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Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"The Children Who Escaped the Nazis"

1. advocate (AD-vuh-kit) *noun* or **(AD-vuh-kayt)** *verb*; An advocate is a person who supports or argues for the interests of another person, group, or cause. Advocates often speak, write, or take action to defend something they believe in. Dr. Martin Luther King Jr. was a passionate advocate for civil rights.

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." The student council might advocate for healthier snack choices in the school's vending machines by writing a letter to the principal.

2. anti-Semitism (an-tee-SEM-i-tiz-uhm) *noun*; A Semite (SEM-ahyt) is a person who speaks a Semitic (suh-MIT-ik) language. Arabic and Hebrew—which is spoken by many Jewish people—are among the Semitic languages. An anti-Semite is a person who is prejudiced against Jewish people in particular. Anti-Semitism is prejudice, discrimination, or hostility toward Jewish people because of their religion or ethnicity.

3. denounce (dih-NOWNS) *verb*; To denounce something is to publicly state that it is bad or wrong. If a world leader denounces the use of violence, he or she is expressing strong disapproval of violence.

4. embittered (em-BIT-ehrd) *adjective*; The adjective *bitter* can refer to a strong and not at all sweet flavor, like that of coffee or dark chocolate. *Bitter* can also refer to an emotion; if you are bitter, you are angry and unhappy because you feel you've been treated unfairly.

The verb *embitter* means "to cause someone to feel bitter."

If someone is embittered, he or she has been made to feel angry and resentful by something unpleasant or unfair that happened to him or her.

5. herculean (hur-kyoo-LEE-uhn) *adjective*; In Roman mythology, Hercules (HUR-kyuh-leez) is a god who possesses exceptional strength. A herculean task is one that requires great strength, courage, or effort. Firefighters might make a herculean effort to put out a rapidly spreading wildfire.

- 6. mitigate (MIT-i-gayt)** *verb*; To mitigate something is to make it less severe, harsh, or painful—to ease it. Wearing a helmet mitigates head injury. If you're nervous about doing something, talking to someone who has already done it might mitigate your concerns.
- 7. ostracize (AHS-truh-sahyz)** *verb*; To ostracize someone is to exclude him or her from a group—in other words, to not allow that person to be part of a group. If the kids at school ostracize Megan, they shut her out—they don't let her join in their conversations or participate in group activities.
- 8. oust (owst)** *verb*; To oust someone is to force that person out of a position or a place—basically, to kick him or her out. If Tara is ousted from first place in a competition, it means that someone else got a better score than her and is now in first place instead. If your parents are trying to watch a movie and you are making a lot of noise, they might oust you from the room.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"The Children Who Escaped the Nazis"

Directions: Choose the word or phrase that is most similar in meaning to each word in bold.

1. **mitigate**

- (A) lighten (B) worsen

2. **oust**

- (A) take in (B) push out

3. **denounce**

- (A) compliment (B) criticize

4. **embittered**

- (A) resentful (B) joyful

Directions: For each question below, fill in the circle next to the best answer.

5. Which of the following might cause you to feel embittered?

- (A) getting a free ice cream sundae for being the 100th customer of the day at Tastee Cone
 (B) realizing that you were tricked into doing something you didn't want to do

6. For which of the following might a doctor advocate?

- (A) exercising at least three times a week
 (B) eating a diet that consists mostly of candy

Directions: Rewrite each sentence using a form of one of the words in the box. There is one word you will not use.

mitigate herculean ostracize anti-Semitism

7. I moved the couch from one side of the living room to the other all by myself—an extremely difficult task.

8. When Adolf Hitler came to power in Germany, he encouraged hatred of Jewish people.

9. Alex's friends apologized for excluding him from their lunch table after their argument.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "The Children Who Escaped the Nazis."

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What is happening in the world at the time this story takes place?

3. What problem does this person(s) face?

4. How does this person(s) deal with this problem?

5. What happens to this person(s) afterward?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Children Who Escaped the Nazis." See *Scope's* "Glossary of Nonfiction Terms" and "Glossary of Literary Terms" for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and **subheading** and study the images on pages 4-5. What do these text features tell you about what the story is going to be about?

2. From the map on page 7, what can you infer about the Nazis?

3. Study the photograph of the children on pages 8-9 and read the caption. Based on these features, what do you think the Kindertransport was?

4. Read the section titles in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Inference, Tone

5. What is the **mood** of the first two paragraphs of the introduction? How do the authors create this mood?

6. A. Check () the statement that BEST describes the **text structure** (the way the authors organize information) in the first paragraph of the section “The Children.”

The authors list and describe the people who organized the Kindertransport.

The authors give a chronological account of how the Kindertransport was started.

