

Rachel's Secret

By Shelly Sanders

Rachel's Secret Literature Guide

Table of Contents

About this Literature Guide	5
Sample Teacher's Agenda and Notes	6
Alternative Assessment	9
Literature Standards: Author Biography	10
Literature Standards: Exploring Expository Writing—Author Biography	11
Literature Standards: Genre: Historical Fiction	12
Literature Standards: Exploring Expository Writing—Genre	13
Vocabulary List	14
February Chapters 1, 2, 3	
Note-Taking and Summarizing: Chapter 1	17
Note-Taking and Summarizing: Chapter 2	18
Note-Taking and Summarizing Chapter 3	19
Comprehension Review	20
Literature Standards: Foreshadowing	21
Technique Assessment: Punctuation	23
February Chapters 4-5	
Note-Taking and Summarizing: Chapter 4	24
Note-Taking and Summarizing: Chapter 5	25
Comprehension Review	26
Literature Standards: Point-of-View	27
Technique Assessment: Word Origin	29
March Chapters 1-2	
Note-Taking and Summarizing: Chapter 1	31
Note-Taking and Summarizing: Chapter 2	32
Comprehension Review	33
Literature Standards: Inferences	34
Technique Assessment: Parts of Speech	35

March Chapters 3-4

Note-Taking and Summarizing: Chapter 3	36
Note-Taking and Summarizing: Chapter 4	37
Comprehension Review	38
Literature Standards: Setting	39
Technique Assessment: Verb Tense/Agreement	42

April Chapters 1-3

Note-Taking and Summarizing: Chapter 1	44
Note-Taking and Summarizing: Chapter 2	45
Note-Taking and Summarizing: Chapter 3	46
Comprehension Review	47
Literature Standards: Conflict	48
Technique Assessment: Synonyms & Antonyms	50

April Chapters 4-5

Note-Taking and Summarizing: Chapter 4	51
Note-Taking and Summarizing: Chapter 5	52
Comprehension Review	53
Literature Standards: Figurative Language	54
Technique Assessment: Vocabulary Extension	58

May Chapters 1-2

Note-Taking and Summarizing: Chapter 1	60
Note-Taking and Summarizing: Chapter 2	61
Comprehension Review	62
Literature Standards: Character Development	63
Technique Assessment: Punctuation	66

May Chapters 3-4

Note-Taking and Summarizing: Chapter 3	67
Note-Taking and Summarizing: Chapter 4	68
Comprehension Review	69
Literature Standards: Plot	70
Technique Assessment: Self-Editing	73

Final Exam	76
Teacher Guide	
Summary of the Novel	80
Vocabulary with Definitions	81
Pre-Reading Ideas and Activities	84
Post-Reading Extension Activities	91
Essay/Writing Ideas	96
Project Rubric	97
Response to Literature Rubric	98
Answer Key	100
(in progress)	

About this Literature Guide

As the author of the Rachel Trilogy, I decided to create the Literature Guides myself to give teachers comprehensive and engaging materials that would both motivate students and meet content standards. These guides were written after a methodical review of other guides for the same genre and age group, and after speaking to many teachers who've taught one or more of the books within this trilogy in their classroom.

From the feedback I've received, I discovered that one of the most important aspects of a solid literature guide, is the ability, for teachers, to copy worksheets directly from the materials. This saves time and makes it easier for teachers to incorporate the material into the classroom. For this reason, all the worksheets in this guide are ready to be photocopied. Another suggestion was to ensure the guide can be used for either an 8-week program, or broken into separate units that can be chosen by teachers. This way, the book can be studied over a short or long time period, and can even be included on summer reading lists with a few activities for students when they return in the fall.

This guide is available free if used on-line, or is \$24.95 U.S. printed, with additional postage charges. Comments and suggestions are welcome, from teachers and students, and can be e-mailed to me at shelly@shellysanders.com.

I appreciate you choosing to read *Rachel's Secret* with your class and hope the book is well received by your students.

Sample Teacher's Agenda and Notes

Week One

Day One: Introduce themes and elements of *Rachel's Secret* through Pre-Reading Ideas and Activities (pgs. 84-90). Read the Author Biography (pg. 10) and complete the Literature Standards Expository Writing activity (pg. 11).

Day Two: Continue introducing themes of *Rachel's Secret* through Pre-Reading Ideas and Activities and discuss some of these themes. Read Literature Standards Genre: Historical Fiction (pg. 12) and complete Genre Activity (pg. 13).

Day Three: Introduce 1903 Russia to students using materials provided (pgs. 84-90)

Day Four: Explain Note-Taking and Summarizing Activity (pg.17). Review vocabulary for February Chapters 1-3 (pg. 14). Start reading Chapter 1 and answering the Comprehension Review questions (pg. 20).

Day Five: Read chapters 1-3, completing Note-Taking and Summarizing (pgs.17-19). Complete Literature Standards: Foreshadowing (pgs. 21-22) and Technique Assessment: Capitalization, Spelling and Grammar (pg. 23)

Week Two

Day One: Discuss Comprehension Review questions for February Chapters 4-5 and have students complete Literature Standards: Point of View (pgs. 27-28).

Day Two: Assign Technique Assessment: Word Origins (pgs. 29-30). Work on Note-Taking (pgs. 24-25)

Day Three: Review Vocabulary for Chapters 4-5 (pg.14). Begin reading Chapter 4, completing Note-Taking (pgs. 24-25) and answering Comprehension Review questions (pg. 26).

Day Four: Finish reading Chapters 4-5, completing Note-Taking (pgs. 24-25) and answering Comprehension Review questions (pg. 26).

Day Five: Finish Literature Standards: (pgs. 27-28).

Week Three

Day One: Discuss Technique Assessment: Word Origins (pgs. 29-30)

Day Two: Vocabulary Quiz: February Chapters 1- 5; review vocabulary for March Chapters 1-2 (pg. 15); begin reading Chapter 1, completing Note-Taking (pgs. 31-32) and answering the Comprehension Review questions (pg. 33).

Day Three: Finish reading Chapters 1-2, completing Note-Taking and Summarizing (pgs. 31-32) and answering the Comprehension Review questions (pg. 33).

Day Four: Discuss Comprehension Review questions Chapters 1-2; Complete Literature Standards: Inferences (pg. 34).

Day Five: Assign Technique Assessment: Parts of Speech (pg. 35)

Week Four

Day One: Review vocabulary for March Chapters 3-4 (pg. 15); begin reading Chapter 3, completing Note-Taking (pgs. 36-37); answer Comprehension Review questions (pg. 38).

Day Two: Finish reading March Chapters 3-4, completing Note-Taking and Summarizing (pgs. 36-37).

Day Three: Discuss Comprehension Review questions Chapters 3-4; complete Literature Standards: Setting (pgs. 39-41).

Day Four: Assign Technique Assessment: Verb Tense and Agreement (pgs. 42-43)

Day Five: Vocabulary Quiz, Chapters 3-4; review vocabulary for April Chapters 1-3 (pg. 15); begin reading Chapter 1, completing Note-Taking (pg. 44-46); answer Comprehension Review questions (pg. 47).

Week Five

Day One: Finish reading April Chapters 1-3, completing Note-Taking (pg. 44-46); answer Comprehension Review questions (pg. 47).

Day Two: Discuss Comprehension Review questions Chapters 1-3 (pg. 47); complete Literature Standards: Conflict (pgs. 48-49).

Day Three: Assign Technique Assessment: Synonyms and Antonyms (pg. 50)

Day Four: Review Vocabulary for April Chapters 4-5 (pg. 16); begin reading Chapter 4, completing Note-Taking (pgs. 51-52); answer Comprehension Review questions (pg. 53).

Day Five: Finish reading Chapters 4-5, completing Note-Taking (pgs. 51-52); answer Comprehension Review questions (pg. 53).

Week Six

Day One: Discuss Comprehension Review questions April Chapters 4-5 (pg. 53); complete Literature Standards: Figurative Language (pgs. 54-57).

Day Two: Assign Technique Assessment: Vocabulary Extension (pgs. 58-59)

Day Three: Vocabulary Quiz: April Chapters 1-5; review vocabulary for May Chapters 1-2 (pg. 16); begin reading Chapter 1, completing Note-Taking (pgs. 60-61); answer Comprehension Review questions (pg. 62).

Day Four: Finish reading Chapters 1-2, completing Note-Taking (pgs. 60-61).

Day Five: Discuss Comprehension Review questions Chapters 1-2 (pg. 62); complete Literature Standards: Character Development (pgs. 63-65).

Week Seven

Day One: Assign Technique Assessment: Punctuation (pg. 66)

Day Two: Review vocabulary for May Chapters 3-4 (pg. 16); begin reading Chapters 3-4, completing Note-Taking (pg. 67-68); answer Comprehension Review questions (pg. 69).

Day Three: Finish reading Chapters 3-4, completing Note-Taking (pgs. 67-68); Technique Assessment: Self-Editing (pgs. 73-75)

Day Four: Discuss Technique Assessment (pgs. 73-75); complete Literature Standards: Plot (pgs. 70-72).

Week Eight

Day One: Review *Rachel's Secret* by going over students' Note-Taking Guides and discussing the Plot (pgs. 70-72). Assign or let students choose a Post-Reading Activity (pgs. 91-95) or writing assignment from Essay Ideas (pg. 96).

Day Two: Independent Work Day for students to write outlines for their essays or work on their Post-Reading Activity. This is also an opportunity for students to ask for clarification about specific areas in the book.

Day Three: Independent Work Day

Day Four: Final Review of novel

Day Five: Final Exam (pg. 76.)

Alternative Assessment

Instead of evaluating students through the Final Exam, teachers may choose to assign any or some of the Post-Reading Activities. These may be marked using the Project Rubric on page 94.

Literature Standards: Author Biography

Shelly Sanders

Shelly Sanders was born in Toronto, Ontario, the first of three children. She moved to Rolling Meadows, Illinois when she was eight years old. From then on, Shelly's family moved every two years which meant new schools and new challenges. During this time, Shelly turned to books, an important constant in her life. As she lost herself in the lives of early settlers in the *Little House on the Prairie* series, and learned about racism in the harsh south in *To Kill a Mockingbird*, Shelly dreamed of one day writing books that would captivate readers.

When Shelly was fourteen years old, her family moved back to Canada, to Waterloo, Ontario where her father started his own business. Here, she entered high school, a tumultuous time for Shelly as she headed to grade nine without knowing a single person. Her grades fell as she struggled to fit in, but by the end of grade ten, she found her footing. Shelly took up swimming, became a lifeguard and instructor, and completed her Honors Degree in English Literature at the University of Waterloo. Following this, she received a Graduate Degree in Journalism from Ryerson University in Toronto.

