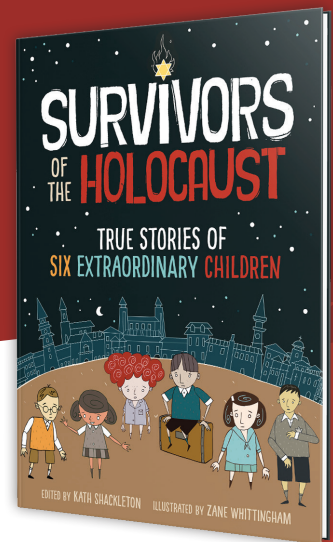




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



EDUCATOR'S GUIDE TO SURVIVORS OF THE HOLOCAUST
Edited by Kath Shackleton, Illustrated by Zane Whittingham
A Common Core State Standards Aligned Activity Guide for Grades 6, 7 & 8

Note: The activities in this guide align with Common Core State Standards for English Language Arts for grades 6, 7 & 8 but standards for other grades may also apply.

Prepared by We Love Children's Books

ABOUT THE BOOK

Between 1933 and 1945, Adolf Hitler and the Nazi party were responsible for the persecution of millions of Jews across Europe. This extraordinary graphic novel tells the true stories of six Jewish children who survived the Holocaust. From suffering the horrors of Auschwitz, to hiding from Nazi soldiers in war-torn Paris, to sheltering from the Blitz in England, each true story is a powerful testament to the survivors' courage.

Survivors of the Holocaust is based on a series of award-winning animated documentaries. The original art from these short films is combined with the words of these survivors to bring these tales to life in a new medium.

ABOUT THE EDITOR

Kath Shackleton is a producer and animator at the animation studio Fettle, which produced the original short films. She is based in Yorkshire, UK.

ABOUT THE ILLUSTRATORS

Zane Whittingham is Animation Director for animation studio Fettle, which produced the original short films. He is based in Yorkshire, UK.

Animation artist **Ryan Jones** adapted Zane Whittingham's designs from the animations into a comic strip format.

PRE-READING QUESTIONS & ACTIVITIES

Discuss with the class the features of a graphic novel. How is a graphic novel different from a regular novel? How is it different from a comic? What are the elements that make up the graphic novel (e.g. art, layout, panels, text) and what information do they convey to the reader? What are the strengths of this format? How is reading a graphic novel different from reading a text novel?

Take a few minutes to look at the book as a whole with students. Review the cover, the title, and look briefly at the illustrations in the book. Discuss what they can learn about the story from this quick review. What do they think the story

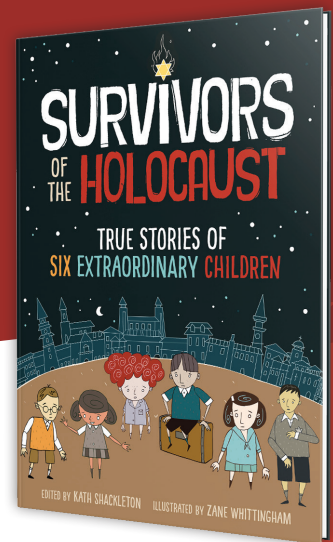




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



will be about? Where is it set? What themes will it address? Will it be funny? Serious? Sad? Action-packed? How would students describe the style of the artwork in the book? What sort of feelings do the illustrations evoke? What do students know about the Holocaust and this time period in history? Discuss as a class.

To give students context, have them read the foreword for *Survivors of the Holocaust* and then examine the timeline at the back of the book. These two resources combined will help students understand the stories they are about to read.

VOCABULARY

The back of the book also contains a glossary. What is the purpose of a glossary? Review the glossary as a class and discuss the differences between a glossary and a dictionary. As students read the book, have them identify unfamiliar words and phrases to include on a class vocabulary list. First, have them use context clues to determine the meaning. Then have them consult the glossary and a dictionary to clarify the precise definition, the part of speech, and the pronunciation.

RI 6.4, 7.4, 8.4

L 6.4, 6.6, 7.4, 7.6, 8.4, 8.6

RH 6-8.4

POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

Get out the Map

As a class, look at a map of Western Europe and England to trace the journey of the children from *Survivors of the Holocaust*. Have students identify where the stories of these different children began and the course of their travels as they fled Nazi persecution. Where did they start? Where did they end up? Did their paths ever cross? Does having a map make it easier to envision their route and follow their journeys?

