

7th Humanities

Packet Planner

Distance Learning

April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 I-Ready Close Reading	2 I-Ready Close Reading	3 I-Ready Close Reading	4
5	6 Warm Up: G7.Q2.W6 Close Read: <i>Introduction to the Holocaust</i> Homework: Q2:6	7 Warm Up: G7.Q2.W6 Close Read: <i>Learning About the Holocaust</i> Homework: Q2:6	8 Warm Up: G7.Q2.W6 Close Read: <i>Jewish Refugees on the St. Luis</i> Homework: Q2:6	9 Warm Up: G7.Q2.W6 Close Read: <i>The Perils of Indifference</i> Homework: Q2:6	10 Video #1 Journal Prompt 1	11
12	13 Warm Up: G7.Q2.W7 Close Read: <i>Anti-Jewish Legislation</i> Homework: Q2:7	14 Warm Up: G7.Q2.W7 Close Read: <i>First They Came</i> Homework: Q2:7	15 Warm Up: G7.Q2.W7 Close Read: <i>Nazi Germany 'Euthanasia' Program</i> Homework: Q2:7	16 Warm Up: G7.Q2.W7 Close Read: <i>Auschwitz</i> Homework: Q2:7	17 Video #2 Journal Prompt 2	18
19	20 Warm Up: G7.Q2.W8 Close Read: <i>Liberation of Nazi Concentration...</i> Homework: Q2:8	21 Warm Up: G7.Q2.W8 Close Read: <i>Who Was Anne Frank?</i> Homework: Q2:8	22 Warm Up: G7.Q2.W8 Close Read: <i>Woman Who Helped Anne Frank...</i> Homework: Q2:8	23 Warm Up: G7.Q2.W8 Close Read: <i>Seven Decades on, Anne Frank...</i> Homework: Q2:8	24 Video #3 Journal Prompt 3	25
26	27 Warm Up: G7.Q2.W9 Close Read: <i>The Little Girl Who Would Not Work</i> Homework: Q2:9	28 Warm Up: G7.Q2.W9 Close Read: <i>Do What You Can</i> Homework: Q2:9	29 Warm Up: G7.Q2.W9 Close Read: <i>The Rose that Grew from...</i> Homework: Q2:9	30 Warm Up: G7.Q2.W9 Close Read: <i>A Quick Note on Getting...</i> Homework: Q2:9	May 1 Video #3 Journal Prompt 3	

Hello Friends,

Thank you for all of the patience and perseverance you have shown during this difficult transition. Although we are facing difficult times, I will be providing you with the resources you need to continue to learn and grow while the school building is closed. As always, this opportunity is yours for the taking. It is your responsibility to use your time wisely and make the most of every day. The expectation is the same now as it has been all school year: **You are responsible for your own learning.** I will be here to answer questions and give you feedback, but it's up to you to do the work and do your best.

Daily Agenda:

You will spend about 1 hour working on Humanities assignments each day. Try to find a quiet space, and set a timer to keep yourself accountable.

1. Warm Up – Complete our usual language review warm up
2. I-Ready – You should be completing one teacher assigned lesson on I-Ready each day
3. Close Reading – Read the CommonLit Article assigned for that day (As seen on Packet Planner)
4. Homework – Complete our usual reading comprehension homework assignment

Notes:

- Friday's – I have assigned YouTube videos for you to watch and write about. The journal prompt can be written in any notebook or any spare paper you have at home. Journal prompts and video links are listed on the next page. To receive feedback on your writing, please share it with me via Google Docs, Email, or Text.
- I will be available to immediately answer questions and give guidance from 10:40-11:40 a.m. each day. You can text or call me outside of that time, and I will respond within 24 hours.
- Answer Keys for the Warm Up and Homework are attached in the packet. Use them to check your answers when you are finished with the entire assignment.

Stay Positive:

We will be back in our cozy classroom reading books before you know it. Dart and I miss all of your sweet faces very much. We wish you safety, happiness, and peace. Stay inside, and stay positive.

Daily Close Readings List

Week 1

April 6th: *Introduction to the Holocaust*
April 7th: *Learning About the Holocaust*
April 8th: *Jewish Refugees on the St. Luis*
April 9th: *The Perils of Indifference*

Week 2

April 13th: *Anti-Jewish Legislation*
April 14th: *First They Came*
April 15th: *Nazi Germany 'Euthanasia' Program*
April 16th: *Auschwitz*

Week 3

April 20th: *Liberation of Nazi Concentration Camps*
April 21st: *Who Was Anne Frank?*
April 22nd: *Women Who Helped Anne Frank Dies*
April 23rd: *Seven Decades On, Anne Franks' Words Still Comfort*

Week 4

April 27th: *Girls of the Crescent*
April 28th: *Am I Not a Woman and a Sister?*
April 29th: *The Rose that Grew From Concrete*
April 30th: *A Quick Note on Getting Better at Difficult Things*

Weekly Video & Journal Prompts

Week 1 - April 10th: The Path To Nazi Genocide

- <https://www.youtube.com/watch?v=sRcNq4OYTyE>
- Prompt: Summarize the key events from this video. What stood out to you in particular? Why? What questions came up for you as you watched the video? What connections can you draw between what you learned in the video and what we have learned in class?

Week 2 - April 17th: Auschwitz Concentration Camp – Documentary

- <https://www.youtube.com/watch?v=oGva17Pt2zQ>
- Summarize what you learned about Auschwitz. What do you think it was like to be Nazi guard at the concentration camp? Why do you think they were all bystanders, and allowed such inhumanity to occur right in front of them?

Week 3 - April 24th: Liberators and Survivors: The First Moments

- <https://www.youtube.com/watch?v=kOIHRQIQqwU>
- Prompt: Summarize this documentary in your own words? What is the purpose of this video? How did this video change your understanding of what it was like to live through the Holocaust? Cite evidence from one of the survivor's testimonies.

Week 4 - May 1st: Soar by Alyce Tzue

- https://www.youtube.com/watch?v=ZC-YmK_amc0
- Summarize the short film using plot structure. What is the theme of this film? How does it relate to the readings this week? Cite textual evidence from one of the weekly readings to support your answer. What lesson from can you take away and apply to your own life?

Name: _____

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>Pyrotechnics Pyre Pyromaniac Scientific Conscience Omniscience</p>	<p>Which word means furnace, bonfire?</p>	<p>Which word means your ethics, or sense of right and wrong?</p>	<p>Which word is a person who will probably end up in jail?</p>
<p>Label the Parts of Speech of the underlined words.</p> <p><i>N = Noun, V = Verb, PN= Pronoun, Adj = Adjective, Adv = Adverb, P = Preposition, C= Conjunction</i></p> <p><u>Never</u> give up on <u>your</u> hopes <u>and</u> dreams.</p>	<p>Format the title correctly.</p> <p>I like the song Listen on Beyonce's new album.</p>	<p>Format the title correctly.</p> <p>I really liked the way Catherine McPhee sang Somewhere Over the Rainbow.</p>	<p>Write a sentence describing your favorite song.</p>
<p>For the definition below, write a word with a positive connotation and a word with a negative connotation.</p> <p>not as tall as most</p>	<p>For the definition below, write a word with a positive connotation and a word with a negative connotation.</p> <p>careful with money</p>	<p>Circle the dependent clause. Underline the independent clause.</p> <p>There will always be another chance if you look on the bright side.</p>	<p>Does this prepositional phrase function as an adjective or adverb?</p> <p>When we arrive <u>at the park</u>, we will eat our lunch.</p>
<p>Choose the correct pronoun.</p> <p>(Who, Whom) should I invite to the dance?</p>	<p>Choose the correct pronoun.</p> <p>(Who, Whom) is the president of student government?</p>	<p>Add this phrase correctly to the sentence below.</p> <p>~Laughing uncontrollably~</p> <p>The crowd clearly enjoyed the rodeo clown's half time act.</p>	<p>Add this phrase correctly to the sentence below.</p> <p>~Hot and steaming~</p> <p>Principal Devon drank the coffee.</p>
<p>Add comma(s) where needed, if needed.</p> <p>The baby had a big stinky diaper that needed to be changed.</p>	<p>Add comma(s) where needed, if needed.</p> <p>The large German shepherd has a strong bark.</p>	<p>Write a sentence that uses two coordinate adjectives.</p>	<p>Write a sentence that uses two cumulative adjectives.</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>At this point in time, we can't determine the reason as to why the screen door was left open.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p>	<p>Which word indicates the sentence has an informal tone?</p> <p>"Ya'll are going to love the new library," exclaimed the librarian.</p>	<p>Rewrite yesterday's sentence to make it formal.</p>
<p>Write the meaning of the prefix pro-.</p>	<p>Write a sentence using a word with the prefix pro-.</p>	<p>Write the meaning of the prefix se-.</p>	<p>Write a sentence using a word with the prefix se-.</p>

My Work

<p style="text-align: center;">Monday</p> <hr/>	<p style="text-align: center;">Tuesday</p> <hr/>
<p style="text-align: center;">Wednesday</p> <hr/>	<p style="text-align: center;">Thursday</p> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____			
# correct _____	# correct _____	# correct _____	# correct _____
I need more help with... _____			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>Pyrotechnics Pyre Pyromaniac Scientific Conscience Omniscience</p>	<p>Which word means furnace, bonfire?</p> <p style="text-align: center;">Pyre</p>	<p>Which word means your ethics, or sense of right and wrong?</p> <p style="text-align: center;">Conscience</p>	<p>Which word is a person who will probably end up in jail?</p> <p style="text-align: center;">Pyromaniac</p>
<p>Label the Parts of Speech of the underlined words.</p> <p>N = Noun, V = Verb, PN= Pronoun, Adj = Adjective, Adv = Adverb, P = Preposition C= Conjunction</p> <p><u>Never</u> give up on <u>your</u> hopes <u>and</u> dreams.</p> <p style="text-align: center;">Adv; PN; C</p>	<p>Format the title correctly.</p> <p>I like the song "Listen" on Beyonce's new album.</p>	<p>Format the title correctly.</p> <p>I really liked the way Catherine McPhee sang "Somewhere Over the Rainbow."</p>	<p>Write a sentence describing your favorite song.</p> <p style="text-align: center;">Answers will vary.</p>
<p>For the definition below, write a word with a positive connotation and a word with a negative connotation.</p> <p style="text-align: center;">not as tall as most</p> <p style="text-align: center;">Answers will vary.</p>	<p>For the definition below, write a word with a positive connotation and a word with a negative connotation.</p> <p style="text-align: center;">careful with money</p> <p style="text-align: center;">Answers will vary.</p>	<p>Circle the dependent clause. Underline the independent clause.</p> <p style="text-align: center;"><u>There will always be another chance</u> if you look on the bright side.</p>	<p>Does this prepositional phrase function as an adjective or adverb?</p> <p>When we arrive <u>at the park</u>, we will eat our lunch.</p>
<p>Choose the correct pronoun.</p> <p>(Who, Whom) should I invite to the dance?</p>	<p>Choose the correct pronoun.</p> <p>(Who, Whom) is the president of student government?</p>	<p>Add this phrase correctly to the sentence below.</p> <p style="text-align: center;">~Laughing uncontrollably~</p> <p>The crowd clearly enjoyed the rodeo clown's half time act.</p> <p style="text-align: center;">Answers will vary.</p>	<p>Add this phrase correctly to the sentence below.</p> <p style="text-align: center;">~Hot and steaming~</p> <p>Principal Devon drank the coffee.</p> <p style="text-align: center;">Answers will vary.</p>
<p>Add comma(s) where needed, if needed.</p> <p>The baby had a big, stinky diaper that needed to be changed.</p>	<p>Add comma(s) where needed, if needed.</p> <p>The large German shepherd has a strong bark.</p> <p style="text-align: center;">No commas</p>	<p>Write a sentence that uses two coordinate adjectives.</p> <p style="text-align: center;">Answers will vary.</p>	<p>Write a sentence that uses two cumulative adjectives.</p> <p style="text-align: center;">Answers will vary.</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>At this point in time, we can't determine the reason as to why the screen door was left open.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p> <p style="text-align: center;">At this point in time, we can't determine the reason the screen door was left open.</p>	<p>Which word indicates the sentence has an informal tone?</p> <p style="text-align: center;">"Ya'll are going to love the new library," exclaimed the librarian.</p>	<p>Rewrite yesterday's sentence to make it formal.</p> <p style="text-align: center;">Answers will vary.</p>
<p>Write the meaning of the prefix pro-.</p> <p style="text-align: center;">Forward</p>	<p>Write a sentence using a word with the prefix pro-.</p> <p style="text-align: center;">Answers will vary.</p>	<p>Write the meaning of the prefix se-.</p> <p style="text-align: center;">Apart</p>	<p>Write a sentence using a word with the prefix se-.</p> <p style="text-align: center;">Answers will vary.</p>

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

Androcles and the Lion

(based on the Aesop fable)

Characters

- NARRATOR
- ANDROCLES
- LION
- DEER
- GUARD 1
- GUARD 2
- MASTER CASSIUS
- EMPEROR
- CROWD MEMBERS

SCENE I - Forest

[Stage Set: A forest, including a large tree stump. There is tall grass, that LION (actor/actress dressed all in tan, with paw gloves and booties and a mane) is laying behind, blending in with the background. NARRATOR stands in front corner, wearing black robes.]

NARRATOR: Long ago, in Ancient Rome, a slave named Androcles (pronounced AN-dro-cleez) escaped from his cruel master.

[ANDROCLES runs onto the stage. He is dressed in a white toga, with a broken chain around his ankle.]

NARRATOR: He ran into the forest to hide.

ANDROCLES: (pants, out of breath) I don't think...anyone...followed me. Master Cassius (pronounced CASH-us) will be so mad when he discovers I've escaped. (laughs) I can't believe it. I'm finally free! Master Cassius can wash his own smelly togas from now on. Find someone else to massage his gnarly feet, and pick up the olive pits he spits on the floor. I'm never going back. Never! I'm not going to live the rest of my life as a slave to that cruel man, I'd rather die.

LION: (raises head over the grass, and ROARS.) Roar!!!

ANDROCLES: (to audience, nervously) What I said about dying...I didn't mean quite so soon!

[LION roars again, louder and longer than before. ANDROCLES removes a sandal, and throws it at LION.]

ANDROCLES: Stay back, fearsome beast. The rest of me smells even worse than my sandal, I assure you. Master rarely allowed me the luxury of bathing.

Fiction: Plot & Character Development – Q2:6

As you answer this week's questions, highlight your evidence in the text.

[A DEER (actor/actress dressed all in brown, wearing antlers) enters the stage, unaware of the lion. She bends down right near LION to nibble on the grass. LION rises up on its haunches, ready to pounce, but instead crumples down with a whimper. DEER runs off stage]

ANDROCLES: That's weird. Why didn't he pounce on the deer? Maybe he's hurt. (calls to the NARRATOR) Hey, you there!

NARRATOR: (confused) Me?

ANDROCLES: Yes, you look like a brave individual. How's about going over there to check on the lion to see what's wrong with him?

NARRATOR: No can do. I'm not in this fable; I'm just the narrator. The role of hero belongs to you, Androcles, so get on with it.

[ANDROCLES inches his way towards LION]

ANDROCLES: Nice kitty...nice kitty...

[ANDROCLES scoots even closer, closing his eyes, making prayer hands]

ANDROCLES: (in a squeaky, rapid whisper) Please don't eat me, please don't eat me.

[When ANDROCLES and the LION are face to face, LION raises a giant paw. ANDROCLES, thinking LION means to attack him, cowers and closes his eyes. Instead, LION extends his paw to ANDROCLES, revealing a large thorn.]

LION: (makes a pleading noise)

ANDROCLES: (opens his eyes, pats down himself from head, arms, chest, legs) I'm still alive. All my body parts, intact.

LION: (gently wiggles his drooping paw)

ANDROCLES: Oh, that's a nasty thorn you got there.

LION: (whimpers)

ANDROCLES: That must hurt. I bet you want that out of there, don't you?

LION: (whimpers and nods)

ANDROCLES: It's almost like you understand me.

[LION thrusts his paw at ANDROCLES, emphatically]

ANDROCLES: Okay, okay! I know what I have to do. (pauses, then addresses the audience) Can I get a volunteer from the audience to come up and remove the thorn, preferably someone with excellent health insurance?

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Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

NARRATOR: *(shakes head)* Androcles, they're not in this fable either. It's all you. You got this. You're the man.

ANDROCLES: I'm the man. *(letting the phrase sink in)* I'm the man.

[ANDROCLES reaches his hands out gingerly toward the paw, but in a panic, yanks them back]

ANDROCLES: Maybe it will fall out on its own.

LION: *(flails about melodramatically, moaning and wailing)*

NARRATOR: Come on, Androcles, we have three more scenes still to do, go on.

ANDROCLES: Three more scenes? Am I alive in them?

NARRATOR: You have to remove the thorn to find out.

ANDROCLES: *(takes a deep breath)* All right, I'm just a little nervous. This is my first thorn-ectomy, and I don't have any medical training. Unless you count, filing the warts and callouses on Master's feet. You think this thorn is nasty? Master has a wart that's so ugly...

NARRATOR: Quit stalling.

LION: *(flails about even more melodramatically, moaning and wailing, rolling his head)*

ANDROCLES: *(to LION)* Fine, I'll help you, but I need you to calm down first. Can you do that?

LION: *(settles down and makes a whimpering sound, lays his paw in ANDROCLES's hand, and looks away)*

ANDROCLES: Hold still. *(ANDROCLES grabs the thorn with both hands)* I am going to pull it out on three. One...two...three!

[ANDROCLES yanks on the thorn. At first, it won't budge. LION moans as a tug-of-war over the thorn ensues. As the thorn finally comes out, LION, gives an especially loud roar. ANDROCLES fall backward, sending the thorn sailing into the audience]

ANDROCLES: *(still on the ground, looks to the audience)* You keep that. Souvenir. *(winks, then gets back up)*

[LION prowls towards ANDROCLES]

ANDROCLES: Hey, there big fellow. Feeling better I see? You do know it's bad manners to eat your medical practitioner? I'll just be on my way...

[LION opens his mouth wide, seemingly to bite ANDROCLES's leg. Instead, he bites off the chain that's around his ankle and lays it at ANDROCLES's feet. LION also retrieves ANDROCLES' thrown sandal, nudging it to him with his head]

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ANDROCLES: Thank you. *(rubs his ankle, puts on his shoe)* That's the first time anyone's done anything nice for me in my entire life.

[LION nestles its head to ANDROCLES hand, like an adoring kitten. ANDROCLES pets the LION gently.]

ANDROCLES: You know what? That makes you my first and only friend.

SCENE 2 – Forest

[Stage Set: ANDROCLES sleeps curled up on the stump. LION lies on the ground beside him. Sandals are on the ground beside the stump.]

NARRATOR: The odd friendship between Androcles and the lion continued long after the lion's paw healed. Their forest home offered everything they needed: food, water, freedom. A nearby stream teemed with fresh water for both drinking and bathing. Androcles did not go hungry, either, for the lion was a skilled hunter, and always shared his food with Androcles. And, the Lion kept a watchful eye out for anyone who might want to harm Androcles.

[Twig snaps from offstage. LION raises its head and looks toward the sound of the snapped twig. ANDROCLES sleeps on. Voices of GUARD 1 and GUARD 2 talk off-stage]

GUARD 1: Strange. Do you see those two sets of footprints?

GUARD 2: One human, obviously, but the second? A bear maybe? As if they're walking side-by-side.

GUARD 1: *(laughs)* What do you think? We're living in a fairy tale?

NARRATOR: *(raises hand beside mouth, whispers loudly to audience)* An Aesop's fable, actually.

GUARD 2: *(laughs)* You're right. The idea of a human and ferocious beast walking in harmony is pretty far-fetched. The poor fellow was probably chased and devoured.

[LION nudges ANDROCLES awake. ANDROCLES sits up. LION whimpers, nods offstage]

ANDROCLES: What is it, my friend? What's wrong?

GUARD 1: I bet Cassius would reward us handsomely if we brought back a bear for a bear skin rug.

GUARD 2: Indeed. Let's go bear hunting. The tracks lead over there.

[ANDROCLES gets up hurriedly]

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

ANDROCLES: We have to get out of here. Run!

[ANDROCLES slips his feet into his sandals but doesn't take time to fasten. As ANDROCLES and LION run, ANDROCLES's foot slips out of his sandal, and he falls to the ground.]

ANDROCLES: *(rubs his ankle)* Ow, I think I sprained it.

[LION tries to help ANDROCLES up, offering his body for ANDROCLES to lean on. ANDROCLES pulls himself up, takes a small step, winces, and collapses back down.]

ANDROCLES: It's no use; I can't walk on it. You go on!

[LION shakes his head]

ANDROCLES: You aren't meant for a life in chains...no one is...get out of here!

[LION settles down next to him]

ANDROCLES: *(sighs)* Get away from me, you stupid animal! *(hitting and pushing LION)* I should never have stopped to help you. This is all your fault. You're just a hideous beast. I want nothing to do with you. Get away! Go!

[LION whimpers, gets up, turns to leave]

ANDROCLES: That's right. Keep going. I never want to see you again.

[LION shakes head, sadly, then sulks off-stage in the opposite direction of the voices]

ANDROCLES: *(in a whisper)* Good luck, my friend.

[GUARD 1 and GUARD 2 enter the stage]

GUARD 1: That's not a bear it's...

[ANDROCLES turns toward them]

GUARD 1 & GUARD 2: Androcles?

