Friedrich

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Author Richter, Hans Peter
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Lexile 650L

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, along 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.

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Character Based Literacy Program Lesson Plan *Friedrich*, Day 1

Outcomes for Today

W1. 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.
W10. 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.

PREPARE

1. 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'?

On page 2 of the book, the narrator explains that he was born at a time when "most Germans had run through their savings trying to survive the devaluation of the mark." This refers to a economic depression that occurred in Germany; as a result of trying to pay off the large costs associated with the First World War, hyperinflation occurred and the Germany currency, the mark, declined in value. Some scholars suggest that hyperinflation contributed to the Nazi takeover.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

trousers - 1	hardship - 2	gossip – 3	quarreled - 3	scolded - 6

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

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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.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 1-12**

Setting	Characters	Pages
Germany, the apartment building	the narrator, Herr Resch, Friedrich	1-3
the narrator's apartment	Narrator, Friedrich, and the narrator's mother	3-6
outside the apartment building	Friedrich, his mother, and Herr Resch	7-12

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- The reader is introduced through the narrator to first, the garden "dwarf" Polycarp, and then to the narrator's landlord, Herr Resch.
- In 1925 the narrator is born in Germany. Friedrich Schneider is born one week later.
- In 1929, Friedrich visits the narrator's home and the two boys become friends over a dinner of potato pancakes.
- That winter, the narrator watches Friedrich play in the snow…
- Until Herr Resch ruins it when he yells out the window, "…leave my roses in peace, you dirty Jew boy."

6. Map Add to ongoing class 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?

EXPLORE

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

One possible activity:

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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!'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Friedrich*, Day 2

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

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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.
W6. 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.
W8. 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.
W10. 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.

PREPARE

1. 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 Anti-Semitism?
Anti-Semitism is a prejudice, hatred, or discrimination against Jews for reasons connected to their Jewish religion or heritage. Since Jews are an 'ethnoreligious' group, Anti-Semitism is considered to be a form of racism. Anti-Semitism can be manifested in a number of different ways, from violent, organized attacks to discrimination against individual Jews.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

strode - 13	reproached - 14	interjected- 15	Sabbath - 18	implored - 20

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 12-30**

Setting	Characters	Pages
Narrator's apartment - 1930	grandfather, mother, father, narrator, and Friedrich	12-16
Friedrich's apartment - 1930	Mr. and Mrs. Schneider, Friedrich and the narrator	16-19

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school and the amusement park - 1931	Mr. and Mrs. Schneider, the narrator's parents, Friedrich and the narrator	19-25
The streets after school – 1933	Friedrich, the narrator, Dr. Askenase, the man with the anti-Semitic sign, and Herr Rosenthal - the shop owner	25-30

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The narrator's grandfather comes to visit. He looks down on the father who has no job, then becomes more angry when he finds out his grandson has a Jewish friend in the building.
- The narrator plays at Friedrich's on the Sabbath while his mother is washing other people's clothes and father is looking for a job.
- After their first day of school together, the Schneiders and the narrator's parents take the two boys to the amusement park. The Schneiders pay for everything.
- At home that evening, Mother explains to the boy that "we are poor."
- On the way home from school in 1933, the two boys see that someone has written "Jew" on Doctor Askenase's sign out front. Across the way, a man with a sign picketed the candy store. The sign read, "Don't buy from Jews."

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

- 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.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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5. Clearly things are getting worse in Germany for Jewish people. What do you think will happen next to them? Make a prediction.

9. Analyze Analyze the key paragraph.

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.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan *Friedrich*, Day 3

Outcomes for Today

W1. 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.
W6. 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.
W8. 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.
W10. 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.

PREPARE

1. 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 propaganda? How did it help the Nazi's rise to power?

Noun - information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

Following the 1933 Nazi party rise to power, Hitler established a Reich Ministry of Public Enlightenment and Propaganda headed by Joseph Goebbels. The Ministry's aim was to ensure that the Nazi message was successfully communicated through art, music, theater, films, books, radio, educational materials, and the press.
http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005274

Jungvolk - The **Deutsches Jungvolk** (German Youth) was a subdivision of the Hitler Youth for boys aged 10 to 14. It reinforced the Nationalsozialistische view of Aryan ideals and transmitted the Nazi idea of the Volksgemeinschaft. It had an emphasis on teaching loyalty to Hitler and the regime and sponsored youth activity to reinforce the importance of male physical strength, vitality and militarism at a very young age.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ambled – 32	platoon - 34	delegated - 36	insinuation- 41	tenant- 43