RI 6.1, 6.7, 7.1, 7.7, 8.1, 8.7

SL 6.1, 6.2, 7.1, 7.2, 8.1, 8.2

RH 6-8.1, 6-8.3, 6-8.7

Timelines

Break the class into six groups and assign each group one person's story from *Survivors of the Holocaust* for closer study. Using information contained in the story, have the group create a timeline of events, being as specific as possible about what happened, and when it occurred. After they have completed their work, have each group present their findings to the class and integrate these personal timelines with the historical timeline in the book. How do these different stories interact with each other to give the reader a better impression of what was going on across Europe at this time?

RI 6.1, 6.2, 6.7, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.7

SL 6.1, 6.4, 6.5, 7.1, 7.4, 7.5, 8.1, 8.4, 8.5

RH 6-8.1, 6-8.7

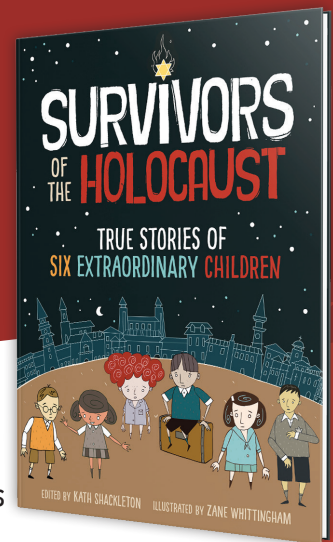




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



Central Themes and Ideas

The stories in *Survivors of the Holocaust* are unique snapshots of history. But they do more than provide the historical details of each individual experience. They combine to convey universal truths to the reader. Come together as a class and create a list of the central ideas of this graphic novel. As a class, follow these ideas through the text, tracking how details, events, the text and illustrations develop these central ideas. How do these themes reinforce or explain each other?

RI 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3

SL 6.1, 6.2, 7.1, 7.2, 8.1, 8.2

RH 6-8.1, 6-8.2

Drawing Soldiers

Break the students into pairs or small groups and have them review the graphic novel, examining how the Nazi soldiers and SS men are depicted. What actions do they take? Are their faces similar or unique? How do they move? Have students note specific page numbers and scenes. Come together as a class to discuss the scenes they have identified. Why did the artist choose to depict the soldiers this way? What effect does it have on the reader's view of them and their actions? In contrast, how are the protagonists depicted? What do these different visual approaches communicate to the reader?

RI 6.1, 6.2, 6.3, 6.6, 6.7, 7.1, 7.2, 7.6, 8.1, 8.2, 8.3, 8.6

SL 6.1, 6.2, 7.1, 7.2, 8.1, 8.2

RH 6-8.1, 6-8.5, 6-8.6

Visual Depth

The illustrations in *Survivors of the Holocaust* are stylized and they act in the same way that figurative language does for the written word. Discuss with the class how images can be used to relay complex messages. Have each student review the book, looking for an image or metaphorical illustration that they find especially powerful and communicative. Have them compose an interpretive paper describing the illustration, where it appears in the story, and what additional layers of meaning it contains. What is the artist conveying with this image? Does it help the reader to understand what is going on, to feel what the narrator is feeling, or more? Break the class into pairs to review each other's work and have students revise based on peer feedback. Once the final versions are complete, have volunteers share their image and insights with the rest of the class.

RI 6.1, 6.2, 6.3, 6.5, 6.7, 7.1, 7.3, 8.1, 8.2, 8.3, 8.7

W 6.2, 6.4, 6.5, 7.2, 7.4, 7.5, 8.2, 8.4, 8.5

RH 6-8.1, 6-8.5, 6-8.6

What Does a Graphic Novel Do Best?

Review the advantages of the graphic novel format with the class, including the way it engages audiences that are more accustomed to multi-media entertainment and its capacity to convey complex issues quickly through illustrations. Why do students think this story was told as a graphic novel? After the discussion, have students write an opinion piece about this graphic novel. Would students have preferred to read this story in a traditional all-text format? Why or why not? What

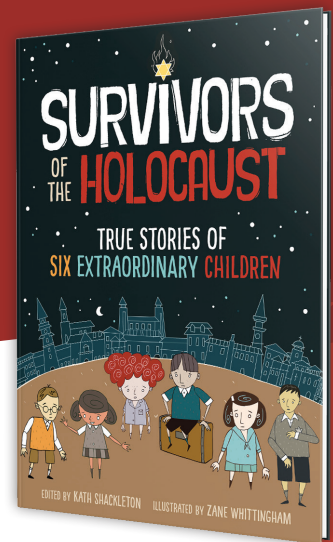




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



other format could have been used to tell this story? Break students into pairs to share their work and revise it based on peer feedback before creating a final copy.

