

Friedrich



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Genre Historical, Young Adult Fiction

Synopsis In chronological episodes a young boy tells about the fate of his Jewish friend, Friedrich, in Nazi Germany. Friedrich's life becomes a torment as his family is destroyed and he himself is forced into hiding, alone and in secrecy. This is an intense and unforgettable story of the persecution of the German Jews.

Themes Anti-Semitism

Protagonist Male, Jewish

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Friedrich, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is the ‘devaluation of the mark’?

What is Anti-Semitism?

What is propaganda? How did it help the Nazi’s rise to power?

What is the Jungvolk?

What is a Torah?

What is the Talmud?

Word Wall Here are vocabulary words to add to the Word Wall.

trousers -1	hardship – 2	gossip – 3	quarreled – 3	scolded - 6
strode – 13	reproached -14	interjected – 15	Sabbath – 18	implored - 20
ambled – 32	platoon – 34	delegated – 36	insinuation – 41	tenant - 43
stenographer – 49	plaintiff – 49	defendant – 51	contrite – 51	imperceptively - 58
banished – 60	infidels – 61	persecuted - 61	sinister – 62	prejudice - 72

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pp. 1-74

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Maintain a KWL chart regarding the treatment of the Jewish people in Germany from 1929 to 1945. What do you already know about the events of this time period? What are you still curious about?

- Add to the KWL chart you started yesterday. Did you learn anything new from today's reading? What do you still want to learn? Feel free to conduct research using authoritative print or internet sources in order to learn more.
- Add to the KWL chart you created at the beginning of the novel. What have you learned since yesterday? Is there more you still want to learn? You may conduct research using authoritative print or Internet sources.
- Add to the KWL chart you have maintained throughout your study of this novel. Have you learned anything new today?
- Add to your KWL Chart. After Herr Neudorf addresses Friedrich's class, have you gained any more knowledge or insight? If so, write it down in the 'L' section of your chart. Are there still facts or pieces of information you care to learn? If so, write that down in the 'W' section of your chart.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a bookmark for Friedrich. On one side keep a record of the important negative things that happen to Friedrich each year. On the other side, track the corresponding historical laws or events that made it possible. (See the chronology at the back of the book.) You will add to it daily after reading.

One possible activity:

Create a postcard or “snapshot” showing Dr. Askenase’s office and the boycott attempt at the candy store. Pretend you are Friedrich. Record a brief description on the back and record your feelings about what took place.

One possible activity:

Create an Open Mind Portrait of Friedrich as he sits in the front row of the Jungvolk meeting. Use speech bubbles to show what he is saying. Use thought bubbles to demonstrate the difference in what he is thinking.

One possible activity:

Negative propaganda can be combated only with knowledge. Create a propaganda poster of your own, persuading people to pursue knowledge, to think, read, ask questions, stay in school, etc. Your poster must include a picture and a statement. It should invoke emotion.

One possible activity:

Review the brief history of Jewish persecution on pages 60-61. Using comic book style, chronicle the history beginning with the Jews living in Palestine 2000 years ago and ending with the persecution of the Jews in Germany in 1934. You should have at least five frames in your comic.

Discussion

Key Questions (pp 1-12)

1. Where and when does this story take place?
2. Who is the narrator? Who are the main characters?
3. Why do you think the story is called *Friedrich*, if it is told by another boy who is the same age?
4. How do you think Friedrich’s mood changed after hearing Herr Resch? What reasons might Frau Schneider give for not responding to Herr Resch?
5. How might you have responded, had Herr Resch been talking to your child?

Key Questions (pp 12-30)

1. Why is it that Grandfather does not wish the boys to associate with each other?
2. What would you say to Grandfather if you were his son or daughter?
3. What does it say about the character of Herr and Frau Schneider that they took the narrator’s family to the amusement park?
4. Why do you think Dr. Askenase is not making a big deal about what happened to his sign?
5. Clearly things are getting worse in Germany for Jewish people. What do you think will happen next to them? Make a prediction.

