. These marches were meant to move people from one camp to another, but many didn't survive because of the freezing weather, lack of food, and brutal treatment along the way.
<b>Deportation</b>	When someone is forced to leave their home and taken somewhere else, usually by the government. During the Holocaust, Jews and other targeted groups were deported by the Nazis to ghettos, concentration camps, or killing centers, often by train and against their will.
<b>Displaced Persons' Camp</b>	After World War II, many people had no homes to return to because of the Holocaust. These special camps were set up to give survivors and other refugees a temporary place to live while they tried to find family, rebuild their lives, or move to a new country.
<b>Einsatzgruppen</b>	These were Nazi "mobile killing units" that followed the German army during World War II. Their job was to hunt down and murder Jews and other targeted groups, often by shooting large groups of people and burying them in mass graves.
<b>Facism</b>	A form of government where one leader or group has total power, and everyone is expected to obey without question. People aren't allowed to speak out, and anyone who disagrees can be punished. Under fascism, the government controls many parts of life, often through fear and violence.

WORD	DEFINITION
<b>"Final Solution"</b>	This was the Nazi code for the murder of all European Jews.
<b>Genocide</b>	The planned and organized killing of an entire group of people because of their race, religion, culture, or beliefs.
<b>Gentile</b>	A person who is not Jewish. The term is often used to refer to Christians or anyone who doesn't follow the Jewish faith.
<b>Gestapo</b>	The Gestapo was the Nazi secret police. Their full name in German was <i>Geheime Staatspolizei</i> . They had total power and could arrest anyone without warning or a reason. People were terrified of them because they spied, tortured, and sent many to concentration camps.
<b>Ghetto</b>	During the Holocaust, ghettos were small, crowded areas in a city where Jews were forced to live, separated from the rest of the population. The Nazis used ghettos to control, isolate, and weaken Jewish communities before sending many people to concentration and death camps.
<b>Kapo</b>	A prisoner in a concentration camp who was chosen by the Nazis to be in charge of other prisoners, usually during forced labor.
<b>Killing Centers</b>	Also called "death camps" or "extermination camps," these were places the Nazis built to murder large numbers of people, mostly Jews, as quickly as possible. Unlike concentration camps, which also used prisoners for forced labor, killing centers were designed mainly to kill, often using gas chambers.
<b>Kindertransport (Children's Transport)</b>	This was a rescue mission that took place from 1938 to 1940. It helped thousands of mostly Jewish children escape from Nazi-controlled areas and brought them safely to Great Britain. Many had to leave their families behind, not knowing if they'd ever see them again.
<b>Kristallnacht</b>	A German word meaning "night of broken glass." On November 9–10, 1938, mobs attacked Jewish homes, businesses, and synagogues all across Germany. Windows were smashed, buildings were burned, and thousands of Jews were arrested or killed. It was a violent turning point that showed how dangerous life had become for Jews under Nazi rule.
<b>Nazi</b>	Short for the National Socialist German Workers' Party, this was Adolf Hitler's political party.
<b>Nuremberg Laws</b>	These were two major laws passed in Nazi Germany in 1935 that took away basic rights from Jewish people. The laws said Jews could no longer be German citizens and weren't allowed to marry or date non-Jewish Germans. These unfair rules were part of the Nazis' plan to separate, isolate, and hurt Jewish people.

WORD	DEFINITION
<b>Orthodox</b>	A branch of Judaism that focuses on keeping traditional Jewish beliefs, customs, and religious practices. Orthodox Jews often follow strict rules about things like prayer, food, and holidays to stay connected to their faith and heritage.
<b>Partisan</b>	A person who fought back against the Nazis, often in secret. Partisans were part of resistance groups that hid in forests or worked underground to sabotage the Nazis, rescue people, and fight for freedom, often while risking their lives.
<b>Pogrom</b>	A violent attack against Jewish people, often involving riots, looting, and even murder. These attacks were usually organized and sometimes encouraged or allowed by leaders in power, like the government or religious authorities. Pogroms happened in different places long before the Holocaust and were part of a long history of antisemitism.
<b>Propaganda</b>	Information that's often false or misleading, spread to make people believe a certain idea. During the Holocaust, the Nazis used propaganda like posters, films, and speeches to turn people against Jews and gain support for their hateful actions.
<b>Red Army</b>	The name for the army of the Soviet Union (now Russia and other countries).
<b>“Resettlement”</b>	A word the Nazis used to hide what they were really doing. They told Jews they were being “resettled” to new homes or jobs, but in reality, this often meant being deported to ghettos, concentration camps, or killing centers. It was a way to trick people and cover up the truth about the Holocaust.
<b>SS</b>	Short for <i>Schutzstaffel</i> , which means “Protective Squad” in German, the SS started as Hitler’s personal bodyguards. But it grew into one of the most powerful and feared groups in Nazi Germany. The SS ran the concentration and death camps and was responsible for many of the worst crimes during the Holocaust.
<b>Star of David</b>	A six-pointed star that is a symbol of the Jewish faith. During the Holocaust, the Nazis forced Jews to wear a yellow Star of David on their clothing so they could be easily identified, separated from others, and targeted for discrimination and violence.
<b>Synagogue</b>	A place where Jewish people gather to pray, learn, and come together as a community. It’s similar to a church or mosque, but for followers of the Jewish faith.
<b>Third Reich</b>	“Reich” means “empire” in German. The Third Reich was what the Nazis called their government when they were in power from 1933 to 1945 under Adolf Hitler.