GUARD 2: So, this is where you ran off to. You know, Master Cassius misses you, terribly.

ANDROCLES: At least you got the terrible part right.

GUARD 1: Get up. It's time for a homecoming. *(to GUARD 2)* Runaway slaves fetch an even larger sum than wild animals.

[ANDROCLES gets up, apparently uninjured. He walks toward the side of the stage where LION exited]

GUARD 2: Where do you think you're going?

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ANDROCLES: Just retrieving my sandal.

[ANDROCLES bends down and picks up his sandal]

ANDROCLES: *(looking sadly offstage)* Good-bye.

GUARD 1: Who are you saying good-bye to?

ANDROCLES: *(sighs)* Freedom...only freedom.

[GUARD 1 grabs ANDROCLES while GUARD 2 chains his hands behind his back. GUARDS lead him offstage.]

SCENE 3 – Master Cassius' Home

[Stage Set: Set is painted with columns and marble statues. MASTER CASSIUS lies on a lounge chair, a bowl of olives beside him. GUARD 1 and GUARD 2 drag ANDROCLES on stage and throw him onto the ground.]

MASTER: Androcles? My, this is a delightful surprise. So nice to have you back where you belong...on the ground at my feet.

GUARD 1: We found him hiding out in the forest.

MASTER: Living off the land, like some wild animal, no doubt. Well, you're home now, Androcles.

ANDROCLES: This isn't my home. It's my prison.

MASTER: Insolent ingrate. I've cared for you since your birth, and never so much as a 'thank you'.

ANDROCLES: Cared for me? Thank you? For what? Working my parents to death and rendering me an orphan? Keeping me in chains? Starving me?

MASTER: I gave you a free place to live.

ANDROCLES: It's not free if the cost is my freedom! It's a price I'm not willing to pay any more.

MASTER: Is that so?

[MASTER plucks an olive from the bowl. He sucks the fruit off the olive then spits the pit onto the floor.]

MASTER: *(to ANDROCLES)* Pick it up.

ANDROCLES: No.

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

MASTER: I said pick it up!

ANDROCLES: And I said, 'no'.

MASTER: *(gasps)* Your time in the woods has turned you into a savage.

ANDROCLES: I'm no savage. You are. And my time in the woods was the best time of my life. The only time I've experienced kindness and friendship.

MASTER: Friendship? Who helped you? Assisting a runaway slave is a crime. Guards, did you see anyone nearby?

GUARD 2: He was alone when we found him.

GUARD 1: Wait a minute, no he wasn't. *(points to NARRATOR)* She was there.

NARRATOR: Now hold on. As I told, Androcles, I'm not part of this story, I'm just the narrator.

MASTER: Sounds like you just confessed to talking to him.

NARRATOR: What? No...

MASTER: Guards, seize her.

[GUARDS cross the stage and grab NARRATOR]

ANDROCLES: Let her go. She's telling the truth. She had nothing to do this with.

MASTER: Then give me the person's name. Or I'll have her thrown in jail...or worse.

ANDROCLES: There was no person, I swear to Zeus!

MASTER: Liar! You said a friend showed you kindness. Tell me who it was, or Nora here gets it.

NARRATOR: It's not Nora; it's NAIR-RATE-TOR. Please, don't kill me, I have the closing line of the play.

MASTER: Her life is in your hands, Androcles. Who was your friend?

ANDROCLES: It was...a lion.

[GUARD 1 & 2 start laughing]

MASTER: Do you take me for a fool? Fine, don't tell me, but you'll be taking your secret to the grave. Guards, bring them both to the Coliseum. If he's so friendly with the lions, let's see how he fares with them there, in front of a bloodthirsty crowd.

[MASTER moves to exit stage, as do the GUARDS, dragging ANDROCLES and NARRATOR]

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NARRATOR: Wait!

MASTER: What is it? Wanting to beg for your life?

NARRATOR: No, not that. We can't end scene 3 this way.

MASTER: Say what?

NARRATOR: I'm serious. We can't leave the stage. Not with that olive pit on the floor. That's littering.

MASTER: Guards, pick up that pit.

GUARD 2: We kind of got our arms full. *(gestures at NARRATOR and ANDROCLES)*

MASTER: Ugh, very well!

[MASTER picks up the pit and they all exit the stage]

SCENE 4 - Coliseum

[Stage Set: Coliseum background. CROWD MEMBERS are dressed in simple white togas. CROWD MEMBERS whisper to one another, excitedly. To the side of the stage is a cage door. MASTER is seated prominently. GUARDS stand in to side holding ANDROCLES and NARRATOR. EMPEROR stands up and waves to the crowd.]

EMPEROR: Friends...Romans...Countrymen, welcome to my glorious Coliseum. I'm the Emperor of Rome, and I'll be your emcee for today's festivities.

[CROWD MEMBERS grow silent.]

EMPEROR: You're in a real treat, folks. In this corner *(gestures toward ANDROCLES and NARRATOR)* escaped slave, Androcles, and his accomplice, Nora...

NARRATOR: I'm not Nora. And I'm not his accomplice. This is so messed up. I shouldn't be here.

EMPEROR: My dear, if I had a silver coin every time someone claimed to be here by mistake, why, I'd be the Emperor of Rome. And, what do you know, I am the Emperor of Rome. *(to the crowd)* Come on, crowd. Let's give up for these doomed souls.

[CROWD claps politely. GUARDS release NARRATOR and ANDROCLES. GUARDS hand NARRATOR and ANDROCLES each a small spear and take a seat]

EMPEROR: And in this corner, *(gestures to cage door)*, newly arrived today...the fearsome...the formidable...the ferocious, and very, very hungry...Lion!

[CROWD cheers wildly. Cage door raises. LION emerges, sniffs the air, then charges toward ANDROCLES and NARRATOR. ANDROCLES pulls NARRATOR behind him.]

Name:

Fiction: Plot & Character Development – Q2:6

Date:

As you answer this week's questions, highlight your evidence in the text.

LION: (roars ferociously)

[ANDROCLES sticks out his tiny spear toward the charging LION and clenches his eyes shut. LION charges up to ANDROCLES but stops when it gets close. Sniffs. Tilts head to the right, then to the left. Then LION nudges ANDROCLES's hand with his head.]

ANDROCLES: (opens eyes) Lion? Is that you, my friend?

[LION presents the paw that had had the thorn in it, and nods. ANDROCLES falls to his knees and gives LION a big hug.]

ANDROCLES: I've missed you, greatly. I'm so sorry for all the terrible things I said. I didn't mean them. Not a one. I just couldn't bear to see you lose your freedom because of me.

EMPEROR: What's going on here?

ANDROCLES: (makes introductions with a casual air) Emperor...Lion. Lion...Emperor. Lion and I are friends, kind of a funny story how we met. He had a thorn in his paw, I thought he would eat me alive, I pulled it out anyway, we became friends, yada, yada, yada, and now fate has reunited us.

MASTER: (shocked whisper) He was telling the truth.

NARRATOR: (peeks out from behind ANDROCLES) So was I. I really am just the narrator.

EMPEROR: You really are quite remarkable.

NARRATOR: Thank you.

EMPEROR: Not you...Androcles. What are you doing here, anyway? Don't you have a play to wrap up? You're dismissed.

NARRATOR: Thank you, your Emperor-ror-ror-ness. (smiles nervously, curtsies, returns to the corner of the stage where she was narrating from).

EMPEROR: (in a loud, deep voice) Ladies and gentlemen, I have an imperial proclamation. No man who can tame the king of the beasts should be enslaved. (to ANDROCLES) Androcles, I grant you your freedom. From this day forward, you are no longer a slave. You are free to go!

MASTER: That's not fair. You can't do that!

EMPEROR: Do you dare contradict the Emperor of Rome? Guards, seize that man and take him to prison.

[GUARDS 1 & 2 grab MASTER and drag him off stage]

ANDROCLES: (bows to EMPEROR) Your Majesty, I'm most grateful. But I can't go, not without my friend here. (scratches LION on the head)

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Fiction: Plot & Character Development – Q2:6

As you answer this week's questions, highlight your evidence in the text.

EMPEROR: Mighty lion, I grant you your freedom, as well. Actually, I've been having second thoughts about this whole "lion tearing people limbs off and devouring their insides" thing. It's rather poor sportsmanship to eat your opponent. So, I'm thinking of doing what those guys in Greece are doing. A big sporting event, called the Olympics. Let me tell you about it. There are these rings, see, four, no five of them, I think...

LION: *(Roars ferociously)*

ANDROCLES: Sorry, your Imperial Highness, the Olympics sound great. I'm sure they'll be a big hit, but Lion and I best be going.

EMPEROR: Of course. *(to Androcles)* Good day, sir. *(to LION)* And to you, your Majesty.

[ANDROCLES exits with LION]

NARRATOR: And so Androcles and the lion returned to the forest, where they lived the rest of their days in friendship and freedom. And the narrator *(removing her robes, revealing street clothes)* went on a long overdue vacation.

[NARRATOR exits stage]

THE END

Name:

Fiction: Plot & Character Development – Q2:6

Date:

Monday (Scene 1)

How is a drama different than a traditional story?

Give one example of how the author incorporates humor into the drama.

How does Androcles respond to the Lion's roar?
What does this tell you about Androcles?

By the end of Scene 1, how has the story unfolded?

Tuesday (Scene 2)

What event in Scene 2 introduces the problem in the play?

What is Androcles's motive for being harsh to the Lion?

What effect does the friendship of Androcles and the Lion have on the events of Scene 2?

How does the tone of the play change by the end of Scene 2?

Wednesday (Scene 3)

What argument does Master Cassius give for why Androcles should show him gratitude?

Based on the details in Scene 3, how does the problem in the play evolve?

How does the narrator's role in the drama change as the story develops?

How does the author change the mood of the play at the end of Scene 3?

Thursday (Scene 4)

How do the events of Scene 3 lead into Scene 4?

Compare the life of Androcles to his Master in Scene 4? What changes have occurred?

Which character in Scene 4 changes their opinions about Androcles? How does this effect the outcome of the play?

What is the overall theme of the play? Support your answer.

Answer Key - Fiction: Plot & Character Development – Q2:6

Monday (Scene 1)	Tuesday (Scene 2)
<p>How is a drama different than a traditional story?</p> <p>A drama is acted on a stage. It includes stage directions, list of characters, and setting descriptions.</p>	<p>What event in Scene 2 introduces the problem in the play?</p> <p>Androcles hears the Guards' voices.</p>
<p>How does Androcles respond to the Lion's roar? What does this tell you about Androcles?</p> <p>He throws his sandal at Lion. He is nervous and afraid.</p>	<p>What effect does the friendship of Androcles and the Lion have on the events of Scene 2?</p> <p>Possible Answer: They both try to save each other in different ways.</p>
<p>Give one example of how the author incorporates humor into the drama. Possible Answer:</p> <p>Androcles addresses the Narrator. He also makes jokes with the audience.</p>	<p>What is Androcles's motive for being harsh to the Lion?</p> <p>He doesn't want Lion to get caught by the Guards.</p>
<p>By the end of Scene 1, how has the story unfolded?</p> <p>The Lion and Androcles are now friends.</p>	<p>How does the tone of the play change by the end of Scene 2?</p> <p>The end of Scene 2 has a somber mood as Androcles is captured and losing his freedom.</p>
Wednesday (Scene 3)	Thursday (Scene 4)
<p>What argument does Master Cassius give for why Androcles should show him gratitude?</p> <p>Master gave Androcles a "free" place to live.</p>	<p>How do the events of Scene 3 lead into Scene 4?</p> <p>At the end of Scene 3, Androcles and the Narrator are being dragged to the Coliseum. In Scene 4, they are already there and facing their fate.</p>
<p>How does the narrator's role in the drama change as the story develops?</p> <p>The Narrator became a part of the story.</p>	<p>Which character in Scene 4 changes their opinions about Androcles? How does this effect the outcome of the play?</p> <p>The Emperor changes his opinion and decides to free Androcles.</p>
<p>Based on the details in Scene 3, how does the problem in the play evolve?</p> <p>Now, Androcles and the Narrator are being taken to the Coliseum to fight for their lives.</p>	<p>Compare the life of Androcles to his Master in Scene 4? What changes have occurred?</p> <p>Androcles is now free and his Master is now being put in jail.</p>
<p>How does the author change the mood of the play at the end of Scene 3?</p> <p>The author uses humor; the Narrator asks the master to not litter and pick up the olive pit before the Scene is over.</p>	<p>What is the overall theme of the play? Support your answer.</p> <p>Friendship</p>

Name: _____ Class: _____

Introduction to the Holocaust

By The United States Holocaust Memorial Museum
2016

During World War II, the German government run by Adolf Hitler and his Nazi Party systematically killed around 6 million people just because of their race or other aspects of their identity. As you read, take notes on the different groups that were targeted by the Nazis during the Holocaust.

- [1] The Holocaust was the systematic, bureaucratic, state-sponsored persecution¹ and murder of six million Jews by Adolf Hitler and his Nazi regime. *Holocaust* is a word of Greek origin meaning “sacrifice by fire.” The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.



"Selection of Hungarian Jews at Auschwitz" by Yad Vashem is in the public domain.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists,² Jehovah’s Witnesses,³ and homosexuals.

What was the Holocaust?

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By 1945, the Germans and their collaborators killed nearly two out of every three European Jews as part of the “Final Solution,” the Nazi policy to murder the Jews of Europe.

Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). At least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called Euthanasia⁴ Program.

1. **Persecution (noun):** harassment, oppression, or mistreatment, especially because of race or religion
2. Communists support a political-economic system that seeks to get rid of private property, while socialists support a system that redistributes wealth and resources.
3. a sect of Christianity that originated in the U.S.
4. Euthanasia is a method for medically killing someone, often by deadly gas or injection.

- [5] As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people. Between two and three million Soviet prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. The Germans targeted the non-Jewish Polish intelligentsia⁵ for killing, and deported millions of Polish and Soviet civilians for forced labor in Germany or in occupied Poland, where these individuals worked and often died under deplorable conditions.

From the earliest years of the Nazi regime, German authorities persecuted homosexuals and others whose behavior did not match prescribed social norms. German police officials targeted thousands of political opponents (including Communists, Socialists, and trade unionists)⁶ and religious dissidents⁷ (such as Jehovah's Witnesses). Many of these individuals died as a result of incarceration and maltreatment.

Administration of the "Final Solution"

In the early years of the Nazi regime, the National Socialist government established concentration camps to detain real and imagined political and ideological opponents. Increasingly in the years before the outbreak of war, SS⁸ and police officials incarcerated Jews, Roma, and other victims of ethnic and racial hatred in these camps.

To concentrate and monitor the Jewish population as well as to facilitate⁹ later deportation of the Jews, the Germans and their collaborators created ghettos,¹⁰ transit camps, and forced-labor camps in order to keep Jews grouped closely together during the war years. The German authorities also established numerous forced-labor camps, both in the so-called Greater German Reich¹¹ and in German-occupied territory, for non-Jews whose labor the Germans sought to exploit.

Following the invasion of the Soviet Union in June 1941, *Einsatzgruppen* (mobile killing units) and, later, militarized battalions of Order Police officials, moved behind German lines to carry out mass-murder operations against Jews, Roma, and Soviet state and Communist Party officials. German SS and police units, supported by units of the Wehrmacht and the Waffen SS, murdered more than a million Jewish men, women, and children, and hundreds of thousands of others.

- [10] Between 1941 and 1944, Nazi German authorities deported millions of Jews from Germany, from occupied territories, and from the countries of many of its Axis¹² allies to ghettos and to killing centers, often called extermination camps, where they were murdered in specially developed gassing facilities.

-
5. The intelligentsia refers to the intellectual and educated members of society.
 6. Trade unionists, also called labor unionists, are people who support the right for workers to bargain with their employers for fair wages, decent hours, and safe working conditions.
 7. Religious dissidents are people who practice religions that disagree with or branch off from long-established churches.
 8. SS stands for Schutzstaffel, armed members of Hitler's Nazi party in Germany.
 9. **Facilitate (verb):** to help with the process of doing something; to make something easier
 10. segregated neighborhoods where certain groups were forced to live
 11. The German Reich is just another name for Germany, approximately meaning "German Realm."
 12. In World War II, Germany and its allies were called the "Axis Powers."

The End of the Holocaust

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called “death marches,” in an attempt to prevent the Allied liberation of large numbers of prisoners. As Allied forces moved across Europe in a series of offensives against Germany, they began to encounter and liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to another. The marches continued until May 7, 1945, the day the German armed forces surrendered unconditionally to the Allies.¹³

For the western Allies, World War II officially ended in Europe on the next day, May 8, while Soviet forces announced their “Victory Day” on May 9, 1945.

In the aftermath of the Holocaust, many of the survivors found shelter in displaced persons (DP) camps administered by the Allied powers. Between 1948 and 1951, almost 700,000 Jews emigrated to Israel, including 136,000 Jewish displaced persons from Europe. Other Jewish DPs emigrated to the United States and other nations. The last DP camp closed in 1957.

The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely.

“Introduction to the Holocaust” from [The Holocaust Encyclopedia](#), © 2016, The United States Holocaust Memorial Museum. Reprinted with permission, all rights reserved.

13. In World War II, France, the United Kingdom, the United States, and the Soviet Union (Russia) were called the “Allies.”

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
 - A. German Nazis killed millions of Jews and other minorities during the Holocaust.
 - B. Nazi Germany used the Holocaust to force people not born in the country to leave.
 - C. Nazi Germany first targeted political objectors to maintain order during the Holocaust.
 - D. German Nazis primarily persecuted citizens who they believed could overthrow them.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II." (Paragraph 3)
 - B. "German police officials targeted thousands of political opponents... and religious dissidents" (Paragraph 6)
 - C. "Nazi German authorities deported millions of Jews... to ghettos and to killing centers, often called extermination camps, where they were murdered in specially developed gassing facilities" (Paragraph 10)
 - D. "Between 1948 and 1951, almost 700,000 Jews emigrated to Israel, including 136,000 Jewish displaced persons from Europe." (Paragraph 13)

3. What is the meaning of "deplorable" in paragraph 5?
 - A. horrible
 - B. mysterious
 - C. ordinary
 - D. uncomfortable

4. How does paragraph 5 contribute to the discussion of the Holocaust in the text?
 - A. It suggests that Jewish people were not the primary targets of the Holocaust.
 - B. It provides information about why Jewish people were persecuted during the Holocaust.
 - C. It suggests that the world will never know all of the people who were affected by the Holocaust.
 - D. It highlights the extent of the Nazi regime's persecution and violence against many groups of people.

5. PART A: What does the word "concentrate" most closely mean as it is used in paragraph 8?
 - A. focus
 - B. gather
 - C. protect
 - D. punish

6. PART B: Which phrase from paragraph 8 best supports the answer to Part A?
- A. "monitor the Jewish population"
 - B. "deportation of the Jews"
 - C. "keep Jews grouped closely together"
 - D. "numerous forced-labor camps"
7. Over time, groups that were targeted by the Nazi regime were —
- A. placed on a ship and sent to America.
 - B. asked to hide and change their identity.
 - C. discriminated against and eventually killed.
 - D. slowly accepted back into society by the Nazi regime.
8. How does the conclusion contribute to the overall text? (Paragraphs 11-14)
- A. It discusses how the Holocaust ended and its lasting effects.
 - B. It discusses how victims of the Holocaust were able to get justice.
 - C. It explains why a tragedy like the Holocaust could never happen again.
 - D. It emphasizes that experts will never have an accurate death toll of the Holocaust.
9. Which of the following describes the author's purpose in the text?
- A. to contemplate why the Holocaust occurred
 - B. to provide a summary of the events of the Holocaust
 - C. to show how the Holocaust has shaped modern Germany
 - D. to criticize the United States for not stopping the Holocaust sooner
10. According to the text, what was the relationship between prejudice against Jewish people and the oppression they suffered during the Holocaust? Cite evidence from the text in your response.

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. The Nazis and people who agreed with them wanted to protect the German community from “inferior” races. Are there other examples in history or literature in which groups of people murdered innocent people in the name of “protecting” themselves? How are these examples similar to or different from the Holocaust?
2. What might have made the Nazis murder, imprison, and oppress certain people? Do you think those people were really a threat, or could there have been other motivations?
3. In the context of this article, what makes people do bad things? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. The Holocaust is taught in history classes today so that people will never forget. Although it is not pleasant to hear about the murder of millions of people because of their religion, race, or beliefs, educators believe it is important to study. What can we learn from tragedy, and why is it important to study tragic history?

Name: _____ Class: _____

Learning About the Holocaust

By Michael A. Signal
2018

During World War II, six million European Jews were murdered in an event known as the Holocaust. In this informational text, Michael A. Signal discusses the background of the Holocaust and the importance of remembering this dark moment in history. As you read, take notes on how Jewish people were treated differently than other groups in Europe.

- [1] *"The purpose of Majdanek was an extermination camp, an extermination factory. So the purpose, the existence of it was to kill people."* Estelle Laughlin, Holocaust survivor

Hitler and the Nazis

In the quote above, Laughlin describes Majdanek: a Nazi concentration camp in Poland. Laughlin was sent to Majdanek when she was a child simply because she was Jewish. Millions of Jewish children and adults during World War II were forced into these camps to die. Laughlin survived to tell her story of being imprisoned in a Nazi concentration camp. The six million Jewish people who died during the Holocaust did not.



"Selection Birkenau ramp" by Unknown. Several sources believe the photographer to have been Ernst Hoffmann or Bernhard Walter of the SS is in the public domain.