Key Questions (pp 30-44)

1. Why do you think Friedrich joined the Jungvolk? Why do you think Friedrich wanted to attend? Do you think you would have wanted to join?
2. Have you ever been swayed by an advertisement or some type of propaganda?
3. Where do you think people are getting the ideas to boycott Jewish businesses and to try to kick Jewish renters out of their homes?
4. What does that tell you about the power of propaganda?
5. What might you suggest someone do to combat being swayed by propaganda?

Key Questions (pp 44-59)

1. Why does Herr Schneider come home drunk?
2. What do you think Frau Schneider means when she says, "We are Jews, aren't we?"
3. What do you think caused the narrator's father to join the Nazi Party?
4. How do you think Herr Schneider feels when he hears this?
5. A big question about the Holocaust has always been, "How did this happen with so many people watching?" Do you think the author is doing a good job of showing how people allowed this to go on?
6. Generate a list, with a partner, of things that made people willing to allow anti-Semitism to continue to rise.

Key Questions (pp 59-74)

1. Explain why the cleaning lady may not come anymore. Is this a just law?
2. What do you think the judge who protected Friedrich's family from being evicted would say about this law? Would he be able to do anything about it?
3. Why do you think the author chooses to use the teacher as the sympathetic character who will not be swayed by propaganda and fear?
4. What is the teacher's point in re-telling the history of Jewish persecution?
5. Why does Herr Schneider refuse to flee Germany with his family?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph - 12

"At that moment, we heard a window flung open below us. Herr Resch bellowed, 'Will you leave my roses in peace, you dirty Jewboy you!'"

Writing Prompt

Write an argumentative paragraph regarding Herr Resch's treatment of Friedrich. Do you believe that he is acting with justice or restraint when he yells out the window at him? How could he have acted differently? Maintain a formal style of writing in your paragraph and be sure to conclude with a reiteration of your stance.

Key Paragraph - 22

Grandfather got up from the chair. He leaned on the table with his knuckle. So sharply it came out like a snarl, he ordered, "I do not wish the boy to associate with this Jew!" He sat down again as suddenly as he got up.

Writing Prompt

Pretend you are the narrator's mother. You know what a good family the Schneiders are and what a good friend Friedrich is to your son. Write an argumentative paragraph addressed to Grandfather that claims that Friedrich's family are good people. Be clear and concise in your writing and be sure to end your paragraph with a reiteration of your stance.

Key Paragraph - 37

"One sentence, one sentence only I want hammer into your brains; I will repeat it until it comes out of your ears, and repeat it: The Jews are our affliction! And again: The Jews are our affliction. And another time: *The Jews are our affliction!*"

Writing Prompt

The Nazi representative at the Jungvolk meeting is spreading anti-Semitic propaganda. He is using repetition and emotion to convince the youth that there is something sub-human about Jewish people. Pretend you are the narrator. You know differently. Respond with an argumentative paragraph of your own that begins "Friedrich, a Jewish person is my best friend, not my affliction." State your opinion. Support it using an example or two from the text as anecdotal evidence. Deal with the opposing Nazi viewpoint. Then restate your opinion. Be logical in your approach.

Key Paragraph - 54

"Why are you crying, eh?" the judge asked warmly. "You don't have to worry. Nothing will happen to you. That is why I am here, to see that justice is done."

Friedrich wiped his eyes and said, "You, yes!"

Writing Prompt

Write an argumentative paragraph from Friedrich's point of view claiming that the judge acted with justice. Define justice and define restraint (you may conduct research using print or internet sources to help construct your definitions) in order to help shape your argument. Also, argue that Herr Resch acted with neither justice nor restraint. How are his actions unjust? Be sure to maintain a formal tone throughout your writing and conclude your paragraph with a reiteration of your stance.

Key Paragraph - 63

"Jews are accused of being crafty and sly. How could they be anything else? Someone who must always live in fear of being tormented and hunted must be very strong in his soul to remain an upright human being.