Shelly began working in public relations, but wrote magazine articles in her spare time, with the goal of becoming a journalist. She married lawyer, Steven Greer, and started freelance writing at the same time. She went on to have three children while continuing to write for a variety of publications including the *Toronto Star*, *Today's Parent*, *Canadian Living*, *Maclean's* and *Reader's Digest*.

As her children grew, Shelly started to think about her grandmother, a Russian Jew who had escaped a massacre and fled to Shanghai when she was a teen. Inspired by her grandmother's courage and strength, and curious about life in Imperial Russia, Shelly decided she wanted to write a book about living under the last Tsar. Three long, frustrating years later, in 2012, *Rachel's Secret* was published, followed by *Rachel's Promise* in 2013 and *Rachel's Hope* in 2014. The Rachel Trilogy loosely parallels her grandmother's eventual voyage to California where she received a science degree from the University of California at Berkeley in 1930. A former journalist, Shelly researched every detail, no matter how small, to ensure her novels were historically accurate.

Today, Shelly lives in Oakville, Ontario with her husband and three children, two of whom are attending university. In addition to writing, Shelly enjoys reading, tennis, playing guitar, and painting.

Literature Standards: Exploring Expository Writing—Author Biography

Answer the following questions after reading the Author Biography.

1. _____ What is the reason for this biography about Shelly Sanders?
 - a. to give information about Shelly Sanders
 - b. to help sell Shelly Sanders' books
 - c. to show how Shelly Sanders became a writer
 - d. to entertain the reader
2. _____ From the first two paragraphs, the reader can conclude that:
 - a. Shelly Sanders had a difficult time moving so frequently
 - b. Shelly Sanders' favorite book is *To Kill a Mockingbird*
 - c. Shelly Sanders prefers Illinois to Toronto
 - d. none of the above
3. _____ What influences/experiences led to Sanders becoming a writer?
 - a. reading as a child
 - b. her grandmother's difficult journey from Russia
 - c. Sanders' experience as a journalist
 - d. all of the above
4. _____ Where would be the best place to add information about Sanders' career as a journalist?
 - a. in paragraph two
 - b. an additional paragraph between paragraphs three and four
 - c. in paragraph four
 - d. in paragraph five
5. The Rachel Trilogy books are written in the historical fiction genre. Explain what genre means and give an example of another book written in this genre.

Literature Standards: Genre

Historical Fiction

Shelly Sanders' novel, *Rachel's Secret*, takes place in 1903 Russia. The events actually occurred in history, and many of the characters are real, but their words and actions have been fictionalized to re-create a world that no longer exists.

The *Historical Novels Review* defines historical fiction as “a novel which is set fifty or more years in the past, and one in which the author is writing from research rather than personal experience.” By evoking the five senses—smell, sight, taste, touch and feel—and by conducting extensive research about the time period and place, authors can bring history to life. In *Rachel's Secret*, readers are ushered into Imperial Russia, the time of the last Tsar. It was a chaotic time, with rampant anti-Semitism, horrible working conditions, and a brutal authoritarian regime. Amidst this troubling backdrop, the two protagonists, Rachel and Sergei, emerge as young, self-reliant characters who must make difficult decisions, take risks, and face consequences.

Other young protagonists that face adult challenges within historical narratives include Scout Finch in *To Kill a Mockingbird*, Tom Sawyer, and Liesel Meminger in *The Book Thief*.

In *Instructor* magazine, Washington teacher Tarry Lindquist gives seven reasons why she teaches historical fiction:

1. It piques kids' curiosity.
2. It levels the playing field. Reading historical fiction promotes academic equity because comparing books provides kids with equal opportunities to develop historical analogies.
3. The setting and characters provide a richer understanding of the period.
4. It reveals more about historical figures that social studies texts, which often focus on coverage rather than depth.
5. Historical fiction restores the landscape of history, warts and all, so children can discover that dilemmas are age-old.
6. It introduces children to characters who have different points of view, and offers examples of how people deal differently with problems.
7. While enhancing students' understanding of the past, historical fiction also integrates social studies across the curriculum.

Using actual headlines and quotes from the time period, and with a strong emphasis on well-developed characters and settings, *Rachel's Secret* blends fact and fiction to create a captivating historical fiction novel.

Literature Standards: Exploring Expository Writing—Genre

1. _____ What elements of historical fiction are seen in *Rachel's Secret*?
 - a. the Russian setting
 - b. two points of view from two protagonists
 - c. basing the plot on events that took place in the early 1900's
 - d. the use of the five senses to create believable settings
2. _____ Which of the following is an example of historical fiction?
 - a. Pocahontas
 - b. The Breadwinner
 - c. The Hunger Games
 - d. Harry Potter
3. _____ Which of the following is NOT a characteristic of historical fiction?
 - a. It is set more than 50 years in the past.
 - b. The events are real.
 - c. There is a mix of fact and fiction.
 - d. It takes place in a world that doesn't exist.
4. _____ Which of the following is NOT a benefit of historical fiction?
 - a. It gives students a better understanding of life in the past.
 - b. It provides detailed information such as major dates and events.
 - c. Readers are exposed to characters with different viewpoints.
 - d. It shows readers how problems today were often experienced in the past.
5. In your own words, explain the meaning of historical fiction and why you either like or dislike this genre. _____

Vocabulary List

Use a dictionary or the context of the novel to find the meanings of the following words from *Rachel's Secret*. Words denoted with an * are Russian, Hebrew or Yiddish.

FEBRUARY

Chapter 1

Caprice (5) *
Challah (7) *
Shabbos (7) *
Cupolas (11)
Troika (12) *
Samovar (13) *
Icon (13)*
Vestibule (13)

Chapter 2

Verst (18) *
Abyss (22)

Chapter 3

Conjugated (29)
Incoherently (29)
Yid (31) *
Shiva (35)*

Chapter 4

Gymnazyium 40() *
Shul (40) *
Mikveh (42) *
Sholem Aleichem (42)*
L'chayim (43)*
Gentile (44) *
Blini (45) *
Kopecks (45) *
Lent (46)
Apathy (47)

Chapter 5

Glaziers (48) *
Hebrew (48) *
Slander (49)
Lashon ha-ra (49) *
Insolence (54)

MARCH

Chapter 1

Quail (62)

Matzah (64)*

Chapter 2

Ecclesiastical (68)

Vestments(68)

Incense (68)

Chapter 3

Purim (75)*

Hamantashen (78)*

Evasive (80)

Passover (81)*

Embalmed (81)

Guttural (82)

Palm Sunday (88)

Appeased (89)

Chapter 4

Intervened (94)

Zeyde (95)*

Bubbe (95)*

Pawns (98)

Unobtrusive (99)

Sobornost (103)

Converging (106)

APRIL

Chapter 1

Seder (113)*

Hagaddah (114)*

Chapter 2

Swathed (121)

Yarmulka (121)*

Forbidding (122)

Precariously (127)

Decimated (141)

Listless (142)

Chapter 3

Epaulets (145)

Despondent (149)

Imposing (149)

Callously (151)
Kaddish (156)*

Chapter 4

Putrid (163)
Pensive (167)
Rueful (171)
Gauge (176)
Skeptical (177)
Pirozhki (178)

Chapter 5

Guttural (181)
Reverberated (181)
Desecrated (186)
Stupor (187)
Latkes (188)*
Gorodki (189)*
Gingerly (191)
Coffer (192)*

MAY

Chapter 1

Brusquely (197)
Admonish (199)
Conviction (201)

Chapter 2

Craned (206)

Chapter 3

Tarnished (214)
Chandler (217)
Balalaika (218)
Indictment (219)
Precedence (221)
Prosecutor (224)
Poignantly (224)
Corroborate (225)
Animosity (225)
Hearsay (225)
Farce (225)
Verdict (227)

Chapter 4

Homage (228)
Tallis (229)

Chapter One: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Two: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Three: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters One-Three (February)

Comprehension Review

Chapter One

1. Describe what Rachel is wearing.
2. How does Rachel's objection to marriage set her apart from other girls at this time?
3. Why doesn't Rachel want Mikhail to kiss her?
4. Why is Rachel annoyed with Sergei?
5. Why is Rachel disappointed in Mikhail?
6. Describe what Sergei sees on his walk home from the river.
7. In your own words, describe the discussion between Petya and Sergei about Jews in Kishinev.
8. Why is Sergei's father called, The Beard?
9. What is foreshadowed about the relationship between Sergei and his father?

Chapter Two

1. What had Mikhail argued about with his grandfather before coming to skate?
2. Where are Mikhail's parents?
3. Why does Mikhail's uncle want to kill him?
4. Though Philip doesn't say much, what can you infer about him from Sergei's words?
5. Why doesn't Rachel tell her parents about what she witnessed?

Chapter Three

1. Why does Sergei defend Rachel when the police question him about Mikhail's disappearance?
2. Sergei regrets the argument he had with Mikhail at the river, as these were the last words they exchanged. Have you ever said anything you wish you could take back? Explain.
3. Why does Rachel's father fear for her safety after Mikhail's body is found?
4. What is your sense of the relationship between the Jews and Russians in Kishinev? Use examples from the text to enhance your answer.

Chapters One-Three (February)

Literature Standards: Foreshadowing

Authors use foreshadowing to hint at things to come later in the novel. This is a subtle technique that makes readers want to go forward to find out what is going to happen.

Examples of foreshadowing from *Rachel's Secret* can be found below. Read each passage and predict what is going to happen. When you have finished reading the novel, go back and review your predictions to see your accuracy.