Adolf Hitler was the engineer¹ behind these concentration camps. Hitler was the Chancellor of Germany. He ruled the country from 1933 until 1945 and led the National Socialist German Workers Party, otherwise known as the Nazi party. Nazis believed that Germany should be a strong and powerful state. They also believed that one group of white Europeans, known as Aryans, were superior to all other people on Earth. One group of people that Hitler and the Nazis singled out as being inferior² were Jewish people. Hitler had big plans for Germany, but he had dire³ plans for the Jews.

Jewish Persecution

Jewish people practice the religion of Judaism, one of the world's oldest major religions. It predates Christianity by over 1,000 years. Jews have often been persecuted⁴ throughout history. For centuries, Jewish families were forced to live in only certain areas. They were only allowed to work in certain professions, and they were often turned into scapegoats, being wrongfully blamed for many social problems. In the Middle Ages, Jewish people were even expelled from entire countries in Europe, like England and France.

1. a person who designs or builds something
2. **Inferior (adjective):** lower in rank, status, or quality
3. **Dire (adjective):** extremely serious, terrible
4. **Persecuted (verb):** to be subjected to poor treatment because of one's race or political or religious beliefs

- [5] In the 17th century, Jewish people were allowed back into the countries that had driven them away hundreds of years earlier. This does not mean that Jews were accepted across Europe. They were still treated poorly, shunned, and blamed for many problems in society. And there were lots of problems in 1930s Germany. Millions of Germans were jobless. Many of the people that had jobs still couldn't afford food or basic necessities. Of course, Jewish people did not cause Germany's problems, but they became scapegoats once again.

When Hitler came to power, he claimed to have the solutions to Germany's problems. One of his solutions was to take land from other countries. He started by invading Poland in 1939. France and England declared war on Germany soon after. This marked the start of World War II. The United States entered the war two years later.

The Final Solution

Hitler saw the Jews as a major problem, not just in Germany but all across Europe. This problem, Hitler thought, needed a "Final Solution." His Final Solution was a plan to exterminate the entire Jewish population of Europe. As the Nazis invaded more countries, they captured and imprisoned Jews in concentration camps. Many prisoners were forced to perform hard labor. They were held in brutal, unsanitary conditions. They would often starve or die from disease. Countless Jewish men, women, and children were killed in these camps, often with poison gas. This organized process of capturing, imprisoning, torturing, and murdering millions of Jewish Europeans was known as the Holocaust.

By the mid-1940s, it was clear that Germany would lose the war. But Nazis continued to operate concentration camps until the very end of the war. Germany's ultimate surrender came in 1945. It wasn't until then that the remaining Holocaust survivors were liberated.⁵ By the end of the Holocaust, more than 10 million people had been killed, including Romani people (sometimes referred to as "Gypsies"), people with disabilities, and members of political and religious groups the Nazis hated.

How We Remember Today

For someone who experienced the Holocaust, remembering these horrible events from their past can be very difficult. Yet that is just what many Holocaust survivors feel they must do. Famous author Elie Wiesel survived two Nazi concentration camps. After the war, he traveled the world to speak out against hatred and persecution. In 1986, he won the Nobel Peace Prize. Wiesel encouraged people to speak out against oppression and mistreatment in his acceptance speech. "Silence encourages the tormentor, never the tormented," he said.

- [10] In 1993, the United States Holocaust Memorial Museum opened to honor and remember the millions of Jewish people who were murdered during the Holocaust. The museum serves as a resource that accurately documents this dark chapter in history and teaches the public about the tragedy of the Holocaust. Remembering and understanding these episodes from the past are ways to help ensure they are never repeated.

"Learning About the Holocaust" by Michael A. Signal. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the central idea of the text?
 - A. During World War II, Hitler blamed Jewish people for Germany's problems and kept them in camps where they were likely to die or be killed.
 - B. Hitler imprisoned Jews in hopes of ending the conflict between Jewish and Aryan people that had been going on for decades.
 - C. The Nazis continued to operate concentration camps despite knowing that they were losing the war.
 - D. Today not many people talk about the Holocaust as it is considered a shameful moment in history.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "They also believed that one group of white Europeans, known as Aryans, were superior to all other people on Earth." (Paragraph 3)
 - B. "When Hitler came to power, he claimed to have the solutions to Germany's problems. One of his solutions was to take land from other countries." (Paragraph 6)
 - C. "His Final Solution was a plan to exterminate the entire Jewish population of Europe. As the Nazis invaded more countries, they captured and imprisoned Jews in concentration camps." (Paragraph 7)
 - D. "Wiesel encouraged people to speak out against oppression and mistreatment in his acceptance speech. 'Silence encourages the tormentor, never the tormented,' he said." (Paragraph 9)

3. How do paragraph 5-6 contribute to the develop of ideas in the text?
 - A. They reveal how Jewish people caused many of the economic problems in Germany.
 - B. They show how Jewish people became the target of hatred during World War II.
 - C. They emphasize how Germany was able to invade and take over other countries.
 - D. They stress show Jewish people had to escape Germany during this time.

4. What is the relationship between studying the Holocaust and the future?
 - A. People can educate future generations about the Holocaust and how far the world has come.
 - B. People can see how one leader was corrupted by power and ensure that no one has that much power again.
 - C. People can study how good people were convinced to do evil things and help people do the right thing in difficult situations.
 - D. People can learn from the mistakes that led to the Holocaust and work to create a better future.

5. What is the relationship between how Jews were portrayed to the public and their persecution during the Holocaust?

Name: _____ Class: _____

Jewish Refugees on the St. Louis

By Jessica McBirney
2017

As the Nazi Party came into power and anti-Semitism rose under Adolf Hitler, many Jews sought refuge in other countries. In this informational text, Jessica McBirney discusses one specific ship, the St. Louis, and the experiences of the Jewish refugees on it who were denied entrance to multiple countries. As you read, identify why some nations chose to accept foreign refugees and why others decided to reject them.

- [1] Today we often hear news about the refugee crisis happening in the Middle East. Because of wars and political unrest in the region, thousands of people have had to flee for their lives by seeking refuge in countries around the world, including the United States. Whether to accept large numbers of refugees is a controversial¹ question.

Refugees Flee for Safety

The world dealt with very similar concerns in the late 1930s, when the Nazi regime in Germany began systematically² persecuting Jews and other minority groups. The Nazis, also called the Third Reich, were led by Adolf Hitler and believed the German race was superior to all others, and that other races and religions must be killed off. To escape direct threats against their lives, thousands of Jews began fleeing the country as refugees to find new homes.



"St. Louis Havana" by Ske is in the public domain.

The *MS St. Louis* was one ship that transported Jewish refugees to safer countries. Piloted by Captain Gustav Schroder, the *St. Louis* set sail from Hamburg, Germany on May 13, 1939, carrying 937 passengers. Almost all the travelers were Jews escaping from the persecution they faced under Hitler's Third Reich. The ship was bound for Cuba, and then eventually for the United States.

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The journey itself was very pleasant for the passengers, with fancy meals, activities for young people and some childcare, and religious services on Friday evenings. They enjoyed the trip very much, especially after facing so much stress and hardship in Germany.

1. **Controversial (adjective):** giving rise or likely to give rise to public disagreement
2. **Systemic (adjective):** done or acting according to a fixed plan or system

An Unpleasant Welcome

- [5] What the passengers did not know about was unstableness of the political climate in Cuba. Shortly before the ship's departure, Cuba amended its immigration policies and retroactively³ invalidated the refugees' permission to come to the country. Right-wing Cuban newspapers cautioned the government against letting in the Jews, whom they believed would take away jobs from native Cubans who had been hit by the recent economic depression. Many also hated the Jews as an ethnic group — anti-Semitism was not exclusive to Nazi Germany in the 1930s.

On May 27, the *St. Louis* weighed anchor in Havana, Cuba, where passengers were denied permission to leave the ship and officially enter Cuba. Soon 29 people were allowed to walk free, but the remaining 908 were confined to the ship, since their visas had not been finalized and the Cuban government refused to do so.

American Hesitation

No one could convince Cuba to accept the refugees, so the *St. Louis* changed course and headed for the nearby United States. Even though U.S. newspapers had diligently⁴ reported the story of these passengers to the public, very few people saw any benefit in accepting the refugees. Secretary of State Cordell Hull advised President Roosevelt not to let them land.

When some of the passengers contacted President Roosevelt directly and begged him to let them enter the country, he never responded to their plea. A telegram from the U.S. State Department told them they must “await their turns on the waiting list... for immigration visas.”

The U.S. government and citizens had varying reasons for not making any special arrangements for the ship full of immigrants cruising up the coast. Immigration policy at the time set numerical quotas for how many people could come to the U.S. from various parts of the world. By mid-1939, the quota for Germany had already been met, and the waitlist extended for several years.

- [10] Additionally, U.S. citizens shared Cubans' concerns about new immigrants. The Great Depression left many Americans jobless, and many worried immigrants would compete for the few jobs that still existed. Anti-Semitism also ran deep in the United States. Americans sympathized with the plight⁵ of refugees on the *St. Louis* and other refugee ships, but 83% of citizens favored the strict immigration rules already in place. President Roosevelt and his administration saw no motivation to change these rules, so they refused to admit the Jews from the *St. Louis*.

Eventual Relocation

Captain Schroder pressed on to find new homes for all of his passengers. Canada also declined to accept anyone from the ship. So Schroder sailed back to Europe, docking in Belgium, and worked deals with several countries on the continent. The United Kingdom, France, Belgium, and the Netherlands all welcomed hundreds of the refugees.

3. with effect from a date in the past

4. **Diligently** (*adverb*): attentive and persistent in doing something

5. **Plight** (*noun*): a dangerous, difficult, or otherwise unfortunate situation

Unfortunately, during the course of World War II, Nazi Germany invaded Belgium, France, and the Netherlands, so many of the previously safe refugees found themselves in danger all over again. Using survival statistics for Jews from these European countries during the war, scholars estimate that, ultimately, 709 of the passengers survived the war, and 227 did not.

"Jewish Refugees on the St. Louis" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. Cuba and the United States did not accept Jewish refugees because they simply did not have the economic means to support them.
 - B. The prejudices and economic fears of several countries led to the deaths of many Jewish refugees, who tried to escape Nazi Germany.
 - C. Despite not gaining entry to the United States or Cuba, the Jewish refugees found security from other countries that were wealthier.
 - D. Due to the small number of refugees on the St. Louis, relatively few people were affected by Cuba's decision to deny them entry.

2. PART B: Which of the following TWO details from the text best supports the answer to Part A? [RI.1]
 - A. "To escape direct threats against their lives, thousands of Jews began fleeing the country as refugees to find new homes." (Paragraph 2)
 - B. "The journey itself was very pleasant for the passengers, with fancy meals, activities for young people and some childcare, and religious services on Friday evenings." (Paragraph 4)
 - C. "Soon 29 people were allowed to walk free, but the remaining 908 were confined to the ship, since their visas had not been finalized and the Cuban government refused to do so." (Paragraph 6)
 - D. "U.S. citizens shared Cubans' concerns about new immigrants. The Great Depression left many Americans jobless, and many worried immigrants would compete for the few jobs that still existed. Anti-Semitism also ran deep in the U.S." (Paragraph 10)
 - E. "So Schroder sailed back to Europe, docking in Belgium, and worked deals with several countries on the continent. The United Kingdom, France, Belgium, and the Netherlands all welcomed hundreds of the refugees." (Paragraph 11)
 - F. "Using survival statistics for Jews from these European countries during the war, scholars estimate that, ultimately, 709 of the passengers survived the war, and 227 did not." (Paragraph 12)

3. PART A: Which of the following best describe the character of Captain Schroder of the St. Louis? [RI.3]
 - A. He was relentless in his search for a safe haven for Jewish refugees.
 - B. He was naive in his expectations for how countries would respond to the refugees.
 - C. He was understanding of other countries' hesitancy to take refugees.
 - D. He was only concerned with completing the journey so he could be paid.

4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
- A. "The journey itself was very pleasant for the passengers, with fancy meals, activities for young people and some childcare" (Paragraph 4)
 - B. "On May 27, the St. Louis weighed anchor in Havana, Cuba, where passengers were denied permission to leave the ship and officially enter Cuba." (Paragraph 6)
 - C. "Captain Schroder pressed on to find new homes for all of his passengers." (Paragraph 11)
 - D. "scholars estimate that, ultimately, 709 of the passengers survived the war, and 227 did not." (Paragraph 12)

5. How do paragraphs 1-2 contribute to the development of ideas in the text? [RI.5]

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In the context of the text, how has America changed over time? Is the United States handling the current refugee crisis differently than during WWII and the Holocaust? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In the context of the text, what can we learn from tragedy? How can the events of the Holocaust inform citizens and their countries on how they should handle today's refugee crisis? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the text, how does fear drive action? How did fear contribute to the decisions of countries to turn refugees away? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

4. In the context of the text, what are the effects of prejudice? What role did prejudice play in some countries' immigration policies? What role does prejudice play today in immigration policies? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

Elie Wiesel's "The Perils of Indifference" Speech

By Elie Wiesel
1999

Eliezer "Elie" Wiesel (1928-2016) was a Romanian-born, Jewish American writer, Nobel Laureate, political activist, and Holocaust survivor. On April 12, 1999, First Lady Hillary Clinton invited Wiesel to speak at the White House to reflect on the past century. While introducing Wiesel, Hillary Clinton discussed the parallels of Wiesel's experiences during the Holocaust and the events in Kosovo, which was experiencing ethnic cleansing at the time. In this speech, Wiesel discusses the consequences of indifference in the face of human suffering and his hopes for the future. As you read, identify the events that shaped Wiesel's perspective on indifference and suffering.

[1] Mr. President, Mrs. Clinton, members of Congress, Ambassador Holbrooke, Excellencies, friends:

Fifty-four years ago to the day, a young Jewish boy from a small town in the Carpathian Mountains woke up, not far from Goethe's beloved Weimar,¹ in a place of eternal infamy² called Buchenwald.³ He was finally free, but there was no joy in his heart. He thought there never would be again. Liberated a day earlier by American soldiers, he remembers their rage at what they saw. And even if he lives to be a very old man, he will always be grateful to them for that rage, and also for their compassion. Though he did not understand their language, their eyes told him what he needed to know — that they, too, would remember, and bear witness.



"Buchenwald concentration camp" by Private H. Miller is in the public domain.

And now, I stand before you, Mr. President — Commander-in-Chief of the army that freed me, and tens of thousands of others — and I am filled with a profound and abiding gratitude to the American people. "Gratitude" is a word that I cherish. Gratitude is what defines the humanity of the human being. And I am grateful to you, Hillary, or Mrs. Clinton, for what you said, and for what you are doing for children in the world, for the homeless, for the victims of injustice, the victims of destiny and society. And I thank all of you for being here.

1. Johann Wolfgang von Goethe was a German writer and politician who lived in Weimar, Germany.
2. **Infamy (noun):** the state of being well known for some bad quality or act
3. a German Nazi concentration camp

We are on the threshold of a new century, a new millennium. What will the legacy of this vanishing century be? How will it be remembered in the new millennium? Surely it will be judged, and judged severely, in both moral and metaphysical⁴ terms. These failures have cast a dark shadow over humanity: two World Wars, countless civil wars, the senseless chain of assassinations (Gandhi, the Kennedys, Martin Luther King, Sadat, Rabin), bloodbaths in Cambodia and Algeria, India and Pakistan, Ireland and Rwanda, Eritrea and Ethiopia, Sarajevo and Kosovo; the inhumanity in the Gulag and the tragedy of Hiroshima. And, on a different level, of course, Auschwitz⁵ and Treblinka. So much violence; so much indifference.

- [5] What is indifference? Etymologically,⁶ the word means “no difference.” A strange and unnatural state in which the lines blur between light and darkness, dusk and dawn, crime and punishment, cruelty and compassion, good and evil. What are its courses and inescapable consequences? Is it a philosophy? Is there a philosophy of indifference conceivable? Can one possibly view indifference as a virtue? Is it necessary at times to practice it simply to keep one’s sanity, live normally, enjoy a fine meal and a glass of wine, as the world around us experiences harrowing⁷ upheavals?

Of course, indifference can be tempting more than that, seductive. It is so much easier to look away from victims. It is so much easier to avoid such rude interruptions to our work, our dreams, our hopes. It is, after all, awkward, troublesome, to be involved in another person’s pain and despair. Yet, for the person who is indifferent, his or her neighbor are of no consequence. And, therefore, their lives are meaningless. Their hidden or even visible anguish⁸ is of no interest. Indifference reduces the Other to an abstraction.

Over there, behind the black gates of Auschwitz, the most tragic of all prisoners were the “Muselmänner,”⁹ as they were called. Wrapped in their torn blankets, they would sit or lie on the ground, staring vacantly into space, unaware of who or where they were — strangers to their surroundings. They no longer felt pain, hunger, thirst. They feared nothing. They felt nothing. They were dead and did not know it.

Rooted in our tradition, some of us felt that to be abandoned by humanity then was not the ultimate. We felt that to be abandoned by God was worse than to be punished by Him. Better an unjust God than an indifferent one. For us to be ignored by God was a harsher punishment than to be a victim of His anger. Man can live far from God — not outside God. God is wherever we are. Even in suffering? Even in suffering.

In a way, to be indifferent to that suffering is what makes the human being inhuman. Indifference, after all, is more dangerous than anger and hatred. Anger can at times be creative. One writes a great poem, a great symphony. One does something special for the sake of humanity because one is angry at the injustice that one witnesses. But indifference is never creative. Even hatred at times may elicit¹⁰ a response. You fight it. You denounce it. You disarm it.

-
4. “Metaphysical” refers to abstract thought or subjects.
 5. a network of German Nazi concentration camps
 6. the study of the history of words, their origins, and how their form and meaning have changed over time
 7. **Harrowing (adjective):** extremely distressing or difficult
 8. **Anguish (noun):** severe emotional or physical pain
 9. a German term used by concentration camp prisoners to refer to inmates who were on the verge of death
 10. **Elicit (verb):** to draw or bring out

[10] Indifference elicits no response. Indifference is not a response. Indifference is not a beginning; it is an end. And, therefore, indifference is always the friend of the enemy, for it benefits the aggressor — never his victim, whose pain is magnified when he or she feels forgotten. The political prisoner in his cell, the hungry children, the homeless refugees — not to respond to their plight, not to relieve their solitude by offering them a spark of hope is to exile them from human memory. And in denying their humanity, we betray our own.

Indifference, then, is not only a sin, it is a punishment.

And this is one of the most important lessons of this outgoing century's wide-ranging experiments in good and evil.

In the place that I come from, society was composed of three simple categories: the killers, the victims, and the bystanders. During the darkest of times, inside the ghettos¹¹ and death camps — and I'm glad that Mrs. Clinton mentioned that we are now commemorating¹² that event, that period, that we are now in the Days of Remembrance — but then, we felt abandoned, forgotten. All of us did.

And our only miserable consolation was that we believed that Auschwitz and Treblinka¹³ were closely guarded secrets; that the leaders of the free world did not know what was going on behind those black gates and barbed wire; that they had no knowledge of the war against the Jews that Hitler's armies and their accomplices waged as part of the war against the Allies. If they knew, we thought, surely those leaders would have moved heaven and earth to intervene. They would have spoken out with great outrage and conviction. They would have bombed the railways leading to Birkenau,¹⁴ just the railways, just once.

[15] And now we knew, we learned, we discovered that the Pentagon knew, the State Department knew. And the illustrious¹⁵ occupant of the White House then, who was a great leader — and I say it with some anguish and pain, because, today is exactly 54 years marking his death — Franklin Delano Roosevelt died on April the 12th, 1945. So he is very much present to me and to us. No doubt, he was a great leader. He mobilized the American people and the world, going into battle, bringing hundreds and thousands of valiant and brave soldiers in America to fight fascism,¹⁶ to fight dictatorship, to fight Hitler. And so many of the young people fell in battle. And, nevertheless, his image in Jewish history — I must say it — his image in Jewish history is flawed.

11. "Ghettos" were areas of a city where Jews were previously required to live.

12. **Commemorate (verb):** to recall and show respect for someone or something in a ceremony

13. an extermination camp built by Nazi Germany

14. Birkenau, also known as Auschwitz II, was a combination of an extermination camp and a concentration camp.

15. **Illustrious (adjective):** well known, respected, and admired for past achievements

16. a political system headed by a dictator in which the government controls business and labor, and opposition is not permitted

The depressing tale of the St. Louis is a case in point. Sixty years ago, its human cargo — nearly 1,000 Jews — was turned back to Nazi Germany. And that happened after the Kristallnacht¹⁷, after the first state sponsored pogrom,¹⁸ with hundreds of Jewish shops destroyed, synagogues burned, thousands of people put in concentration camps. And that ship, which was already in the shores of the United States, was sent back. I don't understand. Roosevelt was a good man, with a heart. He understood those who needed help. Why didn't he allow these refugees to disembark? A thousand people — in America, the great country, the greatest democracy, the most generous of all new nations in modern history. What happened? I don't understand. Why the indifference, on the highest level, to the suffering of the victims?

But then, there were human beings who were sensitive to our tragedy. Those non-Jews, those Christians, that we call the "Righteous Gentiles,"¹⁹ whose selfless acts of heroism saved the honor of their faith. Why were they so few? Why was there a greater effort to save SS²⁰ murderers after the war than to save their victims during the war? Why did some of America's largest corporations continue to do business with Hitler's Germany until 1942? It has been suggested, and it was documented, that the Wehrmacht²¹ could not have conducted its invasion of France without oil obtained from American sources. How is one to explain their indifference?