RI 6.1, 6.7, 7.1, 8.1, 8.7

W 6.1, 6.4, 6.5, 7.1, 7.4, 7.5, 8.1, 8.4, 8.5

SL 6.1, 7.1, 8.1

Survivor Stories Told in Another Way

Survivors of the Holocaust is a nonfiction graphic novel, combining illustrations and text to share each person's experience of what happened to them when they were young. There are various ways this story could be told. Though this book is a graphic novel, it could also have been told in other ways: biographical sketches, or a fictionalized story based on true events. Have each student rewrite one of these stories in a different format, taking the facts from the graphic novel and presenting them in a new way. Come together as a class to discuss the original stories from the graphic novel as compared to the new ones the students have created. What were the strengths and weaknesses of each?

W 6.2, 6.3, 6.4, 6.5, 7.2, 7.3, 7.4, 7.5, 8.2, 8.3, 8.4, 8.5

Sharing History: Formats, Points of View, and Intent

Have students select another account of the Holocaust—it could be a novel or nonfiction account, a movie or any other resource about this time period. Have students write an essay comparing the experiences described in *Survivors of the Holocaust* to the experiences from the other work they have selected. How does the format of the work (movie, novel, etc.) impact the way the story is told and what parts are effective? What is each work trying to tell the reader, or to emphasize? How does that intent affect the way the author tells the story? Have volunteers share their essays with the class and discuss how these different media and different points of view work together to give a well-rounded view of the events.

RI 6.1, 6.2, 6.6, 6.7, 6.9, 7.1, 7.6, 7.7, 7.9, 8.1, 8.7

W 6.2, 6.4, 6.5, 7.2, 7.4, 7.5, 8.2, 8.4, 8.5

RH 6-8.1, 6-8.5, 6-8.6, 6-8.7, 6-8.8, 6-8.9

Going Deeper: A Group Research Project

In this exercise, groups of students will conduct research projects in order to more deeply investigate an aspect of the Holocaust and the events that led up to it as experienced by the subjects of *Survivors of the Holocaust*. Through initial research, each group should select a specific question or topic for further research, such as the Polenaktion, Kindertransport, or Kristallnacht. Refer to the timeline in the back of the book for additional ideas. Each group should discuss their project with the instructor or another adult to refine their ideas before beginning. Have students use technological resources to collaborate on this group research project.

W 6.6, 6.7, 6.8, 6.9, 6.10, 7.6, 7.7, 7.8, 7.9, 7.10, 8.6, 8.7, 8.8, 8.9, 8.10

RH 6-8.1, 6-8.2, 6-8.7, 6-8.8, 6-8.9

Visit with a Survivor

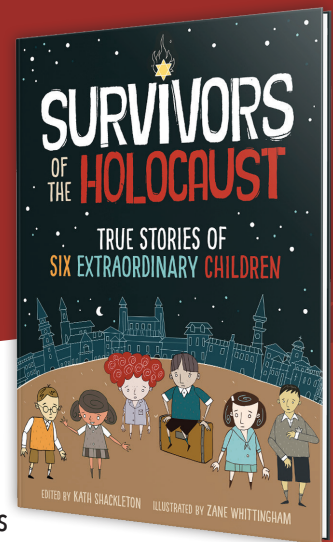




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



Some Holocaust survivors are available to visit classrooms to talk about their experiences. Invite a survivor to visit the class or school, or arrange to visit them to hear their life story firsthand. Be sure to prepare students for this visit, and discuss how to be respectful of their guest—especially because of the nature of the topic they are going to discuss. After the visit, come together as a class to discuss the experience. This difficult topic may raise questions in students later, and might be something they want to discuss in the safety of the classroom. How was the impact of hearing this story firsthand different from the experience of reading the graphic novel?

SL 6.2, 7.2, 8.2

Self Expression

After studying *Survivors of the Holocaust*, work with students to creatively express their feelings about what they have learned. Poetry, painting, music—any form of creative expression. Have volunteers share their work and discuss the emotions that helped fuel their creativity.