It is claimed that Jews are avaricious and deceitful. Must they not be both? Again and again they have been dispossessed; again and again, they had to leave everything they owned behind...

...If today or tomorrow you should see Jews being mistreated, reflect on one thing – Jews are human beings, human beings like us!”

Writing Prompt

In the paragraphs above, the teacher uses his opponent’s own statements to turn the tables and win the argument.

Write your own argumentative paragraph that argues in favor of Herr Neudorf’s statement ‘Jews are human beings...like us!’ Use examples from the text to support this claim. How does Herr Neudorf act with justice when he makes this claim? If you were the teacher, would you address the fact that Friedrich is going to a different school? Or would you ignore it? Explain your reasons for your choice. Maintain a formal tone throughout your paragraph, and be sure to conclude your writing with a summary of your stance.

Character Based Literacy Program

Independent Study Lesson Plan

Friedrich, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is a Bar Mitzvah?

What is a pogrom?

What is the film 'Sweet Jew'?

What are vultures ?

Are there other genocides of the 20th and 21st centuries?

Word Wall Here are vocabulary words to add to the Word Wall.

synagogue – 79	candelabra – 80	ornament – 80	sermon – 82	congregation - 82
bawled – 90	bystanders – 91	hurled – 91	vacillating – 101	condoled -103
sauntered – 104	foyer – 105	reproachfully – 108	hesitated – 117	urgent - 117
humbled – 120	cellar – 121	plundering – 122	pummeled – 124	vulture - 128
encrusted – 130	wolfed – 131	shrapnel – 133	maneuvered – 135	incendiary - 136

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pp. 74-138

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- Add to your OMP for the narrator. What is he thinking and feeling during the events of today's reading?
- Add to the KWL chart you created several days ago. Have you learned anything new in the past few days? If so, write it down under the 'L' section of your chart. Is there information you still want to learn? If so, write it down under the 'W' section.
- Add to your KWL chart. Have you learned anything today? Is there more information you still want to learn about? If so, make note of it on your chart.
- Add to your OMP for the narrator. How do you feel while witnessing the events of today's reading?
- Add to the KWL chart you have been maintaining for this novel. What have you learned? Are there still things you wish to learn about?
- Finish the OMP you have created and maintained for the narrator.
- Complete the KWL chart you have been adding to throughout your study of the novel. What have you learned from this book? Are there still things you wish to know more about?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait for Friedrich as the students are led by chanting anti-Semitic things. Use thought bubbles to demonstrate what he might be thinking and feeling.

One possible activity:

Create an OMP for the narrator as he exits the Jewish house he has helped destroy. Use thought bubbles and speech bubbles to delineate what he might be saying and what he might be thinking.

One possible activity:

Create an OMP of the narrator as he stands at the Schneiders' door not knowing what to do. Use thought bubbles and speech bubbles to delineate what he is saying and what he is thinking and feeling.

One possible activity:

Create an anti-looting campaign poster. It should contain visual imagery linking looters somehow with vultures or other scavenging creatures. Provide a visual and a slogan for the campaign.

One possible activity:

Create a postcard or a “snapshot” of Friedrich dead on the apartment stoop. Include the scene around him. On the back, choose an appropriate quote from today’s reading that you feel communicates the message in the picture.

Discussion

Key Questions (pp 74-88)

1. Why does Friedrich get into so much trouble at the pool?
2. In Germany, society is becoming segregated. Does this remind you of a time in American history?
3. What is the special occasion that Friedrich invites the neighbor to attend?
4. What effect does the author intend by following the Bar Mitzvah with a description of the forced march under the supervision of the new PE teacher?

Key Questions (pp 88-103)

1. What is a pogrom?
2. Why do you think the narrator joined in? Brainstorm at least three reasons.
3. Have you ever participated in something that seemed like fun at the time, but turned out to be a really bad idea?
4. How do you think the narrator is feeling as he returns home? As the mob shows up to trash Friedrich’s house?