The authors compare rescue efforts in Europe with rescue efforts in other places.

B. Explain how you know.

7. Reread the second-to-last paragraph of the section “The End of the War.” What tone do the authors use in this paragraph? How do you know?

8. At the end of the section “The End of the War,” Lore says: “I think I’m very lucky to be here. I’ve had a lovely life.” From this statement, what can you **infer** about Lore?

6. What historical significance does this story have?

Directions: Your turn! Write an objective summary of "The Children Who Escaped the Nazis." You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of
"The Children Who Escaped the Nazis"

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "The Children Who Escaped the Nazis."

1. Reread the section "A Storm of Hatred." Which sentence below BEST expresses the central idea of this section?

- Ⓐ By the time she was 12, Lore could no longer swim in public pools.
- Ⓑ Adolf Hitler was the leader of the Nazis.
- Ⓒ Adolf Hitler's rise to power made it dangerous for Jewish people to live in Germany.
- Ⓓ Lore's parents did not think that Hitler would be in power for very long.

2. Read the central idea of the section "The Children" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

Many different people contributed to the organization and success of the Kindertransport.

- Ⓐ "But in Britain, a group of Jewish and non-Jewish advocates for refugees was determined to do something. . . . They appealed to the British government to take action." (pp. 6-7)
- Ⓑ "Meanwhile, representatives traveled to Germany and Austria to set up systems for organizing and transporting the children." (p. 7)
- Ⓒ "As news of *Kristallnacht* spread, people around the world were horrified." (p. 6)
- Ⓓ "Soon after, more than 500 people had offered their homes to young refugees." (p. 7)

I chose _____ because _____

3. Read the details from the section "A New Life" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Despite these kindnesses, Lore was homesick and felt like an outsider." (p. 8)

Detail 2: "School was hard; her classmates didn't speak German, and she struggled to understand the lessons." (p. 8)

Detail 3: "She wasn't used to English food and customs." (p. 8)

4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central Idea:

Lore Sulzbacher grew up in one of the darkest periods of human history, but through the Kindertransport and her own resilience, she was able to survive and live a fulfilling life.

Supporting detail 1:

"Despite everything that she lost, Lore seemed to look back on her life with a sense of gratitude... She had a son, three grandsons, and a marriage as happy as her parents' had been." (p. 9)

Supporting detail 2:

Supporting detail 3:

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Key Ideas: The Children of the Kindertransport

Directions: Fill in the chart below with information from "The Children Who Escaped the Nazis" to identify some of the challenges faced by the children of the Kindertransport. We filled in some information for you.

Challenge	Text evidence showing challenge
<p>Children of the Kindertransport had very little time to say goodbye to their families.</p>	<ul style="list-style-type: none"> • "Only a few days earlier, Lore's parents had said they were sending her away." (p. 5) • "Lore would have only four days to get ready to leave." (p. 7)
<p>Children of the Kindertransport had to move to a foreign country where they did not know anyone, speak the language, or understand the customs.</p>	
	<ul style="list-style-type: none"> • "Others were put to work as domestic servants or sent to work on farms." (caption; p. 7)

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	<ul style="list-style-type: none"> • "Others were put to work as domestic servants or sent to work on farms." (caption; p. 7)
<p>Many of the Kindertransport children felt responsibility to try to save the families they left behind, but it was hard to help those people.</p>	<ul style="list-style-type: none"> • "Like many Kindertransport children, Lore felt it was her responsibility to try to get her loved ones out of Germany." (p. 8)

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Close-Reading Questions

"The Children Who Escaped the Nazis"

1. Consider this detail from page 5: "All around her, people were talking, but Lore didn't know what they were saying. She didn't speak a word of English." What does this detail help you understand about Lore's experience at the train station? (text structure)

2. What was the connection between Germany's defeat in World War I and the rise of anti-Semitism in Germany in the 1930s? (development of events)

3. Why were Jewish children brought to Britain but not their parents? (key ideas and details)

4. On page 9, the authors note that when Lore joined the British army, she for the first time "felt like she truly belonged." Why had Lore felt for so long like she didn't belong? (development of individuals)

5. What were some of the challenges faced by children brought to Britain through the Kindertransport? (key details)

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Critical-Thinking Questions

"The Children Who Escaped the Nazis"

1. Hitler and his followers blamed Germany's problems on Jewish people. Why might people place blame on a group that is not responsible?