SL 6.4, 6.5, 7.4, 7.5, 8.4, 8.5

Visit the *Common Core State Standards* website to read about the individual standards listed in this guide:

<http://www.corestandards.org/ELA-Literacy/>

INTERNET RESOURCES

How to Read a Graphic Novel

For a great explanation of how to read a graphic novel, review this pdf from Get Graphic (part of the Buffalo library system.)

<https://www.buffalolib.org/sites/default/files/getgraphic/resources/HowtoReadaGraphicNovel.pdf>

Fettle Animation

The multi-award winning animation company behind this project.

fettleanimation.com

Holocaust Survivors Friendship Association

Find out more about the people in this book and their ongoing educational work.

holocaustlearning.org

United States Holocaust Memorial Museum

Contains a wealth of information and resources for educators, including guidelines for teaching about the Holocaust.

ushmm.org

Refer to the back of the book for even more internet resources.

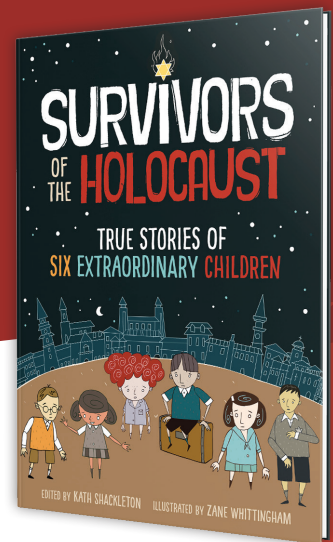




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



FOR REFERENCE:

Common Core State Standards Used

GRADE 6

Reading: Informational Text Grade 6 (RI)

Key Ideas and Details

- 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

- 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing Standards Grade 6 (W)

Text Types and Purposes

- 6.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented
- 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

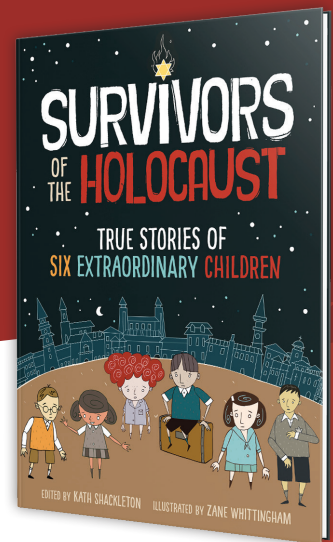




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

- 6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
- 6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

- 6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

- 6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

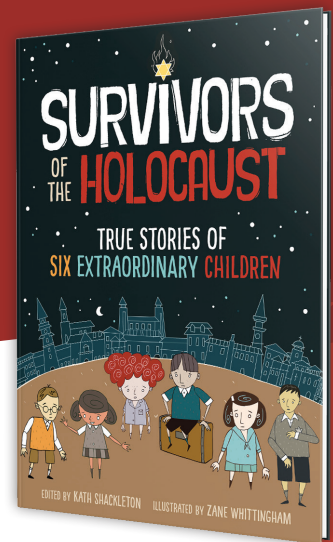




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



Speaking and Listening Standards Grade 6 (SL)

Comprehension and Collaboration

- 6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

- 6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

Language Standards Grade 6 (L)

Vocabulary Acquisition and Use

- 6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

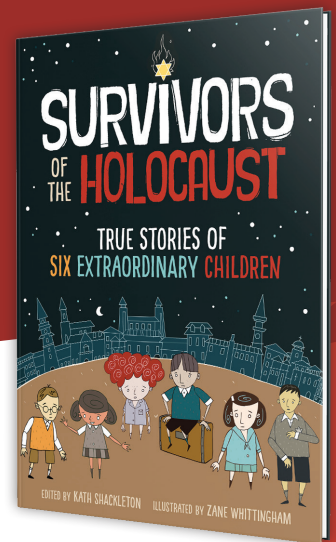




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



GRADE 7

Reading Standards for Informational Texts GRADE 7 (RI)

Key Ideas and Details

- 7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- 7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- 7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Standards GRADE 7 (W)

Text Types and Purposes

- 7.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

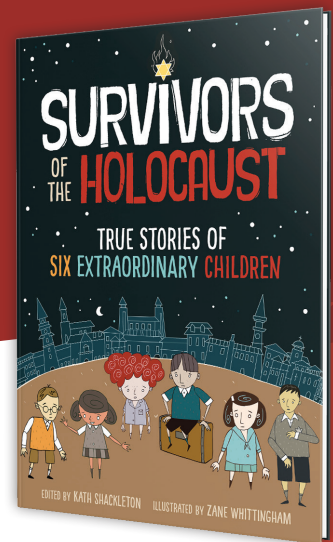




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



- 7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented

Production and Distribution of Writing

- 7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
- 7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

