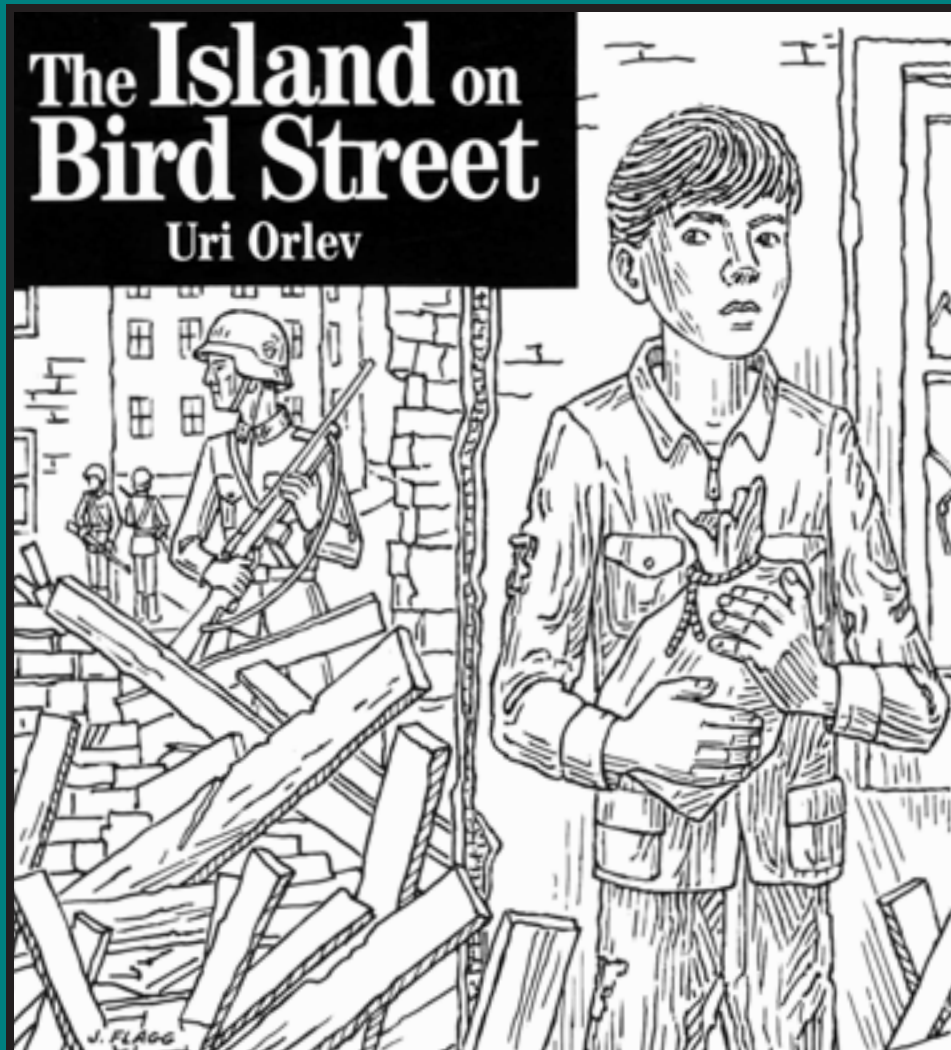


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? When and where does it take place?
2. Read the background information on page two of this study guide. Do some research to learn more about the Holocaust. With a group of classmates, discuss the ways people might act if their lives were threatened by an oppressive government. How might people attempt to save themselves and their families? What kinds of obstacles would they face?
3. **Cooperative Learning Activity:** World War II convinced many Jews that only in an all-Jewish state would they find peace and safety. The people who led this movement to found the state of Israel were called "Zionists." Work with a cooperative learning group and research one or more of the following topics:
 - Anti-Semitism
 - Zionism
 - Concentration camps during World War II
 - Partition of the state of Israel
4. Stressful events can make a child grow up too quickly. Have you ever had to take on an enormous responsibility for which you were not prepared? How did this experience make you feel? Discuss what may be gained and lost when a young person must make decisions as if he or she were an adult.
5. Genocide refers to the mass killing of a group of people because of their race or religion. Do some research to find out about places where genocide was committed in the twentieth century. Share your knowledge with your classmates.
6. Do some research to learn about Adolph Hitler and the Nazi Party and world economic conditions at the time they rose to power. Based on your findings, why do you think this group was able to seize power during the 1930s and 1940s?
7. Imagine what it would be like to be forced to live and work within an enclosed part of your community, unable to leave at all. This is what the Jews of Warsaw, Poland experienced during the Nazi occupation. In a simulation activity, you might divide your classroom into two sections. One section should be smaller in size and populated with more students' desks, and contain fewer amenities. After a few days, leave the classroom arrangement but have students switch roles. Everyone in the class should keep a diary expressing his or her thoughts and feelings about this experience. Record how those in the smaller section deal with overcrowding, use their initiative to deal with a lack of amenities, and communicate with their friends outside the confines within the classroom. In a whole class discussion, talk about the changes that occur in the ways people think about themselves and their relationships with people in the other section of the class. Are there any instances of cooperation within a section and from one section to the other? Do any friendship patterns change? As you read the book, apply what you have learned in this simulation activity to the ghetto experience that is described.

Introduction, Chapters 1, 3 (cont.)

Questions:

1. Why was the degree of a person's wealth critical in the ghetto?
2. What happened to the people who suddenly disappeared from the walled city?
3. Why were Alex and his father worried about Alex's mother?
4. Why did Alex's father teach his son how to shoot and assemble a pistol?
5. Why did the Polish Jews find it hard to believe that the Germans meant to kill them?
6. Why wouldn't a Jew in the ghetto risk killing a German soldier?
7. Why was Snow so important to Alex?
8. What was unusual about the "selection" at the rope factory?
9. Why had Alex's mother been a Zionist?
10. How did Alex escape being transported?

Questions for Discussion:

1. Why do you suppose the author asks the reader to imagine life in a walled off city-within-a-city?
2. Why do you think many Jews did not know whether the concentration camps really existed?
3. Do you think there was any justification for Jews "ratting" on their fellow Jews?
4. Do you agree with Alex's father's or mother's view toward Zionism? Did Zionism make more or less sense in the context of World War II?

Literary Device: Point of View

Point of view refers to the voice telling the story. It could be one of the characters or the author narrating. From whose point of view is this story told?

Why do you think the author chose this point of view?

Writing Activity:

Imagine you are Alex and write a journal entry expressing your thoughts and feelings on the day of the "selection."