<b>Weimar Republic</b>	The democratic government that ruled Germany from 1919 to 1933, after the German Empire ended and before the Nazis took control. It was a time of big changes, struggles, and unrest, which helped create the conditions that allowed Hitler to rise to power.
<b>Yiddish</b>	A language that was spoken by many Jewish people in Central and Eastern Europe before the Holocaust. It's a mix of German, Hebrew, and some other languages, and was used in everyday life, stories, songs, and culture.
<b>Yom HaShoah</b>	Also called Holocaust Memorial Day, this is a day to remember the six million Jews who were murdered during the Holocaust. It takes place each year around the date of the Warsaw Ghetto Uprising, which began on April 19, 1943, when Jewish fighters stood up against the Nazis.



# The Real People of The Rose of Treason

## Sophie Scholl

**[...] The Nazis hate it—anything creative, anything that encourages thought, anything of grace is a form of resistance. So you see... a flower can be extremely subversive.**

Sophie Scholl, even though she wasn't a founding member, played an integral role in the White Rose's work. As a kid, Sophie was a devoted member of the Bund Deutscher Mädel--a Nazi youth group for young girls. After the arrest of her siblings in 1937, Sophie began to put into question the Nazi values that she was taught as a child. Prior to attending university, Sophie, like many seeking further education, was required to serve time with the Reichsarbeitsdienst, or the National Labor Service. During this time, her doubts against the Nazi regime grew. In 1942, Sophie moved to Munich to study biology and philosophy. While there, she became exposed to the writings of the White Rose. Once she discovered that the White Rose was made up of her brother and his friends, she demanded to join.

## Hans Scholl

**Now. Don't you see? Stalingrad's just the first. Everyone knows an invasion is coming—we all know that. Now's the time to get people on our side.**

Hans Scholl was one of the founding members of the White Rose, and was Sophie's older brother. As a child, he had been a devout member of the Hitler Youth. As he grew up, though, he quickly became disillusioned with the youth group and the Nazi regime after the Gestapo investigated and convicted him of crimes in 1937. Hans began studying medicine at the University of Munich in 1939. During his deployments to the French front and the front in Russia, Hans met fellow members of the White Rose Alexander Schmorell and Willi Graf. Between these deployments, Hans and the White Rose began to distribute leaflets.

## Alexander Schmorell

**"Sleep? We could be sent to the front tomorrow. Sleep when the war's over."**

Alexander Schmorell was one of the founding members of the White Rose. As a child, he followed a very similar path to Hans and Sophie. Alex joined a Nazi youth group during his childhood, but later rejected the beliefs of the party during his military service. During his second deployment into the 2<sup>nd</sup> Student Company of the Army Medical Squadron, he met Hans and Willi Graf, another founding member of the White Rose. Soon after, the group began writing the first four White Rose leaflets. After Hans and Sophie's arrest, Alex attempted to escape, but was immediately arrested upon his return to Munich on February 24, 1943.

# The Real People of The Rose of Treason

## Christoph Probst

**“I wish everybody would just settle down for a second! Just settle down and think about what we’re doing. We’re going too fast.”**

Christoph “Christl” Probst was close friends with Alexander Schmorell prior to joining the White Rose. Though he wasn’t a founding member of the White Rose, Alex introduced Christl to Hans in the summer of 1942. Soon after, he became actively involved in writing the leaflets. One of the draft leaflets that Christl wrote had been found in Hans’s jacket after he was arrested.

## Else Gebel

**“What you did was not in vain.”**

Else Gebel was Sophie Scholl’s cellmate during her imprisonment by the Gestapo. Else was imprisoned for one year and four months because of her work as a messenger between a communist organization in Berlin and a Munich organization. The reason we know what happened to Sophie between her arrest by the Gestapo and her execution is because of Else. After Sophie’s execution, Else wrote an extensive letter to Sophie’s parents that detailed the events.

