

Ms. C's 9th Grade English  
Classwork Packet

Paired texts: William Shakespeare's  
*Romeo and Juliet*

Name \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Legacy of William Shakespeare

By Mia Hodorovich  
2018

*William Shakespeare (1564-1616) was an English Poet, playwright, and actor. Shakespeare wrote approximately 39 plays and over 150 sonnets and is widely considered the greatest writer in the English language. In this informational text, Mia Hodorovich discusses the legacy of Shakespeare and his popular work. As you read, take notes on how Shakespeare's contributions can still be felt today.*

- [1] William Shakespeare is the most studied playwright in the world. All of his plays have been translated into every major language and are performed more frequently than those of any other playwright. He is considered the major author of Modern English literature, the standard to which all other writers are compared.

Despite having lived over 400 years ago, Shakespeare is one of the most popular writers in history. His influence lasts to this day, shaping how we communicate and inspiring the popular culture we consume. So how has Shakespeare managed to beat the test of time?



"Macbeth: First Folio" by Matt Riches@voodoojava is licensed under CC0

## All the world's a stage

Shakespeare became popular during the rule of Queen Elizabeth I and produced most of his work between 1589 and 1613. During this time, London was experiencing a revitalization<sup>1</sup> of the arts. Few enjoyed as much acclaim as Shakespeare. He was a prolific<sup>2</sup> dramatist and poet. He produced about 39 plays and wrote over 150 sonnets in little over two decades.

His plays can typically be broken down into three categories. He wrote plays about historical figures, such as *Julius Caesar* and *Henry VI*. He wrote comedies, like *Much Ado About Nothing* and *A Midsummer Night's Dream*. These plays are called comedies because they contain happy endings, usually in the form of a wedding. Finally, he wrote tragedies, like *Romeo & Juliet* and *Hamlet*, which feature character deaths and tragic endings.

- [5] Shakespeare wrote not only plays but beautiful sonnets, as well. A sonnet is a type of poem that consists of 14 lines (three quatrains<sup>3</sup> and one couplet<sup>4</sup>) and follows a specific rhyme scheme. Many of his sonnets feature themes about love and beauty. He wrote these sonnets, as well as a good deal of his plays, in iambic pentameter. This form of writing contains five metric feet, in which each foot consists of an unstressed syllable followed by a stressed syllable. It mimics the rhythms of natural speech patterns in English, a feat which takes a great amount of careful writing skill.

1. the action of giving something new life or energy  
2. **Prolific (adjective):** producing a great number of something

## Brevity is the soul of wit

Shakespeare was an innovator<sup>5</sup> of language. People quote his plays all of the time without realizing it. If you've ever heard someone say that "love is blind" or "all that glitters is not gold," they're quoting *The Merchant of Venice*. In fact, Shakespeare is credited with inventing over 1700 words and phrases. Do you know the joint that bends in the middle of your arm? Without Shakespeare, we wouldn't have the word for elbow!

Not only has Shakespeare shaped the English language but he's also had a hand in almost every form of popular culture. From books to music to modern theatre, Shakespeare has served as an inspiration. The popular TV series *Breaking Bad* is in part inspired by *Macbeth* — just as *House of Cards* takes cues from *Richard III*, and the show *Empire* has been compared to *King Lear*.

One reason his work has endured is because he wrote about universal themes. His storylines are dramatic and engaging. His dialogue is witty and poetic. He wrote tales of forbidden romance, of political intrigue, of murder and revenge. In their time, these plays were comparable to modern blockbusters. In fact, many films have been inspired by Shakespeare, such as *The Lion King* and *10 Things I Hate About You*.

## Some are born great, some achieve greatness

Many people tend to think of Shakespeare as boring and outdated. His work is known for its complexity, and his plays are published with a lot of footnotes — sometimes even translations! Nevertheless, his contributions to language and culture are apparent today. It's hard to avoid his influence on language, literature, and popular culture. Shakespeare continues to inspire generations of readers, writers, actors, and audience members. In this way, his legacy lives on.

*"The Legacy of William Shakespeare" by Mia Hodorovich Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

3. a stanza of four lines, usually having alternate rhymes
4. two lines that usually rhyme
5. **Innovator (noun):** a person who introduces new ideas or methods

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
  - A. Shakespeare's popularity is growing once more as people realize that his plays can be adapted to address present day problems.
  - B. Despite Shakespeare's incredible storytelling abilities, many people avoid his work due to its advanced language and complex form.
  - C. Shakespeare's influence continues to be felt today because of his contributions to English and his timeless stories that can easily be re-envisioned for modern times.
  - D. Many films and television shows today took inspiration from Shakespeare, revealing how many modern stories are just recycled stories from the past.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "William Shakespeare is the most studied playwright in the world. All of his plays have been translated into every major language and are performed more frequently than those of any other playwright." (Paragraph 1)
  - B. "He wrote these sonnets, as well as a good deal of his plays, in iambic pentameter. This form of writing contains five metric feet, in which each foot consists of an unstressed syllable followed by a stressed syllable." (Paragraph 5)
  - C. "Not only has Shakespeare shaped the English language but he's also had a hand in almost every form of popular culture. From books to music to modern theatre, Shakespeare has served as an inspiration." (Paragraph 7)
  - D. "Many people tend to think of Shakespeare as boring and outdated. His work is known for its complexity, and his plays are published with a lot of footnotes — sometimes even translations!" (Paragraph 9)
  
3. How do paragraphs 4-5 contribute to the author's depiction of Shakespeare's writing?
  - A. They suggest that Shakespeare was a better sonnet writer than playwright.
  - B. They reveal that few people read his original work today because of its complexity.
  - C. They stress how his sonnets and plays were more appealing to audiences from his time.
  - D. They emphasize the wide variety of Shakespeare's work and the extent of his skills.
  
4. How does the author's discussion of certain popular phrases and television shows help us understand Shakespeare's influence?
  - A. It shows that Shakespeare's work is influential enough to still affect the language we use and the shows that we watch.
  - B. It emphasizes how certain phrases and television shows are only popular because of their relationship to Shakespeare.
  - C. It shows how Shakespeare's original language and stories have been altered to the extent that we no longer consider them his.
  - D. It suggests that we wouldn't have witty phrases or engaging televisions if it weren't for Shakespeare's influence.

5. What is the relationship between Shakespeare's work and popular films and television shows today? Use details from the text in your answer.

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the author discusses the legacy of William Shakespeare and how his influence can still be felt today. What do you think are Shakespeare's most important contributions to modern day? Can you think of other writers from the past whose work has had a significant impact on popular culture today? If so, which ones?
2. In the text, the author discusses some of the films and television shows that have been inspired by William Shakespeare's work. Are you familiar with any of these shows? What themes do they address that you would consider universal or timeless?

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## Excerpts from Romeo and Juliet

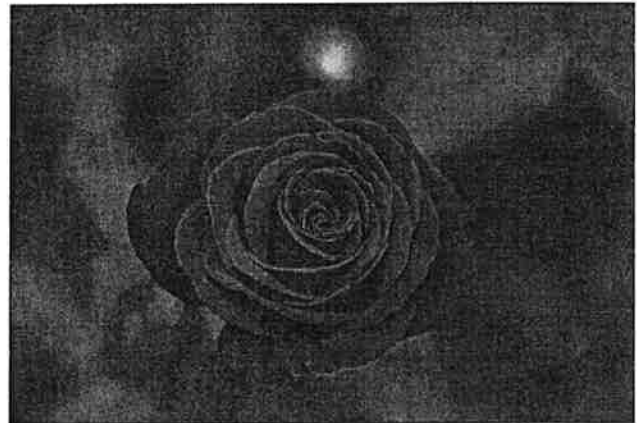
By William Shakespeare  
c. 1593

*William Shakespeare (1564-1616) was an English poet, playwright, and actor. He wrote 38 plays, including Romeo and Juliet, which recounts the tragic romance of two young lovers divided by their families' ongoing feud. The following excerpts are taken from the play's prologue and its famous balcony scene. As you read, take notes on how the figurative language used throughout the passage contributes to the themes.*

### Prologue

#### CHORUS:

- [1] Two households, both alike in dignity,  
In fair Verona, where we lay our scene,  
From ancient grudge break to new mutiny,<sup>1</sup>  
Where civil blood makes civil hands unclean.
- [5] From forth the fatal loins of these two foes  
A pair of star-cross'd lovers take their life;  
Whose misadventured piteous overthrows  
Do with their death bury their parents' strife.  
The fearful passage of their death-mark'd  
love,
- [10] And the continuance of their parents' rage,  
Which, but their children's end, nought could remove,  
Is now the two hours' traffic of our stage;  
The which if you with patient ears attend,  
What here shall miss, our toil shall strive to mend.<sup>2</sup>



*"Untitled" by Ivan Jevtic is licensed under CC0*

### Excerpt from Act II, Scene II

#### JULIET:

- [15] O Romeo, Romeo! wherefore<sup>3</sup> art thou Romeo?  
Deny thy father, and refuse thy name;  
Or, if thou wilt not, be but sworn my love,  
And I'll no longer be a Capulet.

#### ROMEO:

*[Aside]* Shall I hear more, or shall I speak at this?<sup>4</sup>

1. In this context, "mutiny" means violence or turmoil. The more modern use of "mutiny" refers to a rebellion against authority.
2. Whatever hasn't been mentioned (in the prologue) will be explained on stage.
3. "Wherefore" means "why."

**JULIET:**

- [20] 'Tis but thy name that is my enemy;  
Thou art thyself, though not a Montague.  
What's Montague? it is nor hand, nor foot,  
Nor arm, nor face, nor any other part  
Belonging to a man. O! be some other name:
- [25] What's in a name? that which we call a rose  
By any other name would smell as sweet;  
So Romeo would, were he not Romeo call'd,  
Retain that dear perfection which he owes  
Without that title. Romeo, doff<sup>5</sup> thy name;
- [30] And for that name, which is no part of thee,  
Take all myself.

**ROMEO:**

I take thee at thy word.  
Call me but love, and I'll be new baptiz'd;  
Henceforth I never will be Romeo.

**JULIET:**

- [35] What man art thou, that, thus be-screen'd in night,<sup>6</sup>  
So stumblest on my counsel?

**ROMEO:**

- By a name  
I know not how to tell thee who I am:  
My name, dear saint, is hateful to myself,  
Because it is an enemy to thee:  
[40] Had I it written, I would tear the word.

**JULIET:**

My ears have not yet drunk a hundred words  
Of that tongue's uttering, yet I know the sound:  
Art thou not Romeo, and a Montague?

**ROMEO:**

- [45] Neither, fair maid, if either thee dislike.

**JULIET:**

4. Romeo says this line as an aside, or spoken dialogue that is heard by the audience but not by the other characters in the play. Romeo says this line as an aside because Juliet is not aware that he is listening.
5. **Doff (verb):** to remove or rid of
6. hidden or shrouded in darkness



How cam'st thou hither, tell me, and wherefore?  
The orchard walls are high and hard to climb,  
And the place death, considering who thou art,  
If any of my kinsmen<sup>7</sup> find thee here.

**ROMEO:**

- [50] With love's light wings did I o'erperch these walls;  
For stony limits cannot hold love out,  
And what love can do that dares love attempt;  
Therefore thy kinsmen are no stop to me.

*"Excerpts from Romeo and Juliet" by William Shakespeare (1593) is in the public domain.*

7. family member; relative

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best describes a theme of the play excerpts?
  - A. Love makes people more willing to change and face obstacles.
  - B. Children should be obedient and not go against their parents' wishes.
  - C. Grudges are easy to overcome, to forgive, and to forget.
  - D. People's fates are set in stone and cannot be changed.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "From forth the fatal loins of these two foes / A pair of star-cross'd lovers take their life" (Lines 5-6)
  - B. "The fearful passage of their death-mark'd love, / And the continuance of their parents' rage, / Which, but their children's end, nought could remove" (Lines 9-11)
  - C. "What's Montague? it is nor hand, nor foot, / Nor arm, nor face, nor any other part / Belonging to a man." (Lines 22-24)
  - D. "Call me but love, and I'll be new baptiz'd; / Henceforth I never will be Romeo." (Lines 33-34)
  
3. What purpose does the prologue serve in the text?
  - A. It updates the audience on the current state of the feud.
  - B. It informs the audience of past and future events in the play.
  - C. It discusses the reasons behind why the two families hate each other.
  - D. It outlines the themes of the play by describing them.
  
4. How does Juliet's monologue in lines 15-31 affect Romeo?
  - A. He is shocked by her insistence that he give up his name.
  - B. He regrets being a Montague but resigns himself to being apart from Juliet.
  - C. He is willing to give up his family name in order to be with her.
  - D. He falls more in love with her and convinces her to marry him.
  
5. Explain the figurative language Juliet uses in lines 25-26 and how it relates to a theme of the excerpts.  

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Romeo maintains his feelings towards Juliet despite the conflict between their families. Discuss what this detail tells us about love and identity.
2. Do you think the concept of identity has changed since Shakespeare's time? Do last names hold as much weight as they once did? Explain your answer.
3. What makes a person who they are—is it their genes, their upbringing, their family circumstances, their reputations, or something else? Explain your answer, using evidence from this text, your own experience, and other art, literature, or history.

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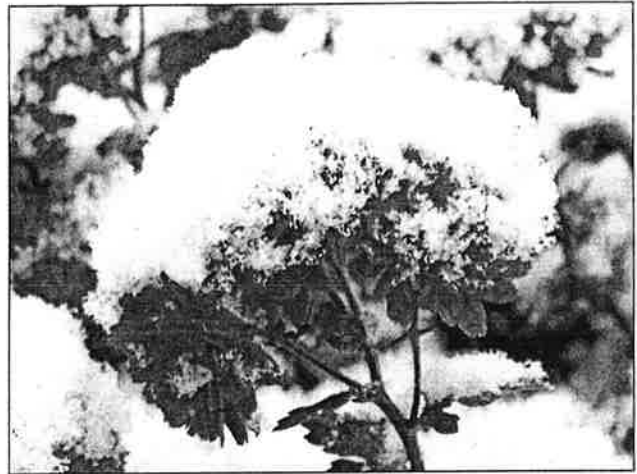
Class: \_\_\_\_\_

## Sonnet 5

By William Shakespeare  
1609

*William Shakespeare (1564-1616) was an English poet, playwright, and actor. Shakespeare has written approximately 38 plays and 154 sonnets and is widely considered one of the greatest writers in the English language. In this sonnet, a speaker discusses how outer beauty fades. As you read, take notes on how the speaker defines beauty and what happens when it fades.*

- [1] Those hours that with gentle work did frame  
The lovely gaze where every eye doth dwell,  
Will play the tyrants<sup>1</sup> to the very same  
And that unfair which fairly doth excel:
- [5] For never-resting time leads summer on  
To hideous winter and confounds<sup>2</sup> him there;  
Sap check'd with frost and lusty leaves quite  
gone,  
Beauty o'ersnow'd and bareness every where:  
Then, were not summer's distillation<sup>3</sup> left,
- [10] A liquid prisoner pent in walls of glass,  
Beauty's effect with beauty were bereft,<sup>4</sup>  
Nor it, nor no remembrance what it was:  
But flowers distill'd, though they with winter  
meet,  
Leese but their show; their substance still  
lives sweet.