- 7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
 - Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

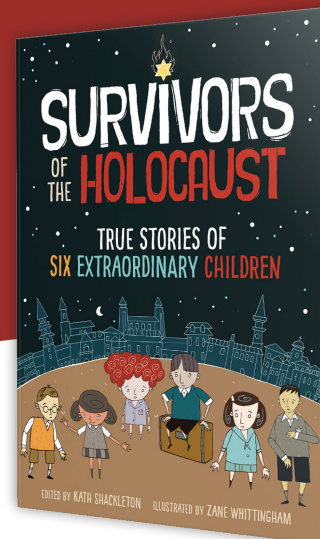




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



Range of Writing

7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards GRADE 7 (SL)

Comprehension and Collaboration

- 7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - Acknowledge new information expressed by others and, when warranted, modify their own views.
- 7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Presentation of Knowledge and Ideas

- 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language Standards GRADE 7 (L)

Vocabulary Acquisition and Use

- 7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

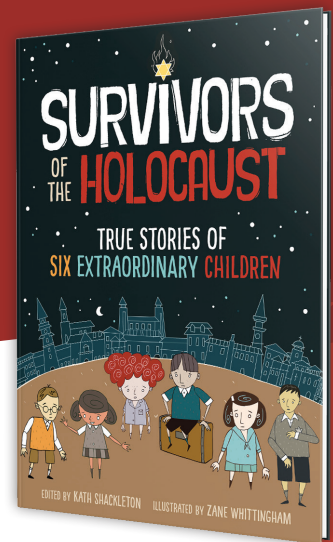




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



- 7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

GRADE 8

Reading Standards for Informational Text GRADE 8 (RI)

Key Ideas and Details

- 8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

- 8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- 8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Writing Standards GRADE 8 (W)

Text Types and Purposes

- 8.1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

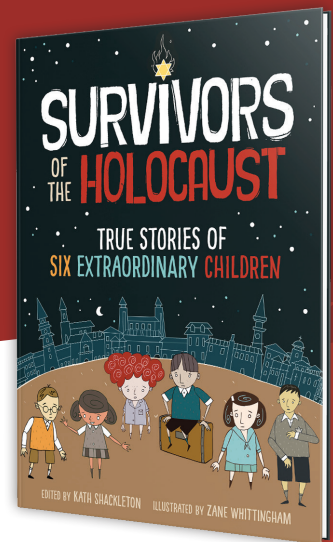




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TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



- 8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
- 8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- 8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

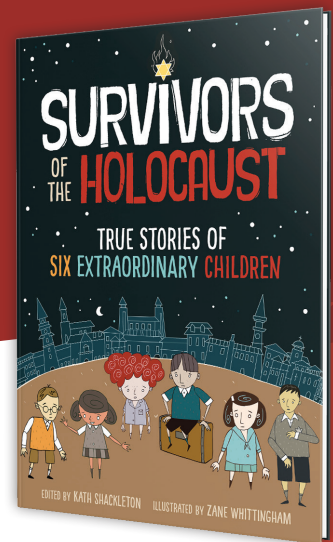




SURVIVORS OF THE HOLOCAUST

TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



Range of Writing

8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards GRADE 8 (SL)

Comprehension and Collaboration

- 8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political).

Presentation of Knowledge and Ideas

- 8.3. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language Standards GRADE 8:

Vocabulary Acquisition and Use

- 8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

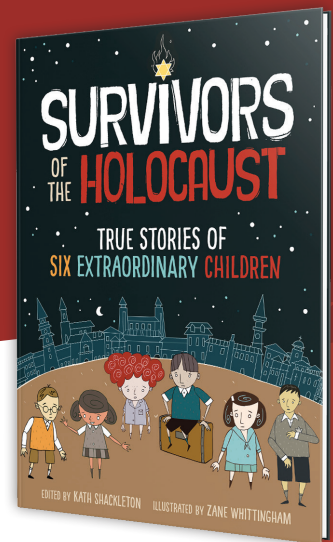




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TRUE STORIES OF SIX EXTRAORDINARY CHILDREN

Educator Guide



History/Social Studies Grades 6-8 (RH)

Key Ideas and Details

- 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- 6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