## Robert Mohr

**“Everything’s a crisis these days.”**

Robert Mohr was the head of the special commission investigating the White Rose. He was assigned as Sophie’s case worker after her arrest by the Gestapo and conducted her interrogations. Else Gebel describes him as “one of the few sympathetic caseworkers”. During his investigations of Sophie, he tried every avenue he could to save Sophie from execution. In the hour leading up to Sophie’s execution, he spoke highly of Sophie and grieved for her.

# The Real People of The Rose of Treason

## Professor Kurt Huber

**“I think your grammar is atrocious and you use far too many superlatives. They need editing.”**

Professor Kurt Huber, while a professor of philosophy in The Rose of Treason, was actually a professor of folk music at the University of Munich. Huber was never fully committed to the fascist agenda of the Nazi party—in fact he was considered outspoken with his skepticism regarding the Nazi party—but, in 1940 he joined the Nazi party. As he heard stories from students who served on the front in Russia, he began to delve further into his anti-Nazi sentiments until he inevitably joined the White Rose.

## Robert Scholl

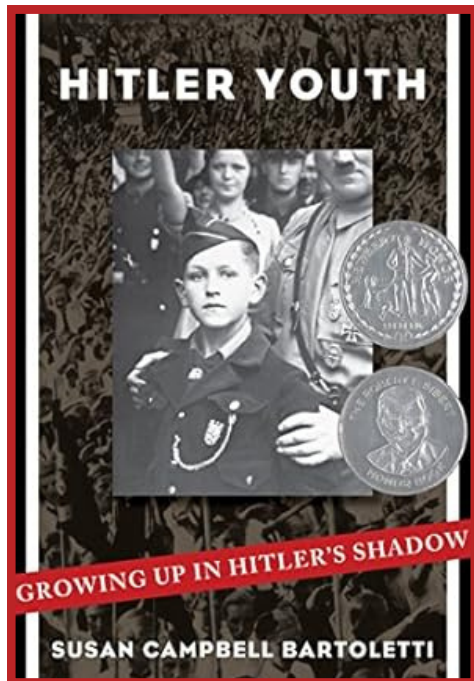
**“Don’t believe everything they teach you. Don’t forget who you are. Just... do what’s right—but be careful. Thoughts are free. They can’t take away your thoughts.”**

Robert Scholl was Sophie and Hans’s father. During their youth, he was vocal about his fears towards the growth of Nazism and his children’s involvement in Nazi youth groups. He worked tirelessly to instill into Hans and Sophie the importance of open and honest conversation, especially about the political events happening in Germany.

Works Cited:

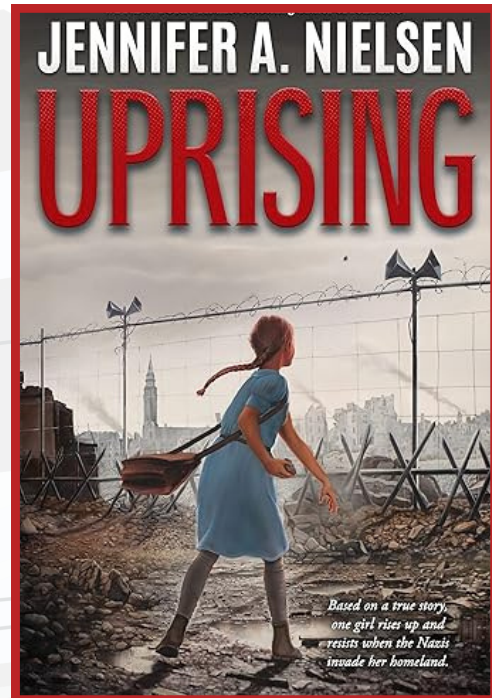
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## **HITLER YOUTH: GROWING UP IN HITLER'S SHADOW**