*"2008 first snow 0004" by Doug Chapman is licensed under CC BY-NC 2.0.*

*"Sonnet 5" by William Shakespeare (1609) is in the public domain.*

1. **Tyrant (noun):** a cruel and oppressive ruler
2. an archaic word for "overthrow" or "destroy"
3. the action of purifying a liquid by a process of heating and cooling
4. **Bereft (adjective):** to deprive or be deprived of something

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the meaning of the phrase “unfair which fairly doth excel” as it is used in Shakespeare’s “Sonnet 5”? [RL.4]
  - A. to cause to disappear
  - B. to destroy out of malice or spite
  - C. to treat without justice or reason
  - D. to make ugly what was once attractive
  
2. PART B: What line from the poem provides the best support for the answer to Part A? [RL.1]
  - A. “The lovely gaze where every eye doth dwell” (Line 2)
  - B. “For never-resting time leads summer on” (Line 5)
  - C. “Beauty’s effect with beauty were bereft” (Line 11)
  - D. “But flowers distill’d, though they with winter meet” (Line 13)
  
3. PART A: Which statement best illustrates an overall theme from Shakespeare’s “Sonnet 5”? [RL.2]
  - A. Despite apparent loss, the essence of beauty transcends superficial changes.
  - B. Not even beauty can resist the damaging effects of the passage of time.
  - C. The fact that all things eventually perish is the source of the beauty of the present.
  - D. Because time changes all things, one must consider what the future might bring.
  
4. PART B: Which lines from the poem provide the best support for the answer to Part A? [RL.1]
  - A. “Those hours, that with gentle work did frame / The lovely gaze where every eye doth dwell, / Will play the tyrants to the very same” (Lines 1-3)
  - B. “For never-resting time leads summer on / To hideous winter, and confounds him there” (Lines 5-6)
  - C. “Beauty o’er-snowed and bareness everywhere: / Then were not summer’s distillation left / A liquid prisoner pent in walls of glass” (Lines 8-10)
  - D. “But flowers distill’d, though they with winter meet, / Leese but their show; their substance still lives sweet.” (Lines 13-14)



## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How do you define inner beauty? How does this compare to how you think the speaker defines inner beauty?
2. In the context of the poem, what makes us who we are? How much of our identity is determined by our outer beauty? How much is determined by inner beauty? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
3. In the context of the poem, how do we define beauty? What connection does the speaker draw between age and beauty? Cite examples from the text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Sonnet 18

By William Shakespeare  
1608

*William Shakespeare (1564-1616) was an English poet, playwright, and actor. He wrote 154 sonnets and 38 plays, including Romeo and Juliet, which have been translated into every major living language. "Sonnet 18" is one of Shakespeare's best-known sonnets. As you read, identify the imagery and tone the speaker uses to describe the subject of the poem as well as the summer.*

- [1] Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate.<sup>1</sup>  
Rough winds do shake the darling buds<sup>2</sup> of May,  
And summer's lease hath all too short a date.
- [5] Sometime too hot the eye of heaven shines,  
And often is his gold complexion<sup>3</sup> dimmed;  
And every fair from fair sometime declines,  
By chance, or nature's changing course,  
untrimmed;  
But thy eternal summer shall not fade,
- [10] Nor lose possession of that fair thou ow'st,<sup>4</sup>  
Nor shall death brag thou wand'rest<sup>5</sup> in his  
shade,  
When in eternal lines to Time thou grow'st.<sup>6</sup>  
So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee.



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*Sonnet 18 by William Shakespeare (1608) is in the public domain.*

1. **Temperate** (*adjective*): moderate or mild
2. blossoms
3. **Complexion** (*noun*): natural color or appearance, especially of the face
4. you owe
5. you wander
6. you grow

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes a theme of the sonnet?
  - A. Nature is indifferent to mankind and is often cruel and punishing.
  - B. Love is like the natural world in that it often changes and grows with time.
  - C. Love is grander and more enduring than what it is often compared to.
  - D. Love is the surest way to find happiness in life and the afterlife.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "Shall I compare thee to a summer's day? / Thou art more lovely and more temperate." (Lines 1-2)
  - B. "Rough winds do shake the darling buds of May, / And summer's lease hath all too short a date." (Lines 3-4)
  - C. "And every fair from fair sometime declines, / By chance, or nature's changing course, untrimmed;" (Lines 7-8)
  - D. "Nor shall death brag thou wand'rest in his shade, / When in eternal lines to Time thou grow'st." (Lines 11-12)
  
3. Which of the following best describes the effect of the use of figurative language in the poem?
  - A. The speaker uses metaphors to compare his beloved to the summer, and criticizes the summer for being harsh and fleeting.
  - B. The speaker personifies the sun, and makes it appear like the sun is a friendly individual who one would want to be compared to.
  - C. The speaker personifies death to create conflict as he battles death for his beloved.
  - D. The speaker uses high diction throughout the poem, and makes his relationship to his beloved appear informal.
  
4. PART A: Which of the following best describes the function of "Time" in the poem?
  - A. The speaker declares that his beloved's loveliness will live on forever through his poetry, unlike the short-lived summer season.
  - B. The speaker laments the fleeting nature of summer, as it is his favorite season and he wishes its warmth and brightness could last longer.
  - C. The speaker admits that although his beloved's beauty will fade with time, his love will not fade.
  - D. The speaker explains that he loves his beloved more than he adores the summer because his beloved can love him back.
  
5. PART B: Which phrase from the poem best supports the answer to Part A?
  - A. "And summer's lease hath all too short a date." (Line 4)
  - B. "And every fair from fair sometime declines" (Line 7)
  - C. "But thy eternal summer shall not fade" (Line 9)
  - D. "So long as men can breathe, or eyes can see" (line 13)



6. Re-read lines 9-14 of the poem. What is the conclusion of the sonnet and how does this contribute to the poem's overall meaning? Cite evidence in your answer.

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Shakespeare is one of the most widely translated and read writers in history. Why do you think Shakespeare's writing has endured for so long?
2. Love has consistently been a major theme in music, art, and literature. In your opinion, do poetry and love share a special connection? What does this poem teach us about love?
3. In the poem, the speaker uses nature to describe his love. How is the speaker able to effectively compare the beauty of nature to the beauty of a person?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## what love isn't

By Yrsa Daley-Ward  
2014

*Yrsa Daley-Ward is a spoken word poet, self-published author, and actress of Jamaican and Nigerian heritage. In this poem, Ward uses figurative language to explore what love is and is not. As you read, take note of how the poet uses figurative language to describe love and the effect it has on the overall theme.*

- [1] It is not a five star stay. It is not  
compliments and it is never ever  
flattery.  
It is solid. Not sweet but always  
[5] nutritious  
always herb, always salt. Sometimes  
grit.<sup>1</sup>  
It is now and till the end. It is never a  
slither, never a little  
[10] it is a full serving  
it is much  
too much and real  
never pretty or clean. It stinks — you can  
smell it coming  
[15] it is weight  
it is weight and it is too heavy to feel  
good sometimes. It is discomfort — it is  
not what the films say. Only songs  
get it right  
[20] it is irregular  
it is difficult  
and always, always  
surprising.



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*"what love isn't" from bone by Yrsa Daley-Ward. Copyright © 2014 by Yrsa Daley-Ward. Used with permission. All rights reserved.*

1. a hard, sharp granule

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central theme of the poem? [RL.2]
  - A. Love causes more problems than it is worth.
  - B. Love is a disaster when it is not perfect.
  - C. Love can be difficult in unexpected ways.
  - D. Love is not as difficult as media portrays it.
  
2. PART B: Which section from the text best supports the answer to Part A? [RL.1]
  - A. "Not sweet but always / nutritious / always herb, always salt." (Lines 3-6)
  - B. "never pretty or clean. It stinks — you can / smell it coming" (Lines 13-14)
  - C. "it is / not what the films say. Only songs / get it right" (Lines 17-19)
  - D. "it is irregular / it is difficult / and always, always / surprising." (Lines 20-23)
  
3. PART A: Which of the following identifies the tone of the poem? [RL.4]
  - A. honest
  - B. pessimistic
  - C. mournful
  - D. affectionate
  
4. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
  - A. "always herb, always salt." (Line 6)
  - B. "It is now and till the end. It is never a / slither" (Lines 8-9)
  - C. "It is discomfort — it is / not what the films say." (Lines 17-18)
  - D. "Only songs / get it right" (Lines 18-19)
  
5. How does the poet's reference to the portrayal of love in films and songs contribute to the poem's meaning (Lines 17-19)? [RL.5]

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How is love often portrayed in the media? Is this an accurate representation of love? Why or why not?
2. In the context of the text, how does love emerge? How is love portrayed as developing in the poem? Is it easy? What does it take to succeed in love? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

# Authors: William Shakespeare

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.18.16

Word Count **551**

Level **690L**



William Shakespeare 'Chandos portrait' after a previous owner, James Brydges, 1st Duke of Chandos

**Synopsis:** William Shakespeare was an important actor and writer in England during the late 1500s. Over about 20 years, Shakespeare wrote many plays that tell stories of the complete range of human feelings. The works of William Shakespeare have been performed many, many times for more than 400 years. Yet little is known about his everyday life.

## Early Life

There is no record of his birth. Some people believe Shakespeare was born on April 23, 1564. This is based on a church record of his baptism.

Shakespeare most likely attended the King's New School. This school was in his hometown of Stratford, England. It taught reading and writing. He also would have studied Greek and Latin languages.

## Married Life

William Shakespeare married Anne Hathaway on November 28, 1582. Their first child was born in 1583. Two years later, they had twins.

There are no records of the seven years after the birth of the twins. This period of Shakespeare's life is called the "lost years." No one is sure what he did during this time.

### **Theatrical Beginnings**

Shakespeare became an actor and a playwright in London. He sold some of his plays. He also bought some land. This made him a lot of money. He had more time to write his plays.

### **Writing Style**

Shakespeare's early plays were written similarly to other plays of that time. However, he had a good imagination. He changed the traditional way of writing. Shakespeare wrote using lines that had five pairs of syllables. The first syllable in each pair was short, and the second one was longer. This is called iambic pentameter.

### **Early Works: Histories And Comedies**

Most of Shakespeare's first plays were histories. He wrote about kings. He also wrote some comedies. These were funny and lighthearted plays. They were witty and sweet. These plays often involved love.

### **Later Works: Tragedies And Tragicomedies**

After 1600, Shakespeare wrote many tragedies. Tragedies are plays with unhappy endings. Possibly his best-known tragedy is called "Hamlet." "Hamlet" explores betrayal and what happens when people do bad things.

Shakespeare also wrote several "tragicomedies." These were somewhere in between tragedies and comedies. They were more serious than the comedies but had a happier ending than the tragedies.

Legend has it that Shakespeare died on his birthday, April 23, 1616. Many believe this is not true. Church records show he was buried on April 25, 1616.

### **Disagreement And Contributions**

About 150 years after his death, people began to say that someone else had written Shakespeare's plays. They thought this because there was very little written information about his life. They also thought that he could not have written the plays because he had not gone to school for that long.

Still, most people who have studied Shakespeare say that he did write all his own plays.

What seems to be true is that Shakespeare was a respected man who wrote plays and acted in them in the late 1500s and early 1600s. He was recognized as a famous playwright beginning in the 1800s.

His plays are hugely popular today. They are often performed on stage. People like Shakespeare's stories because they show many different characters that seem like real people. People can still see themselves in these characters even 400 years after Shakespeare's death.

## Quiz

- 1 How does the information in the sections "Early Works: Histories And Comedies" and "Later Works: Tragedies And Tragicomedies" BEST support the main idea?
- (A) They describe what a comedy and tragicomedy are.
  - (B) The two sections give examples of the type of plays Shakespeare wrote.
  - (C) The most famous play written by Shakespeare, "Hamlet," is introduced.
  - (D) They explain how Shakespeare is rumored to have died on his birthday.
- 2 Which sentence from the article is most important to include in the summary?
- (A) Shakespeare most likely attended the King's New School.
  - (B) This period of Shakespeare's life is called the "lost years."
  - (C) William Shakespeare was a respected man who wrote plays and acted in them in the late 1500s and early 1600s.
  - (D) Shakespeare wrote using lines that had five pairs of syllables.
- 3 Which of the following answer choices BEST describes the structure of the section "Theatrical Beginnings"?
- (A) cause and effect
  - (B) question and answer
  - (C) problem and solution
  - (D) compare and contrast
- 4 Which of the following BEST describes the overall structure of the biography?
- (A) cause and effect
  - (B) chronological order
  - (C) problem and solution
  - (D) compare and contrast



Name: \_\_\_\_\_

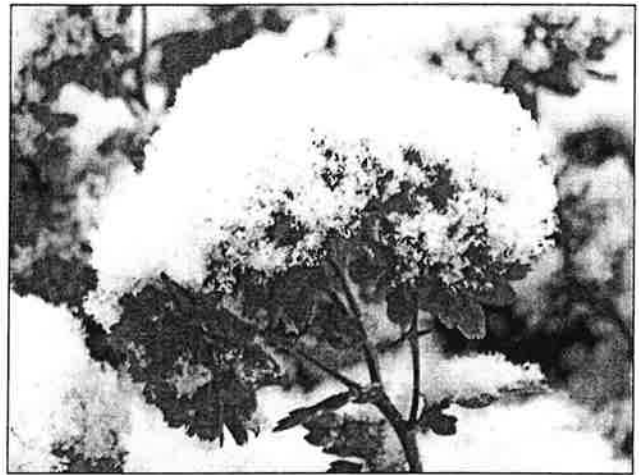
Class: \_\_\_\_\_

## Sonnet 5

By William Shakespeare  
1609

*William Shakespeare (1564-1616) was an English poet, playwright, and actor. Shakespeare has written approximately 38 plays and 154 sonnets and is widely considered one of the greatest writers in the English language. In this sonnet, a speaker discusses how outer beauty fades. As you read, take notes on how the speaker defines beauty and what happens when it fades.*

- [1] Those hours that with gentle work did frame  
The lovely gaze where every eye doth dwell,  
Will play the tyrants<sup>1</sup> to the very same  
And that unfair which fairly doth excel:
- [5] For never-resting time leads summer on  
To hideous winter and confounds<sup>2</sup> him there;  
Sap check'd with frost and lusty leaves quite  
gone,  
Beauty o'ersnow'd and bareness every where:  
Then, were not summer's distillation<sup>3</sup> left,
- [10] A liquid prisoner pent in walls of glass,  
Beauty's effect with beauty were bereft,<sup>4</sup>  
Nor it, nor no remembrance what it was:  
But flowers distill'd, though they with winter  
meet,  
Leese but their show; their substance still  
lives sweet.