And yet, my friends, good things have also happened in this traumatic century: the defeat of Nazism, the collapse of communism, the rebirth of Israel on its ancestral soil, the demise of apartheid,²² Israel's peace treaty with Egypt, the peace accord in Ireland. And let us remember the meeting, filled with drama and emotion, between Rabin and Arafat²³ that you, Mr. President, convened in this very place. I was here and I will never forget it.

And then, of course, the joint decision of the United States and NATO²⁴ to intervene in Kosovo²⁵ and save those victims, those refugees, those who were uprooted by a man, whom I believe that because of his crimes, should be charged with crimes against humanity.

[20] But this time, the world was not silent. This time, we do respond. This time, we intervene.

Does it mean that we have learned from the past? Does it mean that society has changed? Has the human being become less indifferent and more human? Have we really learned from our experiences? Are we less insensitive to the plight of victims of ethnic cleansing and other forms of injustices in places near and far? Is today's justified intervention in Kosovo, led by you, Mr. President, a lasting warning that never again will the deportation, the terrorization of children and their parents, be allowed anywhere in the world? Will it discourage other dictators in other lands to do the same?

-
17. Kristallnacht, also known as the Night of Broken Glass, took place on November 9-10, 1938. Conducted by Nazi paramilitary members and German citizens, Kristallnacht resulted in the destruction of numerous Jewish-owned businesses, buildings, and synagogues, as well as many deaths.
 18. A "pogrom" is an organized massacre of a particular ethnic group.
 19. non-Jewish people who risked their lives to save Jewish people from the Nazi Party
 20. The SS, also known as the Schutzstaffel was a semi-militarized organization that was controlled by Adolf Hitler and the Nazi Party.
 21. the armed forces of Nazi Germany from 1935 to 1946
 22. "Apartheid" was the system of racial segregation and discrimination in South Africa.
 23. referring to the first face-to-face agreement between the government of Israel and the Palestine Liberation Organization
 24. The North Atlantic Treaty Organization is an intergovernmental military alliance, in which member states agree to a mutual defense in response to an attack by an external party.
 25. referring to the Kosovo War (during which ethnic groups were targeted for their ethnicity) that was ended by the military intervention of NATO

What about the children? Oh, we see them on television, we read about them in the papers, and we do so with a broken heart. Their fate is always the most tragic, inevitably. When adults wage war, children perish. We see their faces, their eyes. Do we hear their pleas? Do we feel their pain, their agony? Every minute one of them dies of disease, violence, famine.

Some of them — so many of them — could be saved.

And so, once again, I think of the young Jewish boy from the Carpathian Mountains. He has accompanied the old man I have become throughout these years of quest and struggle. And together we walk towards the new millennium, carried by profound fear and extraordinary hope.

"The Perils of Indifference" by Elie Wiesel. Copyright © The Elie Wiesel Foundation for Humanity. Used with permission. All rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text? [RI.2]
 - A. The twentieth century witnessed numerous tragedies, outweighing the few instances of peace and eclipsing any hope for future change.
 - B. During World War II, the U.S. was the driving force behind freeing victims of the Holocaust and promoting peace.
 - C. The Holocaust could have been prevented if the world had the means to identify the warning signs of ethnic cleansing.
 - D. The Holocaust exemplifies the consequences of how apathy towards human suffering can cause tragedy.

2. PART B: Which passage from the text best supports the answer to Part A? [RI.1]
 - A. "Liberated a day earlier by American soldiers, he remembers their rage at what they saw... he will always be grateful to them for that rage, and also for their compassion." (Paragraph 2)
 - B. "These failures have cast a dark shadow over humanity: two World Wars, countless civil wars, the senseless chain of assassinations... So much violence; so much indifference." (Paragraph 4)
 - C. "During the darkest of times, inside the ghettos and death camps... we felt abandoned, forgotten." (Paragraph 13)
 - D. "Have we really learned from our experiences? Are we less insensitive to the plight of victims of ethnic cleansing and other forms of injustices in places near and far?" (Paragraph 21)

3. PART A: What is the meaning of "plight" in paragraph 10? [RI.4]
 - A. anguish
 - B. problem
 - C. loneliness
 - D. situation

4. PART B: Which quote from paragraph 10 best supports the answer to Part A? [RI.1]
 - A. "Indifference is not a beginning; it is an end."
 - B. "the friend of the enemy, for it benefits the aggressor"
 - C. "whose pain is magnified when he or she feels forgotten"
 - D. "by offering them a spark of hope"

5. PART A: Why does Elie Wiesel believe indifference is the most dangerous emotion? [RI.3]
 - A. because it creates prejudice and hatred
 - B. because it allows suffering to continue
 - C. because it is the root of all violence
 - D. because it cannot be completely destroyed

6. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
- A. "A strange and unnatural state in which the lines blur between light and darkness" (Paragraph 5)
 - B. "It is so much easier to look away from victims... Their hidden or even visible anguish is of no interest." (Paragraph 6)
 - C. "For us to be ignored by God was a harsher punishment than to be a victim of His anger." (Paragraph 8)
 - D. "Even hatred at times may elicit a response. You fight it. You denounce it. You disarm it." (Paragraph 9)

7. How do paragraphs 15-16 contribute to the development of the text's central idea? [RI.5]

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In your opinion, why didn't the United States intervene once it became aware of the Nazi concentration camps? Can you think of other conflicts that the United States has acted indifferently towards?
2. In the context of the text, what can we learn from tragedy? What does Elie Wiesel believe we can take away from the numerous tragedies that have occurred throughout the century? How can this knowledge impact the future? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the text, what is good and how do we know? How does Elie Wiesel determine what is right and how people should act in the speech? Do you think his beliefs apply specifically to war, or can they be applied more generally? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, what are the effects of following the crowd? How were the actions of the Nazi Party, as well as the indifference that the United States showed Jews, examples of following the crowd? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name:

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>Proceed Produce Separate Segregate</p>	<p>Which word means to move ahead?</p>	<p>Which two words are similar in meaning?</p>	<p>Which word means to make something and something you eat?</p>
<p>Explain the meaning of this common idiom:</p> <p>“Actions speak louder than words.”</p>	<p>Explain the meaning of this common idiom:</p> <p>“Best of both worlds”</p>	<p>Explain the meaning of this common adage:</p> <p>“Grass isn't always greener in other pastures.”</p>	<p>Explain the meaning of this common adage:</p> <p>“Where there's smoke, there's fire.”</p>
<p>What is the relationship between these words?</p> <p>spoke and tire</p>	<p>Does this prepositional phrase function as an adjective or adverb?</p> <p>I will eat lunch <u>on the patio</u> because I made the honor role.</p>	<p>Add this phrase correctly to the sentence below.</p> <p>~ like a computer machine~</p> <p>Jan was able to process the new skills from math class.</p>	<p>Add this phrase correctly to the sentence below.</p> <p>~after the ball game~</p> <p>The stadium was cleaned by the custodians.</p>
<p>Rewrite the following sentences using a coordinate adjective.</p> <p>The sweater is lovely. The sweater is expensive</p>	<p>Rewrite the following sentences using a coordinate adjective.</p> <p>I will drink tea. I will drink cold tea. The tea is refreshing.</p>	<p>Add an apostrophe where needed, if needed.</p> <p>Angela and Tommy house is lovely.</p>	<p>Add an apostrophe where needed, if needed.</p> <p>My father-in-law car is quite expensive.</p>
<p>Replace the underlined adjective with a more precise word.</p> <p>The babysitter got a <u>bad</u> headache from taking care of the children.</p>	<p>Replace the underlined verb with a word that shows more action.</p> <p>The children <u>went</u> into the house to see the new puppy.</p>	<p>Circle the word with the positive connotation.</p> <p>Refined; Snobby</p>	<p>Circle the word with the positive connotation.</p> <p>Condescending; Authoritative</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>He was really late to his English class due to the fact that he had to finish his math test.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p>	<p>Which word indicates the sentence has an informal tone?</p> <p>There ain't going to be a ball game tonight.</p>	<p>Rewrite yesterday's sentence to make it formal.</p>
<p>Write the meaning of the root sol.</p>	<p>Write a sentence using a word with the root sol.</p>	<p>Write the meaning of the root syn/sym.</p>	<p>Write a sentence using a word with the root syn/sym.</p>

My Work

<p style="text-align: center;">Monday</p> <hr/>	<p style="text-align: center;">Tuesday</p> <hr/>
<p style="text-align: center;">Wednesday</p> <hr/>	<p style="text-align: center;">Thursday</p> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____ # correct _____ I need more help with... _____ _____ _____ _____ _____	# of questions _____ # correct _____ I need more help with... _____ _____ _____ _____ _____	# of questions _____ # correct _____ I need more help with... _____ _____ _____ _____ _____	# of questions _____ # correct _____ I need more help with... _____ _____ _____ _____ _____

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>Proceed Produce Separate Segregate</p>	<p>Which word means to move ahead?</p> <p>Proceed</p>	<p>Which two words are similar in meaning?</p> <p>Separate and Segregate</p>	<p>Which word means to make something and something you eat?</p> <p>Produce</p>
<p>Explain the meaning of this common idiom:</p> <p>“Actions speak louder than words.”</p> <p>People's intentions can be judged better by what they do than what they say.</p>	<p>Explain the meaning of this common idiom:</p> <p>“Best of both worlds”</p> <p>Having all the advantages.</p>	<p>Explain the meaning of this common adage:</p> <p>“Grass isn't always greener in other pastures.”</p> <p>People think something else is better than what they have, but it really isn't.</p>	<p>Explain the meaning of this common adage:</p> <p>“Where there's smoke, there's fire.”</p> <p>Usually, there are early warning signs that something is wrong.</p>
<p>What is the relationship between these words?</p> <p>Spoke and tire</p> <p>Part to whole</p>	<p>Does this prepositional phrase function as an adjective or adverb?</p> <p>I will eat lunch <u>on the patio</u> because I made the honor role.</p>	<p>Add this phrase correctly to the sentence below.</p> <p>~ like a computer machine~</p> <p>Jan was able to process the new skills from math class.</p> <p>Answers will vary.</p>	<p>Add this phrase correctly to the sentence below.</p> <p>~after the ball game~</p> <p>The stadium was cleaned by the custodians.</p> <p>Answers will vary.</p>
<p>Rewrite the following sentences using a coordinate adjective.</p> <p>That is a lovely, expensive sweater.</p>	<p>Rewrite the following sentences using a coordinate adjective.</p> <p>I will drink cold, refreshing tea.</p>	<p>Add an apostrophe where needed, if needed.</p> <p>Angela and Tommy's house is lovely.</p>	<p>Add an apostrophe where needed, if needed.</p> <p>My father-in-law's car is quite expensive.</p>
<p>Replace the underlined adjective with a more precise word.</p> <p>The babysitter got a <u>bad</u> headache from taking care of the children.</p> <p>Answers will vary.</p>	<p>Replace the underlined verb with a word that shows more action.</p> <p>The children <u>went</u> into the house to see the new puppy.</p> <p>Answers will vary.</p>	<p>Circle the word with the positive connotation.</p> <p>Refined; Snobby</p>	<p>Circle the word with the positive connotation.</p> <p>Condescending; Authoritative</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>He was really late to his English class due to the fact that he had to finish his math test.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p> <p>He was really late to his English class because he had to finish his math test.</p>	<p>Which word indicates the sentence has an informal tone?</p> <p>There ain't going to be a ball game tonight.</p>	<p>Rewrite yesterday's sentence to make it formal.</p> <p>There is not going to be a ball game tonight.</p>
<p>Write the meaning of the root sol.</p> <p>Sun</p>	<p>Write a sentence using a word with the root sol.</p> <p>Answers will vary.</p>	<p>Write the meaning of the root syn/sym.</p> <p>With, Together</p>	<p>Write a sentence using a word with the root syn/sym.</p> <p>Answers will vary.</p>

Name:

Nonfiction: Point of View – Q2:7

Date:

As you answer this week's questions, highlight your evidence in the text.

Online News: How to Tell If It's Real or Fake

The term "Fake news" has gotten a lot of attention. Yet there's confusion and disagreement over what type of news fake news refers to.

By its simplest definition, fake news is news that's untrue. Fake news is not the same as a news story that unintentionally contains an error. Even news sources with high ethical standards occasionally make mistakes. When that happens, real news sources will **retract** the story and/or make corrections. With fake news, the inclusion of misleading and **erroneous** information is no mistake; it's intentional. At legitimate news sources, reporters who write stories with false information may even lose their jobs. With fake news, writing stories with false information is their job!

With so many online news sources, how do you know which ones to trust? There appears to be no one-size-fits-all answer. Some people distrust traditional news organizations (also referred to as the "mainstream media" or MSM) and prefer newer voices. Some people only trust well-established news outlets they're familiar with. Whatever, your source of news, it is important to be able to tell if what you are reading is real or fake. Here are some clues to help you decipher whether a story is factual or pure fiction.



Characteristics of Legitimate News

- **Attribution.** Credible news stories include an author's byline, a dateline (when and where the story originated), and facts, figures, and quotes attributed to specific people or groups.
- **Standards and ethics.** Credible news adheres to specific standards of ethics and professional behavior. Their code of ethics is typically published somewhere on their website.
- **Opinion pieces are differentiated from news stories.** An article that expresses the writer's views and perspectives is clearly labeled as an opinion piece or an "op-ed" (opinion editorial). News stories report facts objectively. In op-eds, the writer interjects his or her own opinion on the subject matter and writes in first person (using "I"). Objective news stories are written in third person.
- **Trustworthy research and statistics.** Studies and statistics cited in articles describe their methodology. Scientific data and findings come from reputable labs (such as those affiliated with universities) or independent non-profits. The researchers are unbiased and have no financial incentive to skew the data in a particular direction. The research should be "peer-reviewed," meaning other reputable scientists have read and signed off on the methods used to collect data.

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Characteristics of Fake News

- **Advertorial.** Advertorials mimic traditional news but are paid for by an advertiser. Look for fine print with the words "paid for by" or "sponsored content."
- **Viral videos.** Not all viral videos are fake. But some videos shared virally via social media are misleading. Videos may have been edited to include only specific video and audio clips. Scenes have been spliced together out of context which can misrepresent what actually occurred or was said.
- **Unusual URLs.** Fake News sources may be masquerading as legitimate sites you already know. The most familiar web addresses end with ".com," ".net," ".gov," ".org," ".mil," and ".edu.". You can tell they're not the real thing if they've tacked on something like ".co" to the end of the URL.
- **Low-quality writing.** Look for words in all caps, glaring grammatical or spelling errors, and sentences that end with more than one punctuation mark, such as double or triple exclamation points or question marks. These are clues that you should be skeptical of the source.
- **Clickbait.** Clickbait headlines use words and phrases like "shocking," "this will blow your mind," "you won't believe," and "the secret they don't want you to know". Sensational headlines usually lead to false or dubious content. Clicking these headlines often redirects to ads, contests, surveys, viruses, business scams, and content unrelated to the headline.
- **Unflattering photos.** Websites and magazines with a particular bias or extreme view run photos of those they oppose caught mid-sneeze, frowning, and blinking. Legitimate news sources strive to use images that illustrate the main idea of a story.
- **Guilt by association.** Fraudulent news sources place unrelated photos side by side to make the subjects seem to be behaving inappropriately. They photoshop the subjects in two separate photos to make them appear to be next to each other.
- **Unnamed author and sources.** Writers of fake news don't reveal their identity. They don't want people to know who they are. The article may be attributed to anonymous or use an obvious pseudonym, like the name of a character from a movie. They make up fictitious quotes and don't provide the name of the person who said them.
- **Lone Wolf.** Does the story not appear anywhere else? Real news stories are usually covered by more than one news source. They may claim to have a "scoop" that other news sources won't report. But the real reason you won't find it anywhere else is because it's fake news.

Name:

Nonfiction: Point of View – Q2:7

Date:

Monday

According to the article, what is “fake news”?

Based on the text, what is the meaning of the word **retract**?

What is the author trying to accomplish through this text?

According to the article, what might happen to a journalist who includes false information in their news story?

Tuesday

According to the text, what is the meaning of the word **erroneous**?

With which statement do you think the author would most likely agree?

If a news source includes fake information, no real damage is done.

Everyone should know how to identify fake news sources.

Why do you think it is important to know how to identify fake news online?

How is an opinion piece different from a news story?

Wednesday

How can you tell if research in a news story is trustworthy?

What is an example of clickbait?

According to the article, what might you want to be aware of when watching viral videos?

How can the photos used in an article help you tell if the news source is legitimate or not?

Thursday

What is the author's point of view on real and fake news?

If a news story can only be found on one website, would it most likely be real or fake? Support your answer.

Cite one detail from the article that best supports the author's point of view.

On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.

Answer Key - Nonfiction: Point of View – Q2:7

Monday	Tuesday
<p>According to the article, what is “fake news”?</p> <p>news that is untrue</p>	<p>According to the text, what is the meaning of the word erroneous?</p> <p>inaccurate; misleading</p>
<p>What is the author trying to accomplish through this text?</p> <p>The author is trying to educate (inform) its reader on how to identify fake news.</p>	<p>Why do you think it is important to know how to identify fake news online?</p> <p>Possible Answer: You don't want to be misinformed.</p>
<p>Based on the text, what is the meaning of the word retract?</p> <p>withdraw; take back</p>	<p>With which statement do you think the author would most likely agree?</p> <p>If a news source includes fake information, no real damage is done. Everyone should know how to identify fake news sources.</p>
<p>According to the article, what might happen to a journalist who includes false information in their news story?</p> <p>They could lose their job.</p>	<p>How is an opinion piece different from a news story?</p> <p>An opinion piece includes the opinion of the journalist.</p>
Wednesday	Thursday
<p>How can you tell if research in a news story is trustworthy?</p> <p>The data and results from the research are from reputable labs that are unbiased.</p>	<p>What is the author's point of view on real and fake news?</p> <p>The author feels everyone should be aware of fake news and how to spot it.</p>
<p>According to the article, what might you want to be aware of when watching viral videos?</p> <p>Viral videos can be edited, and parts removed, making them false (not giving all the information).</p>	<p>Cite one detail from the article that best supports the author's point of view.</p> <p>Accept all reasonable answers.</p>
<p>What is an example of clickbait?</p> <p>A headline with phrases you are likely to click. “The secret they don't want you to know.”</p>	<p>If a news story can only be found on one website, would it most likely be real or fake? Support your answer.</p> <p>Fake; typically, real news stories are widespread.</p>
<p>How can the photos used in an article help you tell if the news source is legitimate or not?</p> <p>You can look at the quality of the photos, and if they have been altered in any way.</p>	<p>On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.</p>

Name: _____ Class: _____

Anti-Jewish Legislation in Prewar Germany

By The United States Holocaust Memorial Museum
2016

The Nazi Party came to power in Germany in 1933 under the leadership of Adolf Hitler and ruled the country until losing World War II in 1945. Throughout the 1930s, Germany enacted a series of anti-Jewish, or anti-Semitic, laws as Hitler sought to create a "master race" of white "Aryan" Germans. Many of these discriminatory laws made it easy to locate, isolate, and move Jews into concentration camps throughout Nazi-occupied Europe. Six million Jews were murdered by the Nazi government during the Holocaust. As you read, takes notes on the different types of discrimination that Jewish people in Germany faced.

- [1] Antisemitism and the persecution¹ of Jews represented a central tenet² of Nazi ideology.³ In their 25-point Party Program, published in 1920, Nazi party members publicly declared their intention to segregate Jews from "Aryan" society and to abrogate⁴ Jews' political, legal, and civil rights.

Nazi leaders began to make good on their pledge to persecute German Jews soon after their assumption of power. During the first six years of Hitler's dictatorship, from 1933 until the outbreak of war in 1939, Jews felt the effects of more than 400 decrees and regulations that restricted all aspects of their public and private lives. Many of those laws were national ones that had been issued by the German administration and affected all Jews. But state, regional, and municipal officials, on their own initiative, also promulgated a barrage⁵ of exclusionary decrees in their own communities. Thus, hundreds of individuals in all levels of government throughout the country were involved in the persecution of Jews as they conceived, discussed, drafted, adopted, enforced, and supported anti-Jewish legislation. No corner of Germany was left untouched.



"Burning Synagogue Kristallnacht 1938" by Unknown is in the public domain.

1. **Persecution (noun):** harassment or punishment in a manner designed to injure, grieve, or cause to suffer
2. **Tenet (noun):** a belief
3. **Ideology (noun):** the set of ideas and beliefs of a group or political party
4. **Abrogate (verb):** to abolish by authoritative action
5. **Barrage (noun):** a vigorous or rapid outpouring or projection of many things at once

1933–1934

The first wave of legislation, from 1933 to 1934, focused largely on limiting the participation of Jews in German public life. The first major law to curtail the rights of Jewish citizens was the "Law for the Restoration of the Professional Civil Service" of April 7, 1933, according to which Jewish and "politically unreliable" civil servants and employees were to be excluded from state service. The new Civil Service Law was the German authorities' first formulation of the so-called Aryan Paragraph, a kind of regulation used to exclude Jews (and often by extension other "non-Aryans") from organizations, professions, and other aspects of public life.

In April 1933, German law restricted the number of Jewish students at German schools and universities. In the same month, further legislation sharply curtailed⁶ "Jewish activity" in the medical and legal professions. Subsequent laws and decrees restricted reimbursement of Jewish doctors from public (state) health insurance funds. The city of Berlin forbade Jewish lawyers and notaries⁷ to work on legal matters, the mayor of Munich disallowed Jewish doctors from treating non-Jewish patients, and the Bavarian Interior Ministry denied admission of Jewish students to medical school.