1. He tightened his grasp, bent his head down, and kissed her for the first time.
"Stop," she cried, pushing him away. "You shouldn't have done that."
...Mikhail frowned. "It was only a kiss. I didn't say anything about marriage."
"I know," snapped Rachel. "But if people saw us..." (pgs. 6-7)

Prediction: _____

2. In the distance, she heard a train whistle announcing its departure for Odessa, a sound that reminded Rachel of the larger world she desperately wanted to explore. (pg. 10)

Prediction _____

3. He walked past the Jewish orphanage, a large stone building with dark narrow windows that had frightened Sergei when he was younger. His father told him if her were really bad, he would be locked up in the orphanage as a punishment. Looking at it now, Sergei decided it still looked ominous. (pg. 11)

Prediction: _____

4. "Pretty soon there won't be anything but Jewish shops here," Sergei said. "That's why we have to make sure Jews know their place." (pg. 13)

Prediction: _____

5. “Who’s there?”
Her insides twisted into a knot as she heard the threatening voice come closer and closer.
Mikhail’s uncle knew someone had witnessed the stabbing. (pg. 24)

Prediction: _____

6. “Do you know where this Rachel lives? Her last name?”
“I think it’s Paskar, and she lives in lower Kishinev.”
The officer removed his spectacles again, stood up, and leaned over the table so that Sergei could smell his sour breath. “So she’s Jewish, a Yid.”
“What difference does that make?” asked Sergei.
The officer stared at him. “Do you have anything more to say?” (pg. 31)

Prediction: _____

7. “Were they all Jewish?”
“Why are you and the rest of the police so obsessed with the Jews?”
“I’m asking the questions. Not you.”
Sergei scowled at his father and then pasted his eyes onto the river. (pg. 34)

Prediction: _____

8. It was Rachel’s shawl, the one she had been wearing when she was skating with Mikhail.
Looking around to make sure nobody was watching, Sergei picked it up and stuffed it inside his bulky sheepskin coat. (pg. 35)

Prediction: _____

9. But all night she twisted and turned, consumed by a flame that grew bigger and bigger in her mind until it was out of control. (pg. 39)

Prediction: _____

Chapters One-Three (February)

Technique Assessment: Capitalization, Spelling & Grammar

Rewrite the following sentences, correcting punctuation, capitalization, spelling and grammar.

1. Look theres the buoy I saw yesterday at the movies

2. “will I be able to save enough money for school?” Stacey wondered

3. Hockey is a frequently-played sport in canada especially in ontario

4. we went to the beach last summer, i learned to surf

5. If I was you Id by that bike

6. Bill breaks the dish when he tossed it to Laura who is standing at the sink.

7. Mom gave both of us Sam and I money for the movie

8. I gave my dad a new tie and a cd for his car; it made him happy

9. I borrowed my sisters new skirt for the dance

10. I grew up in the north.

11. I heard the babie’s cry.

12. I love chocolate chip cookies, and vanilla ice cream

:

Chapter Four (February): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Five (February): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters Four-Five (February)

Comprehension Review

Chapter Four

1. Why are Chaia and Leah's families avoiding the shul?
2. What are two rumors being spread about Jews? Can you think of any rumors spread about people in your community?
3. In your own words, describe what women do in the mikveh.
4. What is gefilte fish?
5. Why does Rachel feel guilty?
6. Why do you think Sergei is holding onto Rachel's shawl?
7. Describe Chufinskii Square.
8. In a short time, we have seen many sides of Sergei. Explain using his interaction with Mikhail, his incident with Rachel where he knocked the flour out of her hands, his dinner with his parents, and his afternoon with Natalya.

Chapter Five

1. Do you think Rachel should tell her father her secret? Why?
2. Why does Rachel's father discourage her from telling her secret?
3. How does Carlotta enhance the narrative?
4. Sergei's father wants his family to follow the rules, but he acts as if there are none for him. Explain.

Chapters Four-Five (February)

Literature Standards: Point of View

The Point of View is the perspective from which the story is told. In *Rachel's Secret*, there are two protagonists—Rachel and Sergei—which means there are two points of view, written in third-person. One is Jewish and the other is Russian.

Answer the following questions in complete sentences. Include examples from the text if possible.

1. From Rachel's point of view, Russians, especially police, pose a threat to Jews. What evidence from the text in chapters 4-5 can you find to support this conclusion?

2. "My father saw a stupid article in the newspaper yesterday that said Mikhail may have been killed by a Jew for his blood." She linked arms with Chaia and they moved briskly ahead of Rachel, the snow crunching beneath their feet.
"That's crazy," said Chaia.
"Yes, and there's more. The writer also said Jews have discovered a way to make wine without grapes and are going to take over the entire industry." (pg. 41)

Since this passage is told from Rachel's point of view, we can only speculate what Russian boys the same age thought about these rumors. Do you think Russians like Sergei actually believed in these rumors or went along with them because they were written in the newspaper? Explain.

3. Sergei pulled a corner of the shawl out of his pocket and bent his face forward to inhale...a faint scent of soap and tea and cinnamon. Exactly what he had noticed when he had bumped into her (Rachel) in front of the shop. He cringed, thinking about how he had run off without helping her clean up the flour or even apologizing. For some reason, he wilted in her presence, felt like an idiot, and stumbled over his words. (pg. 45)

Look back at Rachel's recollection of this incident, on page 7. Explain how Rachel's lack of knowledge of Sergei's point of view has given her a poor impression of Sergei.

4. A couple of young peasant men with shaggy sheepskin coats, long hair, and flowing beards were marching toward a well-dressed Jewish family, shouting, “No Yids allowed! Yids go home!”

Sergei gasped. These Jewish people had done nothing wrong. The three children began crying as they lagged behind the adults. The biggest child, a boy with long dark brown hair, put his arms around the two little girls, prodding them toward the shops on the opposite side of the square.

Sergei reached out and took Natalya’s hand. Her eyes were riveted on the children. (pg. 47)

This scene has a big impact on Sergei. Using examples from the text, show how this scene marks Sergei’s the beginning of Sergei’s change of heart when it comes to the Jews.

5. Do you like this novel’s use of two, almost opposite points of views? What would the book be like if it were told only from Rachel’s point of view, or from Sergei’s?

Chapters Four-Five (February)

Technique Assessment: Word Origins—Etymology

Read the following words from Chapters 4-5, along with the origin of each word. Infer the meaning of each word from the origin, look up the definition in the dictionary, and write a sentence using the word.

1. vulnerable

- a. Word Origin: from Latin *vulnerabilis* “to wound”
- b. My definition: _____
- c. Dictionary Definition: _____

- d. Sentence: _____

2. purify

- a. Word Origin: from Old French *purifier* “pure”
- b. My definition: _____
- c. Dictionary Definition: _____

- d. Sentence: _____

3. ritual

- a. Word origin: from Latin *ritualis* “rite”
- b. My definition: _____
- c. Dictionary Definition: _____

- d. Sentence: _____

4. resonant

- a. Word origin: from Latin *sonare* “sound”
- b. My definition:_____
- c. Dictionary Definition:_____
- d. Sentence:_____

5. disparage

- a. Word origin: from Old French *desparagier* “marry unequally”
- b. My definition:_____
- c. Dictionary Definition:_____
- d. Sentence:_____

6. swarthy

- a. Word origin: from Old English *sweart* “dark hues”
- b. My definition:_____
- c. Dictionary definition:_____
- d. Sentence:_____

7. parody

- a. Word origin: from Greek *paroidia* “burlesque poem”
- b. My definition:_____
- c. Dictionary Definition:_____
- d. Sentence:_____

Chapter One (March): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Two (March): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters One-Two (March)

Comprehension Review

Chapter One

1. What is the name of the street that leads from lower to upper Kishinev?
2. Describe what Rachel sees in the market.
3. Why did Rachel have to go all the way to upper Kishinev to buy thread?
4. Explain why Rachel leaves the store without buying thread.
5. What is the truth behind the rumor that Jews kill people for their blood?
6. What is ironic about this rumor?
7. What does Rachel's courtyard look like?

Chapter Two

1. What upsets Sergei when he sees Mikhail's grandparents after church?
2. What are the names of Sergei's three friends?
3. In your own words, outline the discussion between Sergei and his friends about the rumors surrounding Jews.
4. How does this discussion reflect the overall attitude of Russians in Kishinev?

Chapters One-Two (March)

Literature Standards: Inferences

Inferences are conclusions that can be drawn from clues in the text. From these clues, readers can infer characters' moods, motivations, and personalities. They can also infer characters' responses to events. Write your inferences from the following sentences:

1. It's the day after Halloween and the family dog has candy wrappers stuck to his mouth.

Inference: _____

2. A student has fallen asleep at her desk.

Inference: _____

3. A teacher is late for homeroom.

4. The front door is open when you get home.

Inference: _____

Read the following questions and answer on the lines provided.

1. How do the title and red text on the cover help you make an inference about this story?

2. What clues in the text help you make inferences about Rachel and Sergei?

3. What inferences can you make about the long-term impact on Rachel of witnessing Mikhail's death?

Chapters One-Two (March)

Technique Assessment: Parts of Speech

There are eight major parts of speech—

1. Nouns: person, place or thing—Sergei, newspaper, Russia
2. Verbs: action—draw, read, walk
3. Adjectives: describe noun or pronoun—**long white** beard
4. Conjunctions: connect words, phrases and sentences—and, but, or, for, yet...
5. Pronouns: take the place of the noun—it, they, she, them...
6. Interjections: short phrases that often express emotion and stand alone—"Ech!"
7. Adverbs: describe verbs—walks **briskly**
8. Prepositions: show relation between nouns/pronouns and other words in sentence—across, below, during, like...

For each of the following sentences, determine the part of speech for the underlined word and write it in the parentheses.

1. "Rachell" () Chaia's little brother, Jacob, waved () at her, his () curly () blond hair hanging in his face.
2. "It () boils! Will nobody () drink?"
3. She backed up () while the shopkeeper leered () at her like () a snake eyeing its () prey.
4. "Are you () sure?" Sergei could already () see a nasty bump on her forehead.
5. "I feel terrible () about the way those girls treated () you," he said as () they headed south, to () lower Kishinev.
6. "And () matzah is...?"
7. Through () the narrow opening into () the courtyard, Sergei caught a glimpse () of tiny, sagging houses with () low, tiled roofs.
8. Sergei looked away () when he smelled their poverty (), fixing his eyes on the three-tiered () belfry with its domed roof.
9. "How () does your father know it's () a Jew?" asked Petya.
10. "Wait () and see," warned () Nikolai.

Chapter Three (March): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Four (March): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 3-4 (March)

Comprehension Review

Chapter 3

1. Why are Rachel and Nucia getting dressed in costumes?
2. Who is Haman?
3. Who is Vashti?
4. Why has the rabbi banned costumes for the shul this year?
5. What is The Ark?
6. Why does the rabbi refer to Pavolachi Krushevan as the Haman in Kishinev?
7. What is a Purim tradition?
8. What weighs on Rachel's mind?
9. Why does Sergei get into an argument with his father in the bathhouse?
10. What is the Fast Fair?
11. Why does Sergei crush his gingerbread cross?