*"2008 first snow 0004" by Doug Chapman is licensed under CC BY-NC 2.0.*

*"Sonnet 5" by William Shakespeare (1609) is in the public domain.*

1. **Tyrant (noun):** a cruel and oppressive ruler
2. an archaic word for "overthrow" or "destroy"
3. the action of purifying a liquid by a process of heating and cooling
4. **Bereft (adjective):** to deprive or be deprived of something

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the meaning of the phrase "unfair which fairly doth excel" as it is used in Shakespeare's "Sonnet 5"? [RL.4]
  - A. to cause to disappear
  - B. to destroy out of malice or spite
  - C. to treat without justice or reason
  - D. to make ugly what was once attractive
  
2. PART B: What line from the poem provides the best support for the answer to Part A? [RL.1]
  - A. "The lovely gaze where every eye doth dwell" (Line 2)
  - B. "For never-resting time leads summer on" (Line 5)
  - C. "Beauty's effect with beauty were bereft" (Line 11)
  - D. "But flowers distill'd, though they with winter meet" (Line 13)
  
3. PART A: Which statement best illustrates an overall theme from Shakespeare's "Sonnet 5"? [RL.2]
  - A. Despite apparent loss, the essence of beauty transcends superficial changes.
  - B. Not even beauty can resist the damaging effects of the passage of time.
  - C. The fact that all things eventually perish is the source of the beauty of the present.
  - D. Because time changes all things, one must consider what the future might bring.
  
4. PART B: Which lines from the poem provide the best support for the answer to Part A? [RL.1]
  - A. "Those hours, that with gentle work did frame / The lovely gaze where every eye doth dwell, / Will play the tyrants to the very same" (Lines 1-3)
  - B. "For never-resting time leads summer on / To hideous winter, and confounds him there" (Lines 5-6)
  - C. "Beauty o'er-snowed and bareness everywhere: / Then were not summer's distillation left / A liquid prisoner pent in walls of glass" (Lines 8-10)
  - D. "But flowers distill'd, though they with winter meet, / Leese but their show; their substance still lives sweet." (Lines 13-14)



## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How do you define inner beauty? How does this compare to how you think the speaker defines inner beauty?
2. In the context of the poem, what makes us who we are? How much of our identity is determined by our outer beauty? How much is determined by inner beauty? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
3. In the context of the poem, how do we define beauty? What connection does the speaker draw between age and beauty? Cite examples from the text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Sonnet XVII

By Pablo Neruda  
1959

*Pablo Neruda was the pen name and, later, legal name of the Chilean poet-diplomat and politician Ricardo Eliécer Neftalí Reyes Basoalto. Neruda became famous worldwide for his intense and original poetry, especially his poems about love. As you read, identify examples of juxtaposition in the poem.*

- [1] I do not love you as if you were salt-rose,<sup>1</sup> or  
topaz,<sup>2</sup>  
or the arrow of carnations the fire shoots off.  
I love you as certain dark things are to be loved,  
in secret, between the shadow and the soul.
- [5] I love you as the plant that never blooms  
but carries in itself the light of hidden flowers;  
thanks to your love a certain solid fragrance,  
risen from the earth, lives darkly in my body.
- I love you without knowing how, or when, or from  
where.
- [10] I love you straightforwardly, without complexities  
or pride;  
so I love you because I know no other way  
than this: where / does not exist, nor you,  
so close that your hand on my chest is my hand,  
so close that your eyes close as I fall asleep.



*"Passion" by Lisa-skorpion is licensed under CC BY-ND 2.0.*

*From 100 LOVE SONNETS: CIEN SONETOS DE AMOR by Pablo Neruda, translated by Stephen Tapscott, Copyright © Pablo Neruda 1959 and Fundación Pablo Neruda, Copyright © 1986 by the University of Texas Press. By permission of the publisher.*

1. a rose that grows by the sea
2. a precious stone

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the theme of this poem?
  - A. Love can be a destructive force.
  - B. True love is inexplicable and boundless.
  - C. When you are in love, you don't need anyone or anything else.
  - D. Love is always beautiful and positive.
  
2. PART B: Which line from the poem best supports the answer to Part A?
  - A. "I love you as certain dark things are to be loved" (Line 3)
  - B. "I love you as the plant that never blooms" (Line 5)
  - C. "I love you without knowing how, or when, or from where" (Line 9)
  - D. "Where I does not exist, nor you" (Line 12)
  
3. At the beginning of the third stanza, the tone of this poem becomes more...
  - A. urgent and passionate.
  - B. peaceful and intimate.
  - C. hopeless and dismayed.
  - D. vexed and contemptuous.
  
4. The speaker juxtaposes the ways they do and do not love their subject in this poem. How does this emphasize the theme of Sonnet XVII?

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Scholars have debated what Neruda meant about loving “in secret” in this poem. Some think that he meant this love was something deeply personal and hard to explain to others. Some think that he is describing a forbidden love. What do you think? Make sure to support your response with evidence from the poem and your own experiences.
2. In your opinion, does love feel the same for every person? Does all true love feel like the love the speaker describes? Cite evidence from the text and your own experience.
3. How do you know if love is real? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **Adolescence and the Teenage Crush**

*Teenage crushes are an early approximation of romantic love*

By Dr. Carl Pickhardt  
2012

*In his article "Adolescence and the Teenage Crush," Dr. Carl Pickhardt differentiates between different types of teenage crushes. As you read the text, highlight Dr. Pickhardt's claims and then make an outline of his argument.*

- [1] Teenage crushes have a significant role to play in the journey of adolescence.

Consider crushes of two kinds — identity crushes and romantic crushes. In both cases, the teenager feels smitten by a compelling<sup>1</sup> person who captivates their attention for good and ill. (A third kind is the celebrity crush that shapes ideals and stirs fantasies, but there is usually no interpersonal contact to play them out. However, this is definitely where the market for celebrity posters comes in — to decorate teenage bedroom walls.)



*"Private Moment. In Public." by Skedonk is licensed under CC BY-SA 2.0*

In all three cases, the young person largely projects onto another person idealized attributes the admirer highly values and wants to be associated with. Then she or he attaches strong positive feelings to the perfectly wonderful image that has been created. Crushes have more to do with fantasy than with reality, and they tell much more about the admirer than the admired. It's because they usually prove unrealistic that in a relatively short time they soon wear off. But it is because of the idealization<sup>2</sup> that crushes have such momentary power. This is why parents need to respect an adolescent crush and not dismiss or put it down. After all, it is an early approximation of love. While it lasts it is seriously felt, so it should be seriously treated.

Identity crushes are formed by finding someone they much admire, want to become like, and treat as a leader or model they are eager to imitate and follow. Romantic crushes are formed by finding someone whom they find powerfully attractive, who they feel excited to be around, and with whom they want to spend a lot of time. In both cases, the person with the crush gives enormous power of approval to the object of their crush — wanting to be liked by them and wanting to be like them, willing to do a lot to get in the other person's good graces. They go out of their way to be around each attachment.

1. **Compelling (adjective):** evoking interest, attention, or admiration in a powerfully irresistible way
2. **Idealization (noun):** the act or process of regarding or representing someone or something as perfect or better than in reality

- [5] There is a great outbreak of romantic crushes and gossip about them ("Guess who likes who?") in middle school. By this time, early adolescence and the separation from childhood has caused young people to want to act more grown up, and sexual maturity from puberty has motivated them to act in more young manly and young womanly ways. Since girls tend to enter puberty before boys, they are more likely to experience the wave of crushes first, more drawn to boys than boys are to them, taking romantic feelings seriously that boys treat lightly or even laughably. However the time for same-age boys to become romantically smitten is not far off, and when it arrives a crush proves to be no laughing matter when they become smitten, too.

Because a romantic crush is a potent<sup>3</sup> mix of idealization and infatuation,<sup>4</sup> it doesn't require knowing another person well at all. In some cases a superficial<sup>5</sup> impression can be provocation<sup>6</sup> enough. "I like how she's so quiet and watchful and keeps to herself." "I like how what others think doesn't matter to him." As mentioned, although the crush appears to be about attraction to another person, it is actually about projection of valued attributes onto another person — a statement about what they find attractive. In this, crushes are very revealing. "My son is always getting crushes on young women who seem the opposite of him, as fun loving as he is serious." Crushes are not only the stuff that dreams are made of; they signify a lot about the dreamer.

Of course, romantic crushes can have a risky side. You don't want a teenage crush to become a fixation, a young person unable to stop daydreaming and fantasizing all the time about this person, for example. You don't want the young person to act out under the influence of a crush in self-endangering ways, soliciting or expressing inappropriate interest, for example. And you don't want the crush to be exploited by the object of the crush, an older adolescent taking advantage of a romantically besotted<sup>7</sup> younger adolescent, for example.

Because a romantic crush is so intensely felt, parents must not take it lightly or make fun of it. An awakening of romantic feelings provokes a lot of anxiety because there are many problematic questions for the young person to answer. "What am I supposed to do with these feelings?" Should they just be kept secret, thus increasing the risk of obsessive preoccupation? "What if I tell close friends?" Suppose I get talked about and teased, thus increasing the risk of embarrassment. "What if I have to be around the other person who doesn't know how I feel?" Now feeling nervous, there is more risk of doing or saying something awkward. "What do I tell this person about my crush?" To declare the crush to the person creates the risk of rejection. It's not easy managing a crush.

One way to manage it is telling the object of the crush. The language used, however, is important. The temptation, because the romanticized feelings are so intense, is to express the feelings with the "love" word. Better not. It's best to talk about these feelings in "liking" terms because that reduces the pressure on everyone. "I like talking with you." "I like hanging out with you." Enough said, then leave it at that.

3. **Potent** (*adjective*): powerful or strong

4. an intense but short-lived admiration of someone or something

5. **Superficial** (*adjective*): on the surface; shallow

6. **Provocation** (*noun*): action or speech that makes someone annoyed or angry, especially on purpose

7. strongly in love or enamored with someone



- [10] Most romantic crushes don't last very long because once the object of the crush becomes better known, the magic of the other person soon wears off and the ideal falls away. "I can't believe I felt he was so great! What was I thinking?" However, this kind of crush does have one lasting value. Having experienced an awakening of infatuated feelings, the adolescent has opened themselves up to the pleasure and possibility of romantic love.

Identity crushes often last longer because the adolescent is focused not so much on pleasing the other person as on altering themselves, using the leader whom they admire as a model to shape their own womanly or manly growth. So a shy 7th grade girl gets a crush on a very popular female classmate and wants to become highly social like her, hoping that regular association will rub off as she learns to become more outgoing. It's an unstated bargain. She gets acceptance and inclusion by the popular girl who gets to be looked up to in this admiring way. Sometimes sexual feelings are aroused in an identity crush, even acted on to express liking, but that does not usually signify a homosexual orientation has become established, only that the identity crush can have a sexual component.

Of course, the risk with following an admired leader is that the young person with the identity crush may be lead astray, which is what some parents fear. "Our son worships a classmate who rides his skateboard to school, stashes it in his locker, dresses like an outlaw, all in leather and black, and has this angry attitude toward authority. But if we say anything against him, our son gets really angry, defending his hero and criticizing us. What are we supposed to do?"

This is a hard situation, but in general parents need to respect the friendship, get to know the friend, and if there are behaviors the friend is into that parents don't want for their son, they need to talk to him about not doing those activities. Sometimes they discover that beneath the appearance they find alarming is a person they get to like.

Particularly during the middle school years, teenage crushes can be of the attraction (romantic) kind and of the admiration (identity) kind. In both cases growth is advanced by this influential experience, most often for the good, but sometimes not. This is why parents need to pay attention to the crush relationship, not just leave it to their son or daughter and look the other way.

*"Adolescence and the Teenage Crush" from Psychology Today. © 2012, Dr. Carl Pickhardt. Reprinted with permission, all rights reserved.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes a central idea of the passage?
  - A. There is a greater pressure on teenagers to have crushes than on any other age group.
  - B. Puberty and developing identities are the main reasons teenagers are more prone to have crushes.
  - C. Crushes are incidental, or insignificant, to ordinary adolescent development.
  - D. Adolescent crushes are matured expressions of love; it is a common myth that they are not.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "After all, it is an early approximation of love. While it lasts it is seriously held, so it should be seriously treated." (Paragraph 2)
  - B. "There is a great outbreak of romantic crushes and gossip about them ("Guess who likes who?") in middle school." (Paragraph 4)
  - C. "...early adolescence and the separation from childhood has caused young people to want to act more grown up, and sexual maturity from puberty has motivated them to act in more young manly and young womanly ways." (Paragraph 4)
  - D. "Most romantic crushes don't last very long because once the object of the crush becomes better known, magic of the other person soon wear off and the ideal falls away." (Paragraph 9)
  
3. How does Dr. Pickhardt describe and/or differentiate between the three types of crushes? Cite evidence in your answer.

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4. How does the concept of “idealization” contribute to the author’s key argument regarding crushes?
- A. The author argues that most crushes are idealized and therefore cannot be considered real love.
  - B. The author argues that crushes, romantic or identity, involve the projection of idealized traits that a person values and desires onto another person (i.e. the crush).
  - C. Idealized celebrities and celebrity crushes can give teenagers an unrealistic understanding of individuals; this makes it more difficult for them to accept flaws.
  - D. Idealized relationships in popular media encourage adolescents and teenagers to seek out romance, causing them to have more frequent crushes.
5. Which of the following statements best describes the author’s point of view on how parents should react to their children’s crushes?
- A. Parents should discourage crushes, especially celebrity crushes and risky identity crushes.
  - B. Parents should encourage crushes, respect the child’s boundaries, and not monitor in any way the adolescent.
  - C. Parents should inform their children early on that crushes aren’t often serious—even if it feels like it—so that the adolescent will be able to face possible rejection more easily.
  - D. Parents should support their children’s feelings, but be aware of the possible risks or fallout that come with crushes.

## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Do you agree with Dr. Pickhardt's views on crushes? Why or why not? Cite evidence as to why you agree or disagree.
2. In your opinion, what are the advantages or disadvantages of having a crush?
3. What are ways to get rid of a crush? Can they go away on their own?
4. How do you think the experience of having a crush can shape a person? Do you think you have experienced what Pickhardt describes?
5. How does love emerge? Use evidence from this text, your own experience, and other literature or art to answer this question.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Sonnet 43

By Elizabeth Barrett Browning  
1850

*Elizabeth Barrett Browning (1806-1861) was an English poet during the Romantic Movement. "Sonnet 43" is one of the most famous poems written in the English language. This poem was originally published in 1850 in a collection called Sonnets from the Portuguese. "My Little Portuguese" is a nickname Browning used for her husband. As you read, take notes on the tone and mood of this poem.*

- [1] How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of being and ideal grace.
- [5] I love thee to the level of every day's  
Most quiet need, by sun and candle-light.  
I love thee freely, as men strive for right.  
I love thee purely, as they turn from praise.  
I love thee with the passion put to use
- [10] In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints. I love thee with the breath,  
Smiles, tears, of all my life; and, if God choose,  
I shall but love thee better after death.



"Roman Candle" by Lauren Rushing is licensed under CC BY-NC-ND 2.0.

*Sonnet 43 by Elizabeth Barrett Browning is in the public domain.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following statements best describes a central theme of the poem? [RL.2]
  - A. Love is unconditional and eternal.
  - B. Coming of age is when one is willing to give up everything for another person.
  - C. True freedom comes from freedom of the soul.
  - D. Love requires sacrifice and is not always constant.
  