by Susan Campbell  
Bartoletti



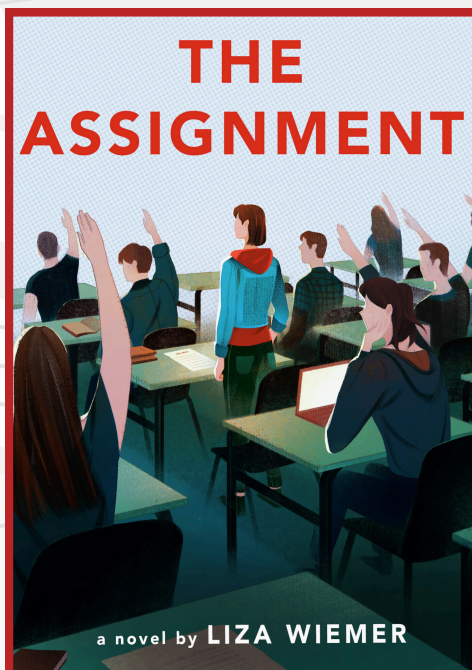
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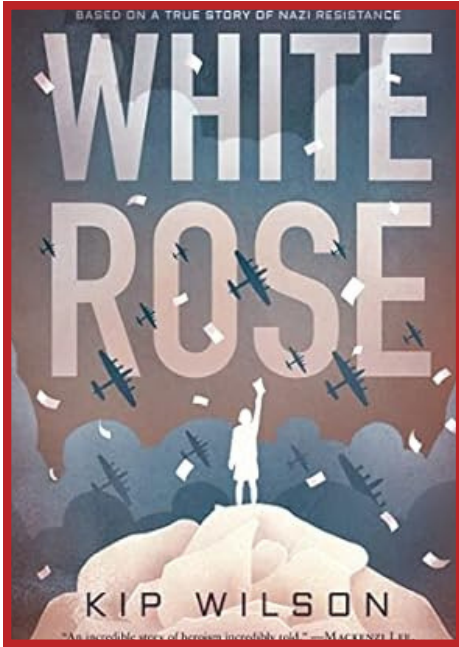
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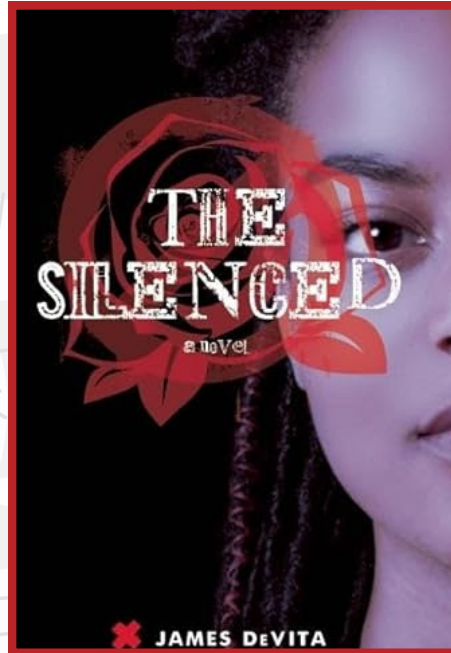
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# RECOMMENDED READING BOOKS FOR YOUNG ADULTS



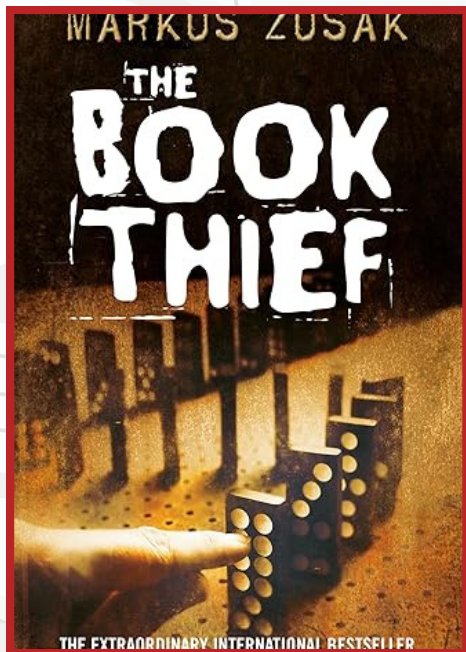
**WHITE ROSE**  
by Kip Wilson



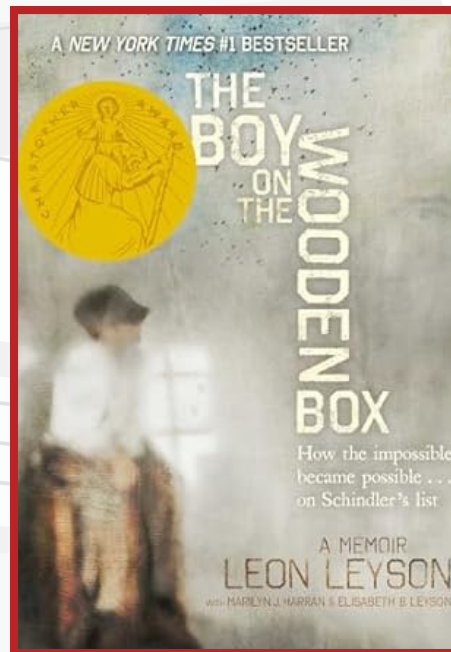
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