Chapter 4

1. Why are Chaia and Leah able to return to the shul for services now?
2. Why does Rachel think she may never get married?
3. How come Rachel's father has not spoken to his parents for years?
4. What happens when Sergei finds Rachel in her home?
5. Why doesn't Sergei's father believe Sergei when he tries to tell him who killed Mikhail?

Chapters Three-Four (March)

Literature Standards: Setting

The setting of a novel, especially historical fiction, can have a significant impact on the plot and the characters. Rachel's Secret takes place in 1903 Russia, a tumultuous time period under the last Tsar, Nicholas.

Answer the following questions.

1. Describe Rachel's neighbourhood in Lower Kishinev. _____

2. Describe Sergei's neighborhood in Upper Kishinev. _____

3. What are the differences between Upper and Lower Kishinev? _____

4. Not only to Rachel and Sergei come from different parts of Kishinev, they have different faiths, beliefs and traditions. How do these things set them apart from one another?

5. How are Rachel and Sergei alike? _____

-
-
-
6. What are some examples of landforms, such as hills and rivers, in Kishinev?_____
- _____
- _____
7. How is Kishinev different from your community?_____
- _____
- _____
8. Do you have friends from different backgrounds? Has this ever been a problem in your friendship?_____
- _____
- _____
9. What form of government exists in Russia?_____
- _____
10. Where does this type of government exist today?_____
- _____
11. How are the Jews discriminated in Kishinev and Russia?_____
- _____
- _____
12. What effect do you think this discrimination has on teens like Rachel?_____
- _____
- _____
13. How is the media igniting this prejudice against Jews?_____
- _____
- _____
14. How do you think your life would differ if you lived in a place without the basic rights to vote, to have free speech, and to go to school?_____
- _____

Chapters Three-Four (March)

Technique Assessment: Verb Tense and Agreement

Verbs express action or a state of being. The verb must agree with the number in the sentence, and the tense (past, present, future) has to make sense as well.

Read each sentence below, and provide the following:

- The subject of the sentence
- The correct form of the verb in bold print
- A rewritten version of the sentence, changing the tense of the entire sentence to the italicized tense.

1. “Don’t forget to lock the door,” she **call** out before leaving.

Subject:_____ bold verb in past tense_____

Sentence in present tense:_____

2. In the studio they **are learning** how to make clay bowls and cups.

Subject:_____ bold verb in future tense_____

Sentence in past tense:_____

3. How he **understand** the math if he doesn’t go to class?

Subject:_____ bold verb in present tense_____

Sentence in past tense:_____

4. People **travel** in horse-drawn carriages in eighteen-hundred.

Subject:_____ bold verb in past tense_____

Sentence in past tense:_____

5. I got home late and Mom **yell** at me for not calling to tell her where I had been.

Subject:_____ bold verb in present tense_____

Sentence in future tense:_____

6. The mice **separate** into two groups.

Subject:_____ bold verb in future tense_____

Sentence in present tense:_____

7. School **canceled** today.

Subject:_____ bold verb in past tense_____

Sentence in future tense_____

8. I've **lie** in my bed all night worrying about the exam.

Subject:_____ bold verb in present tense_____

Sentence in past tense:_____

9. The subject of these five books **is** art.

Subject:_____ bold verb in future tense:_____

Sentence in past tense:_____

10. A large amount of kids *were absent* from school because a large number of snow fell during the night.

Subject:_____ bold verb in present tense_____

Sentence in future tense_____

Chapter One (April): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Two (April): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Three (April): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters One-Three (April)

Comprehension Review

Chapter One

1. Why do Jewish families celebrate Passover?
2. What are the three rituals they follow at the beginning of the meal?
3. In your own words, describe what Rachel is thinking about during the Passover meal.
4. What are the words that end the Seder meal?
5. What miracle are the Jews in Kishinev hoping for?

Chapter Two

1. Why do Christian families celebrate Easter? If you don't know, use the Internet to research this topic.
2. Why is Sergei not in the same joyous mood as the rest of his family?
3. Describe Chufinskii Square.
4. Do you think Sergei's father dealt with the men and boys who were attacking the Jews in an appropriate manner? Explain.
5. Why did some stores have crosses marked on their windows?
6. What did you think about Bishop Iakov's behavior? Explain.
7. What actions reveal Rachel's father's character?
8. Describe the outhouse where Rachel hides.
9. What actions reveal the police officers' character?
10. What is the condition of Gostinnii Street when Sergei arrives?
11. Who is Menahem Katsup?
12. What is the irony behind the Russian people's beliefs that Jews want to eat the blood of Christians?

Chapter Three

1. Explain, using quotes from the text, what happens when Sergei confronts his father.
2. What is Rachel able to salvage from her destroyed home?
3. Describe what Rachel sees in the Jewish hospital.
4. Why does Rachel begin to question the importance of having faith?
5. How many people were killed during the riots?
6. What changes has Rachel noticed in her mother after the massacre?
7. Though the Russians attacked the Jews, not all of them are bad. Explain how Rachel sees this during her conversation with Sacha.

Chapters 1-3 (April)

Literature Standards: Conflict

There are four types of conflict in a story:

1. Man vs. himself—a character experiences conflict between forces within himself
2. Man vs. man—a character experiences conflict with another person
3. Man vs. nature—a character experiences conflict with some forces of nature
4. Man vs. society—a character experiences conflict with an element of society

Read the following passages from Chapters 1-3 (April). Identify the type of conflict and explain it.

1. “I think those headpieces look ridiculous,” mumbled Sergei. “I don’t feel like celebrating anything today.”
His mother shook her head. “That’s enough, Sergei. Let’s go to the square. I want to enjoy this lovely weather.”
“I just want to go home,” said Sergei.
“We are going to the square, as your mother wishes, and that’s final.” His father beamed at his mother. (pgs. 115-116)

Type of conflict: _____

Explanation: _____

2. “Beat the Yids!”
Sergei’s jaw dropped when he saw at least twenty-five people, mostly men, surrounding another Jewish woman.
“Stop!” she cried. “Somebody help me!” (pgs. 117-118)

Type of conflict: _____

Explanation: _____

3. “Stop them!” Sergei demanded, pointing back at the attackers.
One of the officers shrugged. “Don’t have orders to stop it.”
“What are you talking about? Why do you need orders? They’re breaking the law, aren’t they?...How can you just stand there and do nothing? You have to do something. Please!” cried Sergei.
“Look, just go home. By tomorrow this should all be over.” Three of the officers sauntered off as casually as if they were walking to a tavern. (pg. 129)

Type of conflict: _____

Explanation: _____

4. Her body was cramped from being in one position for so long. She shook her tingling foot.
The rioting went on and on as Rachel listened, tense with fear. At any moment, the unlocked

door might open. She sniffed the air. Smoke was beginning to seep into the outhouse. (pg. 131)

Type of conflict: _____

Explanation: _____

5. Sergei gagged at the putrid stench of burnt flesh and blood, dirt and feathers, which were smeared over the bodies. Covering his mouth, he dashed to the edge of the sidewalk, where he crouched and vomited; he didn't get up until the retching pain in his gut had eased and his legs felt steady. (pg. 133)

Type of conflict: _____

Explanation: _____

6. "How can you defend them, with their crazy blood rituals?" yelled a man waving a crowbar in the air.
"You're wrong," cried Father Petrov fervently. "Jewish people don't eat any meat that has blood in it. This is part of their culture..." (pg. 137)

Type of conflict: _____

Explanation: _____

7. "You did nothing to stop the riots; you watched as innocent people were attacked!" Sergei's voice rose with every word. "And I even heard that you insulted Jews while they were being beaten." He paused, expecting his father to jump out of his seat and hit him across the face. "How dare you barge in here like this," roared Sergei's father, his eyes darting between his son and the three men in front of him. (pg. 145)

Type of conflict: _____

Explanation: _____

8. The prayer didn't mention the dead, and she didn't understand why there was so much praise when so many were killed because they were Jewish. And as for peace, how could anyone expect peace when they were surrounded by such open hostility?" (pg. 156)

Type of conflict: _____

Explanation: _____

Chapters 1-3 (April)

Technique Assessment: Synonyms and Antonyms

Synonyms: words that have similar meanings (abbreviate, shorten, condense)

Antonyms: words that have opposite meanings (single—plural, many)

Using a thesaurus or dictionary, fill in one synonym and one antonym for each of the following vocabulary words. Then, write a sentence using the word to show how it should be used.

1. Plague synonym:_____ antonym:_____
Sentence:_____
2. Pestilence synonym:_____ antonym:_____
Sentence:_____
3. Diverted synonym:_____ antonym:_____
Sentence:_____
4. Gait synonym:_____ antonym:_____
Sentence:_____
5. Forbidding synonym:_____ antonym:_____
Sentence:_____
6. Listless synonym:_____ antonym:_____
Sentence:_____
7. Succumbed synonym:_____ antonym:_____
Sentence:_____
8. Substantial synonym:_____ antonym:_____
Sentence:_____

Chapter Four (April): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Five (April): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 4-5 (April)

Comprehension Review

Chapter Four

1. Why does the tobacco shopkeeper dislike Jews in Kishinev?
2. Describe Lopukhin, the Head of the Imperial Police.
3. Summarize what has happened to Rachel's friends.
4. Using an incident in this chapter, show how Rachel and Nucia have differing personalities.
5. Why do you think Sergei feels responsible for Menahem?

Chapter Five

1. What is the name of the organization that is providing money for clothes for Jewish victims?
2. Describe what happens when Sergei looks for his father.
3. Good things often arise from bad events. What good do you see in Rachel and Sergei's worlds?
4. In your own words, explain why Menahem is upset when he hears how gorodki is played.
5. What was the document, Perfectly Secret, about?
6. Why do you think Sergei took money from his family's coffer?

Chapters 4-5 (April)

Literature Standards: Figurative Language

METAPHORS

Metaphors are imaginative ways to describe something by comparing that thing to something else. For example, if I want to say Sergei is tall, I could say that Sergei is a giant.

Use a metaphor to describe someone or something in a sentence:

Tall_____

Kind_____

Fast_____

Slow_____

Smart_____

Stoic_____

Sweet_____

Easy_____

Mean_____

Bright_____

Uncertain_____

Slimy_____

Many_____

Curious_____

Overwhelmed_____

METAPHORS AND SIMILES

Finish each phrase with a metaphor or simile.

To really get the most of the exercise, don't worry about coming up with something good, just write. The whole idea is to get your subconscious to make connections in a new, more creative way.