2. PART B: Which of the following quotes best support the answer to Part A? [RL.1]
  - A. "How do I love thee? Let me count the ways." (Line 1)
  - B. "I love thee to the depth and breadth and height / My soul can reach" (Lines 2-3)
  - C. "I love thee freely, as men strive for right. / I love thee purely, as they turn from praise." (Lines 7-8)
  - D. "I love thee with the passion put to use / In my old griefs, and with my childhood's faith." (Lines 9-10)
  
3. Which of the following best summarizes how the speaker quantifies her love? [RL.3]
  - A. The speaker quantifies her love in specific numbers and instances.
  - B. The speaker refuses to quantify her love, which is uncountable.
  - C. The speaker compares her love to great distances, grand ideas, strong emotions, etc.
  - D. The speaker talks about her love only in terms of religious ideas, like the soul.
  
4. What do the lines 13-14 "if God choose, / I shall but love thee better after death" reveal about the narrator's perspective or beliefs? [RL.6]
  - A. The narrator believes she and her loved one shall be together in the afterlife.
  - B. The narrator fears she will be separated from her loved one after death.
  - C. The narrator believes her love is so strong that it will not fade even in death but grow stronger.
  - D. The narrator has faith in a grand design, that God will "choose" what is best for her and her lover.

5. How does the poem's use of repetition contribute to the tone of the poem? [RL.5] [RL.4]

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## Discussion Questions

***Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.***

1. How does the speaker conceptualize love and death? Does the speaker fear death? Explain your answer.

2. In the context of this poem, how are we changed by love? Cite evidence from this text, your own experience, and other literature, art, or history in your answer



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **Fear Prompts Teens to Act Impulsively**

*Brain activity may help explain why crime peaks during teen years*

By Laura Sanders  
2013

*Teenagers often face the stereotype of being rebellious and impulsive. But can science prove this? A 2013 study suggests that teenagers are impulsive and do not have control of their behavior. This could be a part of their neurological development. As you read the article, take notes on new explanations of teen behavior.*

- [1] A threatened teen may not back down. One reason: The teenage brain appears to undergo a rewiring that can prompt this response to fear. That's the finding of new research presented at a meeting on November 10, 2013. Its authors say their findings may help explain why criminal activity peaks during the teen years.

They reported their observations in San Diego at the Society for Neuroscience meeting. (Neuroscience deals with the structure or function of the brain and other parts of the nervous system.)



*"Teenage Angst Has Paid Off Well" by Jesse Millan is licensed under CC BY 2.0.*

Kristina Caudle of Weill Cornell Medical College in New York City and her co-workers tested impulse control<sup>1</sup> in 83 people. This is an ability to overcome our emotions so that we don't react in ways we shouldn't. The test volunteers ranged in age from 6 to 29. Caudle's team asked each to press a button when a photo of a happy face quickly flashed onto a computer screen. The scientists said not to press the button when a threatening face showed up.

People between the ages of 13 and 17 were more likely than at any other age to push the button when shown a face with a threatening expression. This reaction was viewed as evidence of poor impulse control.

- [5] The scientists wanted some idea of what was happening in the volunteers' brains during the tests. So they performed brain scans<sup>2</sup> using what is known as functional magnetic resonance imaging.<sup>3</sup> These scans showed that when people looked at the faces, activity sometimes increased in a brain area called the orbital frontal cortex. In fact, it only increased when someone successfully avoided pushing the button. That suggests this part of the brain helps curb the impulse to react inappropriately, Caudle reported.

1. "Impulse control" refers to the ability to overcome human emotions so that people don't react in ways they know are inappropriate. This behavior can be controlled in part by the brain. Such control may keep people who are angry or hurt from rising to violence or lashing back with hurtful comments.
2. A brain scan involves the use of an imaging technology, typically using X rays or a magnetic resonance imaging (or MRI) machine, to view structures inside the brain. With MRI technology — especially the type known as functional MRI (or fMRI) — the activity of different brain regions can be viewed during an event, such as viewing pictures, computing sums or listening to music.

Her team doesn't know why younger children don't show the same poor impulse control when viewing a threatening face. More studies could determine how parts of the brain that control behavior grow and change during the teen years, Caudle said.

Her team's finding also may help explain recent trends in teen fighting. Roughly five out of every 100 teen girls in the United States — and twice as many boys — report experiencing serious violence, a recent study found. It linked that violence to drops in IQ.<sup>4</sup> If confirmed, latest data would suggest parents and schools should realize how vulnerable teens are to behaviors that might pose harm to their still-developing brains.

*"Fear Prompts Teens to Act Impulsively" from [societyforscience.org](https://www.societyforscience.org). © 2013, Society for Science. Reprinted with permission, all rights reserved. This article is intended only for single-classroom use by teachers. For rights to republish Science News for Students articles in assessments, course packs, or textbooks, visit: <https://www.societyforscience.org/permission-republish>.*

3. Functional Magnetic Resonance Imaging (fMRI) is a special type of brain scan used to study brain activity. It uses a strong magnetic field to monitor blood flow in the brain. Tracking the movement of blood can tell researchers which brain regions are active.
4. "IQ" stands for Intelligence Quotient: A score derived from one of several standardized tests designed to assess human intelligence.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Part A. Which of the following best describes the central idea of the text? [RI.2]
  - A. Teenagers are more impulsive than adults and small children because their brains process information quicker than any other age group.
  - B. Teenagers are impulsive when faced with a threatening situation because they have not learned how to avoid dangerous situations.
  - C. Teenage boys are more likely to act violently because they are more impulsive than girls because they do not respect their peers.
  - D. Teenagers are more likely to act impulsively when faced with a threatening situation because of the way their brains develop over time.
  
2. Part B. Which of the following quotes best supports your answer to Part A? [RI.1]
  - A. "A threatened teen may not back down. One reason: The teenage brain appears to undergo a rewiring that can prompt this response to fear." (Paragraph 1)
  - B. "These scans showed that when people looked at the faces, activity sometimes increased in a brain area called the orbital frontal cortex." (Paragraph 5)
  - C. "More studies could determine how parts of the brain that control behavior grow and change during the teen years, Caudle said." (Paragraph 6)
  - D. "Roughly five out of every 100 teen girls in the United States — and twice as many boys — report experiencing serious violence, a recent study found." (Paragraph 7)
  
3. PART A: As it is used in paragraph 5, the word "curb" most closely means: [RI.4]
  - A. edge
  - B. push
  - C. reduce
  - D. allow
  
4. PART B: Which detail from the paragraph provides the best clue to the meaning of the word "curb" as it is used in this context? [RI.1]
  - A. "increased"
  - B. "successfully avoided"
  - C. "pushing the button"
  - D. "react inappropriately"

5. How does paragraph 7 contribute to the development of ideas in the text? [RI.5]

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Are you surprised by the findings of this study? Why or why not?
2. The author mentions that scientists are unsure of “why younger children don’t show the same poor impulse control when viewing a threatening face.” What theories do you have for explaining this phenomenon?
3. In the context of this article, how does fear drive action for teenagers? For younger children? For adults?

# Learning Shakespeare and writing sonnets in youth prison

By Madeline Buckley, Chicago Tribune on 01.21.20

Word Count 1,595

Level MAX

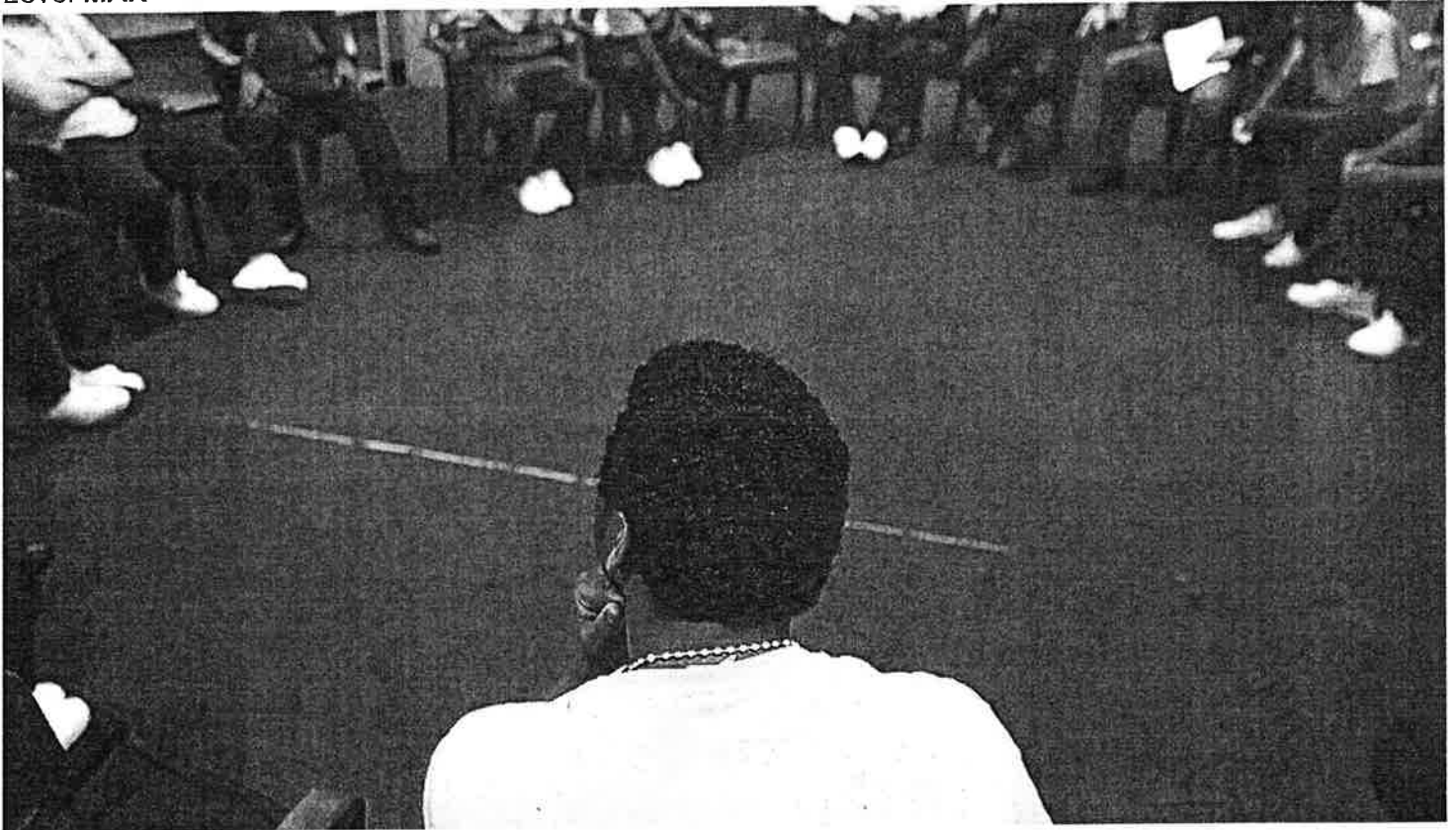


Image 1. A youth listens in as Illinois Department of Juvenile Justice detainees develop material for a Shakespeare-influenced performance on November 1, 2019. Photo: Chris Sweda/Chicago Tribune/TNS

CHICAGO, Illinois — He stood with uncertainty in front of the circle, squinting down at his blue notebook. The Roseland teen was first to agree to rise in front of the group and read a Shakespeare-influenced poem he wrote about his own life.

"Someone shot, but the clock didn't stop," he began, rushing through the words. "Mother could barely pay the bills and her son got killed."

He wrote the poem in neat cursive, using the 14 lines characteristic of a Shakespearean sonnet but adding his own rhyme scheme.

The teen is one of a number of juvenile detainees in Chicago, Illinois, who are participating in a Shakespeare program being offered for the first time this fall at the Illinois Youth Center, an all-male facility on Chicago's Near West Side. A grant awarded by the National Endowment for the Arts is funding Shakespeare education in juvenile justice centers, creating a new and experimental initiative for the Illinois youth prison system.

The program comes as advocates push for educational programming in juvenile justice systems that address poverty, trauma and educational gaps that result in incarceration.

"For so many years, we treated youth like they were smaller versions of adults," said Heidi Mueller, director of the Illinois Department of Juvenile Justice. "Now what we're trying to do is claw our way out and impose some research and evidence about youth development."

At the youth center, the teenagers gather twice a week in the facility's library, sitting in a circle of plastic chairs. They are sometimes engaged, and at other times restless and disruptive. They read passages from "Romeo and Juliet," "Hamlet" and "Macbeth," unpacking the meaning with instructors and talking about similar themes and patterns they see in their own lives. They struggle over the language, sometimes laughing at the strangeness. They talk about similar beats and rhythms in rap songs. They produce some of their own work.

The program, put on by a Michigan-based organization, Shakespeare Behind Bars, will end with a performance on December 22 that will incorporate scenes from Shakespeare works as well as the detainees' own original work.

The students were evaluated before the program, with some in the class shown to have a reading level of about third grade, according to Curt Tofteland, founder of Shakespeare Behind Bars. None of the students interviewed by the Chicago Tribune reported having read any Shakespeare in high school classes. The Tribune does not name juvenile detainees.

Tofteland knows the program comes with challenges. The National Endowment for the Arts wants the program to generate empirical data as part of the grant. But the progress of the program is sometimes hard to measure in those terms, he said. He views the voluntary program as a success when the teens walk in the door.

"Your success one day is your failure the next," Tofteland said. "There is a lot of stuff going on in their street life, their family life. As long as they show up, you have to look at that as success."

### **"Living In Hell Will Only Get You Dead Or In Jail"**

On a Friday afternoon after their school classes, the boys sit in the library full of restless energy. Tofteland breaks through the chatter in a booming voice with a passage from "Macbeth":

Tomorrow, and tomorrow, and tomorrow.

Creeps in this petty pace from day to day,

To the last syllable of recorded time.

The boys stare, some of them breaking out in laughter.

"Can you interpret that?" a boy asks.

Tofteland gives them more context: "His wife has just died. The only person on Earth he loves just died."

"Grief?" a boy throws out tentatively.

"It never ends," another says.

Alexis Franklin, a guest instructor visiting class, asks them: "Who are the people in the community that have the feeling of the petty pace of recorded time?"

"Somebody that lost somebody," a boy says.

"Somebody that got shot," another says.

With that in mind, the boys took out their journals and began writing.

The Roseland boy quickly penned his 14-line sonnet. They had been instructed to not glorify street life; if they write about it, there has to be consequences.

He ends the sonnet: "Trying 2 paint da streets red because there's no thoughts in my head. Living in hell will only get you dead or in jail."



Many of the boys in the youth center have been found guilty of offenses like robbery, burglary and theft, Mueller said. They often come in with some level of trauma and gaps in their own schooling.

"They have experienced neglect, abuse and violence themselves," she said. "Many have observed firsthand friends, family members die."

So the youth center has pushed to include arts programming for the detainees, partnering with the School of the Art Institute of Chicago, the Chicago Symphony Orchestra and other groups. This is the first year the center has incorporated Shakespeare education and performance.

Experts agree that such educational and creative programming is key in juvenile detention settings.

"There is research that writing about trauma is more therapeutic than talking about trauma," said James Garbarino, professor of psychology at Loyola University Chicago.

Michael Byrd, assistant superintendent of programs at the Chicago youth center, said staff members are often working with detainees who don't have a positive relationship to the classroom, and who have had little exposure to arts education.

"I think in the Chicago Public Schools, the arts aren't so prevalent anymore in the budget," he said.

