

Novel·Ties

DANIEL'S STORY

CAROL MATAS



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with a specific novel consists of lessons for guided reading. 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.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

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.

BACKGROUND INFORMATION

World War I ended with the Treaty of Versailles, signed in 1919, which stripped Germany of its pride and economic stability. Adolph Hitler, who had a pathological hatred of Jews, became a prominent figure in the early 1930s during a time of high unemployment and economic chaos in Germany. Conditions were ripe for his National Socialist German Workers' Party—the Nazi Party—to rise to power. Using the Jewish people as scapegoat, blaming them for all of Germany's problems, Hitler roused the German people with a viciously anti-Semitic program and a plan to build a superior German “master race.” From the time he became the absolute dictator of Germany on February 28, 1933, Hitler carried out a methodical persecution of Jewish people, leading to his “Final Solution” of extermination. The Holocaust refers to this systematic extermination of the Jewish people carried out in Europe during the years the Nazis were in power (1933–1945). In that period, six million of Europe's nine million Jews were murdered, most of them in the gas chambers of death camps.

A series of laws made life very difficult for German Jews in the mid-1930s. The Nuremberg Laws, the first of which was passed December 15, 1935, stated that Jews were no longer considered German citizens and could not marry non-Jewish Germans. It was against the law for “pure” Germans to do business with Jews, to shop in Jewish stores, or to use Jewish lawyers and doctors. Jews were required to carry special identity cards, and their passports were marked with a “J” for *Jude*—the German word for Jew. The “Law against the Overcrowding of German Schools” stated that Jewish children could no longer attend public schools. Jewish teachers and government workers were fired.

Terrorism of Jews was carried out by the SS, the ruthless police units of the Nazi Party. Within the SS, the most feared of all units was the Gestapo, the secret police. The Gestapo often made house-to-house searches looking for Jews in hiding.

Another feared division of the Nazi Party was the SA or storm troopers, also called “Brown Shirts” because of their uniforms. Many members of the SA started their careers in the Hitler Youth, in which members often wore uniforms similar to those of the SA but lacking the Nazi arm band with the swastika, the Nazi emblem.

In November 1938, during what was called *Kristallnacht*, “the Night of Broken Glass,” the SS led groups of rioters throughout Germany in burning and destroying synagogues, houses, and shops still in Jewish hands. Jews were thrown from moving trains and buses, beaten, and humiliated. Over 20,000 Jews were arrested, and 72 were either killed or seriously wounded.

Soon Jews were transferred to ghettos and concentration camps, prisons where the enemies of the German government were held. Dachau was the first concentration camp, established near Munich in 1933. Some camps, such as Buchenwald, were slave labor camps where inmates were forced to work fourteen hours a day under deplorable conditions. However, as world war developed, Hitler put into action his plan for the “Final Solution.” The first death camp began operating at the village of Chelmo in December 1941, and soon other camps were built. Some camps existed only for killing. Others, such as Auschwitz-Birkenau were death and labor camps, with a small percentage of the people kept alive as slave labor. At Auschwitz, 2,000 people at a time could be killed in the large gas chambers and almost 5,000 bodies could be burned in the ovens in one day.

On June 6, 1944, Allied forces landed in Normandy, France, in the D-day invasion. The Buchenwald camp was liberated by American troops in April 1945. Germany surrendered to the Allies on May 8, 1945. It was only after Germany's defeat that the full horror of the Holocaust became known to the world.

CHAPTERS 1, 2

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|----------------|--|
| 1. disoriented | a. small animals that are troublesome or destructive |
| 2. emigrate | b. leave one's country to settle in another |
| 3. intervene | c. scatter |
| 4. boycotted | d. confused |
| 5. vermin | e. refused to buy or use |
| 6. devastated | f. force that keeps growing |
| 7. momentum | g. come between to settle a dispute |
| 8. disperse | h. destroyed |

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- Police were called to the scene to _____ the crowds that were stopping traffic.
- Customers who sympathized with the workers' demands _____ the store whose owner was unfair to his employees.
- I became _____ after a dizzying roller coaster ride.
- Because she cannot find work, Luisa wants to _____ from Mexico to the United States.
- After much publicity and many television appearances, the candidate found her campaign gaining _____.
- We bought a powerful spray to rid our house of _____.
- She was _____ after the loss of her beloved pet.
- Many people think the President will have to _____ in the railroad strike before the trains will move again.

Questions:

- Why does Daniel look at his photographs while he is traveling on the train?
- What disagreement did Uncle Walter and Father have at Daniel's sixth birthday party? What probably led up to this argument?