1. Blue paint spilled on the road like_____.
2. A credit card on the floor of the subway seemed_____.
3. A spider under the rug is like_____.
4. Graffiti on the abandoned building is like_____.
5. Nothing was the same, now that it was_____.
6. The dice rolled out of the cup toward Rachel like_____.
7. A child in _____ is like a _____ in _____.
8. _____ is like muscles stretched taut over bone.
9. The fog plumed through gunshot holes in the car windows like_____.
10. She held her life in her own hands as if it were_____.
11. Alison poured coffee down her throat as if_____.
12. If I should wake before I die,_____.
13. The security guard walks the lobby as if_____.
14. The library books left in the rain like_____.
15. Music in the hallway like_____.

PERSONIFICATION

Choose from the list of words below the expressions which could complete each sentence most vividly.

1. A long line of cars_____about the delay at the bridge.
2. The melting candles_____on the polished table.
3. In the center of town was a cathedral_____the other roofs.
4. Tall sunflower stalks began to swing_____in the breeze.
5. Shadows of vine_____on the bedroom wall.
6. Five violets_____on the rim of the vase.
7. As the earth shook, our house_____.
8. A huge limb of the oak tree broke off, leaving a gap which dripped sap_____.

Sagged
Shed their wax tears
Complained
Began to groan and tremble
Like a bleeding wound

danced and curtsyed
their golden heads
looking down upon

FINDING SIMILES AND METAPHORS IN RHYME

Read this poem and answer the following questions.

The breeze is a messenger,
As sweet as roses in bloom,
That fills all the corners
Of my lovely room.

The sky is a blanket
Bejewelled with diamonds so bright
That twinkle and sparkle
Like fireflies at night.

The street is a river
On which traffic can flow
Where cars scurry like fish
And swish to and fro.

1. The author uses a simile to compare a
 - a. fish to the scent of a rose.
 - b. breeze to the sweet smell of roses.
 - c. messenger to a lonely room.
 - d. lonely room to a windstorm.
2. Which of these is NOT a metaphor?
 - a. The breeze is a messenger.
 - b. The sky is a blanket.
 - c. like fireflies at night.
 - d. The street is a river.
3. How does the author use a simile in the last rhyme?
 - a. To compare the street to a river
 - b. To compare cars to fish
 - c. To compare stars to fireflies
 - d. To compare roses to traffic

METAPHORS AND SIMILES IN RACHEL'S SECRET

Reviewing the April chapter of *Rachel's Secret*, find 6 metaphors and similes. Write them down, along with the page number, and describe how this figurative language impacts the setting, mood, character etc.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Chapters 4-5 (April)

Technique Assessment: Vocabulary Extension

Choose the word that best completes the sentences below from the vocabulary words. Then write your own sentence using each word.

caricature
authoritative

adorned
gingerly

disheveled
resolve

accosted
reverberated

1. My brother arrived late for dinner, his clothing _____, and his hair wet.

Sentence: _____

2. I walked _____ down the hall, afraid I'd wake my parents.

Sentence: _____

3. The poster had a large _____ of the mayor looking for votes with binoculars.

Sentence: _____

4. The policeman _____ the students who were sitting in the park when they should have been in school.

Sentence: _____

5. The tall pine tree, _____ with thousands of white lights, lit up the square.

Sentence: _____

6. The car's noisy muffler _____ as it went past us.

Sentence: _____

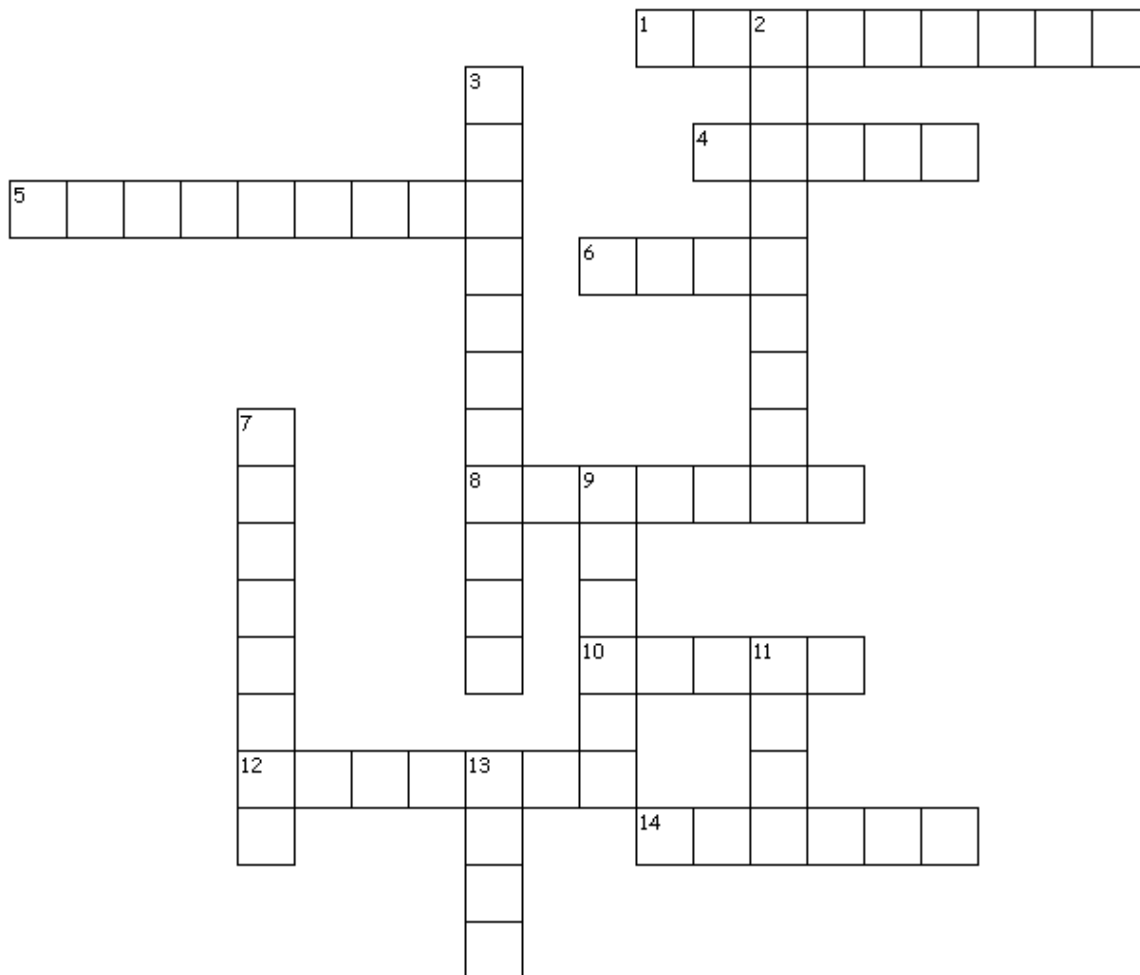
7. She spoke with an _____ voice at the assembly, prompting cheers and applause.

Sentence: _____

8. If you want to do well in math this year, you must _____ to do your homework every day and study diligently.

Sentence: _____

Russian Vocabulary Criss-Cross



Across

1. COMMUNITY
4. SMALL PANCAKES
5. SCHOOL
6. JEWISH SYNAGOGUE
8. CONTAINER TO BOIL TEA
10. GRANDFATHER
12. JEWISH PRAYER
14. SPECIAL SHABBAT BREAD LOAVES

Down

2. TRIANGULAR-SHAPED STRING INSTRUMENT
3. TRIANGULAR PASTRY WITH FILLING
7. ANCIENT RUSSIAN SPORT
9. UNLEAVENED BREAD
11. ASSEMBLIES OF COUNCIL
13. ADORNS CHURCH WALLS

Chapter One (May): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Two (May): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 1-2 (May)

Comprehension Review

Chapter One

1. Why don't Rachel's grandparents want her, Nucia and their mother to live with them?
2. Why does Rachel go back to the river?
3. Do you think Rachel should have accepted the money Sergei offered her? Why or why not?

Chapter Two

1. Who is Vladimir Korolenko and why has he come to Kishinev?
2. Why doesn't Rachel trust him?
3. How does Rachel explain to the children the reason Jews have been attacked without doing anything bad?

Chapters 1-2 (May)

Literature Standards: Character Development

Characters reveal themselves in many ways—thoughts, words and actions—and they evolve along with the plot. Also, other characters or the narrator can offer insight about characters.

NAME IDENTITY

Write Name Identity poems for Sergei and Rachel. Use each letter of their name (shown below) to create a sentence or single noun, verb, or adjective that describes their character. Refer to novel for character information.

S _____
e _____
r _____
g _____
e _____
i _____

R _____
A _____
C _____
H _____
E _____
L _____

BIOGRAPHY POEM

Write a biographical poem about either Rachel or Sergei using the following structure:

Line 1: first name only

Line 2: 4 traits that describe him or her

Line 3: Daughter/Son of~OR Sibling of~

Line 4: Who loves~(3 items, places, or people)

Line 5: Who feels~(3 items)

Line 6: Who needs~(3 items)

Line 7: Who gives~(3 items)

Line 8: Who fears~(3 items)

Line 9: Who would like to see~(3 items)

Line 10: Who lives in~

Line 11: last name only

The Evolution of Character

Strong, memorable characters are also imperfect. They make mistakes, just like real people, and they're affected by the setting and the people in their lives. In *Rachel's Secret*, Rachel and Sergei come from two completely different backgrounds that influence their decisions and personalities.

1. How does Rachel's relationship with her father affect her character and her decisions?

2. How does Sergei's relationship with his father affect him and his faith? _____

3. What are the differences between each father? _____

4. How does Rachel and Sergei's relationship evolve during the novel? _____

5. How have Sergei's friends been influenced by their families? _____

6. What are 5 ways a family can influence a person? _____

7. How has your family influenced you? _____

Chapters 1-2 (May)

Technique Assessment: Punctuation

Find the errors in punctuation, capitalization, spelling and grammar for the following sentences. Rewrite the sentences correcting the mistakes. Note: there are multiple errors in most sentences.

1. will you teach me to play the clairinet so I canjoin the school orchestra.

2. Yesterday my dog woke me up at 7 so I walked him fed him and finished my home work before I had to leave for school

3. "You need to listen in class, the teacher told me or you won't pass the exam".