Indeed, some experts say the need for prison education highlights the lack of resources in the detainees' own communities.

"That's one of the devastating things. Sometimes young people are provided with services when they are placed in a correctional setting that they never had when in the community," said Jessica Feerman, senior managing director of the Juvenile Law Center.

One South Side teenager participating in the program said he couldn't recall ever learning about Shakespeare in school. He said he thought such programs should be more accessible communitywide.

"I don't know too many people from where I'm from that know Shakespeare," he said.



Feierman said juvenile justice reformers advocate for moving most juveniles out of facilities entirely and instead treating them at home. Community-based programming is essential to that goal, she said.

"If there were a really thoughtful, high-quality Shakespeare program in the community for young people to go to after school, a judge might use that as an option instead of sending children to placement," she said.

### **"The Only Answer For Deep Tragedy Is Art"**

The students were particularly unfocused during one rehearsal in early November.

Will Ryder, the instructor that day, tried to talk over the constant hum of chatter. He passed out a sheet for the boys to write down family and friends who might come to the December show. A boy crumpled the paper and threw it to the ground.

"I do have snacks, but I'm holding them out for behavior if there is good participatory behavior," Ryder said, to some appeasing laughs from the students.

Tofteland said the instructors are developing some strategies to deal with the boys who are the distractors.

"It's part of the learning curve," he said. "We don't want to kick a kid out. We want to discover what is the root of the behavior."

Tofteland founded Shakespeare Behind Bars in 1995 and has worked in male, female and youth prisons. He believes the themes in Shakespeare's work are timeless and relatable.

"The only answer for deep tragedy is art," he said. "Prisoners are traumatized every day by living in these oftentimes uncivil places."

Tofteland and the instructors work on raising the boys' confidence in reading and performing out loud. He said many are self-conscious about their reading ability. They delve into scenes that jump-start conversations about conflict resolution and life as a teenager.

The youth center class has been reading passages from "Romeo and Juliet" — a work about teenagers.

In classes and rehearsals, Tofteland often uses the Act 3 scene with the death of Romeo's friend Mercutio and Romeo's killing of his rival, Tybalt, examining the consequences of warring clans and the loss of loved ones.

"At what moment could we have gone in a different direction? Who has another choice here," Tofteland said he tells detainees. "Romeo becomes a murderer even though he's found the love of his life."

In a rehearsal, with the boys more restless than usual, Ryder was trying to divvy them up into characters to practice the opening scene from "Romeo and Juliet." It included a fight scene, one that depicted servants from the rival houses of Montague and Capulet. Tofteland planned to have a fight choreographer come to class to prepare the boys to perform fight scenes from the play. First, they needed to practice the material.

The boys eventually lined up in front of their peers, holding scripts with their assigned parts.

"Draw thy tool! Here comes two of the house of the Montagu-ees," said one student playing the role of Gregory, a Capulet servant. He trailed off, looking for confirmation about the name's pronunciation.

"Montagues," Ryder corrects.

"My naked weapon is out," another student responded to him. "Quarrel, I will back thee."

"How?" the first student bellowed with more confidence. "Turn thy back and run?"

They continue with the scene, ending when the prince breaks up the brawl.

"That was really good," Ryder said.

## Quiz

- 1 Which piece of evidence explains some of the causes of teen crime?
- (A) The program comes as advocates push for educational programming in juvenile justice systems that address poverty, trauma and educational gaps that result in incarceration.
  - (B) The students were evaluated before the program, with some in the class shown to have a reading level of about third grade, according to Curt Tofteland, founder of Shakespeare Behind Bars.
  - (C) Many of the boys in the youth center have been found guilty of offenses like robbery, burglary and theft, Mueller said.
  - (D) They delve into scenes that jump-start conversations about conflict resolution and life as a teenager.

- 2 Read the following statement.

*Improving the self-esteem of teenage prisoners is an important goal of the Shakespeare Behind Bars program.*

Which sentence from the article provides the BEST support for the above statement?

- (A) Many of the boys in the youth center have been found guilty of offenses like robbery, burglary and theft, Mueller said.
  - (B) Indeed, some experts say the need for prison education highlights the lack of resources in the detainees' own communities.
  - (C) Tofteland said the instructors are developing some strategies to deal with the boys who are the distractors.
  - (D) Tofteland and the instructors work on raising the boys' confidence in reading and performing out loud.
- 3 According to the article, why did the Illinois Youth Center begin offering the "Shakespeare Behind Bars" program?
- (A) to incorporate an educational program that addresses social issues that often lead to a life of crime
  - (B) to support advocates in changing how youth prisons are managed in comparison to adult prisons
  - (C) to lessen the educational achievement gap that most prisoners exhibit in reading
  - (D) to gather research on how best to prevent teens from engaging in misbehavior

- 4 How does writing affect teen prisoners?

- (A) It supports teens in processing the challenges they have faced.
- (B) It helps teachers to better understand why teens are disruptive.
- (C) It allows teens to rehearse what they are taught in class sessions.
- (D) It encourages students to participate in group discussion.



Ms. C's 10th Grade English  
Classwork Packet

Paired texts: Elie Wiesel's *Night*

Name \_\_\_\_\_

# Sharing a teenage girl's Holocaust story on Instagram

By Associated Press, adapted by Newsela staff on 05.06.19

Word Count 415

Level 560L



The advertisement for a new Holocaust memorial project in Israel is hanging on a wall. The digital poster says in Hebrew: "Eva's Story. If a girl had had Instagram during the Holocaust." "Eva's Story" is based on the diary of a 13-year-old Jewish girl from Hungary who was murdered in 1944 in the German Auschwitz extermination camp. Her fate is recounted in Instagram stories in English. Photo by: Robert Messer/picture alliance via Getty Images

JERUSALEM, Israel — Some people lived through a terrible time. During World War II, Nazi Germany killed and imprisoned millions of Jews.

This was called the Holocaust. Some people today want to remember those who died. They want to keep it from happening again. About 6 million Jews were killed during the Holocaust.

One way to remember is to hear from survivors. Seventy years have passed, though. There are not as many survivors now.

Some are looking for new ways to share survivors' stories. They want to interest younger people.

Anne Frank wrote a diary while her family hid from Nazis during the war. Later, it became a book. Many people read it over the years.

Something new is being done with another diary. It is an online account based on the diary of a Jewish girl. She was 13 years old. The account is called Eva.Stories. It is on social media site Instagram.

### **Connecting Young People To Holocaust Memories**

Mati Kochavi helped make the stories. He comes from a family of Holocaust victims and survivors.

If they want to bring the memory of the Holocaust to young people, "we have to bring it to where they are," Kochavi said. "And they're on Instagram."

Kochavi and his daughter, Maya, created 70 Instagram stories about Eva Heyman. They followed her in 1944 when the Nazis took over Hungary. It is a country in Central Europe.

Eva's story was made like a movie. It was shown on Israel's Holocaust Remembrance Day, May 1. The stories appear as if Eva had owned a smartphone during World War II. It looks like she was using Instagram to share her life.

The story started with Eva's happier times and then got worse. The Nazis took control of Jewish neighborhoods in Hungary. They took her family's company and home.

### **A Character Kids Can Relate To**

Eva was sent to the ghetto, where Jews were forced to stay. Later she was sent to the Auschwitz camp in Poland. It was one of the Nazis' concentration camps. The camps became killing centers.

Others kept diaries during the Holocaust. The Kochavis read many before choosing Eva's. Maya Kochavi said today's kids could connect to Eva.

Most people say they like it. Some people fear that it makes light of the Holocaust, though.

Mati Kochavi said older people might be the last to remember the Holocaust. "It is frightening but quite clear to me," he said.

He hopes Eva's story will change that.

## Quiz

- 1 Read the introduction [paragraphs 1-6].  
Which detail from the section states the MAIN idea about Eva.Stories?
- (A) During World War II, Nazi Germany killed and imprisoned millions of Jews.
  - (B) This was called the Holocaust. Some people today want to remember those who died.
  - (C) Later, it became a book. Many people read it over the years.
  - (D) It is an online account based on the diary of a Jewish girl.
- 2 Finish the sentence below.  
One MAIN idea of the article is that \_\_\_\_.
- (A) the Kochavis found a new way to teach people about the Holocaust
  - (B) the Kochavis come from a family of Holocaust victims and survivors
  - (C) there are very few Holocaust survivors that are alive to tell their stories
  - (D) there are many diaries that young people kept during the Holocaust
- 3 How did the Holocaust affect Eva Heyman?
- (A) She had to move from the Auschwitz camp in Poland to another city in Hungary.
  - (B) She had to share her life during the Holocaust in a movie that was made about her.
  - (C) She was forced out of her home into a ghetto and then to a concentration camp.
  - (D) She was forced out of her home and the Nazis made her keep a diary.
- 4 Why did the Kochavis put their stories on Instagram?
- (A) to do something that Eva Heyman would have liked them to do
  - (B) to share the story of one of their family members with the world
  - (C) to get young people interested in learning about the Holocaust
  - (D) to try to make their stories as popular as Anne Frank's diary



# World War II war crimes trials are now available for people to hear

By Associated Press, adapted by Newsela on 10.18.19

Word Count 498

Level 600L



Audio recordings of the historic Nuremberg trials of Nazi leaders (pictured) after World War II will be made available to the public for the first time in digital form after a nearly two-year digitization process conducted in secret. Photo: AP

PARIS, France — World War II was fought from 1939 to 1945. During the war, the Nazis were based in Germany. They also controlled large parts of Europe. They killed millions of Jewish people during this time. This was called the Holocaust.

The Nuremberg trials took place after the war. At the trials, many Nazis were punished for their crimes. Now, people will be able to hear recordings of the trials.

The Memorial of the Shoah is a museum in Paris, France. The museum is about the Holocaust. The Shoah Memorial received the Nuremberg recordings on October 10.

## "When You Hear The Trial, It's Different"

The Nuremberg trials were the first trials of top Nazi leaders. They took place in Nuremberg, Germany, after World War II. The audio recordings are several hundred hours long. They were saved on 2,000 large discs. The discs used to be the only recordings of the trials. They were kept in

the Hague, Netherlands. The Netherlands is a country in northern Europe. The Hague is home to the International Court of Justice.

Now, a few museums around the world will have the recordings. People can go listen to the trials. The recordings will be in reading rooms at the Hague and the Shoah Memorial in Paris. The United States Holocaust Memorial Museum will also have a copy of the recordings. This museum is in Washington, D.C.

Karen Taieb runs the Shoah Memorial's collections. She is glad the recordings are now public. Before, people could only read written records of the trials.

"You can read the trial, but when you hear the trial, it's different," Taieb said. She thinks it is important to hear their voices, especially for victims.

### **Protecting The Holocaust Memories**

The trials took place from 1945 to 1949. They changed global laws. The world also found out what the Nazis did during the Holocaust.

The Nazis wanted to rid the world of all Jews. They also killed other minority groups. These included Roma people and gay people. They also included immigrants and people who were mentally ill or disabled.

The Nuremberg trials were the first and most famous trials. They went on between November 1945 and October 1946. Judges from around the world ran the trials. There, 18 powerful Nazi leaders were punished.

Fabien Theofilakis is a professor in Paris. He studies the Holocaust. He believes the recordings will be important for everyone. Listening to the trials will help to protect the memory of the Holocaust.

Theofilakis is worried about antisemitism. He thinks antisemitism is on the rise. Antisemitism is hatred toward Jewish people.

### **Audio Work Was In Secret**

Gecko is a French audio company. They turned the sound discs into digital computer files. Emiliano Flores was in charge of the project. He said they worked in secret. They wanted to protect the Nuremberg discs from modern-day Nazis or collectors.

The Shoah Memorial will also have old film clips. People can also look at written records and photos.

## Quiz

1

Read the paragraph from the introduction of the article.

*The Nuremberg trials took place after the war. At the trials, many Nazis were punished for their crimes. Now, people will be able to hear recordings of the trials.*

Which question is answered in this paragraph?

- (A) Why can people now hear recordings of the Nuremberg trials?
- (B) What was the purpose of the Nuremberg trials?
- (C) How long are the recordings of the Nuremberg trials?
- (D) How many Nazis were punished at the Nuremberg trials?

2

Read the paragraph from the section "When You Hear The Trial, It's Different."

*The Nuremberg trials were the first trials of top Nazi leaders. They took place in Nuremberg, Germany, after World War II. The audio recordings are several hundred hours long. They were saved on 2,000 large discs. The discs used to be the only recordings of the trials. They were kept in the Hague, Netherlands. The Netherlands is a country in northern Europe. The Hague is home to the International Court of Justice.*

Which sentence from this paragraph explains how the audio recordings of the Nuremberg trials were preserved?

- (A) The Nuremberg trials were the first trials of top Nazi leaders.
- (B) They took place in Nuremberg, Germany, after World War II.
- (C) The audio recordings are several hundred hours long.
- (D) They were saved on 2,000 large discs.

3

Read the following paragraph from the section "Protecting The Holocaust Memories."

*Theofilakis is worried about antisemitism. He thinks antisemitism is on the rise. Antisemitism is hatred toward Jewish people.*

Which word could replace "worried" WITHOUT changing the meaning of the first sentence of the paragraph?

- (A) concerned
- (B) interested
- (C) disappointed
- (D) frightened

*World War II was fought from 1939 to 1945. During the war, the Nazis were based in Germany. They also controlled large parts of Europe. They killed millions of Jewish people during this time. This was called the Holocaust.*

What is the definition of "the Holocaust" based on the context clues?

- (A) the fighting that occurred during World War II
- (B) the time when the Nazis controlled parts of Europe during World War II
- (C) the killing by Nazis of millions of Jewish people during World War II
- (D) the control by the Nazis of large parts of Europe during World War II

# Holocaust survivors share their stories in video

By Associated Press, adapted by Newsela staff on 01.29.19

Word Count 455

Level 580L



A Dimensions in Testimony exhibit featuring Holocaust survivor William Morgan using an interactive virtual conversation is shown at the Holocaust Museum in Houston, Texas, January 11, 2019. The University of Southern California Shoah Foundation has recorded 18 interactive testimonies with Holocaust survivors over the last several years. Photo by: David J. Phillip/AP Photo

**DALLAS, Texas —** Max Glauben lived through an awful time.

During World War II, Nazi Germany tried to destroy the Jewish people. The Nazis killed and imprisoned millions of Jews. It was called the Holocaust. U.S. troops rescued Glauben. He was 17 years old. His mother, father and brother were killed by the Nazis.

Glauben wants other people to hear his story. He wants to keep people from hating others. Glauben's memories are being saved. They are being recorded and shown in a museum. People will be able to ask questions of an image that looks like him. It will feel like talking to a person.

## Latest Survivor Recorded

Glauben is 91 years old. He is the latest Holocaust survivor recorded that way. The Shoah Foundation is recording the talks. It is in California. Glauben now lives in Dallas. As a Jew in

Poland, he survived the Warsaw ghetto and Nazi concentration camps.

Warsaw is the capital of Poland. Germany took over Poland in 1939. It forced hundreds of thousands of Jews to move to one neighborhood in Warsaw. This was the Jewish ghetto. Then, in 1941, Germany forced more and more Jews to go to concentration camps. The camps became killing centers. About 6 million Jews from Europe were killed in the Holocaust.