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 30-44**

Setting	Characters	Pages
a Jewish storefront - 1933	picketer, the boys, an old woman, Herr Rosenthal, and Herr Schneider	30-31
the park and the Jungvolk meeting room - 1933	the narrator, Friedrich, Jungvolk, the squad leader, and Special Delegate Gelko	31-38
the neighborhood	the boys, an angry shopkeeper, a crowd, the police, and Herr Schneider	38-42
the apartment building – 1933	Herr Schneider, Herr Resch and the narrator's father.	42-44

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In front of Herr Rosenthal's store, a woman pushes past the protester, and Friedrich also takes a stand. Herr Schneider appears in time to save the day.
- The narrator has joined the Jungvolk, a Nazi organization for youth. Friedrich attends a meeting that is all about anti-Jewish propaganda.
- On another day, the two boys are playing ball in the street. The narrator throws the ball through a shop window, and the shopkeeper blames Friedrich because he is a Jew.
- When the police arrive, she states that he broke the window to steal from her, because, "They're sneaky and they cheat." Herr Schneider shows just in time to save the day.
- Shortly thereafter, Herr Resch gives Herr Schneider and his family "notice for the first." The narrator's father stands up for Herr Schneider.

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

- 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.

EXPLORE

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

One possible activity:

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

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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!"*

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan *Friedrich*, Day 4

Outcomes for Today

W1. 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.
W10. 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.

PREPARE

1. 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 Jungvolk?

The Deutsches Jungvolk "German Youth" was a youth organization in Nazi Germany for boys ages 10-14, and was a section of the Hitler Youth movement. Through a program of outdoor activities, parades and sports, it aimed to indoctrinate its young members in the tenets of Nazi ideology. Membership become fully compulsory for eligible boys in 1939; by the end of World War II, some had become child soldiers.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stenographer – 49	plaintiff - 49	defendant - 51	contrite – 51	imperceptively- 58

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 44-59**

Setting	Characters	Pages

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the curb outside- 1933	the two boys, Herr Schneider, Frau Schneider and the narrator's mother	44-48
the courtroom	the judge, two attorneys, Herr Resch, Herr Schneider, and Friedrich	48-54
in the department store – 1933	Friedrich, the narrator, Herr Schneider, and Fraulein Ewert	54-59

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The boys are outside the apartment building, when Herr Schneider appears. He is drunk. Later that evening, Frau Schneider explains that he was "forced to retire" because "We are Jews, aren't we?"
- In the case of *Resch vs. Schneider*, the judge sides with Schneider and the family gets to remain.
- Herr Schneider gets a new job as Department Head in the Jewish-owned department store.
- In questioning the narrator, Herr Schneider learns that the boy is active in the Jungvolk and that his father has joined the Nazi Party.
- Both boys are given a free toy, but Herr Schneider is no longer smiling.

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

- Add to the KWL chart you have maintained throughout your study of this novel. Have you learned anything new today?

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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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.

9. Analyze Analyze the key paragraph.

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!"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan *Friedrich*, Day 5

Outcomes for Today

W1. 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.
W10. 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.

PREPARE

1. 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 Torah?
The word "Torah" is a tricky one, because it can mean different things in different contexts. In its most limited sense, "Torah" refers to the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. But the word "torah" can also be used to refer to the entire Jewish bible (the body of scripture known to non-Jews as the Old Testament and to Jews as the Tanakh or Written Torah), or in its broadest sense, to the whole body of Jewish law and teachings.

What is the Talmud?
In addition to the written scriptures we have an "Oral Torah," a tradition explaining what the above scriptures mean and how to interpret them and apply the Laws. Orthodox Jews believe G-d taught the Oral Torah to Moses, and he taught it to others, down to the present day. This tradition was maintained in oral form until about the Second Century C.E., when the oral law was compiled and written down in a document called the Mishnah.

Over the next few centuries, additional commentaries elaborating on the Mishnah were written down in Jerusalem and Babylon. These additional commentaries are known as the Gemara. The Gemara and the Mishnah together are known as the Talmud. This was completed in the Fifth Century C.E.

http://www.jewfaq.org/torah.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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banished - 60	infidels - 61	persecuted – 61	sinister - 62	prejudice - 72

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 59-74**

Setting	Characters	Pages
the classroom - 1934	students, Friedrich, and Herr Neudorf	59-64
the Schneider's apartment – 1935	Frau Penk and Frau Schneider	64-68
the narrator's home- 1936	the narrator, his father, Friedrich, and Herr Schneider	68- 74

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- At school, the teacher tells the history of Jewish persecution.
- At the end of the lesson, the teacher explains that the persecution of Jews continues, that Friedrich is being forced to leave the school, and that in the near future, he will likely need friends more than ever.
- At the Schneiders' apartment, the cleaning lady explains why she can no longer work for the Schneiders. No Gentile woman under 35 may work for a Jewish family. She fears for her own life and safety.
- The narrator's father advises Herr Schneider to take his family away from Germany. Herr Schneider believes that they will be able to suffer through.
- At the door, he asks the narrator's father to look after his family *should* something happen to him.