4. Oh no I don't want strawberry ice cream. I want choclote with carmel and sprinkles.

5. Mom gave both of us, Thomas and I money for the movie.

6. All religions have a strong set of principals regarding how we should treat our fellow man.

7. Where's all those monsters you said live under your bed?

8. The only problem we 500 campers have are the hundreds of wasps swarming around our ten campsites.

9. Standing at the back of my room was my parents who waved when they saw me

10. Graham ranks 10th in his school, and 20th in the state.

Chapter Three (May): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Four (May): Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart.)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 3-4 (May)

Comprehension Review

Chapter Three

1. Why does Sergei's mother want him to leave?
2. What does Sergei's gift to Rachel mean to her?
3. Why can't Rachel and Sergei be together? Is this still an issue today?
4. Can you think of other books or plays where the characters' love is forbidden? (eg. *Romeo and Juliet*)
5. How did you feel when Rachel stood up in court and told what she saw?

Chapter Four

1. Describe what Kishinev looked like months after the riots.
2. In your own words, summarize the discussion between Korolenko and Rachel.
3. Why are the Jews fleeing Kishinev?
4. Explain how Sergei shows his strong concern for Menahem's welfare.
5. Why does Rachel compare her situation with Sergei to the Russian fairy tale, "Snow Maiden?"

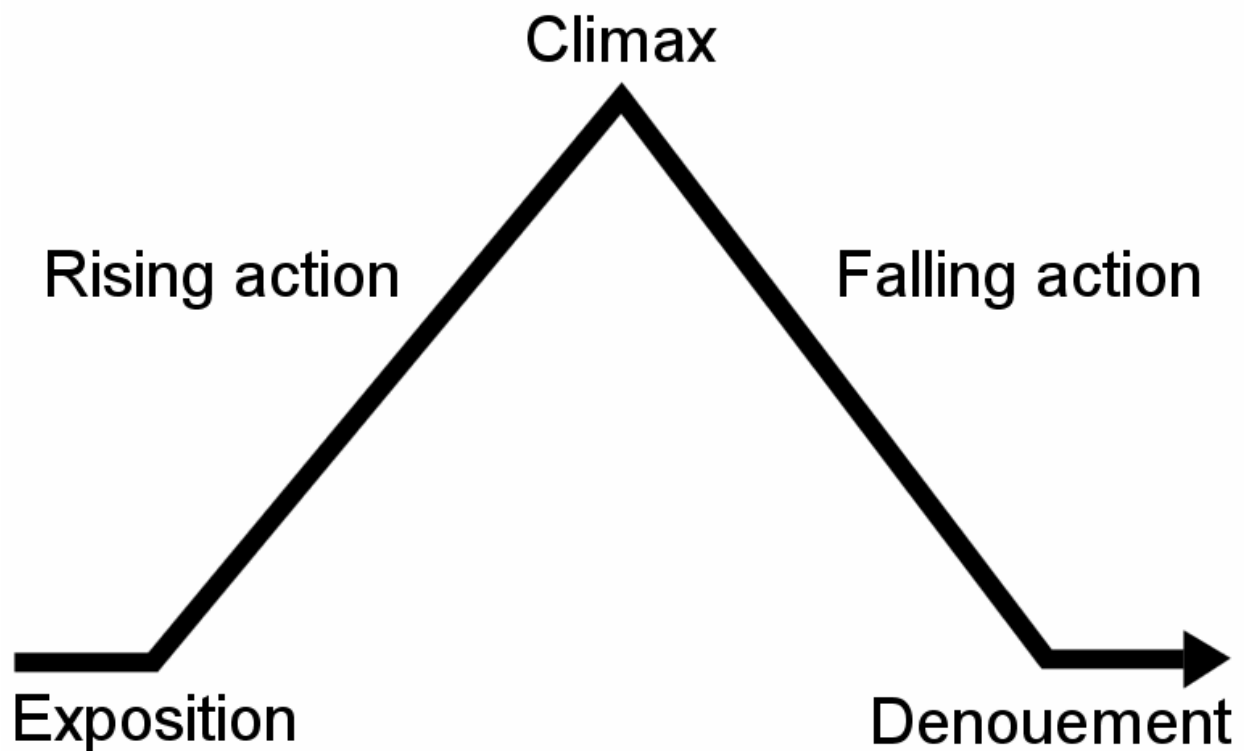
Chapters 3-4 (May)

Literature Standards: Plot

Plot refers to the sequence of events that create the action in a novel. To be effective, a good plot must have the following:

1. Exposition: background information on setting and characters
2. Rising action: development of complications
3. Climax: turning point when protagonist makes a decision that usually changes the direction of the story
4. Falling Action: action that occurs after the climax when the story begins to finish
5. Resolution or Denouement: conclusion

Below is an image of Freytag's Pyramid, which offers an excellent way to visualize plot.



Fill in the boxes, in point form, with the plot from Rachel's Point of View

CLIMAX:

RISING ACTION

FALLING ACTION

EXPOSITION

RESOLUTION

Fill in the boxes, in point form, with the plot from Sergei's Point of View

CLIMAX:

RISING ACTION

FALLING ACTION

EXPOSITION

RESOLUTION

Chapters 3-4 (May)

Technique Assessment: Self-Editing

The road to getting published (and to getting a good grade on your essay) is paved with discarded drafts that have been revised multiple times. Knowing how to review your writing, with an eye for bad grammar, poor spelling, or plots that don't make sense, can make a huge difference in your success. Read the following Self-Editing Tips then write a short piece using the prompt below.

1. **Don't overuse adverbs.** One of the most common errors is using too many words that end in -ly...lightly, brightly, quietly. By using stronger verbs in their place, your writing will improve.
2. **Avoid clichés.** Using well-worn expressions such as beet-red or white as snow, reflect a lack of originality or thought. Take the time to create new images which will freshen up your writing.
3. **Understand the correct way to use contractions, possessives and plurals.** Probably the biggest confusion amongst writers comes from contractions—*It is* can also be written as *It's*. When *its* is written, this refers to the possessive form, like hers and his, which also don't use apostrophes. Plurals never need apostrophes. A dozen girls appeared in the park. The girl's hair was in a ponytail.
4. **Make sure you don't repeat words on a page.** If you know you are overusing certain words, use the find function of your word processor to find and replace these words.
5. **Check your spelling.** And don't rely on spell-check as it won't find words that are used in the wrong context. *Their* will be a race today. *Their* is spelled correctly, but it should be *There*.

Write a 1-page interpretation about *House No. 13* by Korolenko. Edit it, checking grammar, punctuation, spelling and word choices. Then re-write it.

House No. 13

Vladimir Korolenko

Years will have to go by before the terrible recollection of these doings and of the damning bloodstain on the "conscience of the Christians in Kishineff" can be at all effaced. There is a blot on the consciences not only of those who actually committed murder, but also of those who provoked to murder, by their base lies and their preaching of hatred to their fellow men; and also on the consciences of those who maintain that the fault lay not with the murderers, but with the murdered, that there exist such things as common irresponsibility, and that a whole nation may be treated as having no rights.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced horizontal black lines across the entire page, providing a guide for letter height and placement. The lines are uniform in thickness and extend from the left edge to the right edge of the page. There are no margins, text, or other markings present.

Rachel's Secret

FINAL EXAM

Part A: Matching

Match the following characters with the correct description or action.

- | | |
|-----------------------|---|
| 1. _____ Chaia | a. convinces Rachel's mother to sew |
| 2. _____ Sacha | b. parents died in an accident |
| 3. _____ Mikhail | c. wants to help Jews but afraid of what others will think |
| 4. _____ Sergei | d. has shiny blonde hair |
| 5. _____ Nucia | e. bold, impatient, takes risks |
| 6. _____ Gofsha | f. eats remains of other people's soup |
| 7. _____ Rachel | g. wants to be an architect |
| 8. _____ Rena | h. tall and graceful |
| 9. _____ Mr. Talansky | i. says, "Be quiet, unobtrusive, blend into the background.." |
| 10. _____ Petya | j. tries to convince Rachel to come to Petersburg |

Part B: True/False

For each of the following statements, decide whether it's true or false and write out the word you've chosen on the line.

11. _____ Mikhail thinks Rachel's dream of being a writer is ridiculous
12. _____ Rachel's favorite book is *Anna Karenina*
13. _____ Rachel doesn't tell her parents about seeing Mikhail killed because she doesn't think they'll believe her
14. _____ Sergei is nervous around Rachel because he likes her
15. _____ Nucia forces Rachel to tell her secret
16. _____ Rachel stops trusting newspapers after rumors are spread in printed stories
17. _____ Sergei keeps Rachel's shawl as a reminder of her
18. _____ Rachel hid in the outhouse because it had a lock
19. _____ Sergei's father refuses to stop the riots because he's waiting for orders from the Tsar
20. _____ Menahem watched his grandmother being beaten to death

Part C: Vocabulary

Match the following vocabulary words with the correct definition or synonym.

- | | |
|------------------------|---|
| 21. _____ challah | a. reprove sternly |
| 22. _____ abyss | b. someone or something in an unsafe position |
| 23. _____ incoherently | c. not straightforward |
| 24. _____ despondent | d. traditional egg bread eaten by Jews during Shabbos |
| 25. _____ slander | e. unclear and impossible to understand |
| 26. _____ insolence | f. lacking interest or energy |
| 27. _____ evasive | g. involving oneself in a situation to prevent a conflict |
| 28. _____ guttural | h. rotten and foul-smelling |
| 29. _____ intervened | i. damage or insult |
| 30. _____ precariously | j. very deep hole |
| 31. _____ listless | k. show of respect toward someone or something |
| 32. _____ putrid | l. unhappy |
| 33. _____ desecrated | m. false and malicious statement about someone |
| 34. _____ admonish | n. harsh sound produced at the back of the throat |
| 35. _____ homage | o. rude and disrespectful |

Part D: Multiple Choice

Choose the letter of the best response for each question and write it on the line provided.