### **Working To Educate People**

Glauben has worked to educate people. He thought hate and killings could stop "if somebody can listen to my story," he said. He hopes to teach people even after he is gone.

The Shoah Foundation in Los Angeles, California, has recorded talks with Holocaust survivors. Stephen Smith runs the foundation. Smith said the foundation has saved other talks. The new ones make visitors feel like they are talking to survivors.

"It's your questions that are being answered," Smith said. He added that the answers can be sad.

The Illinois Holocaust Museum and Education Center shows the survivors' images. Susan Abrams runs the museum. She said that when visitors talk to the images, the effect is clear. "People get teary. People laugh."

### **"Everything Else Fades Away"**

People feel that they know these survivors, Abrams said. "In that moment, pretty much everything else fades away," she said.

Three other museums are showing the images. They are in Indiana, New York and Houston, Texas. The Holocaust museum in Dallas will also show them, starting in September.

The Dallas museum brings in survivors to talk to students. Mary Pat Higgins is the president of the museum. She said the talks are often the best part of their visit. The images will continue them, she said.

Glauben helped start the Dallas museum. He said after he lost his family, he wanted to "do anything possible to educate the people."

## Quiz

1

Read the section "Working To Educate People."

Select the sentence that explains WHY museums are playing recorded talks with Holocaust survivors.

- (A) The Shoah Foundation has recorded talks with Holocaust survivors.
- (B) The new ones make visitors feel like they are talking to survivors.
- (C) The Illinois Holocaust Museum and Education Center shows the survivors' images.
- (D) Susan Abrams runs the museum.

2

Read the paragraph below from the section "Latest Survivor Recorded."

*Warsaw is the capital of Poland. Germany took over Poland in 1939. It forced hundreds of thousands of Jews to move to one neighborhood in Warsaw. This was the Jewish ghetto. Then, in 1941, Germany forced more and more Jews to go to concentration camps. The camps became killing centers. About 6 million Jews from Europe were killed in the Holocaust.*

Which question is answered in this paragraph?

- (A) Where were Warsaw Jews forced to live?
- (B) How many survivors have recorded talks?
- (C) Why did Germany take over Poland in 1939?
- (D) When was Max Gluben sent to a concentration camp?

3

WHY does Max Gluben want to share his story?

- (A) to teach people to stop hate and killing
- (B) to help the exhibits at the Dallas Holocaust Museum
- (C) to answer questions about the Holocaust
- (D) to explain why Germany took over Poland

4

How do the recorded talks from survivors affect the museum visitors?

- (A) Visitors get to meet Holocaust survivors in person.
- (B) Visitors learn more at museums that have recorded talks.
- (C) Visitors feel like they actually get to talk to survivors
- (D) Visitors are taught about why Germany took over Poland.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Elie Wiesel's Nobel Acceptance Speech

By Elie Wiesel  
1986

*Elie Wiesel (1928-2016) was an American Jewish writer, professor, political activist, and Holocaust survivor. During World War II, Wiesel and his family were transported to a German concentration and extermination camp, where his parents and one of his sisters died. Wiesel was awarded the Nobel Peace Prize in 1986 for his work promoting human rights, and was called a "messenger to mankind" by the Nobel Committee. As you read, take notes on the imagery Wiesel uses in his speech.*

- [1] It is with a profound sense of humility that I accept the honor you have chosen to bestow upon me. I know: your choice transcends<sup>1</sup> me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf?... I do not. That would be presumptuous.<sup>2</sup> No one may speak for the dead, no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. I remember his bewilderment, I remember his anguish.<sup>3</sup> It all happened so fast. The ghetto.<sup>4</sup> The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.



*"Elie Wiesel 2010" by David Shankbone is licensed under CC BY 2.0*

- [5] I remember: he asked his father: "Can this be true?" This is the 20th century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

1. **Transcend (verb):** to rise above or go beyond
2. **Presumptuous (adjective):** too confident, especially in a way that is rude
3. **Anguish (noun):** severe mental or physical pain and suffering
4. a section of a city in which Jews were forced to live



And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explained to him how naive we were, that the world did know and remain silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must — at that moment — become the center of the universe.

Of course, since I am a Jew profoundly rooted in my peoples' memory and tradition, my first response is to Jewish fears, Jewish needs, Jewish crises. For I belong to a traumatized generation, one that experienced the abandonment and solitude of our people. It would be unnatural for me not to make Jewish priorities my own: Israel, Soviet Jewry, Jews in Arab lands... But there are others as important to me. Apartheid<sup>5</sup> is, in my view, as abhorrent<sup>6</sup> as anti-Semitism.<sup>7</sup> To me, Andrei Sakharov's<sup>8</sup> isolation is as much of a disgrace as Josef Biegun's<sup>9</sup> imprisonment. As is the denial of Solidarity and its leader Lech Walesa's<sup>10</sup> right to dissent. And Nelson Mandela's<sup>11</sup> interminable<sup>12</sup> imprisonment.

- [10] There is so much injustice and suffering crying out for our attention: victims of hunger, of racism, and political persecution, writers and poets, prisoners in so many lands governed by the Left and by the Right. Human rights are being violated on every continent. More people are oppressed than free. And then, too, there are the Palestinians to whose plight<sup>13</sup> I am sensitive but whose methods I deplore.<sup>14</sup> Violence and terrorism are not the answer. Something must be done about their suffering, and soon. I trust Israel, for I have faith in the Jewish people. Let Israel be given a chance, let hatred and danger be removed from her horizons, and there will be peace in and around the Holy Land.

Yes, I have faith. Faith in God and even in His creation. Without it no action would be possible. And action is the only remedy to indifference: the most insidious<sup>15</sup> danger of all. Isn't this the meaning of Alfred Nobel's<sup>16</sup> legacy? Wasn't his fear of war a shield against war?

5. the policy of racial segregation and discrimination in South African between 1948 and 1991
6. **Abhorrent (adjective):** inspiring disgust and hatred
7. hostility, prejudice, or discrimination against Jews
8. Andrei Sakharov was a Russian nuclear physicist and activist for peace and human rights. He was sent to internal exile from 1980 to 1986. He received the Nobel Peace Prize in 1975.
9. Josef Biegun was a political prisoner in Soviet-era Russia who was jailed because his advocacy for Russian Jews was deemed "anti-Soviet."
10. Lech Wasela led the first independent trade union in the Soviet bloc and won the Nobel Peace Prize in 1983. He was arrested for labor organizing several times.
11. Nelson Mandela was a South African anti-apartheid revolutionary, politician, and philanthropist who served 27 years in prison.
12. **Interminable (adjective):** endless or apparently endless
13. **Plight (noun):** a dangerous or difficult situation
14. **Deplore (verb):** to feel or express strong disapproval of something
15. **Insidious (adjective):** appealing but waiting to trap; producing a harmful effect that develops gradually
16. the founder of the Nobel Prize

There is much to be done, there is much that can be done. One person — a Raoul Wallenberg,<sup>17</sup> an Albert Schweitzer,<sup>18</sup> one person of integrity, can make a difference, a difference of life and death. As long as one dissident<sup>19</sup> is in prison, our freedom will not be true. As long as one child is hungry, our lives will be filled with anguish and shame. What all these victims need above all is to know that they are not alone; that we are not forgetting them, that when their voices are stifled we shall lend them ours, that while their freedom depends on ours, the quality of our freedom depends on theirs.

This is what I say to the young Jewish boy wondering what I have done with his years. It is in his name that I speak to you and that I express to you my deepest gratitude. No one is as capable of gratitude as one who has emerged from the kingdom of night. We know that every moment is a moment of grace, every hour an offering; not to share them would mean to betray them. Our lives no longer belong to us alone; they belong to all those who need us desperately.

Thank you, Chairman Aarvik. Thank you, members of the Nobel Committee. Thank you, people of Norway, for declaring on this singular occasion that our survival has meaning for mankind.

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17. Raoul Wallenberg saved tens of thousands of Jews in Nazi-occupied Hungary by issuing protective passports and offering shelter. He was nominated for the Nobel Peace Prize, but never won.
18. Albert Schweitzer was a French-German musician, philosopher, and physician who was awarded the 1952 Nobel Peace Prize for his work in philosophy.
19. **Dissident** (*noun*): a person who opposes official policy, especially that of an authoritarian state

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the speech?
  - A. Memory of past injustices motivate the work of most leaders.
  - B. The victims of unjust treatment must be honored and respected.
  - C. Never remain silent in the face of injustice.
  - D. Over time, the world has become more just.
  
2. PART B: Which section from the text best supports the answer to Part A?
  - A. "I remember: he asked his father: 'Can this be true?' This is the 20th century, not the Middle Ages. Who would allow such crimes to be committed?" (Paragraph 5)
  - B. "That I have tried to keep memory alive, that I have tried to fight those who would forget." (Paragraph 7)
  - C. "To me, Andrei Sakharov's isolation is as much of a disgrace as Josef Biegun's imprisonment. As is the denial of Solidarity and its leader Lech Walesa's right to dissent. And Nelson Mandela's interminable imprisonment." (Paragraph 9)
  - D. "And action is the only remedy to indifference: the most insidious danger of all." (Paragraph 11)
  
3. Which statement best describes how Wiesel addresses the impact of his Jewish identity on his perspective?
  - A. Wiesel shares that his Jewish identity causes him focus only on injustices occurring in Jewish communities.
  - B. Wiesel acknowledges that he has been unable to engage with the memory of his past because the Holocaust was too painful.
  - C. Wiesel asserts that he will always concentrate on Jewish suffering as a result of his identity, but other suffering is just as worthy of attention.
  - D. Wiesel criticizes the use of violence by Palestinians because he does not believe that they are suffering, rather, they are looking for an excuse to harm Israel.
  
4. Which statement best describes how paragraph 4 develops the tone of the speech?
  - A. By describing the Holocaust, Wiesel introduces a somber and introspective tone.
  - B. By describing a young boy, Wiesel injects a hopeful and optimistic tone.
  - C. Wiesel explains the horrors of the Holocaust, which develops a grim tone in the speech.
  - D. Wiesel's impassioned descriptions create an urgent tone as he builds to a call to action.

5. How does paragraph 12 develop Wiesel's message?

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In what ways can you lend your voice to help combat injustice and create a more peaceful world?
2. In the context of this speech, what can we learn from tragedy? How does Wiesel advise us on the future by reflecting on the mistakes of the past? What does he suggest we do to avoid future tragedy and injustice? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of this speech, how can we achieve peace? How has Wiesel personally contributed to the pursuit of peace? How does Wiesel think peace can be achieved? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Elie Wiesel

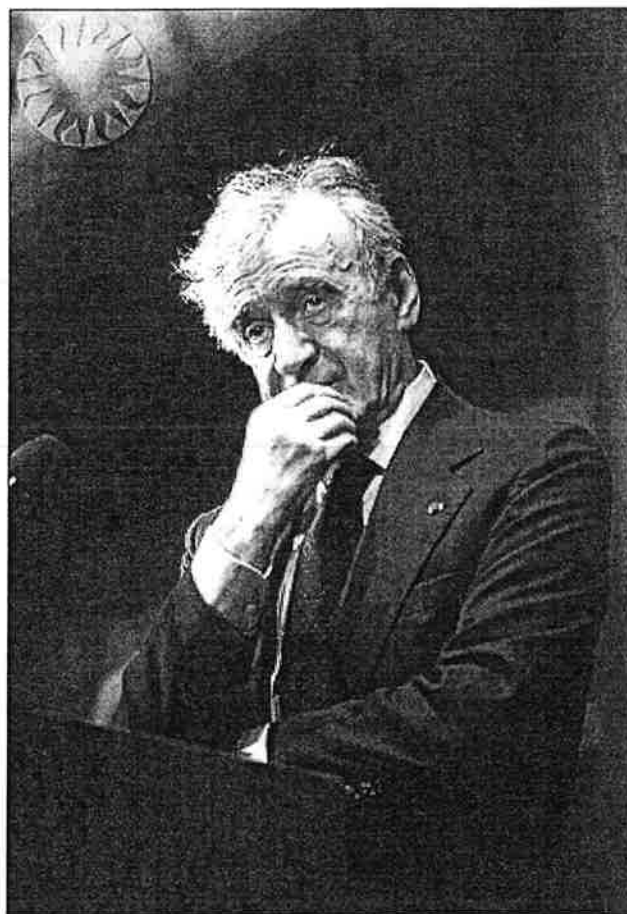
By The United States Holocaust Memorial Museum  
2016

*Eliezer "Elie" Wiesel (1928-2016) was a Romanian-born, Jewish American writer, professor, political activist, Nobel Laureate, and Holocaust survivor. He authored 57 books, including Night, a work based on his experiences as a prisoner in the Auschwitz and Buchenwald concentration camps. As you read, take notes on how Wiesel's shared experiences has impacted human rights activism.*

- [1] Elie Wiesel (1928-2016) was born in Sighet, Romania, on September 30, 1928.

A Nobel Peace Prize winner<sup>1</sup> and Boston University professor, Wiesel worked on behalf of oppressed people for much of his adult life. His personal experience of the Holocaust led him to use his talents as an author, teacher, and storyteller to defend human rights and peace throughout the world.

A native of Sighet, Transylvania (Romania, from 1940-1945 Hungary), Wiesel and his family were deported by the Nazis to Auschwitz<sup>2</sup> when he was 15 years old. His mother and younger sister perished<sup>3</sup> there, his two older sisters survived. Wiesel and his father were later transported to Buchenwald,<sup>4</sup> where his father died.



*"Elie Wiesel" by Public.Resource.Org is licensed under CC BY 2.0.*

1. The Nobel Peace Prize is a prestigious honor awarded annually to those who have "done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses."
2. The Auschwitz concentration camp was a network of German Nazi concentration camps and extermination camps. It was built and operated by the Third Reich in Polish regions that had been annexed by Nazi Germany during World War II.
3. **Perish (verb):** to suffer death, typically in a violent, sudden, or untimely way
4. Buchenwald concentration camp was one of the first and the largest of the concentration camps on German soil.

After the war, Wiesel studied in Paris and later became a journalist in that city, yet he remained silent about what he endured as an inmate in the camps. During an interview with the French writer Francois Mauriac, Wiesel was persuaded to end that silence. He subsequently wrote *La Nuit (Night)*. Since its publication in 1958, *La Nuit* has been translated into 30 languages and millions of copies have been sold. In *Night*, Wiesel describes his experiences and emotions at the hands of the Nazis during the Holocaust: the roundup of his family and neighbors in the Romanian town of Sighet; deportation by cattle car to the concentration camp Auschwitz-Birkenau; the division of his family forever during the selection process;<sup>5</sup> the mental and physical anguish he and his fellow prisoners experienced as they were stripped of their humanity; and the death march from Auschwitz-Birkenau to the concentration camp at Buchenwald.

- [5] In 1978, President Jimmy Carter appointed him Chairman of the President's Commission on the Holocaust. In 1980, he became Founding Chairman of the United States Holocaust Memorial Council. Wiesel was also the founding president of the Paris-based Universal Academy of Cultures.