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

- 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

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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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!"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
Friedrich, Day 6

Outcomes for Today

W1. 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.
W6. 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.
W8. 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.
W10. 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.

PREPARE

1. 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?

"Bar Mitzvah" literally means "son of the commandment." "Bar" is "son" in Aramaic, which used to be the vernacular of the Jewish people. "Mitzvah" is "commandment" in both Hebrew and Aramaic. "Bat" is daughter in Hebrew and Aramaic. (The Ashkenazic pronunciation is "bas"). Technically, the term refers to the child who is coming of age, and it is strictly correct to refer to someone as "becoming a bar (or bat) mitzvah." However, the term is more commonly used to refer to the coming of age ceremony itself, and you are more likely to hear that someone is "having a bar mitzvah."

http://www.jewfaq.org/barmitz.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

synagogue- 79	candelabra – 80	ornament- 80	sermon - 82	congregation- 82

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 74-88**

Setting	Characters	Pages
the swimming pool- 1938	the narrator, Friedrich, and the pool attendant	74-78
the synagogue - 1938	Herr Schneider, Friedrich, the narrator, the rabbi, and the congregation	78-83
Friedrich's apartment – 1938	Friedrich, his parents, the narrator, guests, and Herr Neudorf	83-84
on a school march – 1938	Herr Schuster, the narrator, his fellow students and Friedrich	85-88

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The boys go to the swimming pool together. Friedrich loses his exchange tag for his clothes.
- Upon turning over his ID, it is revealed that he is Jewish. Friedrich is chased away from the pool.
- Friedrich invites the narrator to see something special at the synagogue. Friedrich shows him the rabbi and their Torah in the Ark. He then reads to the attendees in Hebrew as part of his Bar Mitzvah.
- Back at home he gives a speech honoring both parents. Even his old teacher, Herr Schuster is there. He gives him an engraved pen for a gift.
- The narrator's PE teacher takes the students on a forced march past the Jewish school where Friedrich attends. They are forced to chant anti-Semitic songs as they go by.

6. Map Add to ongoing class 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?

EXPLORE

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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan *Friedrich*, Day 7

Outcomes for Today

W1. 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.
W10. 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.

PREPARE

1. 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 pogrom?

Pogrom: Noun - a form of riot directed against a particular group, whether ethnic, religious or other, and characterized by destruction of their homes, businesses and religious centers. Usually pogroms are accompanied with physical violence against the targeted people and even murder or massacre. The term has historically been used to denote extensive violence, either spontaneous or premeditated, against Jews, but has been applied to similar incidents against other, mostly minority, groups.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bawled - 90	bystanders – 91	hurled - 91	vacillating – 101	condoled - 103

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 88-103**

Setting	Characters	Pages
the pogrom - 1938	the narrator and a mob	88-93

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the pogrom at the Schneiders' – 1938	the mob and the Schneiders	93-95
the Schneiders' apartment -- 1938	the narrator, his parents, the Schneiders, and Dr. Levy	95-103

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- As the narrator leaves school he finds that a pogrom has begun at the offices of Dr. Askenase.
- The narrator catches up with the mob down the street. He joins them before entering the house of Jewish apprentices.
- Inside, the narrator uses a hammer to help in the destruction.
- Upon his return home, the mob arrives at the Schneiders'. They destroy the place.
- Frau Schneider dies soon after, and Herr Resch serves Friedrich and his father with notice again.

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

- 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.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

Key Paragraph – 89 or 92

I too joined the group.

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"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.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan *Friedrich*, Day 8

Outcomes for Today

W1. 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.
W10. 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.

PREPARE

1. 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 film 'Sweet Jew'?
'Sweet Jew' is a 1940 Nazi propaganda film produced by Terra Filmkunst; it is considered to be one of the most Anti-Semitic films of all time. It was considered as a 'great success' in Germany, with over 20 million views; it was a financial success since the film cost 2 million to produce, but garnered over 6.5 million in box-office receipts. Heinrich Himmler, the military commander of the Nazi party, urged all members of the SS and police to watch the movie. To this day, 'Sweet Jew' remains one of the most frequently discussed examples of the use of film to further Nazi anti-Semitic agenda. In 2010, two documentary films were released that explore the history and impact of this movie.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sauntered – 104	foyer - 105	reproachfully - 108	hesitated - 117	urgent - 117

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 103-117**

Setting	Characters	Pages
the movie theater - 1940	the narrator, Friedrich, and the usherette	103-108
in the park - 1940	Friedrich and Helga	109-113
the apartment building - 1941	the narrator, his mother, Herr Schneider, and the rabbi	114-117

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Friedrich and the narrator go to see a movie. Friedrich has to sneak in though, because no Jews are allowed in the theater.
- Just before the film begins, the usherette comes through to check IDs. Friedrich and the narrator get caught and barely escape.
- Shortly after, Friedrich catches up with the narrator. He has something he needs to share with his friend. Friedrich has been dating a non-Jewish girl. Now that she has realized Friedrich is Jewish, he is too scared to try to see her again.
- The following year, the narrator heads upstairs to bring the Schneiders some potatoes.
- When the Schneiders finally open the door, the narrator realizes that they are hiding a rabbi, for whom the police are searching. He does not know if he can handle the burden of keeping this secret.