36. _____ Which of the following was NOT a restriction placed on Jews in Russia?
- | | |
|---------------------------|-------------------------------|
| a. couldn't vote | c. couldn't own land |
| b. couldn't speak Yiddish | d. couldn't attend university |
37. _____ Which is NOT a rumor written in the *Bessarabetz*?
- | | |
|-----------------------------------|--|
| a. Jews can make wine with grapes | c. Jews have formed a secret syndicate |
| b. Jews use blood to make matzah | d. Jews are as vulnerable as meat on a plate |
38. _____ Which of the following is NOT found in Chufinskii Square?
- | | |
|------------------------|-------------|
| a. booth selling blini | c. carousel |
| b. shops | d. bank |

39. _____ Rachel leaves the store without buying thread because
- a. it is too expensive
 - b. the shopkeeper insults her
 - c. she can't find the right color
 - d. she lost her money
40. _____ The Russians don't like the Jews because
- a. Jews dress differently
 - b. Jews have different beliefs
 - c. Jews speak a different language
 - d. all of the above
41. _____ Sergei's father doesn't believe Sergei when he tells him who killed Mikhail because
- a. Sergei is prone to lying
 - b. Sergei's father doesn't want his son to solve the crime
 - c. Sergei's father thinks someone lied to Sergei
 - d. Sergei is known for having friendships with Jews
42. _____ Which of the following is NOT salvaged from Rachel's home
- a. six chess pieces
 - b. muslin pouch
 - c. clothing
 - d. pages from her journal
43. _____ Sacha and his father survived the pogrom because
- a. a Russian family hid them
 - b. they hid in an outhouse
 - c. they paid the police to protect them
 - d. their neighborhood wasn't attacked
44. _____ Sergei worries about Menahem in the orphanage because
- a. he doesn't like the woman in charge
 - b. the bigger boys are vicious
 - c. Menahem complains so much
 - d. the building is old and decrepit
45. _____ Which of the following is NOT a reason Rachel tells her secret in court
- a. she wants justice for Mikhail
 - b. she is the only witness
 - c. she wants the killers to be punished
 - d. she wants Sergei to like her

Part E: Short Answer (3-7 sentences each)

Answer each of the following questions in complete sentences. Provide as many details as possible and use examples from the text. Use a separate sheet of lined paper for your answers.

46. What events led to the massacre in Kishinev?

47. Why didn't the police stop the riots? Why did they finally intervene?

48. What is the significance of the River Byk in the story?

Part F: Essay Question

Choose one of the following topics and write a complete essay with an introduction, a thesis, examples to support your thesis, and a conclusion. Create an outline first and include this outline with your essay. Use lined paper for both the outline and the essay.

Who changes more as the story evolves, Rachel or Sergei? Explain.

OR

Anne Frank's father, Otto Frank, said, "To build a future you have to know the past." Discuss how this thought is reflected in Rachel's *Secret*.

TEACHER GUIDE

Rachel's Secret

Synopsis:

Rachel is a Jew living in Kishinev, Russia in 1903. At fourteen, Rachel knows that she wants more from life than the traditional role of wife and mother. She has dreams of being a writer. But everything turns upside down when her Russian friend, Mikhail, is murdered and the blame falls on the Jewish community. Rachel knows this is a lie but is forced to keep the murderer's identity a secret.

While Rachel debates whether to reveal the truth. She watches as anti-Jewish propaganda leaps off the pages of the local newspaper, fueling the Russian community's prejudices. Tensions mount and then explode in acts of anti-Jewish violence that cause irrevocable damage.

Rachel finds herself turning unexpectedly to Sergei, who's struggling with what his people have done to the Jews. With everything against them, Rachel and Sergei cling to their growing bond, one of the few signs of goodness and hope in a time of chaos and violence.

Vocabulary with Definitions

FEBRUARY

Chapter 1

caprice (5) * sudden change of attitude

challah (7) * traditional egg bread eaten by Jews during Shabbos

Shabbos (7) * Yiddish word for the Jewish Sabbath, the most important day of the week (Friday) for Jews

cupolas (11) domed roof

troika (12) * carriage drawn by three horses harnessed side-by-side

samovar (13) * a heated container used to boil water for tea and a symbol of Russian generosity

icon (13) * tempura pictures of religious scenes and figures that adorned church walls and the eastern walls of family homes

vestibule (13) small entrance hall

Chapter 2

verst (18) * obsolete Russian unit of length defined as 500 sazhen (3,500 feet; 1.0668 kilometers)

abyss (22) very deep hole

Chapter 3

conjugated (29) giving the inflections of a verb

incoherently (29) unclear and impossible to understand

Yid (31) * a negative term for a Jewish person

Shiva (35) * The Jewish tradition of publicly mourning the death of a loved one

Chapter 4

gymnazium (40) * school in Russia

shul (40) * a Yiddish word derived from the German word for school, since the shul is a place of learning and prayer

mikveh (42) * a bath used for ritual immersion in Judaism, to regain purity

Sholem Aleichem (42) * peace be upon you; a greeting from one Jew to another

L'chayim (43) * to life; a Jewish toast

Gentile (44) * a Jewish word for non-Jews

blini (45) * small pancakes

kopecks (45) * Russian coins; Russia was the first country to introduce a decimal monetary system, where one ruble equals 100 kopecks

Lent (46) Christian period from Ash Wednesday to Easter Sunday

apathy (47) lack of interest

Chapter 5

glaziers (48) * people who work in glass-making trade

Hebrew (48) * ancient Jews; the language of ancient Jews

slander (49) false and malicious statement about a person

Lashon ha-ra (49) * speaking the truth about somebody, even though it might be hurtful

insolence (54) rude and disrespectful

MARCH

Chapter 1

quail (62) small game bird of the partridge family

Matzah (64)* unleaven bread eaten by Jews during Passover

Chapter 2

ecclesiastical (68) clergymen

vestments (68) priest's robes

incense (68) substance that gives off a sweet perfume when burned

Chapter 3

Purim (75)* commemorates the biblical story of Esther, which marks the deliverance of the Jewish community that lived in Persia

hamantaschen (78)* a triangular pastry with sweet seed filling

evasive (80) not straightforward

Passover (81)* Jewish festival commemorating the sparing of the Jews in Egypt

embalmed (81) preserve a body from decay using chemicals

guttural (82) harsh sound produced at the back of the throat

Palm Sunday (88) the Sunday before Easter

appeased (89) calming a person by giving into his demands

Chapter 4

intervened (94) involving oneself in a situation to prevent a conflict

Zeyde (95)* Jewish term for grandfather

Bubbe (95)* Jewish term for grandmother

pawns (98) a person manipulated by someone else; chessman of the lowest value

unobtrusive (99) making oneself unnoticeable

Sobornost (103) community

converging (106) meeting or joining

APRIL

Chapter 1

Seder (113)* Jewish feast that marks the beginning of Passover

Hagaddah (114)* Jewish text that provides the order of the Passover Seder

Chapter 2

swathed (121) wrap in bandages or layers of cloth

Yarmulka (121)* skullcap worn by Jewish men in the shul

forbidding (122) severe, threatening

precariously (127) someone or something that is in an unsafe or insecure position

decimated (141) destroy or kill a large portion

listless (142) lacking interest or energy

Chapter 3

epaulets (145) shoulder ornaments on a uniform

despondent (149) unhappy

imposing (149) grand, impressive

callously (151) showing no concern for other people's feelings
Kaddish (156)* prayer recited by mourners after the death of a close relative

Chapter 4

putrid (163) rotten and foul-smelling
pensive (167) deeply thoughtful, with a bit of sadness
rueful (171) contrite, sorry
gauge (176) estimate or judge
skeptical (177) constantly doubting generally accepted beliefs
pirozhki (178) baked or fried buns stuffed with vegetables, fruit or meat

Chapter 5

reverberated (181) sound that echoes
desecrated (186) damage or insult
stupor (187) dazed or unconscious state
latkes (188)* potato pancakes fried in oil to celebrate Hanukkah meal
Gorodki (189)* ancient Russian folk sport where goal is to knock out groups of pins, which are called cities or towns
gingerly (191) cautiously
coffer (192)* box or chest, often used for valuables

MAY

Chapter 1

brusquely (197) to act or speak in a blunt, curt manner
admonish (199) reprove sternly
conviction (201) to speak with a firm belief

Chapter 2

craned (206) to stretch one's neck to see something

Chapter 3

tarnished (214) damaged or tainted
chandler (217) person who makes and sells candles and other wax items
Balalaika (218) triangular-shaped string instrument
indictment (219) a formal charge with a crime
precedence (221) a previous case that is used as an example to follow
prosecutor (224) a person who brings a formal charge against another
poignantly (224) sharply painful to feelings
corroborate (225) support a fact or opinion by giving proof
animosity (225) hostility or hatred
hearsay (225) gossip or rumor
farce (225) boisterous comedy
verdict (227) a jury's decision

Chapter 4

homage (228) show of respect toward someone or something
Tallis (229) * a prayer shawl worn by Jewish men in the shul

Pre-Reading Activities

FAMOUS LITERARY ANTAGONISTS

S Q U Q N H S X O M T S S I J O H S M M T Q J O L V I Z B J
T Q M D I C Q R L I C A J V Z O M I M I V U T R W A D T Z L
E E S Q R P J Y O F O M U E V J H Z N R N E J Y O O O G T E
Y K D O J O Q V P A V S W W P V M A M R T E F S F W C Z G X
E J O S C C N T P Z Q I N P B M T N Y H G N K K S T Q L Z A
C G M U I H S U G U N X S H T F A B U L M O L N I S U B Y Q
E Z H E G I P J V O N Y Z H S N F G Q W A F I X M M I C L S
D I W N O R Y O B J G K J F N N N M W G B H S U E C E D U N
Y R M D P M R V I P D G Y F W O P Q T M G E Q F T E N E A U
R O O L B L E I K E Z E C Y N G I M M U T A M Y R I V Q P J
H L J Y S A L N Q E Z Q Z M I B P G N H O R V T A Z O Q C V
N M K L I K A W N U L Z Y Y A K J P H E S T B W T N F S I G
R P I W K D W Y J I W U A T A T G A S P C S L N B O C A N H
O X J K J C F F O G A L B A T O R I X D M F G C O O Y H Q N
L Q I M Q A F U F D R T G O K G E Q D N M N A L N L M M A C
H E W Y S E J E E U Y O P O Y Q Y A H R Y A O H Z M V X G U
Q L B H X P U Q K U N U O A B R N B W Y D I U C A U E V M S
B L Z L E K J V U M Q H U A C W O B J Q G J L K B U B K S C
L O S X S Z A N S T N U J Z S R N C U C F P C N V J S G L K
A E M F B Y V N R I U K O E R W B N R M E G Z E O A I A H G
E G V N B T C H A X W F B R S J W U R Z O S F Z L Z J U P K
U W R B Z S Z T M U L L O G B R E I Z S P Y S Z D Q U R X R
L Q M W G D P J J R L Z V L V L A I Z F W A J I E F F F R Q
T O E B B A E B F K F X B Y L J J C S A N R H E M N A P Q I
I S I H C J Z N U X R W Y A H H Z U D L R N R N O Q C P A Q
W G J U A B F U V L A R D O L N W D O C V D N T R N Q W W E
Y J E B H X E J J O T E M Y M J R P D T O B O Q T S N R I F
P B U Q J Y V L F Q V B Z A G L N S M C R J Q F O U N R E B
Q U Q J W C A Q C I N T O D C D H J I Z O K X K O A D T B U
Z C M H L B T I L W F K N K Q L S H C Y U K M M B Z C O G C