- [5] At the national level, the Nazi government revoked⁸ the licenses of Jewish tax consultants; imposed a 1.5 percent quota on admission of "non-Aryans" to public schools and universities;⁹ fired Jewish civilian workers from the army; and, in early 1934, forbade Jewish actors to perform on the stage or screen.

Local governments also issued regulations that affected other spheres of Jewish life: in Saxony, Jews could no longer slaughter animals according to ritual purity requirements, effectively preventing them from obeying Jewish dietary laws.

1935

At their annual party rally held in Nuremberg in September 1935, the Nazi leaders announced new laws which institutionalized many of the racial theories prevalent¹⁰ in Nazi ideology. These "Nuremberg Laws" excluded German Jews from Reich citizenship¹¹ and prohibited them from marrying or having sexual relations with persons of "German or German-related blood." Ancillary¹² ordinances¹³ to these laws deprived them of most political rights. Jews were disenfranchised (that is, they had no formal expectation to the right to vote) and could not hold public office.

The Nuremberg Laws did not identify a "Jew" as someone with particular religious beliefs. Instead, the first amendment to the Nuremberg Laws defined anyone who had three or four Jewish grandparents as a Jew, regardless of whether that individual recognized himself or herself as a Jew or belonged to the Jewish religious community. Many Germans who had not practiced Judaism or who had not done so for years found themselves caught in the grip of Nazi terror. Even people with Jewish grandparents who had converted to Christianity could be defined as Jews.

-
6. **Curtail** (*verb*): to make less by, reduce, or limit
 7. public officials who certify authentic writing or documents
 8. **Revoke** (*verb*): to take or bring back
 9. meaning a public school's student body was made up of 98.5% Aryans and less than 1.5% non-Aryans
 10. **Prevalent** (*adjective*): dominant; powerful
 11. citizenship of "The Third Reich," Hitler's growing German territory
 12. supplementary
 13. orders

The Nuremberg Laws of 1935 heralded¹⁴ a new wave of antisemitic legislation that brought about immediate and concrete segregation:¹⁵ Jewish patients were no longer admitted to municipal¹⁶ hospitals in Düsseldorf, German court judges could not cite legal commentaries or opinions written by Jewish authors, Jewish officers were expelled from the army, and Jewish university students were not allowed to sit for doctoral exams.

- [10] Other regulations reinforced the message that Jews were outsiders in Germany; for example, in December 1935, the Reich Propaganda Ministry issued a decree forbidding Jewish soldiers to be named among the dead in World War I memorials.

"Aryanization"

Government agencies at all levels aimed to exclude Jews from the economic sphere of Germany by preventing them from earning a living. Jews were required to register their domestic and foreign property and assets, a prelude to the gradual expropriation¹⁷ of their material wealth by the state. Likewise, the German authorities intended to "Aryanize" all Jewish businesses, a process involving the dismissal of Jewish workers and managers, as well as the transfer of companies and enterprises to non-Jewish Germans, who bought them at prices officially fixed well below market value. From April 1933 to April 1938, "Aryanization" effectively reduced the number of Jewish-owned businesses in Germany by approximately two-thirds.

1936

In the weeks before and during the 1936 Winter and Summer Olympic Games held in Garmisch-Partenkirchen and Berlin, respectively, the Nazi regime actually toned down much of its public anti-Jewish rhetoric¹⁸ and activities. The regime even removed some of the signs saying "Jews Unwelcome" from public places. Hitler did not want international criticism of his government to result in the transfer of the Games to another country. Such a loss would have been a serious blow to German prestige. Likewise, Nazi leaders did not want to discourage international tourism and the revenue that it would bring during the Olympics year.

1937–1938

In 1937 and 1938, German authorities again stepped up legislative persecution of German Jews. The government set out to impoverish Jews and remove them from the German economy by requiring them to register their property. Even before the Olympics, the Nazi government had initiated the practice of "Aryanizing" Jewish businesses. "Aryanization" meant the dismissal of Jewish workers and managers of a company and/or the takeover of Jewish-owned businesses by non-Jewish Germans who bought them at bargain prices fixed by government or Nazi party officials. In 1937 and 1938, the government forbade Jewish doctors to treat non-Jews, and revoked the licenses of Jewish lawyers to practice law.

14. **Herald** (*verb*): to announce or give notice

15. Segregation is the separation or isolation of a race, class, or ethnic group by discriminatory means.

16. city-run

17. **Expropriate** (*verb*): to transfer the property of another to one's own possession

18. **Rhetoric** (*noun*): verbal or written communication

Following the Kristallnacht (commonly known as "Night of Broken Glass") pogrom of November 9–10, 1938,¹⁹ Nazi leaders stepped up "Aryanization" efforts and enforced measures that succeeded increasingly in physically isolating and segregating Jews from their fellow Germans. Jews were barred from all public schools and universities, as well as from cinemas, theaters, and sports facilities. In many cities, Jews were forbidden to enter designated "Aryan" zones. German decrees and ordinances expanded the ban on Jews in professional life. By September 1938, for instance, Jewish physicians were effectively banned from treating "Aryan" patients.

- [15] The government required Jews to identify themselves in ways that would permanently separate them from the rest of the population. In August 1938, German authorities decreed that by January 1, 1939, Jewish men and women bearing first names of "non-Jewish" origin had to add "Israel" and "Sara," respectively, to their given names. All Jews were obliged to carry identity cards that indicated their Jewish heritage, and, in the autumn of 1938, all Jewish passports were stamped with an identifying letter "J." As the Nazi leaders quickened their preparations for the European war of conquest that they intended to unleash, antisemitic legislation in Germany and Austria paved the way for more radical persecution of Jews.

"Anti-Jewish Legislation in Prewar Germany" from The Holocaust Encyclopedia by The United States Holocaust Memorial Museum. Copyright © 2016 by The United States Holocaust Memorial Museum. Used with permission. All rights reserved.

19. The Night of Broken Glass was Germany's first nation-wide pogrom against Jews; a pogrom is a violent riot aimed at the massacre or persecution of an ethnic or religious group, particularly Jews. During the Night of Broken Glass, Jewish businesses were destroyed, over 90 people were killed, and 30,000 Jewish men were arrested and sent to Nazi concentration camps.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Part A: What is the central idea of the article?
 - A. Germans slowly began to care less and less about Jews and how they lived their everyday lives throughout the 1930s.
 - B. Throughout the 1930s, Jews faced increasing persecution that paved the way for their complete segregation and dehumanization.
 - C. From the end of World War I until the 1936 Olympics, Germans desperately wanted to blame the Jews for their country's problems.
 - D. Not enough German citizens resisted the Nazi government or protested their actions to prevent the persecution of the Jews from occurring.

2. Part B: Which phrase from the text provides the best answer to Part A?
 - A. "The first wave of legislation, from 1933 to 1934, focused largely on limiting the participation of Jews in German public life." (Paragraph 3)
 - B. "Instead, the first amendment to the Nuremberg Laws defined anyone who had three or four Jewish grandparents as a Jew, regardless of whether that individual recognized himself or herself as a Jew or belonged to the Jewish religious community." (Paragraph 8)
 - C. "In the weeks before and during the 1936 Winter and Summer Olympic Games held in Garmisch-Partenkirchen and Berlin, respectively, the Nazi regime actually toned down much of its public anti-Jewish rhetoric and activities." (Paragraph 12)
 - D. "Nazi leaders stepped up 'Aryanization' efforts and enforced measures that succeeded increasingly in physically isolating and segregating Jews from their fellow Germans." (Paragraph 14)

3. PART A: What does the word "decree" most closely mean as it is used in paragraph 2?
 - A. punishments or violence
 - B. payments or fines
 - C. official orders or laws
 - D. cooperation with the government

4. PART B: Which phrase from paragraph 2 best supports the answer to Part A?
 - A. "Jews felt the effects"
 - B. "Many of those laws were national ones"
 - C. "individuals in all levels of government throughout the country were involved"
 - D. "No corner of Germany was left untouched"

5. How does paragraph 11 contribute to the development of ideas in the article?

Name: _____ Class: _____

First They Came...

By Martin Niemöller
1950

Martin Niemöller (1892-1984) was a German anti-Nazi activist and Lutheran pastor. Niemöller initially supported Hitler, but he soon came to strongly oppose the Nazi party. From 1937-1945, Niemöller was imprisoned in two concentration camps and narrowly escaped execution. The following quotation was made by Niemöller and published in 1950. As you read, take notes on the author's use of repetition.

- [1] First they came for the Socialists, and I did not speak out — Because I was not a Socialist.¹
Then they came for the Trade Unionists, and I did not speak out — Because I was not a Trade Unionist.²
Then they came for the Jews, and I did not speak out — Because I was not a Jew.
Then they came for me — and there was no one left to speak for me.



"Suppression of Warsaw Ghetto Uprising" by Unknown is in the public domain.

"First They Came..." by Martin Niemöller. Copyright © 1950 by Martin Niemöller. For nonprofit educational use only.

1. A socialist is a person who believes that industries should be collectively owned or controlled by the government rather than by individual people and companies.
2. A trade unionist is a person who belongs to a trade union (a group of workers who have organized in order to advocate for better wages, better hours, etc.).

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes the message of the quote?
 - A. People should define themselves by their similarities, not by their differences.
 - B. Fear can cause people to stop caring about others or their suffering.
 - C. People should speak out when they see injustice, or they may risk experiencing it themselves.
 - D. Staying silent while witnessing a crime is the same thing as committing the crime.

2. PART B: Which of the following best support the answer to Part A?
 - A. "First they came for the Socialists" (Line 1)
 - B. "Because I was not a Trade Unionist" (Line 2)
 - C. "I did not speak out — Because I was not a Jew." (Line 3)
 - D. "Then they came for me — and there was no one left to speak for me." (Line 4)

3. What does the phrase "because I was not" emphasize about the speaker?
 - A. The speaker is lonely and distanced from the rest of society, which is why he did not speak out.
 - B. The speaker is deeply sorry and wants to justify why he did not speak out against the arrests.
 - C. The speaker regrets not speaking out because he was not being targeted and ignored those who were.
 - D. The speaker is a selfish, prejudiced person who did not care about the suffering of other people.

4. How does the repetition used in the text contribute to its overall meaning?

Name: _____ Class: _____

Nazi Germany's 'Euthanasia' Program

By The United States Holocaust Memorial Museum
2016

The Nazi Party ruled Germany from 1933-1945 and was led by Adolf Hitler. A key component of Nazi rule was an attempt to "purify" the German race by killing anyone who had "impurities," which included Jews, Roma (Gypsies), and people with physical or mental disabilities, among others. To achieve this goal, the Nazi government killed 6 million Jews and 5 million others. The Nazi euthanasia program was one of the first programs of mass murder created to achieve their goal. As you read, identify the causes and effects of the Nazi "euthanasia" program.

- [1] The term "euthanasia" (literally, "good death") usually refers to the inducement¹ of a painless death for a chronically or terminally ill individual who would otherwise suffer. In the Nazi² context, however, "euthanasia" was a euphemism³ for a clandestine⁴ murder program of disabled patients living in institutional settings in Germany and German-annexed territories.⁵ The program was Nazi Germany's first policy of mass murder. Like those who planned the genocide⁶ of European Jews, the organizers of the "euthanasia" program imagined a racially pure and productive society and embraced radical strategies to eliminate those who did not fit within their vision.



"Deportation of Polish Jews to Treblinka extermination camp from the ghetto in Siedlce, 1942, occupied Poland." by Unknown is in the public domain.

1. **Induce (verb):** to bring about; to cause
2. The Nazis were a political party that led Germany from 1933 to 1945, initiated World War II, and under the guidance of Adolph Hitler killed about 11 million Europeans in mass murders.
3. **Euphemism (noun):** a mild or pleasant word or phrase that is used instead of one that is unpleasant or offensive
4. **Clandestine (adjective):** marked by or conducted in secrecy
5. Germany "annexed" territories by declaring and bringing them officially under German control. During World War II, Nazi Germany annexed Austria, Belgium, and other parts of central and eastern Europe.
6. the deliberate killing of a large group of people, especially those of a certain ethnic group or nation

On August 18, 1939, the German government issued a decree compelling⁷ medical personnel to report newborns and children under the age of three with severe disability. In October 1939, authorities began to encourage parents of children with disabilities to admit them to pediatric clinics. The clinics were in reality killing wards where specially recruited medical staff murdered their young charges by lethal overdoses or by starvation. The killing program eventually included juveniles up to 17 years of age. Planners quickly extended the killing program to institutionalized adults.⁸ In autumn 1939, Adolf Hitler signed a secret authorization to protect participating personnel from prosecution. Its functionaries⁹ called their secret enterprise “T4.” T4 operatives established six gassing installations. Within hours of arrival at such centers, the victims perished in gas chambers, disguised as shower facilities, utilizing pure carbon monoxide gas. T4 functionaries burned the bodies in crematoria.¹⁰ Workers then took the ashes of cremated victims from a common pile and placed them in urns to send to relatives, along with a certificate listing a fictive cause of death.

In view of widespread public knowledge and protests, Hitler ordered a halt to the program in August 1941. Nevertheless, in August 1942, German healthcare workers resumed the murders. The renewed effort relied closely upon local authorities and employed lethal injection and starvation as more covert¹¹ means of killing. In the German-occupied East, SS¹² and police units also murdered tens of thousands of disabled patients in mass shootings and gas vans. Planners of the “Final Solution” drew on the gas chambers and crematoria, specifically designed for the T4 campaign, to murder Jews.¹³ T4 personnel who had shown themselves reliable in this first mass murder program later figured prominently among the German staff stationed at the killing centers of Belzec, Sobibor, and Treblinka.¹⁴ The murder program continued until the last days of the war, expanding to include geriatric¹⁵ patients, bombing victims, and foreign forced laborers. Historians estimate that the “euthanasia” program, in all its phases, claimed the lives of 200,000 individuals.

“Nazi Germany’s ‘Euthanasia’ Program” from [The Holocaust Encyclopedia](#), © 2016, The United States Holocaust Memorial Museum. Reprinted with permission, all rights reserved.

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7. **Compel (verb):** to cause (something) to occur by pressure or force
 8. People are “institutionalized” when they live in hospital institutions long-term or permanently for reasons of age, disability, or mental health.
 9. those who oversaw its everyday functions
 10. places where dead people are cremated, or burned
 11. **Covert (adjective):** made, shown, or done in a way that is not easily seen or noticed
 12. SS stands for “Schutzstaffel,” a group of paramilitary (outside the official military) soldiers who fought for Adolph Hitler.
 13. The “Final Solution” is the name for the program of mass murder and genocide carried out against Jews in the Holocaust.
 14. Belzec, Sobibor, and Treblinka are three famous concentration camps where Jews and others marked for death by the Nazis were sent to be murdered.
 15. elderly

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What does the word “fictive” most likely mean in paragraph 2?
 - A. deathly
 - B. suspicious
 - C. guilty
 - D. fake

2. PART B: Which phrase from paragraph 2 best supports the answer to Part A?
 - A. “compelling medical personnel to report”
 - B. “Planners quickly extended the killing program”
 - C. “their secret enterprise”
 - D. “perished in gas chambers”

3. PART A: Which of the following statements best expresses the central idea of the article?
 - A. The Nazis created the euthanasia program to discover the effects of different chemicals on people.
 - B. The Nazis used the euthanasia program to mass murder the people that they considered to be undesirable members of their society.
 - C. The Nazis hoped that the euthanasia program would distract the public from the larger “Final Solution.”
 - D. The Nazis believed that murder was distasteful but the only solution for a growing health epidemic.

4. PART B: Which phrase from the text best supports the answer to Part A?
 - A. “Within hours of arrival at such centers, the victims perished in gas chambers, disguised as shower facilities, utilizing pure carbon monoxide gas.” (Paragraph 2)
 - B. “In view of widespread public knowledge and protests, Hitler ordered a halt to the program in August 1941. Nevertheless, in August 1942, German healthcare workers resumed the murders.” (Paragraph 3)
 - C. “Planners of the ‘Final Solution’ drew on the gas chambers and crematoria, specifically designed for the T4 campaign, to murder Jews.” (Paragraph 3)
 - D. “The murder program continued until the last days of the war, expanding to include geriatric patients, bombing victims, and foreign forced laborers.” (Paragraph 3)

5. How does the rhetoric of the article help to develop the purpose of the article?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Why do you believe people are prejudiced against those with disabilities? The sick? The elderly? In the context of this article, what are the effects of this prejudice? Cite evidence from the text, your personal experience, and other literature, art, and history in your answer.
2. In the context of this article, why do people do bad things? How did leaders convince themselves that it was good to kill children and the elderly, and why didn't anyone stop them? Cite evidence from the text, your personal experience, and other literature, art, and history in your answer.
3. What were the effects of first singling out the weak, young, disabled, and elderly for mass murder? Do you think that beginning with the euthanasia program made it easier or more difficult to later carry out the Final Solution?
4. The euthanasia program was met with outrage and was temporarily shut down, yet it was reinstated and went on to serve as a model for the Final Solution. Why do you think leaders would engage in a program they knew the public disapproved of? Cite evidence from the text, your personal experience, and other literature, art, and history in your answer.

Name: _____ Class: _____

Auschwitz

By The United States Holocaust Memorial Museum
2016

Auschwitz was a network of concentration camps and extermination camps. It was built on Polish land that was controlled by Nazi Germany during World War II. While the camp began as a Polish political prison, it eventually evolved into a means for the Nazi Party to exterminate Jews and other so-called "racially undesirables." This informational text discusses the purposes of the three main camps of Auschwitz, as well as the treatment of prisoners. As you read, take note of what the three main camps of Auschwitz had in common and how they differed.

- [1] The Auschwitz concentration camp complex was the largest one established by the Nazi regime.¹ It included three main camps, all of which used prisoners for forced labor. One camp also functioned as a killing center. Construction began at Auschwitz (approximately 37 miles west of Krakow, Poland) in May 1940. It is estimated that the SS² and German police deported at minimum 1.3 million people to the Auschwitz complex between 1940 and 1945. Of these, the camp authorities murdered 1.1 million people.



"Jews on selection ramp at Auschwitz, May 1944" by Bild Bundesarchiv is licensed under CC BY-SA 3.0.

Construction of Auschwitz II, or Auschwitz-Birkenau, began in October 1941. Of the three camps, Auschwitz-Birkenau had the largest total prisoner population and also contained the facilities for a killing center. It played a central role in the German plan to kill the Jews of Europe, using Zyklon B gas³ for mass murder. Eventually, four large crematorium⁴ buildings were built from March-June 1943. Each had three components: a disrobing area, a large gas chamber, and crematorium ovens. The SS continued gassing operations at Auschwitz-Birkenau until November 1944.

From 1942 to the end of summer 1944, trains arrived at Auschwitz-Birkenau with transports of Jews from virtually every country in Europe occupied⁵ by or allied⁶ to Germany. In total, approximately 1.1 million Jews were deported to Auschwitz. SS and police authorities deported approximately 200,000 other victims to Auschwitz, including 140,000-150,000 non-Jewish Poles, 23,000 Roma (Gypsies), and 15,000 Soviet prisoners of war.

1. **Regime (noun):** a type of government, especially an authoritarian one
2. The "SS," also known as the Schutzstaffel, was a semi-military organization under control of Adolf Hitler and the Nazi Party.
3. a cyanide-based pesticide
4. A "crematorium" is a place where a dead person's body is burned to ashes.
5. **Occupy (verb):** to take control of a place by military conquest
6. **Allied (adjective):** joined by or relating to members of an alliance

New arrivals at Auschwitz-Birkenau underwent selection. The SS staff determined the majority to be unfit for forced labor and sent them immediately to the gas chambers, which were disguised as shower installations. At least 960,000 Jews were killed in Auschwitz. Also murdered were approximately 74,000 Poles, 21,000 Roma (Gypsies), 15,000 Soviet prisoners of war, and 10,000-15,000 of other nationalities (Czech, Yugoslav, French, German, and Austrian).

- [5] Auschwitz III, also called Buna or Monowitz, was established in October 1942 to house prisoners assigned to forced labor at rubber works owned by the German conglomerate⁷ I.G. Farben. Between 1942 and 1944, the SS authorities at Auschwitz established 39 subcamps. Inmates were forced to work in coal mines and in armaments⁸ industries. Some were tattooed with identification numbers on their left arms. If the SS judged prisoners too weak to continue with forced labor, they were transported to Auschwitz-Birkenau and killed.

In mid-January 1945, as Soviet forces approached, the SS destroyed the remaining gassing installations and began evacuating Auschwitz. SS guards forced nearly 60,000 prisoners to march west and shot anyone who fell behind. Prisoners also suffered from starvation and exposure and as many as 15,000 prisoners died during the evacuation marches from Auschwitz. Thousands were also killed in the camps in the days before the evacuations. On January 27, 1945, the Soviet army entered Auschwitz and liberated around 7,000 prisoners, most of whom were ill and dying.

"Auschwitz" from The Holocaust Encyclopedia by The United States Holocaust Memorial Museum. Copyright © 2016 by The United States Holocaust Memorial Museum. Used with permission. All rights reserved.