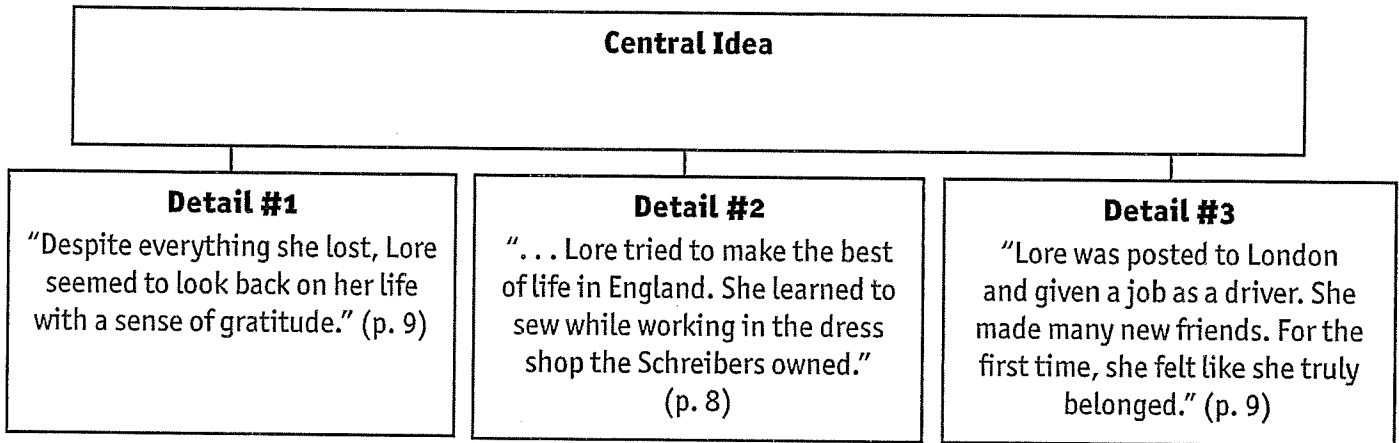
2. The authors write that as anti-Semitism rose, friends and neighbors "turned cold and cruel;" and that "some shouted racist insults" or "threw stones" at the Jewish members of their communities. How do you think people could turn against friends and neighbors this way?

3. The authors write that when Lore looks back on her life, she seems to have a sense of gratitude and that she told an interviewer, "I've had a lovely life." How do you think someone like Lore, who suffered such great loss, can have such a positive outlook on life?

4. What are some steps we can take to prevent an atrocity like the Holocaust from happening again?

After Reading
Central Idea/Details and Objective Summary

9. Below are three **supporting details** for a **central idea** of "The Children Who Escaped the Nazis." In the space provided, write a central idea that these details support.



10. Write an **objective summary** of "The Children Who Escaped the Nazis." (Hint: Think about what you would say to a friend who asks, "What is this article about?")

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“The Children Who Escaped the Nazis” Quiz

Directions: Read “The Children Who Escaped the Nazis.” Then answer the questions below.

- Which idea from the article’s opening section is developed in the section “A Storm of Hatred”?
 - Lore was sent to live with a family she knew nothing about.
 - Germany had become a dangerous place for Jewish people like Lore and her parents.
 - A plan had been put in place to help Jewish children in Germany, Austria, and Czechoslovakia.
 - Lore felt like an outsider in England.
- The article suggests that Germany’s loss in World War I
 - left Germans feeling discouraged, angry, and eager to believe Hitler’s promises.
 - made Germans skeptical of Hitler’s claim that he would make Germany strong again.
 - had little effect on the German people.
 - made Germans fearful of Hitler.
- On page 5, the authors write that Hitler “fanned the flames” of centuries-old prejudice against Jewish people. The idiom “fan the flames” means
 - to fight a battle you have no hope of winning.
 - to make a joke of.
 - to reduce the intensity of.
 - to intensify or stir up.
- Kristallnacht* was significant because it
 - was the first act of anti-Semitism in Germany.
 - increased Germany’s support of Hitler.
 - shone a spotlight on the horrors being carried out by the Nazis.
 - discouraged many countries from taking in Jewish refugees.
- According to the article, in England Lore
 - was treated with kindness but still felt like an outsider.
 - had no trouble fitting in but missed her parents.
 - was treated cruelly by her foster family.
 - was angry about having been separated from her parents.
- Which best describes the authors’ main purpose for writing “The Children Who Escaped the Nazis”?
 - to inform readers about the Kindertransport, including why it was created and how it affected those who were rescued through it
 - to give an analysis of the causes of World War II
 - to help readers understand the experience of a foster parent of a child brought to Britain on the Kindertransport
 - to pay tribute to the Germans who resisted Hitler and the Nazis

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- On page 8, the authors write that Lore’s father told her to stay strong—to keep her head up high. How do the authors develop the idea that Lore did as her father urged?
- What ideas or information about Adolf Hitler and the Nazi Party are suggested by the photograph on pages 6-7? Explain your answer.