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

- 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.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Outcomes for Today

W1. 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.
W10. 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.

PREPARE

1. 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 are vultures ?
Vultures are medium to large-sized birds that have adapted to survive on a diet of dead animals. They have weak feet with blunt talons and bear heads to prevent feathers from getting dirty while feeding. Their long, broad wings are efficient for long-distance soaring. Vultures regurgitate food from their crops for their young instead of carrying prey to the nest. For more information on vultures, check out the link below :

http://www.peregrinefund.org/Explore_Raptors/vultures/vultmain.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

humbled - 120	cellar - 121	plundering - 122	pummeled – 124	vulture – 128

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Friedrich*, pp. 118-128**

Setting	Characters	Pages
the Schneiders' apartment – 1941	the narrator, Herr Schneider, and the rabbi	118-123
the apartment building - 1941	the police, Herr Resch, Herr	123-125

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	Schneider, and the rabbi	
the Schneiders' apartment	Herr Resch, Friedrich and the narrator	125-128

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The narrator goes up to Friedrich's apartment. Inside he finds Herr Schneider and the rabbi sewing a yellow star onto all of their garments.
- While doing so, the rabbi explains that all this has happened before. He tells the story of Solomon. (Remember what Friedrich's name is in Hebrew?)
- The police come and take away Herr Schneider and the rabbi.
- When Friedrich returns, he opens the apartment door to find Herr Resch stealing the rest of the family's valuables.
- Friedrich runs past the narrator and out of the apartment building.

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

- 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?

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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Key Paragraph – 127-128
The stillness seemed to have lasted forever, when Friedrich spit into Herr Resch's face. "Vulture!" he screamed. "Vulture!"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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 consice and clear in your writing; maintain a formal tone. Be sure to conclude your writing with a reiteration of your stance.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Friedrich*, Day 10

Outcomes for Today

W1. 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.

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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.
W6. 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.
W8. 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.
W10. 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.

PREPARE

1. 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.

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

Below is an excerpt from Helen Fien,
"This has been a century of murders by states and non-state actors—death squads, party paramilitaries, guerrillas—but mainly by states. One scholar, R. J. Rummel, has estimated that purposeful state killings of civilians, which he calls democide, have taken the lives of 169 million people in this century. Almost one-fourth of them (38.6 million or 22.8%) were victims of genocide. Others were victims of politicide, mass killing of political groups, indiscriminate state massacres, forced labor and concentration camps, of bombing of civilians, and of starvation imposed and reinforced by the state. The number of victims in this century surpasses the population of all but the five largest states in the world today." This quote is taken from the United States Holocaust Memorial Museum. For more information, check out the link, below:
http://www.ushmm.org/confront-genocide/speakers-and-events/all-speakers-and-events/genocide-and-mass-murder-in-the-twentieth-century-a-historical-perspective/genocide-and-other-state-murders-in-the-twentieth-century

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

encrusted - 130	wolfed - 131	shrapnel - 133	maneuvered – 135	incendiary- 136

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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***Friedrich*, pp. 129-138**

Setting	Characters	Pages
the narrator's apartment -1942	the narrator, his parents, and Friedrich	129-133
the bomb shelter – 1942	the narrator, his parents, Herr Resch, the neighbors, and an Army sergeant	133 – 136
the apartment stoop – 1942	Friedrich, the narrator, his parents and Herr Resch	136-138

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- There are new neighbors living upstairs.
- A knock at the door reveals Friedrich. His clothes are dirty and tattered. He has been in hiding, outdoors.
- After a sandwich and a bath, the air raid siren sounds. All make their way to the shelter, leaving Friedrich alone in the apartment.
- When the bombs begin to fall, Friedrich pleads to be allowed entrance. Though many inhabitants are sympathetic, none are willing to stand up to Herr Resch and allow Friedrich to stay.
- When the bombing is over, they find that Friedrich has died on the stoop, hit by a piece of shrapnel.

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

- 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

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions

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?”

9. Analyze Analyze the key paragraph.

Key Paragraph –136

“Do pull yourself together!" begged Father. "You’ll endanger us all otherwise.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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 of internet sources to research details to use in your paragraph.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

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