7. A "conglomerate" is a corporation that is made up of a number of different, seemingly unrelated businesses.
8. "Armaments" refers to military weapons and equipment.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text? [RI.2]
 - A. The Auschwitz concentration camp was the most inhumane of the camps, as it was the only one with a killing center.
 - B. Not all of the Auschwitz concentration camps treated prisoners inhumanely.
 - C. Despite the differing purposes of the three main camps of Auschwitz, they all treated prisoners inhumanely.
 - D. The Auschwitz concentration camps provided prisoners with the means to live, so they could provide useful labor.

2. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "It included three main camps, all of which used prisoners for forced labor. One camp also functioned as a killing center." (Paragraph 1)
 - B. "In total, approximately 1.1 million Jews were deported to Auschwitz." (Paragraph 3)
 - C. "Auschwitz III, also called Buna or Monowitz, was established in October 1942 to house prisoners assigned to forced labor at rubber works owned by the German conglomerate I.G. Farben." (Paragraph 5)
 - D. "Some were tattooed with identification numbers on their left arms." (Paragraph 5)

3. PART A: How does paragraph 2 contribute to the development of ideas in the text? [RI.5]
 - A. It proves that the Nazi Party had help in constructing the camps.
 - B. It shows how efficiently Auschwitz II could kill prisoners.
 - C. It shows the variety of treatment prisoners experienced between camps.
 - D. It proves that the Nazi Party knew that what it was doing was wrong.

4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
 - A. "It played a central role in the German plan to kill the Jews of Europe, using Zyklon B gas for mass murder." (Paragraph 2)
 - B. "The SS continued gassing operations at Auschwitz-Birkenau until November 1944." (Paragraph 2)
 - C. "...trains arrived at Auschwitz-Birkenau with transports of Jews from virtually every country in Europe occupied by or allied to Germany." (Paragraph 3)
 - D. "In total, approximately 1.1 million Jews were deported to Auschwitz." (Paragraph 3)

5. How did the objectives of Auschwitz II differ from Auschwitz III?

[RI.3]

Name:

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>Solar Solstice Solarium Sympathy Synthesis Synchronize</p>	<p>Which word means a mixture or blend of multiple things, ideas, etc.?</p>	<p>Which word means cause to occur or operate at the same time or rate?</p>	<p>Which word is a place you might visit on a field trip?</p>
<p>What is the relationship between these events?</p> <p>Eating too much candy and getting a stomach ache</p>	<p>Add a hyphen where needed, if needed.</p> <p>Studying eighteenth century literature can be difficult for some students.</p>	<p>Combine these sentences.</p> <p>The book was old and tattered. It's binding was almost falling off.</p>	<p>Choose the sentence in which the word has the same meaning as in the original sentence.</p> <p>She took a trip to Florida.</p> <p>A. Be careful, or you will trip! B. We planned our trip together.</p>
<p>Circle the prepositional phrase(s).</p> <p>There's no time like the present to make the right choices for your future.</p>	<p>Identify the misplaced modifier.</p> <p>Walking into the library, the research paper seemed too overwhelming to Jon.</p>	<p>What doesn't make sense about yesterday's sentence?</p>	<p>Correct Tuesday's sentence.</p>
<p>Choose the correct pronoun. Circle the antecedent.</p> <p>Anyone shopping at the mall has to park (their, his/her) car too far from the main shopping area.</p>	<p>Is the pronoun in yesterday's sentence singular or plural?</p>	<p>Is this a complete sentence or a fragment?</p> <p>Which would taste better if we had some ketchup.</p>	<p>Is this a complete sentence or a fragment?</p> <p>Joining the YMCA today.</p>
<p>Add comma(s) where need, if needed.</p> <p>We bought juicy ripe apples for our fall festival.</p>	<p>Choose the correct word.</p> <p>Garren was disappointed with the (cheap /inexpensive) souvenirs we bought at the amusement park.</p>	<p>Choose the correct word.</p> <p>Please (proceed/precede) to the front of the line if you've prepaid for the tickets.</p>	<p>Choose the correct word.</p> <p>Ms. Bell will not (accept/except) any late work.</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>Although they were several in number, the street gang feared the police.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p>	<p>Replace the underlined verb with a word that shows more action.</p> <p>The fireman <u>said</u> to the operator that the house was on fire.</p>	<p>Replace the underlined adjective with a more precise word.</p> <p>The bride looked <u>pretty</u> in her wedding dress.</p>
<p>Circle the allusion.</p> <p>"You were Romeo, you were throwing pebbles / and my daddy said 'Stay away from Juliet'."</p>	<p>What type of allusion was used in yesterday's sentence: Mythological, Biblical, or Literary?</p>	<p>Circle the allusion.</p> <p>As a dedicated gardener, Mary was determined to transform her backyard into her personal Garden of Eden.</p>	<p>What type of allusion was used in yesterday's sentence: Mythological, Biblical, or Literary?</p>

My Work

<h2>Monday</h2> <hr/>	<h2>Tuesday</h2> <hr/>
<h2>Wednesday</h2> <hr/>	<h2>Thursday</h2> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____			
# correct _____	# correct _____	# correct _____	# correct _____
I need more help with... _____			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Monday	Tuesday	Wednesday	Thursday
<p>Use these words to answer this week's questions.</p> <p>Solar Solstice Solarium Sympathy Synthesis Synchronize</p>	<p>Which word means a mixture or blend of multiple things, ideas, etc.?</p> <p>Synthesis</p>	<p>Which word means cause to occur or operate at the same time or rate?</p> <p>Synchronize</p>	<p>Which word is a place you might visit on a field trip?</p> <p>Solarium</p>
<p>What is the relationship between these events?</p> <p>Eating too much candy and getting a stomach ache</p> <p>Cause/Effect</p>	<p>Add a hyphen where needed, if needed.</p> <p>Studying eighteenth-century literature can be difficult for some students.</p>	<p>Combine these sentences.</p> <p>The book was old and tattered. It's binding was almost falling off.</p> <p>Answers will vary.</p>	<p>Choose the sentence in which the word has the same meaning as in the original sentence.</p> <p>She took a trip to Florida.</p> <p>A. Be careful, or you will trip! B. We planned our trip together.</p>
<p>Circle the prepositional phrase(s).</p> <p>There's no time like the present to make the right choices for your future.</p>	<p>Identify the misplaced modifier.</p> <p>Walking into the library, the research paper seemed too overwhelming to Jon.</p>	<p>What doesn't make sense about yesterday's sentence?</p> <p>The research paper didn't walk into the library.</p>	<p>Correct Tuesday's sentence.</p> <p>Jon felt overwhelmed as he walked into the library to start his research paper.</p>
<p>Choose the correct pronoun. Circle the antecedent.</p> <p>Anyone shopping at the mall has to park (their, his/her) car too far from the main shopping area.</p>	<p>Is the pronoun in yesterday's sentence singular or plural?</p>	<p>Is this a complete sentence or a fragment?</p> <p>Which would taste better if we had some ketchup.</p>	<p>Is this a complete sentence or a fragment?</p> <p>Joining the YMCA today.</p>
<p>Add comma(s) where needed, if needed.</p> <p>We bought juicy, ripe apples for our fall festival.</p>	<p>Choose the correct word.</p> <p>Garren was disappointed with the (cheap /inexpensive) souvenirs we bought at the amusement park.</p>	<p>Choose the correct word.</p> <p>Please (proceed/precede) to the front of the line if you've prepaid for the tickets.</p>	<p>Choose the correct word.</p> <p>Ms. Bell will not (accept/except) any late work.</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>Although they were several in number, the street gang feared the police.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p> <p>Remove "in number."</p>	<p>Replace the underlined verb with a word that shows more action.</p> <p>The fireman <u>said</u> to the operator that the house was on fire.</p> <p>Answers will vary.</p>	<p>Replace the underlined adjective with a more precise word.</p> <p>The bride looked <u>pretty</u> in her wedding dress.</p> <p>Answers will vary.</p>
<p>Circle the allusion.</p> <p>"You were Romeo, you were throwing pebbles / and my daddy said 'Stay away from Juliet.'"</p>	<p>What type of allusion was used yesterday's sentence: Mythological, Biblical, or Literary?</p>	<p>Circle the allusion.</p> <p>As a dedicated gardener, Mary was determined to transform her backyard into her personal Garden of Eden.</p>	<p>What type of allusion was used yesterday's sentence: Mythological, Biblical, or Literary?</p>

Name:

Fiction: Point of View – Q2:8

Date:

As you answer this week's questions, highlight your evidence in the text.

The Football Spy

Not much goes on in a small town, but it doesn't mean life is dull. Back when I was a kid in Havers Mill, there was always something interesting happening. Like that time we thought Mrs. Strickland was a spy.

One day, my foster brother Liam and I were walking home from football practice and talking about how Coach Walters had utterly rearranged the starting lineup for Friday's game. Suddenly, Liam stopped short. "That's Old Lady Strickland's place," he whispered, gazing at Mrs. Strickland's tiny house.

I cringed at the disrespectful nickname. Liam was a nice kid, but sometimes he forgot to be polite. Dad always said I should gently remind him when he said something uncouth, just like Dad had always done for me.

"You mean Mrs. Strickland?" I asked, hoping Liam would take the hint.

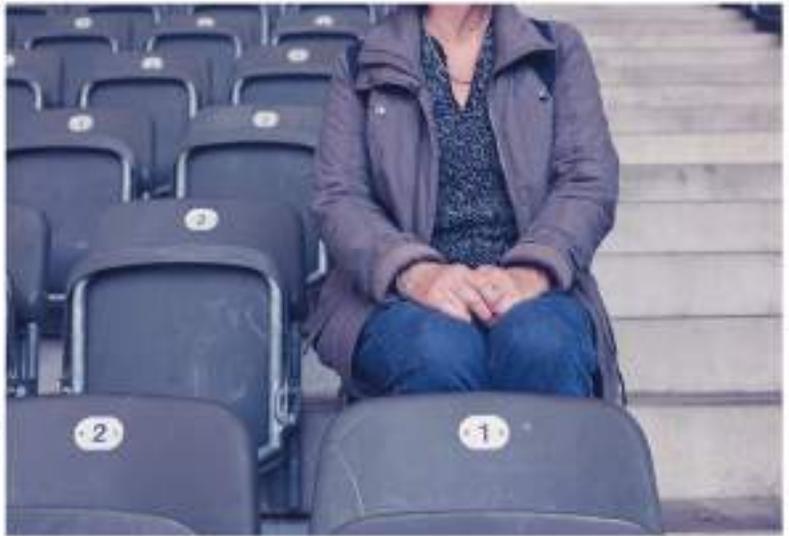
He didn't. "Yeah. Old Lady Strickland. I think she's a spy."

"What kind of spy?" I asked, skeptical.

"A football spy," he replied. "Maybe for Lanville's team. I saw her sitting in the bleachers at practice today, and she had a notebook she was writing in."

Just then, he turned sharply and went directly up Mrs. Strickland's front path. "I'm going to find out what's going on," he said.

"If she is a spy, you might be sorry," I answered. Then I shook my head hard. I didn't actually believe Liam's **crackpot** idea, did I? Great, I thought, following him up the path. I hope he doesn't say anything rude.



Liam knocked, and then came the clack-clack of Mrs. Strickland unlocking the door from the inside. "Be polite," I hissed at my foster brother.

As soon as the door opened, Mrs. Strickland smiled at us. "Why, hello, boys," she said in a melodic voice. "Won't you come in?"

Liam grinned. "Thank you, ma'am," he said, and we stepped inside.

"What can I do for you today?" Mrs. Strickland's face and voice were both incredibly pleasant, but that just increased my stress level. I was terrified I'd have to pull Liam out of there and drag him home.

"Well, ma'am," Liam said. "We noticed you attended our football practice this afternoon. We just wanted to thank you for coming out to support the team."

"Oh, you're welcome, dear. I do love a good football game. I'll be coming to the game against Lanville Friday."

"That's wonderful to hear, ma'am," Liam replied.

I **gaped** at him. I had never heard so many "ma'ams" come out of his mouth in the whole six months he'd lived with us. He often forgot to use his manners, but apparently, he could also lay the politeness on way too thick. I wondered what he was up to.

Mrs. Strickland asked us to sit down and gave us some lemonade and cookies. Then she asked about school and how my dad was. Finally, she asked something shocking.

"Now, boys, tell me all about your plan for Friday night's game. How are you going to beat Lanville?"

My jaw dropped, but Liam's didn't. He didn't look surprised at all. Instead, he gave me a look, his eyebrows raised.

"We're not supposed to talk about it," I said quickly. "Coach wants it all kept quiet because if Lanville knew, they could prepare a defense. We want to surprise them."

"Well, life is full of surprises, isn't it?" Mrs. Strickland said.

"Yes, ma'am," Liam said. Then he got a strange look on his face. Suddenly, he stood up and bolted for the table near the front door. He snatched a notebook from it and began flipping pages maniacally.

I was so embarrassed.

Then Liam stopped. He stood perfectly still, staring at the page in front of him. On it was an absolutely beautiful sketch of a football team at practice. It wasn't notes or spy drawings; this was pure art.

"It's amazing," he whispered, admiring the detail.

"Thank you," said Mrs. Strickland. But why in the world would you grab my sketchbook?"

Now Liam looked embarrassed. "I—I thought you were a sp—spy," he stammered.

Mrs. Strickland cracked up. "You thought I was a spy? For who? Lanville?" She was laughing so hard I thought she was going to turn blue. "Darling, I'm just an artist. I love to draw action scenes like this one, and you kids sure are interesting to watch."

We sat down to look through her notebook. The images, beautifully drawn in pencil, perfectly captured the best moments from practice. Here was my friend Yousef, the quarterback, throwing a long pass. There was Jessie, our star running back, sprinting like a cheetah for the end zone.

Suddenly, Liam began to laugh. I joined him.

"Mrs. Strickland," Liam said, "I'm so sorry I thought you were a spy. These are amazing. Will you come to practice again on Monday?"

"I'd love to, dear," she answered.

Name:

Fiction: Point of View – Q2:8

Date:

Monday

How does the first paragraph help you identify the setting (when and where)?

How does this point of view affect the way the story is told?

From what point of view is the story told?

I cringed at the disrespectful nickname.
What does this detail from the text tell you about the narrator?

Tuesday

How does Liam show determination at the beginning of the story?

According to the text, what is the meaning of the word **gaped**?

What does the word **crackpot** mean? Does it have a negative or positive connotation?

What causes the Narrator to start to think Mrs. Strickland may be a spy?

Wednesday

What happens as a result of Liam looking inside Mrs. Strickland's notebook?

What is the overarching theme of the text?

How does the narrator's perception of Liam change throughout the story?

Of all the events in the story, which do you think best contributes to the theme?

Thursday

Which character changes throughout the story?

How might this story have been different if it was told from Mrs. Strickland's perspective?

Cite evidence from the text to support your answer above.

On a separate sheet of paper, write a brief summary of the story. Include key details and exclude personal opinions.

Answer Key - Fiction: Point of View – Q2:8

Monday	Tuesday
<p>How does the first paragraph help you identify the setting (when and where)?</p> <p>The first paragraph tells that the story is being told as a memory, so it must be happening in the past. It also tells the name of the city.</p>	<p>How does Liam show determination at the beginning of the story?</p> <p>He is going to find out if Mrs. Strickland is the spy by going to her house. He could have let it go.</p>
<p>From what point of view is the story told?</p> <p>first-person</p>	<p>What does the word crackpot mean? Does it have a negative or positive connotation?</p> <p>crazy; negative connotation</p>
<p>How does this point of view affect the way the story is told?</p> <p>The information the reader is given is limited to the thoughts and feelings of the character telling the story.</p>	<p>According to the text, what is the meaning of the word gaped?</p> <p>stared; gawked</p>
<p><i>I cringed at the disrespectful nickname.</i> What does this detail from the text tell you about the narrator?</p> <p>The narrator does not like it when Liam is impolite.</p>	<p>What causes the Narrator to start thinking Mrs. Strickland may be a spy?</p> <p>when Mrs. Strickland asks about the plans for Friday night's game</p>
Wednesday	Thursday
<p>What happens as a result of Liam looking inside Mrs. Strickland's notebook?</p> <p>He finds out that Mrs. Strickland is not a spy and is an artist.</p>	<p>Which character changes throughout the story? Possible Answer: Liam changes his mind about Mrs. Strickland and his manners improve.</p>
<p>How does the narrator's perception of Liam change throughout the story?</p> <p>In the beginning, he feels Liam's manners are poor. By the end, he sees that Liam is capable of having good manners.</p>	<p>Cite evidence from the text to support your answer above.</p> <p>Liam is embarrassed that he thought Mrs. Strickland was a spy.</p>
<p>What is the overarching theme of the text? Possible Answers: Don't assume; Don't judge others before you get to know them.</p>	<p>How might this story have been different if it was told from Mrs. Strickland's perspective? We would know from the beginning what Mrs. Strickland was doing and her thoughts and feelings.</p>
<p>Of all the events in the story, which do you think best contributes to the theme? when Liam realizes he was wrong about Mrs. Strickland</p>	<p>On a separate sheet of paper, write a brief summary of the story. Include key details and exclude personal opinions.</p>

Name: _____ Class: _____

Liberation of Nazi Concentration Camps

By The United States Holocaust Memorial Museum
2016

During World War II, Nazi Germany established concentration camps throughout its territories. Germany's Nazi Party forced hundreds of thousands of people into concentration camps, including political opponents, Jewish people, and other so-called "racially undesirable elements." While the first Nazi concentration camps were established in 1933, it wasn't until 1944 that they were liberated.¹ This informational text discusses the liberation of Nazi concentration camps, as well as key dates associated with them. As you read, identify the dangers that concentration camp prisoners faced in the final days of the war.

[1] Soviet soldiers were the first to liberate concentration camp prisoners in the final stages of the war. On July 23, 1944, they entered the Majdanek camp in Poland, and later overran several other killing centers. On January 27, 1945, they entered Auschwitz and there found hundreds of sick and exhausted prisoners. The Germans had been forced to leave these prisoners behind in their hasty² retreat from the camp. Also left behind were victims' belongings: 348,820 men's suits, 836,255 women's coats, and tens of thousands of pairs of shoes.



"Ebensee concentration camp prisoners 1945" by Lt. Arnold E. Samuelson is in the public domain.

British, Canadian, American, and French troops also freed prisoners from the camps. The Americans were responsible for liberating Buchenwald and Dachau, while British forces entered Bergen-Belsen. Although the Germans had attempted to empty the camps of surviving prisoners and hide all evidence of their crimes, the Allied soldiers came upon thousands of dead bodies "stacked up like cordwood,"³ according to one American soldier. The prisoners who were still alive were living skeletons.

Bill Barrett, an American army journalist, described what he saw at Dachau: "There were about a dozen bodies in the dirty boxcar,⁴ men and women alike. They had gone without food so long that their dead wrists were broomsticks tipped with claws. These were the victims of a deliberate starvation diet..."

Allied troops, physicians,⁵ and relief workers tried to provide nourishment for the surviving prisoners, but many of them were too weak to digest food and could not be saved. In spite of the liberators' efforts, many camp survivors died. Half of the prisoners discovered alive in Auschwitz died within a few days of being freed.

1. Liberate (verb): to free
2. **Hasty (adjective):** done or acting with urgency
3. wood that has been cut into the same lengths, used especially for firewood
4. A "boxcar" is an enclosed railroad car.
5. A "physician" is someone qualified to practice medicine.

- [5] Survivors had mixed reactions to their newfound freedom. While a few looked forward to being reunited with other family members, some felt guilty for surviving when so many of their relatives and friends had died. Some felt overwhelmed, as one survivor, Viktor Frankl, a psychiatrist, expressed: “Timidly, we looked around and glanced at each other questioningly. Then we ventured⁶ a few steps out of the camp. This time no orders were shouted at us, nor was there any need to duck quickly to avoid a blow or a kick. ‘Freedom,’ we repeated to ourselves, and yet we could not grasp it.”

Key Dates

JULY 23, 1944

Soviet Forces Liberate Majdanek Camp

Soviet forces are the first to approach a major Nazi camp, reaching the Majdanek camp near Lublin, Poland. Surprised by the rapid Soviet advance, the Germans attempt to demolish the camp in an effort to hide the evidence of mass murder. The camp staff sets fire to the large crematorium⁷ at Majdanek, but because of the hasty evacuation the gas chambers are left standing. Soviet forces later liberate Auschwitz (January 1945), Gross-Rosen (February 1945), Sachsenhausen (April 1945), Ravensbrueck (April 1945), and Stutthof (May 1945).

APRIL 11, 1945

American Forces Liberate Buchenwald Camp

US forces liberate the Buchenwald concentration camp near Weimar, Germany, in April 1945, a few days after the Nazis began evacuating the camp. On the day of liberation, an underground prisoner resistance organization seizes control of Buchenwald to prevent atrocities⁸ by the retreating camp guards. American forces liberate more than 20,000 prisoners at Buchenwald. American forces also liberate the main camps of Dora-Mittelbau (April 1945), Flossenbuerg (April 1945), Dachau (April 1945), and Mauthausen (May 1945).

APRIL 15, 1945

British Forces Liberate Bergen-Belsen Camp

British forces enter the Bergen-Belsen concentration camp, near Celle, Germany. Some 60,000 prisoners, most in critical condition because of a typhus⁹ epidemic, are found alive. More than 10,000 die of malnutrition¹⁰ or disease within a few weeks. British forces liberate other camps in northern Germany, including Neuengamme (April 1945).

“Liberation” from The Holocaust Encyclopedia by The United States Holocaust Memorial Museum. Copyright © The United States Holocaust Memorial Museum. Used with permission. All rights reserved.