Wiesel's efforts to defend human rights and peace throughout the world earned him the Presidential Medal of Freedom, the United States Congressional Gold Medal and the Medal of Liberty Award, the rank of Grand-Croix<sup>6</sup> in the French Legion of Honor, and in 1986, the Nobel Peace Prize. He received more than 100 honorary degrees from institutions of higher learning.

Three months after he received the Nobel Peace Prize, Elie Wiesel and his wife Marion established The Elie Wiesel Foundation for Humanity. Its mission is to advance the cause of human rights and peace throughout the world by creating a new forum for the discussion of urgent ethical issues confronting humanity.

His more than 40 books have won numerous awards, including the *Prix Medicis* for *A Beggar in Jerusalem*, the *Prix Livre Inter* for *The Testament*, and the Grand Prize for Literature from the City of Paris for *The Fifth Son*. The first volume of Wiesel's memoirs, *All Rivers Run to the Sea*, was published in New York (Knopf) in December 1995. The second volume, *And the Sea is Never Full*, was published in New York (Knopf) in November 1999.

Elie Wiesel was Distinguished Professor of Judaic Studies<sup>7</sup> at the City University of New York (1972-1976), and first Henry Luce Visiting Scholar in the Humanities and Social Thought at Yale University (1982-1983). In 1976, he became the Andrew W. Mellon Professor in the Humanities at Boston University where he also held the title of University Professor.

- [10] The Elie Wiesel Award recognizes internationally prominent individuals whose actions have advanced the Museum's vision of a world where people confront hatred, prevent genocide,<sup>8</sup> and promote human dignity. Established in 2011 as the United States Holocaust Memorial Museum Award and renamed for inaugural<sup>9</sup> recipient Elie Wiesel, it is the Museum's highest honor.

5. Once Jews were taken to a concentration camp, they were separated into male and female lines and inspected by Nazi doctors for the "selection process." Those over 14 years old and deemed "fit" for work were separated from the rest of the population, including women with children, who were usually condemned to death in the gas chambers.

6. Grand-Croix is the highest degree of distinction in the French Legion of Honor.

7. Judaic Studies refers to the academic study of Jewish people and Judaism.

8. the deliberate killing of a large group of people, especially those of a certain ethnic group or nation

9. **Inaugural (adjective):** marking the beginning of an institution, activity, or period of office

*"Elie Wiesel" from The Holocaust Encyclopedia by The United States Holocaust Memorial Museum. Copyright ©2016 by The United States Holocaust Memorial Museum. Used with permission. All rights reserved.*



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text?
  - A. Wiesel endured horrible things as a child in a concentration camp, but has not allowed his life to be shaped by this.
  - B. Wiesel has been recognized for sharing his experiences in the Holocaust as a way to advocate for human rights.
  - C. Wiesel's impressive writing and teaching career makes him worthy of the Holocaust Memorial Museum's highest honor.
  - D. Wiesel's importance in the history of human rights activism is owed entirely to the powerful people who have supported him.
  
2. PART B: Which of the following quotes best supports the answer to Part A?
  - A. "His personal experience of the Holocaust led him to use his talents as an author, teacher, and storyteller to defend human rights and peace throughout the world." (Paragraph 2)
  - B. "After the war, Wiesel studied in Paris and later became a journalist in that city, yet he remained silent about what he endured as an inmate in the camps." (Paragraph 4)
  - C. "Since its publication in 1958, *La Nuit* has been translated into 30 languages and millions of copies have been sold." (Paragraph 4)
  - D. "In 1978, President Jimmy Carter appointed him Chairman of the President's Commission on the Holocaust." (Paragraph 5)
  
3. PART A: What impact does the phrase "deportation by cattle car" in paragraph 4 have on the reader's understanding of the text?
  - A. It emphasizes the degrading treatment Wiesel and other Holocaust victims faced.
  - B. It emphasizes the limited resources the Nazis had during the war.
  - C. It illustrates the large number of prisoners that had to be moved.
  - D. It reinforces the idea that the Holocaust was kept secret from everyone outside the camps.
  
4. PART B: Which quote from paragraph 4 best supports the answer to Part A?
  - A. "roundup of his family"
  - B. "the division of his family forever"
  - C. "during the selection process"
  - D. "stripped of their humanity"

5. How does the conclusion of the article in paragraph 10 contribute to the central idea of the text?

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Given what you have learned about Elie Wiesel, do you think he would consider himself a hero? Why or why not? In the context of this article, what makes a hero? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. What other figures from history or literature remind you of Elie Wiesel? What shared experiences or characteristics do they have? In the context of this article, what can we learn from tragedy? What did Elie Wiesel try to teach the world from his own tragedies? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. This text describes the numerous awards Elie Wiesel was given, but does not speak to the full scope of Wiesel's teaching and writing. Which do you think is more important for success: your work, or your recognition?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## First They Came...

By Martin Niemöller  
1950

*Martin Niemöller (1892-1984) was a German anti-Nazi activist and Lutheran pastor. Niemöller initially supported Hitler, but he soon came to strongly oppose the Nazi party. From 1937-1945, Niemöller was imprisoned in two concentration camps and narrowly escaped execution. The following quotation was made by Niemöller and published in 1950. As you read, take notes on the author's use of repetition.*

- [1] First they came for the Socialists, and I did not speak out — Because I was not a Socialist.<sup>1</sup>  
Then they came for the Trade Unionists, and I did not speak out — Because I was not a Trade Unionist.<sup>2</sup>  
Then they came for the Jews, and I did not speak out — Because I was not a Jew.  
Then they came for me — and there was no one left to speak for me.



*"Suppression of Warsaw Ghetto Uprising" by Unknown is in the public domain.*

*"First They Came..." by Martin Niemöller. Copyright © 1950 by Martin Niemöller. For nonprofit educational use only.*

1. A socialist is a person who believes that industries should be collectively owned or controlled by the government rather than by individual people and companies.
2. A trade unionist is a person who belongs to a trade union (a group of workers who have organized in order to advocate for better wages, better hours, etc.).

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best describes the message of the quote?
  - A. People should define themselves by their similarities, not by their differences.
  - B. Fear can cause people to stop caring about others or their suffering.
  - C. People should speak out when they see injustice, or they may risk experiencing it themselves.
  - D. Staying silent while witnessing a crime is the same thing as committing the crime.
  
2. PART B: Which of the following best support the answer to Part A?
  - A. "First they came for the Socialists" (Line 1)
  - B. "Because I was not a Trade Unionist" (Line 2)
  - C. "I did not speak out — Because I was not a Jew." (Line 3)
  - D. "Then they came for me — and there was no one left to speak for me." (Line 4)
  
3. What does the phrase "because I was not" emphasize about the speaker?
  - A. The speaker is lonely and distanced from the rest of society, which is why he did not speak out.
  - B. The speaker is deeply sorry and wants to justify why he did not speak out against the arrests.
  - C. The speaker regrets not speaking out because he was not being targeted and ignored those who were.
  - D. The speaker is a selfish, prejudiced person who did not care about the suffering of other people.
  
4. How does the repetition used in the text contribute to its overall meaning?

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of the quotation, what are the effects of following the crowd? Do you think the narrator failed to speak up because others did not? Do you think the narrator would have protested the arrests if others had? Use evidence from this text, your own experience, and other literature, art, or history in your answer.
2. After reading this text, do you think people have a personal responsibility to stand up for each others' rights and safety? What would you do if you saw a group being wrongfully targeted?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Elie Wiesel's Remarks at the Dedication of Yad Vashem Holocaust History Museum

By Elie Wiesel  
2005

*Eliezer "Elie" Wiesel (1928-2016) was a Romanian-born American Jewish writer, a Nobel Laureate, political activist, and Holocaust survivor. In this speech, Wiesel speaks at the opening of Yad Vashem's new Holocaust History Museum. The Yad Vashem Holocaust History Museum is Israel's official memorial to the victims of the Holocaust. Wiesel discusses the horrors of the Holocaust, as well as his hopes for the museum's impact on others. As you read, take notes on how Elie Wiesel believes the Yad Vashem Holocaust History Museum can impact the future.*

- [1] Mr. President, Mr. Prime Minister, Mes Amis de France, Nitsolei Shoa Yekarim:

As you walk through the museum, so magnificently conceived by Moshe Safdie, you wonder: Where is the place of rage in all that? How come that the Jewish people, when we discovered the magnitude<sup>1</sup> of cruelty and the consequences of hatred, how come that we were not possessed by a[n] extraordinary, implacable<sup>2</sup> rage — rage of the killers; rage toward those who inspired the killers; rage towards the indifferent — those who knew and were silent? Where is rage?



*"Yad Vashem Hall of Names" by David Shankbone is licensed under CC BY-SA 3.0.*

So you look and you look, and you are afraid to look. I am. I look at some pictures of Jews from Hungary and I am afraid to discover some that I have known. You read and you read, and you say to yourself: Where did they have the strength to write, to use words, destined to whom?

My good friends, all of us know more or less that there was a tragedy; and we also know we must be honest about it: There are no words.

- [5] Only those who were there know what it meant being there. And yet, we are duty-bound to try and not to bury our memories into silence. We try. I know what people say: "It's so easy." Those that were there won't agree with that statement. The statement is: "It was man's inhumanity<sup>3</sup> to man." No! It was man's inhumanity to Jews. Jews were not killed because they were human beings. In the eyes of the killers, they were not human beings! They were Jews! It is because they were Jews that it was so easy for the killers to kill!

1. **Magnitude** (*noun*): the great size or extent of something
2. **Implacable** (*adjective*): relentless; unstoppable
3. **Inhumanity** (*noun*): extremely cruel and brutal behavior

And you see the pictures. My god, you see the pictures. Jews were ordered to dig their own graves. Have we ever had that in history, which always is filled with cruelty — but not such cruelty? Have mothers ever been forced to give up their children in order to live? And few mothers chose that, no? Mothers went with their children, with their babies — there are no words.

At that time we had a feeling that history had entered into madness, and madness had its own logic, its own destiny, almost its own archeology.<sup>4</sup> And within that madness it was perfectly plausible to kill children.

And so, we go through the museum and we don't understand. All we know is that it happened. And now the question is: What does one do with memories?

Any psychiatrist<sup>5</sup> will tell you, if you suppress memories they come back with fury. You must face them. Even if you cannot articulate<sup>6</sup> them, we must face them. And memories are many and varied: memories of those who died with weapons in their hands; and those who died with prayers on their lips. And let no one say that some were heroes and others martyrs.<sup>7</sup> In those times the heroes were martyrs and the martyrs were heroes. It was heroic for a friend to give his piece of bread to his friend. It was heroic to go around on Shabbat<sup>8</sup> and simply say to his or her friends: "It's Shabbat, today." It was heroic to have faith; it was heroic to be human.

[10] And so we go through the museum and what should we do? Weep? No. My good friends, we never try to tell the tale to make people weep. It's too easy. We didn't want pity. If we decided to tell the tale, it is because we wanted the world to be a better world — just a better world, and learn, and remember.

There is a frightening character in all of Kafka's<sup>9</sup> stories. It's always the messenger who tried to deliver the message, and is unable to do so. We feel sorry for a poor messenger. But there is something more tragic than that: when the messenger has delivered the message and nothing has changed.

You heard tonight those who spoke here with elegance, with compassion, and they spoke already about anti-Semitism<sup>10</sup> and intolerance. Now? 60 years later? When the messenger has tried to deliver the message? Why should there be anti-Semitism? But there is. Why should there be suicide killers? But there are. Why should there be hatred? But there is. Fanaticism?<sup>11</sup> Yes! It's calmed? No, it's here!

The messenger has delivered the message. What is our role?

We must become the messengers' messengers.

*"Remarks at the Dedication of Yad Vashem Holocaust History Museum" by Elie Wiesel. Copyright © 2005 by The Elie Wiesel Foundation for Humanity. Used with permission. All rights reserved.*

4. the remains of a culture of a people
5. a medical practitioner who specializes in diagnosing and treating mental illnesses
6. **Articulate (verb):** to express an idea or feeling clearly or effectively
7. A "martyr" is a person who is killed because of their religion or other beliefs.
8. "Shabbat" is the Jewish Sabbath: a day of rest and spiritual enrichment.
9. referring to Franz Kafka, a German-language writer of novels and short stories
10. "Anti-Semitism" is hostility, prejudice, or discrimination against Jews.
11. a belief or behavior involving an obsessive enthusiasm



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text? [RI.2]
  - A. The Holocaust was a horrible tragedy that is best forgotten and moved on from.
  - B. The horrors of the Holocaust should not be forgotten, but rather used to encourage positive change.
  - C. The evils of the Holocaust have since given nearly all people the motivation to make the world a better place.
  - D. It is hopeless to try to understand the Holocaust because no tragedy like it has ever occurred.
  
2. PART B: Which passage from the text best supports the answer to Part A? [RI.1]
  - A. "How come that the Jewish people, when we discovered the magnitude of cruelty and the consequences of hatred, how come that we were not possessed by a[n] extraordinary, implacable rage — rage of the killers..." (Paragraph 2)
  - B. "So you look and you look, and you are afraid to look. I am. I look at some pictures of Jews from Hungary and I am afraid to discover some that I have known." (Paragraph 3)
  - C. "Have we ever had that in history, which always is filled with cruelty — but not such cruelty?" (Paragraph 6)
  - D. "If we decided to tell the tale, it is because we wanted the world to be a better world — just a better world, and learn, and remember." (Paragraph 10)
  
3. PART A: What is the meaning of "plausible" in paragraph 7? [RI.4]
  - A. reasonable
  - B. puzzling
  - C. irrational
  - D. natural
  
4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
  - A. "history had entered into madness" (Paragraph 7)
  - B. "madness had its own logic" (Paragraph 7)
  - C. "we go through the museum and we don't understand" (Paragraph 8)
  - D. "What does one do with memories?" (Paragraph 8)

5. "I look at some pictures of Jews from Hungary and I am afraid to discover some that I [RI.5] have known." How does the quote from paragraph 3 contribute to the author's authority in speaking about the events of the Holocaust?

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In your opinion, what lessons has the world failed to learn from the Holocaust? Consider the treatment of specific racial, ethnic, and religious groups in recent history.
  
  
  
  
  
  
  
  
  
  
2. In the context of the text, what can we learn from tragedy? How did the Holocaust change the world? How can it encourage positive change and the avoidance of future violence? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
  
  
  
  
  
  
  
  
  
  
3. In the context of the text, what is the goal of education? How is the Yad Vashem Holocaust History Museum an educational tool? Do the goals of museum align with the goals of education? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
  
  
  
  
  
  
  
  
  
  
4. In the context of the text, how do people create change? How did the Jews who recorded their experiences during the Holocaust contribute to future change? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
  
  
  
  
  
  
  
  
  
  
5. In the context of the text, how are people changed by war? How did war influence the Nazi Party's treatment of Jews? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate

By Soraya Sarhaddi Nelson  
2015

*During World War II, Germany's Nazi Party forced hundreds of thousands of political opponents, Jews, and other so-called "racially undesirable elements" of German society into concentration camps. Throughout the war, it's estimated that more than 10 million people died in these camps. This article reports on the experiences of Jack Mandelbaum, who survived the Auschwitz concentration camp. As you read, take notes on how Mandelbaum's experiences have shaped his outlook on life and what can be learned from him.*

- [1] Seventy years ago, Soviet<sup>1</sup> soldiers liberated Auschwitz, the most notorious of Nazi concentration camps.