Key Questions (pp 103-117)

1. Why does Friedrich get so nervous inside the theater?
2. Why doesn’t Friedrich continue to see Helga?
3. Would you be able to keep a secret that put you in danger? What do you think that would feel like?

Key Questions (pp 118-128)

1. Why does the rabbi tell the story of Solomon here? Does this story help you to predict how the novel will end?
2. Explain to a partner or the class what Friedrich meant when he called Herr Resch a vulture.
3. Do you think Friedrich will ever see his father again?
4. Do you think we will ever see Friedrich again?

Key Questions (pp 129-138)

1. Why, in the end did no one overpower Herr Resch? What would you have done?
2. What did Herr Resch mean when he said, "His luck that he died *this way*?"

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph --84

"Herr Neudorf, his former teacher, came into the room. He wished Friedrich all the best on his Bar Mitzvah. Then he gave him a fountain pen. Friedrich's name had been engraved in gold on the cap."

Writing Prompt

Herr Neudorf demonstrates respect by attending the Bar Mitzvah, even though it is unpopular. Think about a time you chose to do something unpopular, because you knew it was the right thing to do. Write an argumentative paragraph that claims that others should "do the right thing" even if it means making an unpopular choice. Use the anecdotal evidence from your life to help make your point as well as examples from the novel. Provide an example of a historical figure doing something 'unpopular' in order to act with justice. You may conduct research via the internet or authoritative print sources in order to find historical information. Be sure to maintain a formal tone throughout your paragraph and conclude with a reiteration of your stance.

Key Paragraph – 89 or 92

I too joined the group.

"Today you'll see something boy," the little man promised, "that you can tell your grandchildren about."

I jumped. The glass had belonged to a bookcase. But almost all at once my curiosity awoke. Gently I tapped a cracked pane of glass and it fell out of its frame. By now I was enjoying myself. I swung so hard against the third pane that its splinters fell in bursts to the floor.

Writing Prompt

The narrator states that he found he was enjoying himself as he wreaked destruction on the Jewish Apprentice house. Pretend you are the narrator. Write an argumentative paragraph that warns against allowing oneself to get caught up in the moment. Use an example from today's reading to help make your argument. Include an opposing viewpoint and a concession in getting your point across.

Key Paragraph - 117

The longer I hesitated, the more urgent the three faces before me became. "I don't know what to do!" I said very softly. "I don't know."

Writing Prompt

Give the narrator advice on what he should do, or not do. Write an argumentative paragraph that clearly conveys your beliefs; you may provide your own reasoning to back up your thesis statement, but you should also refer to part of the definition of justice provided at the beginning and end of every day's lesson plan. How can the narrator act with justice and restraint? What do you recommend he do? What would you do in his situation? Be logical in your approach. Conclude by restating your claims; be sure to maintain a formal tone throughout your writing.

Key Paragraph – 127-128

The stillness seemed to have lasted forever, when Friedrich spit into Herr Resch's face. "Vulture!" he screamed. "Vulture!"

Writing Prompts

Pretend you are Friedrich. Write an argumentative paragraph from his perspective that supports your actions, namely calling Herr Resch a vulture. What do you mean by using this phrase? How is Herr Resch a vulture? Be concise and clear in your writing; maintain a formal tone. Be sure to conclude your writing with a reiteration of your stance.

Key Paragraph –136

"Do pull yourself together!" begged Father. "You'll endanger us all otherwise."

Writing Prompt

This book attempts to answer the questions "How did it come to be that the whole world stood watching as the Nazis attempted to exterminate an entire people?" "How could this have happened?" Fear for safety, fear for family, the possibility of one's own greater success, greed, learned hatred and prejudice – all certainly contributed. Having learned this, write a paragraph or two that persuades others not to let this happen again. Write an argumentative paragraph that responds to this question. Use examples from the book to help you build a strong argument. (A possible thesis statement might read, "Only we can prevent the Holocaust from ever happening again.") Be concise in your writing, and be sure to conclude your writing with a reiteration of your claim. You may use authoritative print or internet sources to research details to use in your paragraph.