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6. **Venture (verb):** to dare to do something or go somewhere that may be dangerous
 7. a building where dead people’s bodies are burned
 8. **Atrocity (noun):** an extremely wicked or cruel act
 9. a serious bacterial disease that is transmitted by body lice and is marked by high fever and delirium
 10. “Malnutrition” is a lack of proper nutrition.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text?
 - A. Several countries knew about Nazi concentration camps but were too afraid to intervene, forcing prisoners to take their fate into their own hands.
 - B. Nazi Concentration camps were unknown to a majority of the world as they didn't impact a large number of people.
 - C. While several countries attempted to save prisoners of Nazi concentration camps, nearly all prisoners died soon after their release.
 - D. Troops from several countries were responsible for liberating Nazi concentration camp prisoners, despite the Nazi Party's attempts to conceal their wrongdoings.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The Americans were responsible for liberating Buchenwald and Dachau, while British forces entered Bergen-Belsen. Although the Germans had attempted to empty the camps of surviving prisoners and hide all evidence of their crimes..." (Paragraph 2)
 - B. "Allied troops, physicians, and relief workers tried to provide nourishment for the surviving prisoners, but many of them were too weak to digest food and could not be saved." (Paragraph 4)
 - C. "Soviet forces later liberate Auschwitz (January 1945), Gross-Rosen (February 1945), Sachsenhausen (April 1945), Ravensbrueck (April 1945), and Stutthof (May 1945)." (Paragraph 6)
 - D. "On the day of liberation, an underground prisoner resistance organization seizes control of Buchenwald to prevent atrocities by the retreating camp guards." (Paragraph 7)

3. PART A: How did survivors react to their newfound freedom?
 - A. They couldn't be happier about their newfound freedom.
 - B. They experienced conflicting emotions about their newfound freedom.
 - C. They didn't receive proper medical attention, and therefore couldn't enjoy their newfound freedom.
 - D. They dreaded returning to their original lives, as many no longer had families left.

4. PART B: Which quote from paragraph 5 best supports the answer to Part A?
 - A. "Survivors had mixed reactions to their newfound freedom."
 - B. "...a few looked forward to being reunited with other family members..."
 - C. "Timidly, we looked around and glanced at each other questioningly."
 - D. "'Freedom,' we repeated to ourselves, and yet we could not grasp it."

5. How does paragraph 3 contribute to the development of ideas in the text?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In your opinion, why did it take until 1944 for Allied troops to liberate prisoners of concentration camps? How was Nazi Germany able to keep their concentration camps a secret for so long?
2. In the context of the text, how do people face death? How did the people who witnessed these concentration camps react? Why were concentration camps more shocking to soldiers than the general horrors of war? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the text, what are the effects of prejudice? How were concentration camps a result of prejudice? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, how are we changed by war? How did Nazi concentration camps change people? Consider those who liberated the concentration camps as well as those who suffered through them. Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

Who Was Anne Frank?

By The United States Holocaust Memorial Museum
2016

The Holocaust was one of the greatest human tragedies the world has ever known. Approximately 11 million people were killed by Adolf Hitler and his German Nazi Party, and about 6 million of these victims were European Jews. Anne Frank was a Jewish teenage girl who hid from the German police with her family. Although she did not survive the war, millions of people have since read the diary she kept when she was in hiding. As you read, take notes on how Anne Frank's life and the lives of her family members were changed by persecution.

Overview and Background

- [1] Anne Frank was one of over one million Jewish children who died in the Holocaust. She was born Annelies Marie Frank on June 12, 1929, in Frankfurt, Germany, to Otto and Edith Frank.

For the first 5 years of her life, Anne lived with her parents and older sister, Margot, in an apartment on the outskirts of Frankfurt. After the Nazi¹ seizure of power in 1933, Otto Frank fled to Amsterdam in the Netherlands, where he had business connections. The rest of the Frank family followed Otto, with Anne being the last of the family to arrive in February 1934 after staying with her grandparents in Aachen.²

The Germans occupied³ Amsterdam in May 1940. In July 1942, German authorities and their Dutch collaborators began to concentrate⁴ Jews from throughout the Netherlands at Westerbork, a transit camp near the Dutch town of Assen, not far from the German border. From Westerbork, German officials deported the Jews to Auschwitz-Birkenau and Sobibor killing centers in German-occupied Poland.



*"Anne Frank in 1940, while at 6. Montessorischool, Niersstraat"
by Unknown is in the public domain.*

1. A Nazi was a member of the German political party led by Adolf Hitler. The Nazi party controlled Germany from 1941 to 1945. They were also responsible for the Holocaust, the targeting and mass murdering of over 6 Million European Jews.
2. Aachen is the westernmost city of Germany, near the borders with Belgium and the Netherlands.
3. Here, "occupied" means to take over a place through military invasion.
4. **Concentrate (verb):** gather a larger number of people or things together

In Hiding

During the first half of July, Anne and her family went into hiding in an apartment, which would eventually hide four Dutch Jews as well—Hermann, Auguste, and Peter van Pels, and Fritz Pfeffer. For two years, they lived in a secret attic apartment behind the office of the family-owned business at 263 Prinsengracht Street, which Anne referred to in her diary as the Secret Annex. Otto Frank's friends and colleagues, Johannes Kleiman, Victor Kugler, Jan Gies, and Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks at great risk to their own lives. On August 4, 1944, the Gestapo (German Secret State Police) discovered the hiding place after being tipped off by an anonymous Dutch caller.

Arrest and Deportation

- [5] That same day, Gestapo official SS⁵ Sergeant Karl Silberbauer and two Dutch police collaborators arrested the Franks; the Gestapo sent them to Westerbork on August 8. One month later, in September 1944, SS and police authorities placed the Franks, and the four others hiding with the Franks, on a train transport from Westerbork to Auschwitz, a concentration camp complex in German-occupied Poland. Selected for labor due to their youth, Anne and her sister, Margot, were transferred to the Bergen-Belsen concentration camp near Celle, in northern Germany in late October 1944.

Both sisters died of typhus⁶ in March 1945, just a few weeks before British troops liberated⁷ Bergen-Belsen on April 15, 1945. SS officials also selected Anne's parents for labor. Anne's mother, Edith, died in Auschwitz in early January 1945. Only Anne's father, Otto, survived the war. Soviet forces liberated Otto at Auschwitz on January 27, 1945.

What was Anne Frank's Tattoo ID Number?

On September 3, 1944, Anne, along with her mother, Edith, her sister, Margot, and her father, Otto, boarded the last transport from Westerbork to Auschwitz-Birkenau. The transport arrived in Auschwitz on September 5, 1944 with 1,019 Jews on board. Men and women were separated. The women selected from this transport, including Anne, Edith, and Margot, were marked with numbers between A-25060 and A-25271. Records indicating their exact numbers have not been preserved. Approximately eight weeks later, in late October 1944, Anne and Margot were transferred from Auschwitz-Birkenau to Bergen-Belsen, where they both died sometime in March 1945. Though Anne's death certificate documents her movement between camps, it, too, does not include her tattoo ID number.

Diary

While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences. Found in the secret apartment after the family was arrested, the diary was kept for Anne by Miep Gies, one of the people who had helped hide the Franks. It was published after the war in many languages and is used in thousands of middle school and high school curricula in Europe and the Americas. Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust.

-
5. The SS, also known as the Schutzstaffel, was an organization that operated under Adolf Hitler and the Nazi party.
 6. Typhus is a disease transmitted by small insects to the bodies of people and animals, causing high fever, headache and a rash.
 7. **Liberate** (*verb*): to free or to be freed

"Who Was Anne Frank?" from [The Holocaust Encyclopedia](#), © 2016, The United States Holocaust Memorial Museum. Reprinted with permission, all rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which phrase best identifies the central idea of this text?
 - A. Without the help of family, Anne Frank did not have any chance of surviving the Holocaust.
 - B. Anne Frank was one of many victims of the Holocaust, but her story lives on because of her diary and the people that helped to preserve her story.
 - C. We know about the horrors of the Holocaust because Jewish children like Anne Frank wrote about their experiences.
 - D. Anne Frank displayed tremendous optimism in the face of danger and she was a great inspiration to Miep Gies.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "The rest of the Frank family followed Otto, with Anne being the last of the family to arrive" (Paragraph 2)
 - B. "Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks" (Paragraph 4)
 - C. "Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust." (Paragraph 8)
 - D. "While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences." (Paragraph 8)

3. PART A: What does the phrase "transit camp" most closely mean as it is used in paragraph 3?
 - A. a location where Jews could reunite with their family members
 - B. a place where Jews hid until the Holocaust was over
 - C. a final destination Jews were sent to after being arrested
 - D. a waiting area for Jews before they were moved to a different area

4. PART B: Which selection from the text best supports the answer to Part A?
 - A. "From Westerbork, German officials deported the Jews" (Paragraph 3)
 - B. "Auschwitz-Birkenau and Sobibor killing centers" (Paragraph 3)
 - C. "German authorities and their Dutch collaborators began to concentrate Jews" (Paragraph 3)
 - D. "Anne and her family went into hiding" (Paragraph 4)

5. In the final paragraph, Anne Frank is referred to as “a symbol for the lost promise of the children who died in the Holocaust.” What does this mean and how does it contribute to the development of ideas in the text? Cite evidence from the text to support your answer.

Name: _____ Class: _____

Woman Who Helped Anne Frank Dies at 100

By Teri Schultz, National Public Radio
2010

Miep Gies was the last survivor to help Anne Frank's family hideout during the Holocaust. Gies was interviewed by NPR's Teri Schultz for her amazing act of bravery in 1998 and upon her death in 2010, NPR revisited the interview. Anne Frank was a German-born Jewish girl who hid with her family in an attic in Amsterdam during the Holocaust. She is one of the most famous victims of the Holocaust thanks to the discovery of her diary which her father and Holocaust survivor, Otto Frank, published after the Holocaust. Today Anne's diary is one of the most well-read works of literature in the world. As you read, annotate for details that reveal Gies' character and motives.

- [1] The last survivor who helped Anne Frank and her family hide from the Nazis has died. Miep Gies was 100. After the Franks were discovered and deported,¹ it was Gies who found and preserved² Anne's diary.

DEBORAH AMOS, host: Back in 1998, NPR's special correspondent³ Susan Stamberg visited a woman in Amsterdam and asked her a simple question.

SUSAN STAMBERG: How do you say diary in Dutch?

Ms. MIEP GIES: Dagboek.

- [5] **STAMBERG:** Dagboek? Oh, daybook.

Ms. GIES: Yes. Daybook.

STAMBERG: Dag?

Ms. GIES: Yes.

STAMBERG: Boek.

- [10] **Ms. GIES:** Boek.

STAMBERG: Is diary.



"Miep Gies" by Jim Forest is licensed under CC BY-NC-ND 2.0.

1. **Deport (verb):** to officially force someone to leave a country
2. **Preserve (verb):** to keep something in its original or existing state
3. a writer or reporter

AMOS: That woman is Miep Gies. The diary she's referring to is Anne Frank's. Miep Gies helped Anne Frank hide with her family during World War II and saved Anne's diary after she and her family were captured by the Germans. Gies died yesterday at the age of 100. Teri Schultz has this remembrance.

TERI SCHULTZ: Miep Gies said she did not like being called a hero. Yet, she risked her life many times over to help the Frank family during the two years they hid from the Nazis in a secret annex⁴ built into the Trading Company office in Amsterdam where she'd worked for Otto Frank almost a decade.

Providing refuge⁵ to Jews, she noted later, carried a punishment of at least six months in a concentration camp.⁶ Still, the Austrian-born Dutch woman, knighted by the governments of Germany and the Netherlands, recipient of a medal from Yad Vashem Holocaust Museum, always insisted she had done nothing extraordinary.

[15] **Ms. MIEP GIES:** I, myself, I'm just a very common person. I simply had no choice. I could foresee many, many sleepless nights and a life filled with regret if I would have refused to help the Franks. And this was not the kind of life I was looking for at all.

SCHULTZ: Gies explained another motivation for emphasizing her modesty. She said if people are allowed to think it takes remarkable qualities to act boldly⁷ on behalf of others, few will attempt it.

Ms. GIES: People should never think that you have to be a very special person to help those who need you.

SCHULTZ: But Gies clearly was very special, even when someone still unknown betrayed those she called the hidiers and they were taken away at gunpoint to death camps. Gies was not intimidated. She sneaked back into the secret hideaway to try to preserve any belongings of the Franks that hadn't been destroyed or taken. And there she found what would eventually become a treasure of the entire world.

Ms. GIES: I saw Anne's diary scattered all over the floor. I took it with me. I hoped I could return it to Anne after the war. I wanted to see her smile and hear her say, Oh Miep, my diary.

[20] **SCHULTZ:** That day would never come, as Anne did not survive the Nazi death camps. But Otto Frank did. And he made his way back to Amsterdam in 1945 returning to stay with Gies and her husband. On the very sad day that year that he learned both his daughters had died in a camp, Otto Frank later explained in a documentary, Gies delivered him what he called a miracle.

Mr. OTTO FRANK: When I returned and after I heard the news that my children would not come back, Miep gave me the diary.

SCHULTZ: Gies described that moment herself years ago in an interview with the Anne Frank Museum in Amsterdam.

4. an extension to a main building

5. **Refuge (noun):** shelter or protection from danger

6. A concentration camp is a place where large numbers of people, especially political prisoners or members of a targeted group, are imprisoned and are forced to provide free labor. The term is most strongly associated with the several hundred camps established by the Nazis in Germany and occupied Europe during WWII. The camps were also where the majority of the victims of the Holocaust were murdered en masse.

7. **Boldly (adverb):** not fearful in the face of possible or real danger

Ms. GIES: (Foreign language spoken)

SCHULTZ: Gies said she took the diary out of the desk where she'd saved it and she handed it to Otto Frank with the words: this is the legacy of your daughter Anne. She had never read a word of it, and in fact, could not bring herself to do so until after Otto Frank published the diary in 1947, two years after Anne's death.

[25] The diary of Anne Frank is a legacy Miep Gies gave not just to Otto Frank, but to the world. It's been translated into some 65 languages and remains one of the best read books internationally. To the end of her century of life, Gies said she thought with sadness every day about the friends she had lost.

On her website she wrote it was her greatest sorrow that she and the others had been unable to save Anne, but she was pleased they'd been able to give the young woman two more years of life, and in that period Gies noted, Anne had written the diary with her message of tolerance⁸ and understanding.

For NPR News, I'm Teri Schultz.

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8. **Tolerance** (*noun*): a willingness to accept feelings, habits, or beliefs that are different from one's own

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best explains the purpose of the details provided in paragraph 13 and paragraph 14?
 - A. To provide readers with details of why Schultz conducted the interview with Gies in the first place.
 - B. To illustrate the great risks Gies was willing to take to help Jews seek refuge during the Holocaust.
 - C. To explain the location of the events of the Holocaust and Frank's family.
 - D. To contrast the heroism of Gies with the cruelty of the Nazi forces.

2. PART B: Which of the following paragraphs from later in the interview reinforces the answer to #1?
 - A. Paragraph 15
 - B. Paragraph 16
 - C. Paragraph 18
 - D. Paragraph 22

3. PART A: What does the word "modesty" most likely mean as it is used in paragraph 16?
 - A. heroism
 - B. success
 - C. remorse
 - D. humbleness

4. PART B: Which of the following TWO phrases best proves your answer above?
 - A. "...nothing extraordinary..." (paragraph 14)
 - B. "...a very common person" (paragraph 15)
 - C. "...remarkable qualities..." (paragraph 16)
 - D. "...act boldly..." (paragraph 16)
 - E. "...hadn't been destroyed or taken." (paragraph 18)

5. Which of the following is the main reason Gies preserved Frank's diary?
 - A. Gies wished to return the diary to Anne's father, Otto, the only surviving member of the family.
 - B. Gies knew that the diary would be of great importance to the world and therefore decided to preserve it.
 - C. Gies wanted to prove to the Nazi soliders that the Frank family would never be forgotten.
 - D. Gies sought to return it to Anne in order to bring her joy.

6. Explain Gies' motivation for helping Jewish families during the war.

Name: _____ Class: _____

Seven Decades On, Anne Frank's Words Still Comfort

By Scott Simon
2015

Anne Frank was a German-born Jewish girl who hid with her family in an attic in Amsterdam during the Holocaust. She is one of the most famous victims of the Holocaust thanks to the discovery of her diary which her father and Holocaust survivor, Otto Frank, published after the end of World War II. Today Anne's diary is one of the most well-read works of literature around the world. As you read, take notes on Anne Frank's experience and legacy.

- [1] A 15-year-old girl named Anne Frank died 70 years ago this week; the exact day is unknown. She died in the Bergen-Belsen concentration camp,¹ not long after her sister Margot, who was 19.

Anne Frank's Wikipedia entry refers to her as a "diarist and a writer"; she sure was. The entries she wrote in the red plaid diary she got from her father on her 13th birthday were published as Anne Frank's *The Diary of a Young Girl* in 1947. It has become one of the most famous books in history, translated into more than 60 languages.

But let us remember this week that Anne Frank was a 15-year-old girl who was among the millions who died in the Holocaust.

Anne's diary tells the story of her family and family friends who hide for two years in an attic above her father's old shop in Amsterdam because they were Jews in a time when Nazism rolled over Europe.

- [5] They had to live in darkness and quiet, so they wouldn't give their hiding place away. They got by, often barely, on smuggled² cans of food. And each day, Anne lay below the attic skylight to stare up at the bare limbs of a chestnut tree.



"Anne Frank graffiti, Berlin" by duncan c is licensed under CC BY-NC 2.0.

1. Concentration camp: a place where large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labor or to await mass execution. The term is most strongly associated with the several hundred camps established by the Nazis in Germany and occupied Europe in 1933–45, among the most infamous being Dachau, Belsen, and Auschwitz.
2. **Smuggle (verb):** to move (someone or something) secretly or illegally

"...On whose branches little raindrops shine," she wrote," appearing like silver, and at the seagulls as they glide on the wind. While this lasts I cannot be unhappy."

It is a true story, both unbearably sad and inspiring. Over the decades, Anne Frank's words have offered comfort and bravery wherever children have to grow up amid violence, war, bigotry and fear.

Just a few weeks before Anne Frank and much of her family were dragged off to the camps and died, she wrote, of all things, about her faith in people.

Her words are read by Asiieh Panahi, a 17-year-old Hazara Afghan refugee now living with her family in an immigrant camp in Austria; and Sydney Falls, a 15-year-old girl on the south side of Chicago.

[10] "It's really a wonder that I haven't dropped all my ideals, because they seem so absurd³ and impossible to carry out. Yet I keep them because in spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness, and I hear every approaching thunder, which will destroy us too, I can feel the suffering of millions and yet, if I look up into the heavens, I think it will all come right, and that this cruelty too will end, and that peace and tranquility⁴ will return again.

In the meantime, I must uphold⁵ my ideals, for perhaps the time will come when I shall be able to carry them out.

Yours, Anne."

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3. **Absurd** (*adjective*): foolish or ridiculous
4. **Tranquility** (*noun*): calm or peace
5. **Uphold** (*verb*): to maintain or support

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How does the excerpt from Anne Frank’s diary entry in paragraph 6 contribute to the ideas in the text?
 - A. It emphasizes the positivity that Frank maintained despite her family’s desperate circumstances.
 - B. It informs readers of the limited views of the outside world that the Frank family had during their hiding.
 - C. It describes the conditions in Amsterdam during the time that the Frank family was in hiding.
 - D. It provides readers with an example of the advanced vocabulary Frank was able to use during her hiding.

2. PART B: Which quote from the article best supports the answer to Part A?
 - A. “Anne Frank’s Wikipedia entry refers to her as a ‘diarist and a writer’; she sure was.” (Paragraph 2)
 - B. “They had to live in darkness and quiet, so they wouldn’t give their hiding place away.” (Paragraph 5)
 - C. “And each day, Anne lay below the attic skylight to stare up at the bare limbs of a chestnut tree.” (Paragraph 5)
 - D. “and yet, if I look up into the heavens, I think it will all come right, and that this cruelty too will end” (Paragraph 10)

3. Part A: What does the word “ideals” most likely mean as it is used in paragraph 10?
 - A. dreams
 - B. plans
 - C. difficulties
 - D. desires

4. Part B: Which of the following phrases from paragraph 10 best support your answer to Part A?
 - A. “because they seem so absurd and impossible to carry out”
 - B. “I simply can’t build up my hopes on a foundation”
 - C. “I hear every approaching thunder, which will destroy us too”
 - D. “if I look up into the heavens, I think it will all come right”

5. What is the connection between Anne Frank and Asiieh and Sydney in paragraph 9? Cite evidence from the text in your answer.