Some 300 Holocaust survivors were at Auschwitz on Tuesday,<sup>2</sup> along with several European presidents and other government officials, to honor at least 1.1 million people who were murdered, 1 million of whom were Jewish.

Among those killed there were Jack Mandelbaum's mother and brother. The Polish-born Mandelbaum survived, spared at the last minute by an officer of the dreaded SS<sup>3</sup> who yanked the teen away from his family and sent him instead to a forced labor camp.



*"Auschwitz" by Abel Francés Quesada is licensed under CC BY-NC 2.0.*

Last week, Mandelbaum flew from his Naples, Florida, home to Berlin,<sup>4</sup> to help open an exhibit on the children of Auschwitz, and to tell his story.

- [5] "I'm a person of action," he says. "Anger doesn't get you anywhere. Hate doesn't get you anywhere."

In August 1939, as the Nazis were about to invade Poland, Mandelbaum was 13 and living in the Polish port city of Gdynia. Mandelbaum says his father worried that the port would be attacked, so he sent his wife and three children to stay with relatives in the countryside.

He promised to join them six weeks later, but he never arrived. About a year later, he sent them a postcard from the Stutthof concentration camp.

"I guess he didn't want us to worry about him, so he said he was OK," Mandelbaum says.

1. The Soviet Union was a Marxist-Leninist state on the Eurasian continent that existed between 1922 and 1991, at which point it dissolved into 12 separate republics.
2. Tuesday, July 21, 2015
3. The SS was a major paramilitary organization under Adolf Hitler and the Nazis.
4. The capital of Germany

He never saw his father again. His sister later died on a forced march to another concentration camp.

## Prisoner 16013

[10] Then, before dawn on June 14, 1942, the SS came for what was left of the family.

"They banged on the door and everyone had to come out in five minutes, and there was a lot of shooting and crying, and people didn't know what was happening because they had to rush out," Mandelbaum recalls. "Many people were even in their bed clothes. And we were lined up in the market square, and then we were marched to a local brewery."

An SS officer there began separating people to the left and to the right. Mandelbaum says he clung to his mother and brother, who were sent to the left. But the SS officer saw in his documents that Mandelbaum had worked as an electrician's helper.

"He grabbed me and pushed me to the other side," Mandelbaum says. As for his family, he says, "The people who were to the left were sent to Auschwitz to be gassed.<sup>5</sup> I never saw them again."

To the Nazis, he became prisoner 16013 and spent the next three years at seven concentration camps. The first was Gross-Rosen, where prisoners worked in a granite quarry.

[15] "There were so many prisoners," he says. "We were in a big barrack, it had a concrete floor, it had no beds. And we were lined up like herring<sup>6</sup> on the floor, so when one person turned, everybody else had to turn, it was so tight."

Food was scarce, and the daily meal amounted to a single piece of bread and what Mandelbaum describes as soup made out of grass.

He recalls emaciated prisoners stuffing paper into their mouths to fatten their cheeks so they'd look healthier to the guards assigned to remove the weak for extermination. His own weight eventually dropped to 80 pounds.

But Mandelbaum says he refused to give up hope. He poured what little energy he had into work, hoping it would eventually lead to his release.

## Suddenly, Freedom

"We had a good life before the war. I went to a public school, I had good clothes and good food and a nice apartment," he says. "My dream was to go back to this life and be reunited with my family and my sister and my brother, and that sustained me."

5. Gas chambers were used in the 1930s and 1940s by the Nazi Party initially as part of the "public euthanasia program" aimed at eliminating physically and intellectually disabled people and political undesirables, but by the early 1940s gas chambers were largely used at extermination camps to quickly and cheaply kill large numbers of Jews at a time. Several million people were gassed to death during the Holocaust.

6. A type of fish, often served tightly packed in a can

- [20] It also helped that he didn't know the Nazis were trying to slaughter all Jews, something he says he and other prisoners learned only after liberation.

Their sudden freedom, too, was a complete shock, Mandelbaum says. "We didn't know anything, only on the morning when we woke up and the Nazi flag wasn't flying and the guards weren't there."

Unlike at Auschwitz, Allied soldiers<sup>7</sup> did not free them, as his camp was in a no man's land between the fleeing Nazis and advancing Russians. He and a friend from the camp grabbed an abandoned horse-drawn wagon and left as quickly as they could.

"We came across a women's concentration camp and they were still locked up, so we actually became the 'liberators' of the camp," he says, with a laugh.

Mandelbaum was 17 when the Holocaust ended. He says he returned to Poland several times to see if he could find his family but failed. He did find an uncle living in a hamlet near Munich.

- [25] The following year, he immigrated to the United States and settled in Kansas City, Missouri, where he married, had four children and became a successful importer of ladies' handbags. It would be 16 years before he began speaking publicly about the Holocaust, something he says he decided to do after talking to one of his neighbors.

"He asked me what kind of sports did I play in the concentration camp, so all of the sudden it just opened everything up, how little people knew what was going on, and this was when I started to speak in different venues about my experiences," he says.

That desire to educate people brought Mandelbaum, 87, to Berlin last week. He says it's sad to see anti-Semitism<sup>8</sup> on the rise in Germany and elsewhere in Europe, but he hopes he and other Holocaust survivors can make a difference.

"You know, when we were in the camps, we would always ask, 'How can the world stand by and let this happen?'" he says. "So it's a matter of being vigilant, a matter of trying to do as much as you can in order to enlighten people [about] how dangerous it is when you become a bystander."

*"A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate" from [NPR.org](https://www.npr.org). © 2015, National Public Radio. Reprinted with permission, all rights reserved.*

7. The Allies of World War II were the countries that opposed the Axis powers (primarily Germany, Japan, and Italy).

8. Anti-Semitism refers to hostility toward or prejudice against Jewish people

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following statements best describes a central idea of the text? [RI.2]
  - A. Due to his bravery and intelligence, Mandelbaum was able to rescue his family from the Holocaust.
  - B. Mandelbaum was spared from the Holocaust because his friends provided him places to hide throughout the war.
  - C. During the Holocaust, Mandelbaum had the good fortune to escape the gas chamber because he had experience as an electrician.
  - D. Mandelbaum was able to reunite his family, decades after World War II had ended.
  
2. Which of the following quotes best summarizes Mandelbaum's perspective after surviving the Holocaust? [RI.6]
  - A. "Anger doesn't get you anyplace. Hate doesn't get you anyplace."
  - B. "My dream was to go back to this life...."
  - C. "...he hopes he and other Holocaust survivors can make a difference."
  - D. "...it's a matter of being vigilant, a matter of trying to do as much as you can in order to enlighten people [about] how dangerous it is when you become a bystander."
  
3. PART A: What does the word "emaciated" most closely mean as it is used in paragraph 17? [RI.4]
  - A. Starved
  - B. Miserable
  - C. Tortured
  - D. Hopeless
  
4. PART B: Which phrase from the text best supports the answer to Part A? [RI.1]
  - A. "refused to give up hope"
  - B. "remove the weak for extermination"
  - C. "stuffing paper... to fatten their cheeks"
  - D. "soup made out of grass"

5. Reread the following quotation from paragraph 20: "...he didn't know the Nazis were trying to slaughter all Jews, something he says he and other prisoners learned only after liberation." How does this detail contribute to the central ideas of the text? [RI.5]

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. What can be learned from conflict?
2. How does a person overcome adversity? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. What is the goal of education—especially when it comes to history and human rights? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. Do you believe Mandelbaum truly survived by a "twist of fate"? In the context of this article, is there such thing as fate? Or can people control their own destinies? Cite evidence from this text, your own experience, and other literature or art in your answer.

## Eyewitness to History: Children of War



*children in the Nazi Youth Organization, 1939*

### Will Johannsson, Grade 5, Sewanne Elementary School, Sewanne, TN

*For many children, living in Nazi Germany during World War II (1939-1945) was difficult. The Nazi party, ruled by Adolf Hitler, rounded up millions of Jews and others and murdered them. The Nazis also wanted children to spy on their families and report back to the government. Will interviewed his godfather, Hans Ohrt, who described what life was like under Hitler's brutal dictatorship.*

**Q:** How old were you when World War II started and ended?

**A:** I was 4 years old at the beginning of the war and 9 at its end. At the beginning of the war, I lived in Berlin in a huge apartment. At the end of the war, I lived with my sister, parents, and grandmother in one room with one bed in a farmhouse by the Swiss border.

**Q:** What were your feelings regarding the Nazi party?

**A:** This is a tough one to answer. Imagine that you live in a place like Seattle, where it rains almost every day. You go outside and you come back home every day wet. But your government tells you that the sun shines every day. If you are caught telling anybody that it rains, the government will put you in jail and you are never heard from again.

**Q:** Did you have any friends who were Jewish or who were Nazis?

**A:** Yes, I had a friend, Peter, who was Jewish. One day he was gone. I had another friend, Volker, whose father was a Nazi. My parents always made sure that I understood that in his presence I could never forget the sun was always shining even though it was raining. Can you imagine parents teaching their young children that they have to lie in order to survive?

**Q:** How old did boys and girls have to be to join the Nazis?

**A:** You had to be an adult to join the Nazi party. But one did not have to join the party; it was an "honor" to be "invited" to join the party. Once you were invited, it was next to impossible to refuse the invitation. The system was very complex. If you were a teacher, you belonged to the teacher's organization, for example. The members of these organizations, in turn, had to join the Nazi party.

On their tenth birthday, children automatically became members of the [Nazi] youth organization. The Nazis would teach you all kinds of cool things, [but they would] indoctrinate you and brainwash you to believe in the goals of the party.

**Q:** Was your sister a Nazi?

**A:** My sister was 16. She had to join the youth organization. She had a wonderful time and was brainwashed into believing that it was sunny every day. She was also instructed to spy at home and to tell the authorities [what was said], which she did not do.

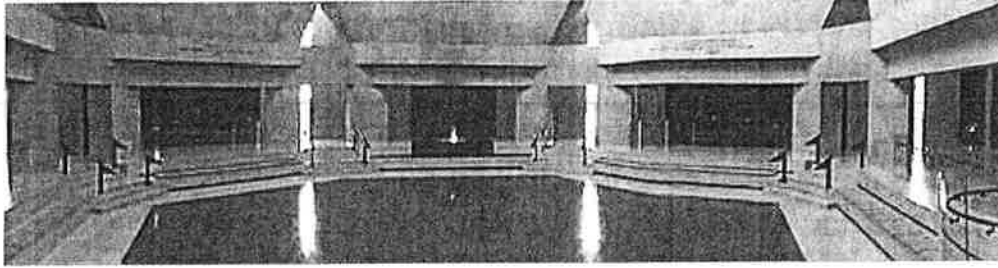
**Q:** When did children first start spying?

**A:** The members of the youth organization had to attend political indoctrination meetings and were told that it was their patriotic duty to report anybody who made negative remarks about the party.

All of this happened 60 years ago. You should learn from all that has happened and make sure similar things don't happen again.

Read the newspapers...and watch out if [the country's leaders] tell you it is sunny every day. Try to discover lies and speak up for what you think is the truth.

## Children in the Shadows



*Hall of Remembrance in the United States Holocaust Memorial Museum*

"Quiet, and never tell anyone you are Jewish."

Renee Schwalb heard that a lot as a young girl. She heard it from her mother, who tried to keep Renee safe from the Nazi German soldiers who killed and enslaved European Jews during World War II (1939-1945).

She heard it from Madame DeGelas, who hid Renee's family in a small apartment in Brussels, Belgium. She heard it again from the Catholic nuns who concealed Renee when it became too dangerous for her to live with Madame DeGelas.

Finally, she heard it from the Protestant teachers who took Renee in until the Americans arrived and liberated Belgium.

"[Everybody] told me *Jewish* was a bad word," Renee Schwalb, now Renee Fritz of Bloomfield, Connecticut, told *Senior Edition*. "They did it for my protection as well as theirs."

## Life on the Run

Renee's story of being a Jewish kid growing up in war-torn Europe was part of an exhibit on display in the early 2000s at the United States Holocaust Memorial Museum in Washington, D.C. The exhibit "Life in Shadows: Hidden Children and the Holocaust" is no longer on display at the museum, but a transcript and photos of some of the exhibit's displays can be found on the museum's website as an online exhibition. The exhibition reveals the stories of Jewish children who escaped the Holocaust. The Holocaust refers to the killing of 6 million Jews and others whom the Nazis, led by Adolf Hitler, thought to be inferior. The Nazis killed about 1.5 million Jewish children.

Thousands of Jewish children, however, survived by concealing their identities or hiding out in attics, cellars, barns, and sewers. Like Renee, many children found refuge with Christian families. Others sought safety in churches and orphanages. Some played a dangerous game of hide-and-seek with the Nazis, moving from place to place to avoid capture.

The exhibition includes photos of many pieces of everyday life that tell extraordinary stories. For example, there is a photo of a sweater worn by 8-year-old Krystyna Chiger, who hid in the sewers for

more than a year. Visitors to the site can also view a photo of a light-blue dress worn by Sabina Kagan when she hid from the Nazi death squads.

Also in the exhibition is a photo of tiny "toy soldiers" Jurek Orlowski and his brother fashioned out of wood scraps. The brothers played with the soldiers in a flea-infested basement because they were afraid to go outside.

## Church of Hope

To make sure that others know his story of survival, Leon Chameides, of West Hartford, Connecticut, donated several photos and an oral history to the museum.

Just before the war, the Russian army forced Leon and his Jewish family to move from Poland to the Ukraine in the Soviet Union.

When the Germans invaded the Soviet Union in 1941, Leon's father asked a priest to take care of Leon and his older brother. The priest separated the brothers, hoping that at least one would survive the war. Each went to a different monastery.

At the monastery, Leon had to pretend to be a Christian. He changed his name and learned a new language.

"I had to pretend I was someone else," Leon told *Senior Edition*. "That was an enormous burden to place on a 7-year-old."

His brother also survived the Holocaust.

## Lost Childhood

Before the exhibit opened at the United States Holocaust Memorial Museum, Leon was looking forward to seeing it. As for Renee, she said people should visit the museum to learn about the Holocaust.

Renee donated photographs and her mother's trunk to the exhibit. Madame DeGelas had kept the trunk and all its belongings, hoping to return it to Renee's family.

"[Now] I get to do something for humanity," Renee said.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Use the article "Eyewitness to History: Children of War" to answer questions 1 to 2**

1. When Hans is asked about his feelings regarding the Nazi party, he answers by comparing life under the Nazi Party to a different situation. What situation does Hans ask his interviewer, Will, to imagine?

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2. Why did Hans feel like he had to lie while living in Nazi Germany?

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**Use the article "Children in the Shadows" to answer questions 3 to 4.**

3. What did Leon Chameides have to do at the monastery in order to survive the war safely?

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4. Why did people tell Renee that Jewish was a bad word?

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Use the articles "Children in the Shadows" and "Eyewitness to History: Children of War" to answer question 5.

5. Hans from "Eyewitness to History: Children of War" was not Jewish, but the children mentioned in "Children in the Shadows" were Jewish. How were Hans's and the Jewish children's experiences of the war similar?

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