Name:

Weekly Language Review – G7.Q2.W9

Monday	Tuesday	Wednesday	Thursday
Write two synonyms for this word: magnify.	Write two antonyms for this word: magnify.	Write two synonyms for this word: exterior.	Write two antonyms for this word: exterior.
Identify the dangling participle. Having misunderstood the assignment, my paper got a low grade.	What doesn't make sense about yesterday's sentence? Correct it.	Is a complete sentence or a run-on? The small girl seemed to be lost, she was crying and looking for her mother.	Is this a complete sentence or a run-on? Kathy and Jerry worked very hard on their project therefore they felt they deserved a high grade.
Use the following dictionary entry to answer this row. <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>element ['elɛmənt] Noun 1. a part or aspect of something abstract 2. Chemical substances on the periodic table 3. A part in an electric device that creates heat 4. The weather (rain, wind, etc.)</p> </div>	Which meaning of element fits this sentence? His umbrella, rain boots, and coat were no match for the extreme elements.	What part of speech is the word element in yesterday's sentence?	Write a sentence using the first meaning of the word element.
Choose the correct word. The pumpkin spice tea tasted (real, really) terrible.	Circle the ambiguous pronoun. The president and his adviser spoke for hours before he reached a decision.	Add an apostrophe where needed, if needed. The tallest maple trees leaves were all yellow and brown.	Write a sentence that uses a coordinating conjunction.
Circle the part of the sentence that is too wordy. Due to the fact that Jim liked chocolate, he was very upset when the candy company canceled production of his favorite chocolate bar.	Rewrite yesterday's sentence to make it clearer.	Write a sentence with a compound subject.	Write a sentence with a compound verb.
Circle the allusion. His strength was matched by none other than Hercules.	What type of allusion was used in yesterday's sentence: Mythological, Biblical, or Literary?	What does the allusion used in Monday's sentence mean?	Write a sentence using a mythological allusion.
Write the meaning of the suffix -ice .	Write a sentence using a word with the suffix -ice .	Write the meaning of the suffix -some .	Write a sentence using a word with the suffix -some .

My Work

<h2>Monday</h2> <hr/>	<h2>Tuesday</h2> <hr/>
<h2>Wednesday</h2> <hr/>	<h2>Thursday</h2> <hr/>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____			
# correct _____	# correct _____	# correct _____	# correct _____
I need more help with... _____			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Monday	Tuesday	Wednesday	Thursday
<p>Write two synonyms for this word: magnify.</p> <p>Answers will vary.</p>	<p>Write two antonyms for this word: magnify.</p> <p>Answers will vary.</p>	<p>Write two synonyms for this word: exterior.</p> <p>Answers will vary.</p>	<p>Write two antonyms for this word: exterior.</p> <p>Answers will vary.</p>
<p>Identify the dangling participle.</p> <p>Having misunderstood the assignment, my paper got a low grade.</p>	<p>What doesn't make sense about yesterday's sentence? Correct it.</p> <p>The paper didn't misunderstand the assignment.</p> <p>Answers will vary.</p>	<p>Is this a complete sentence or a run-on?</p> <p>The small girl seemed to be lost, she was crying and looking for her mother.</p>	<p>Is this a complete sentence or a run-on?</p> <p>Kathy and Jerry worked very hard on their project therefore they felt they deserved a high grade.</p>
<p>Use the following dictionary entry to answer this row.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>element ['element] Noun 1. a part or aspect of something abstract 2. Chemical substances on the periodic table 3. A part in an electric device that creates heat 4. The weather (rain, wind, etc.)</p> </div>	<p>Which meaning of element fits this sentence?</p> <p>His umbrella, rain boots, and coat were no match for the extreme elements.</p> <p>#4</p>	<p>What part of speech is the word element in yesterday's sentence?</p> <p>Noun</p>	<p>Write a sentence using the first meaning of the word element.</p> <p>Answers will vary.</p>
<p>Choose the correct word.</p> <p>The pumpkin spice tea tasted (real, really) terrible.</p>	<p>Circle the ambiguous pronoun.</p> <p>The president and his adviser spoke for hours before he reached a decision.</p>	<p>Add an apostrophe where needed, if needed.</p> <p>The tallest maple tree's leaves were all yellow and brown.</p>	<p>Write a sentence that uses a coordinating conjunction.</p> <p>Answers will vary.</p>
<p>Circle the part of the sentence that is too wordy.</p> <p>Due to the fact that Jim liked chocolate, he was very upset when the candy company canceled production of his favorite chocolate bar.</p>	<p>Rewrite yesterday's sentence to make it clearer.</p> <p>Answers will vary.</p>	<p>Write a sentence with a compound subject.</p> <p>Answers will vary.</p>	<p>Write a sentence with a compound verb.</p> <p>Answers will vary.</p>
<p>Circle the allusion.</p> <p>His strength was matched by none other than Hercules.</p>	<p>What type of allusion was used in yesterday's sentence: Mythological, Biblical, or Literary?</p>	<p>What does the allusion used in Monday's sentence mean?</p> <p>He was very strong like Hercules.</p>	<p>Write a sentence using a mythological allusion.</p> <p>Answers will vary.</p>
<p>Write the meaning of the suffix -ice.</p> <p>State or quality of</p>	<p>Write a sentence using a word with the suffix -ice.</p> <p>Answers will vary.</p>	<p>Write the meaning of the suffix -some.</p> <p>Characterized by a specified quality, condition, or action</p>	<p>Write a sentence using a word with the suffix -some.</p> <p>Answers will vary.</p>

Name:

Nonfiction: Structure of a Text – Q2:9

Date:

As you answer this week's questions, highlight your evidence in the text.

Battle of the Brass: Trumpets vs. Saxophones

Jazz bands, marching bands, and orchestras can set the mood with slow, even rhythms or rapidly changing, heart-pumping beats. When you hear a band play, you'll certainly get to hear all the instruments playing together as an ensemble. Occasionally, you'll hear an instrument featured in a solo. Everyone has their favorites, but two widely popular instruments are the saxophone and the trumpet.

Construction and Materials

If you were to ask someone to describe the differences between a saxophone and a trumpet, they'd probably start with the instruments' appearance. At first glance, the trumpet and the saxophone (often called "the sax"), look like they're made out of the same material. For the most part, they are. The bodies of both instruments are made of brass. The mouthpieces, however, are different. A trumpet mouthpiece can be made of brass, steel, silver, titanium, or plastic. A saxophone's mouthpiece is usually made of hard rubber, but it can be made of metal or wood. Saxophones require a **reed**, which is made of wood or plastic, but trumpets do not.

While both instruments contain brass, only the trumpet is considered part of the brass family of instruments. The sax is actually a woodwind instrument. This difference is due to the way the instruments produce sound. When a musician plays the saxophone, the reed vibrates against the mouthpiece, producing the sound waves that resonate through the instrument and exit as music. In a trumpet, the musician's lips create the vibration. The sound travels through a trumpet in much the same way it does in a saxophone; the difference is where the sound waves originate.

The mouthpiece accounts for another difference between the saxophone and the trumpet. A trumpet player must alter the **embouchure** — the way the player holds his or her lips—to create different notes. The player also uses his or her fingers to open and close the valves on the trumpet. It's combinations of embouchure and valve positions that make all the different notes a trumpet can produce. A saxophone, on the other hand, relies almost entirely on finger positions to produce different notes. Embouchure is still important, but the player does not drastically adjust the embouchure to affect the sounds that come from the instrument.

The saxophone and trumpet are the same color, are primarily made of the same material, and produce sound in much the same way. However, the origins of the sounds and the actual use of the instruments are quite different.



Saxophone

History

In looking and listening to these fascinating instruments, you might wonder how they came to be. The trumpet has been popular in one form or another for thousands of years. Historians believe early trumpet-like instruments were used in hunting and for military purposes over three thousand years ago. They were first used as musical instruments during the fifteenth century. As the trumpet developed over the years, musicians experimented with different sizes, shapes, and mechanics. The first trumpets had no keys and no valves with which to alter the pitch; musicians did that using only their mouths. The nineteenth century saw innovations in valve technology, which eventually led to the valves most trumpets use today.

The nineteenth century was important in the development of the saxophone, as well; that's when it was invented. The saxophone doesn't have the same ancient origins as the trumpet. It was first developed by Adolphe Sax in 1840. The original saxophone's fingering system (how the player moves his or her fingers to play specific notes) was based on the clarinet and the oboe. When Sax's patent expired in the 1860s, many musicians and instrument designers made alterations to the original model, eventually leading to the saxophone that we know today.

Varieties

There has never been just one form of a trumpet or only one form of a saxophone. There have always been many varieties of each. Modern saxophonists have several options including the alto sax, the tenor sax, and the soprano sax, among others. The alto sax is where most beginners start. Trumpets come in multiple varieties, as well. While the B-flat trumpet is the most common, there are other types. Students often begin learning on the cornet, a very similar instrument, before switching to the trumpet.

The different types of saxophones and trumpets vary in size, shape, sound, and range. A composer, conductor, or musician chooses the instrument that's most practical for the performance.

It's interesting to analyze the differences between saxophones and trumpets. While they're obviously two very different instruments, they have a lot in common. The next time you hear or see these amazing instruments, consider their appearance, their sound, their history, and the many varieties of each in use today. There's more to each of them than meets the eye (and ear).



Trumpet

Name:

Nonfiction: Structure of a Text – Q2:9

Date:

Monday

What is the purpose of the first paragraph in this article?

Why did the author write this article?

What is the overall text structure of the article?

According to the text, what is a **reed**?

Tuesday

How does the author organize the article?

How does the 3rd paragraph contribute to the development of the topic?

In the first section of this article, what is the author comparing between the saxophone and trumpet?

If the 4th paragraph was its own section, what section title would be most appropriate?

Wednesday

According to the text, what is the meaning of **embouchure**?

What is one of the major differences in history between the saxophone and trumpet?

How does the section titled "History" fit into the overall structure of the article?

How did Sax's patent expiring lead to further development of the saxophone?

Thursday

According to the article, what is one thing the trumpet and saxophone have in common?

What is the main idea of the article?

In the last section, how does the author help us better understand the topic?

On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.

Answer Key - Nonfiction: Structure of a Text – Q2:9

Monday	Tuesday
<p>What is the purpose of the first paragraph in this article?</p> <p>It introduces the topic of the article.</p>	<p>How does the author organize the article?</p> <p>The article is organized into sections of related information.</p>
<p>What is the overall text structure of the article?</p> <p>Compare and Contrast</p>	<p>In the first section of this article, what is the author comparing between the saxophone and trumpet?</p> <p>what they are made out of and how they are put together</p>
<p>Why did the author write this article?</p> <p>to explain the differences between saxophones and trumpets</p>	<p>How does the 3rd paragraph contribute to the development of the topic?</p> <p>It further compares and contrasts by explaining the differences in the way the two instruments produce sound.</p>
<p>According to the text, what is a reed?</p> <p>a mouthpiece used with a saxophone</p>	<p>If the 4th paragraph was its own section, what section title would be most appropriate?</p> <p>Accept all reasonable answers.</p>
Wednesday	Thursday
<p>According to the text, what is the meaning of embouchure?</p> <p>the way the player holds his or her lips</p>	<p>According to the article, what is one thing the trumpet and saxophone have in common?</p> <p>Answers will vary.</p>
<p>How does the section titled “History” fit into the overall structure of the article?</p> <p>This section (continuing to compare) compares the history of the two instruments.</p>	<p>In the last section, how does the author help us better understand the topic?</p> <p>The author continues to compare the instruments and explains different varieties that are offered for both.</p>
<p>What is one of the major differences in history between the saxophone and trumpet?</p> <p>The trumpet has a much longer history than the saxophone.</p>	<p>What is the main idea of the article?</p> <p>There are many differences between the trumpet and saxophone.</p>
<p>How did Sax’s patent expiring lead to further development of the saxophone?</p> <p>Once the patent expired, musicians could modify the original design.</p>	<p>On a separate sheet of paper, summarize the text. Include key details from the text and exclude personal opinions and judgments.</p>

Name: _____ Class: _____

The Little Girl Who Would Not Work

By Carolyn Sherwin Bailey
1906

Carolyn Sherwin Bailey (1875-1961) was the principal of an elementary school. She wrote stories for her students. In this retelling of an old fable, a little girl would rather play all day than work. As you read, take notes on the conversations that the little girl has with the creatures in nature.

- [1] There was once a little girl who loved to play all day out of doors among the flowers and the bees.

Her mother thought she would grow to be an idle¹ little girl if she played so much. "You are old enough to do some work, little daughter," she said. "Even when you are a tiny girl you can learn to be busy."

But the little girl said: "Oh, mother, I do not like to work. Please let me go to the woods and play just a little while before I do my tasks."

So her mother said she might play, but only for a little while.



"1913 Francis Luis Mora (1874-1940) American artist - The Toy Sailboat" by oldsailro is licensed under CC BY-NC 2.0

- [5] The child ran out of the house, and across the garden, and down to the woods as fast as her feet could carry her. As she hurried on, a Red Squirrel jumped across her path and the little girl said to him: "Red Squirrel, you don't have to work, do you? You may just play, and eat nuts from morning till night. Isn't that all?"

"Not work!" chattered the Red Squirrel. "Why, I am working now, and I worked all day yesterday, and all of the day before. I have a family living in the old oak tree, and I must store away nuts for the winter. I have no time to stop and play."

Just then a Bee came buzzing by and the little girl said: "Little Bee, do you have any work to do?"

"Work!" buzzed the Bee. "Why, I am always working, gathering sweets and making the honeycomb² for you. I have not time for play."

The little girl walked along very slowly, for she was thinking, and she saw an Ant, down in the path, carrying a very large crumb of bread.

- [10] "That crumb of bread is too heavy for you, Ant," said the little girl. "Drop it, and come and play with me!"

1. **Idle (adjective):** avoiding work or lazy
2. a group of many small cell made of wax in which bees store their honey

"I don't care how heavy it is," said the Ant. "I was so glad to find it that I am willing to carry it. Oh, no, I couldn't stop to play. Once some one stepped upon our house and crushed it. We Ants thought we would go and hunt for a ready-made³ house, but we traveled a very long way, and we were not able to find a house ready made, and we were obliged⁴ to come home and build. Oh, we have no time to play," said the Ant, as he started on with his crumb of bread.

So the little girl sat down upon a stone, that she might think better, and she said to herself: "The creatures all have their tasks to do, but I don't believe the flowers work. Do you work, Pink Clover?" she asked of a little flower growing at her feet.

"Oh, yes, I am very busy," said the Pink Clover. "I gather the sunbeams every morning and keep them shut in my petals quite carefully all day long. I drink up all the moisture I can find with my roots, and I grow, and grow, to get ready for the seed time. The flowers must all work," said the Pink Clover.

Then the little girl decided to go home to her mother, and she said: "Mother, the Squirrels and the Bees and the Ants and the Flowers all work. I am the only idle one. I want some work to do."

- [15] So her mother brought out a little apron which the child had begun to hem⁵ so long ago that she had forgotten all about it; and the little girl worked so faithfully⁶ and well that she was not idle any more, but very industrious.⁷

"The Little Girl Who Would Not Work" from For the Children's Hour by Carolyn Sherwin Bailey (1906) is in the public domain.

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3. ready right away
 4. **Oblige (verb):** to be forced to do something
 5. to fold back and sew down the edge of cloth
 6. **Faithful (adjective):** loyal and constant
 7. **Industrious (adjective):** hard-working

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the lesson of the short story?
 - A. Playing is always more fun than work.
 - B. Hard work is necessary and important.
 - C. Animals tend to work harder than humans.
 - D. Hard work is often rewarded.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "Oh, mother, I do not like to work. Please let me go to the woods and play just a little while before I do my tasks." (Paragraph 3)
 - B. "Red Squirrel, you don't have to work, do you? You may just play, and eat nuts from morning till night. Isn't that all?" (Paragraph 5)
 - C. "The creatures all have their tasks to do, but I don't believe the flowers work. Do you work, Pink Clover?" (Paragraph 12)
 - D. "Mother, the Squirrels and the Bees and the Ants and the Flowers all work. I am the only idle one. I want some work to do." (Paragraph 14)

3. Which of the following describes what the little girl first thinks about the animals?
 - A. She doesn't realize that they work.
 - B. She knows how hard they work.
 - C. She is jealous that their work is fun.
 - D. She believes that they are lazy.

4. How does talking to the animals and the flower affect the little girl?

Name: _____ Class: _____

Do What You Can

By Carolyn Sherwin Bailey
1906

Carolyn Sherwin Bailey (1875-1961) was a principal of an elementary school and wrote stories for her students. In this retelling of an old fable, one raindrop wishes to help a farmer water his crops. As you read, take notes on what happens after the raindrop decides to help the farmer.

There was once a farmer who had a large field of corn. He harrowed[1] it and weeded it with the greatest care, for he wanted to sell the corn and buy good things for his family with the money. But after he had worked hard, he saw the corn wither[2] and droop, for no rain fell, and he began to fear that he was to have no crop.[3] He felt very sad, and every morning he went out to the field and looked at the thirsty stalks and wished for the rain to fall.



"raindrop" by Virginia (Ginny) Sanderson is licensed under CC BY-NC-ND 2.0

One day, as he stood looking up at the sky, two little raindrops saw him, and one said to the other: "Look at that farmer. I feel very sorry for him. He took such pains[4] with his field of corn, and now it is drying up. I wish I might help him."

"Yes," said the other, "but you are only a little raindrop. What can you do? You can't wet even one hill."

"Well," said the first, "I know, to be sure, I cannot do much; but perhaps I can cheer the farmer a little, and I am going to do my best. I'll go to the field to show my good will,[5] if I can't do anything more. Here I go!"

The first raindrop had no sooner started for the field than the second one said:

"Well, if you really insist[6] upon going, I think I will go, too. Here I come!" And down went the raindrops. One came — pat — on the farmer's nose, and one fell on a thirsty stalk of corn.

"Dear me," said the farmer, "what's that? A raindrop! Where did it come from? I do believe we shall have a shower."

By this time a great many raindrops had come together to see what all the commotion[7] was about. When they saw the two kind little drops going down to cheer the farmer, and water his corn, one said:

"If you two are going on such a good errand, I'll go, too!" And down he came. "And I!" said another. "And I!" And so said they all, until a whole shower came and the corn was watered. Then the corn grew and ripened[8] — all because one little raindrop tried to do what it could.

"Do What You Can" from For the Children's Hour by Carolyn Sherwin Bailey (1906) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the story?
 - A. One person can make a big difference by inspiring others.
 - B. It is better to be a leader than a follower.
 - C. Sometimes people just need kind words.
 - D. Nature is more connected than we realize.

2. PART B: Which detail from the story best supports the answer to Part A?
 - A. "but you are only a little raindrop. What can you do? You can't wet even one hill." (Paragraph 3)
 - B. "I'll go to the field to show my good will, if I can't do anything more." (Paragraph 4)
 - C. "Dear me,' said the farmer, 'what's that? A raindrop! Where did it come from?'" (Paragraph 7)
 - D. "Then the corn grew and ripened-all because one little raindrop tried to do what it could." (Paragraph 9)

3. Why does the first raindrop decide to drop down to the field?
 - A. The raindrop wants to help in any way it can.
 - B. The raindrop believes it can water the field by itself.
 - C. The raindrop hopes other raindrops will join it.
 - D. The raindrop is curious to learn more about the farmer.

4. Why is it important to the story that the first raindrop decides to help the farmer?

Name: _____ Class: _____

The Rose That Grew from Concrete

By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

- [1] Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's laws wrong it
learned to walk without having feet.
- [5] Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.



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"The Rose That Grew from Concrete" from The Rose That Grew from Concrete by Tupac Shakur. Copyright © 1999. Used with permission. All rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main theme of the text?
 - A. All living things need support from others in order to grow.
 - B. We must learn and grow from our failures.
 - C. People can overcome difficulties and succeed.
 - D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "Did you hear about the rose that grew" (Lines 1)
 - B. "learned to walk without having feet." (Line 4)
 - C. "Long live the rose that grew from concrete" (Line 7)
 - D. "when no one else ever cared." (Line 8)

3. How does the speaker's point of view influence how the rose is described?
 - A. Curious about the rose, the speaker asks several questions about it.
 - B. Believing that the rose is not real, the speaker exaggerates its qualities.
 - C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
 - D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase "the rose that grew from concrete" mean figuratively as used in this poem?

Name: _____ Class: _____

A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates
2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage.¹ I always “felt” I could write. I did not always “feel” I could effectively study a foreign language.



"Learn French" by Leo Reynolds is licensed under CC BY-NC-SA 2.0.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don’t really believe in fluency.² If there is such a thing, I don’t have it. I mishear words. I confuse tenses. I can’t really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don’t know when I first felt it. I didn’t feel it this summer at Middlebury,³ despite the difference in my entrance and exit scores. I didn’t feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.

I am emphasizing how I “feel” because, when studying, it is as important as any objective⁴ reality. Hopelessness feeds the fatigue⁵ that leads the student to quit. It is not the study of language that is hard, so much as the “feeling” that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the “feeling” of despair. That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care. As Carolyn Forché would say — “I’m going to have it.”

1. support
 2. **Fluency (noun):** the ability to speak or write a foreign language easily and accurately
 3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they’re there.
 4. **Objective (adjective):** neutral
 5. **Fatigue (noun):** extreme tiredness

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don't know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. It is important to accept and expect struggle when learning a new skill.
 - B. It is likely you will never fully master a new skill, but it is the journey that is important.
 - C. French is one of the hardest languages to learn, so people who attempt to learn it must be mentally tough.
 - D. It is better to find something that you excel at, rather than struggle with something that doesn't come naturally.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. "I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
 - B. "I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that." (Paragraph 3)
 - C. "To 'have it,' I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things." (Paragraph 5)
 - D. "Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high." (Paragraph 6)

3. PART A: What is the author's purpose in the text? [RI.6]
 - A. to give people an example of how failure is a good thing
 - B. to encourage people to keep working hard, even if something is difficult
 - C. to prove that nothing can be rewarding if it's not challenging
 - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
 - B. "If there is a such thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
 - C. "There is absolutely nothing in this world like the feeling of sucking at something and then improving at it." (Paragraph 5)
 - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

5. How does paragraph 4 contribute to the development of ideas in the text? [RI.5]