ARTEMIS FOWL
CAPTAIN HOOK
CAPTAIN NEMO
CRUELLEA DEVIL
EZEKIEL BLOOR
GALBATORIX
GOLLUM
JADIS
NAZIS

WIZARD OF OZ
QUEEN OF HEARTS
SCROOGE
VOLDEMORT

Solution

```

+ + + + + S + + + + + + + + + S + + + Q + + L + + + + +
+ + + + + C + + + + + + + + + I + + + U + + W + + + + +
+ + + + R + + + + + + + + + + Z + + + E + + O + + + + +
+ + + O + + + + + + + + + + + A + + + E + + F + + + + +
+ + O + + + + + + + + + + + N + + + N + + S + + + + +
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+ + + + + + + + + O A + + + + + + + + + + + + +
+ + + + + + + + + H + + C + + + + + + + + + + +
+ + + + + + + + + N + + + + + + + + C + + + + V + + + +
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+ + + + + + P + + + + + + + L + + Z + + + + E + + + +
+ + + + + A + + + + + + + L + + + + A + + + + M + + + +
+ + + + C + + + + + + + A + + + + + R + + + O + + + +
+ + + + + + + + + + D + + + + + + + D + + R + + + +
+ + + + + + + + + + E + + + + + + + + O + T + + + +
+ + + + + + + + + V + + + + + + + + + + F + + + + +
+ + + + + + + + + I + + + + + + + + + + O + + + +
+ + + + + + + + L + + + + + + + + + + + + Z + + + +

```

(Over,Down,Direction)
 ARTEMISFOWL (25,11,N)
 CAPTAINHOOK (5,25,NE)
 CAPTAINNEMO (15,18,NW)
 CRUELLEDEVIL (20,19,SW)
 EZEKIELBLOOR (12,10,W)
 GALBATORIX (10,14,E)
 GOLLUM (14,22,W)
 JADIS (30,10,NW)
 NAZIS (18,5,N)
 QUEENOFHEARTS (22,1,S)
 SCROOGE (7,1,SW)
 VOLDEMORT (25,19,S)
 WIZARDOFOZ (17,21,SE)

2. Discuss with partner what makes you unique (eg. sport activity you participate in, musical instrument) and then your partner is going to introduce you to the class with your name and what makes you unique
3. Present the 1900s era to the students – pictures, icons, music, newspaper headlines, etc. (Russia and U.S.) (**See following 1900's Background information**)
Discussion of 1900s - how does it relate to 2000s? Similar/Different?

1900's Background Information for Discussion

Music:

Russia in 1900 was hugely proud of its accomplishment in music, and the magnificent building of the Conservatory reflected the nation's pride in its brilliant musicians and composers. The St. Petersburg Conservatory of Music was home to many of the world's most famous composers - such as Tchaikovsky, Mussorsky, Rimsky-Korsakov, Stravinsky, Glazanov, Rachmaninov - the names of these musical giants are legendary. In 1900 the Conservatory was still basking in the glow of the "Silver Age" of Russian culture which bloomed during the reigns of Alexander III and his son Nicholas II. The Silver Age was the culmination of years of development in Russian music.

Literature:

Anton Checkhov: *Uncle Vanya*, *The Seagull*

Vladimir Korolenko: *House No. 13*

Leo Tolstoy: *War and Peace*

News Headlines from 1900s:

Czar to close Duma and go on a cruise; Belief that this will be signal for a bloody struggle (New York Times, June 17, 1906)

Airplane drops bomb on Kishinev (New York Times, May 22, 1917)

Pogroms throughout Russia; 29,350 Jews reported slain in massacres at three places (New York Times, June 10, 1919)

Major Achievements Worldwide 1903:

First transatlantic broadcast between U.S. and England

Wizard of Oz premiers in New York City

Pepsi Cola company forms

Ford Motor Co sells first Model A car

Wright Bros make first flight at Kittyhawk

Fire at Chicago's Iroquois Theater kills 602

Photographs 1903 Russia:



House Number 13 after pogrom



Kishinev Russian family 1903



Kishinev 1903



Map showing Kishinev



Russian Imperial Conservatory of Music 1900



Troika



Samovar



Icon

4. Find two advertisements from your magazines. These advertisements must include representations of people. Examine how men and women are portrayed in the advertisements.
 - *How are differences shown?*
 - *What ideals are created? What identity is created?*
 - Use magazines to find articles that demonstrate gender roles and identity. Examine the roles women and men play in magazines and discuss as a class.

Post-Reading Activities

1. choose a character from *Rachel's Secret* who you feel you can relate to in terms of identity and personality
2. **OR** choose a character who you feel you cannot relate with at all, for example, they are the complete opposite in identity and personality from you
3. compare and contrast that character's identity to your own identity
 - Would you both be in the same group? Or different groups?
 - What characteristics are similar between you both? What characteristics are different?
 - Why are they similar or different?
 - Use the previous assignments on self-identity and character charts for additional information when comparing and contrasting
4. create a timeline of the character's development throughout the novel
 - Plot their growth in terms of identity, self-reflection, maturity, etc.
 - Plot their mistakes and their accomplishments
 - Make sure you demonstrate and explain the character's growth, maturity, reflection, etc. through your choice of genre
 - Be creative and use pictures, words, symbols, etc. to plot the characters timeline
5. choose a creative and imaginative way to demonstrate your knowledge of the character of your choice and your comparison with your own identity
 - examples for the project are: a poster board with pictures, phrases, quotes from the novel
 - poetry
 - objects/items that demonstrate the differences and similarities between you and the character you chose
 - write a journal from the character's point-of view and then compare that to a journal about you or another type of genre (poem, artefacts, etc.)

Characterization Activity:

1. Groups of 3 or 4, assign each group a character:
Rachel, Sergei, Sergei's father, Rachel's father, Nucia, Rachel's mother. Each poster will include:
 - Character's name
 - Physical characteristics
 - Personality traits
 - Relationship to other characters
 - Any other relevant information

Each group will present poster – put posters up on walls, add information as you learn more about characters throughout unit

As a class, discuss the differences and similarities of each character

- Are the identities the same? Different?
- Does gender play a role in identity or position?
- What makes the characters different? Money? House? Clothes?

Relate the characters to the students – w/ partner & class

- Do any characters seem similar to you?
- Different? How?
- Do you know someone who is similar to one of the characters?

Prejudice/Anti-Semitism Activity

Role Play w/ ID Cards

Discuss Role Plays after each scene

- What makes this scene important?
- What does it tell us about the differences between Upper and Lower Kishinev?
- How are the characters different?
- What part of the role-play was most effective in demonstrating the divide between Upper and Lower Kishinev and the characters?

CARD: Role Play

Students, in groups of 3 or 4, will role play different scenes from the February section and demonstrate different character identities and personalities. The students will choose who will play each of the characters in the scene and one student will play the narrator.

Role Play 1:

p. 27

"Rachel skated..." to Rachel caught her father's eye. (4 characters)

Role Play 2:

pp. 30-31

"It has come to our attention..." to "Go back to your class then." (3 characters)

Role Play 3:

p. 34

"There, where the..." to ...it was Rachel's shawl. (2 characters)

Role Play 4:

pp. 40-41

"We're staying home..." to ...Rachel shook her head, "No." (3 characters)

Role Play 5:

pp. 46

"Are you thinking..." to "I told you..." (2 characters)

Role Play 6:

p. 47

"No Yids allowed..." to "We must find Papa." (5-6 characters)

Role Play 7:

pp. 50-51

"Good day..." to "I'm sorry to have..." (4 characters)

Role Play 8:

pp. 55-56

"We can't wait..." to "They're not silly..." ((5 characters)

*each identity will be on a card with the Role Play number on it and a quick description of the setting

Effect of Media on Behavior

1. What role do the media play in the riots and the continued persecution against Jews in Rachel's Secret?
2. What are your thoughts about these headlines?
3. How does media's bias help to affect society's treatment of issues, individuals, and groups?

Activities

1. Read Leo Tolstoy's Bulletin in Historical note and discuss the idea of propaganda and how it still influences our lives today.
2. Short Newspaper article
 - Number students off: 1's are Russians and 2's are Jews
 - In groups of 3 or 4 with either your Russian or Jews group, write a short newspaper article with a catchy title about the riots as they unfolded.
 - In your groups, state whether you are a Russian or Jew and present your article to the class
3. Students will look at articles from the tabloids such as The Enquirer, The Star, etc. and answer questions about articles

MEDIA MADNESS

Refer to the article you have been given from such magazines as The Enquirer, The Star, and The National Examiner and answer the questions.

1. Is the article you read interesting? How did or didn't it keep your interest?
2. How is the article reliable? How isn't it reliable?
3. What information or writing style makes the article false?
4. How is this effective journalism?
5. Do you think the public should have newspapers like the one your article came from?
6. How would this article influence you? Would you follow its advice or believe its material?

JOURNALISM

Write a newspaper article from the point of view of either a Russian or a Jew about one of the two following events:

1. the stabbing of Mikhail, or
2. the riots in Kishinev

Create a catchy and imaginative title and check for spelling and grammar.

Remember to look in the text for useful information to include and influence your article.

Crisis Activity

HANDLING A CRISIS

1. Who can we turn to when we encounter a crisis?

2. What community services can help you during a crisis?

3. Would you tell an adult about a problem that you are unable to resolve or attempt to fix? Why or why not?

4. How would you help a friend in need? Would you seek an adult for help?

5. How does Menahem affect Sergei's view of the aftermath of the riots?

6. Compare Rachel's ability to handle life after the riots to her mother's ability.

7. How does Sergei's opinion of his friends change after the riots?

Essay/Writing Activities

1. Allow students to write their first impressions of Jews and Russians from text.
2. Writing assignment: Define identity. What is the difference between individuality and belonging to a race or group (ie. Italians, Catholics, African-Americans)
Give an example for each.
3. Using the *New York Times* archives, research 1903 and find two articles about an event in Russia and two articles about an event in America. Read all the articles and write a comparative review of them, looking at things like setting, violence, role of women, what expedited the events etc.
4. Choose a famous person (musician, actor, athlete, writer, etc.) who you feel shares a similar identity and has the same values as you. Jot down those values and write a paragraph or two explaining why you feel the two of you have a similar identity and values. [OR choose a person who has the complete opposite identity and values from you and explain]
5. Write about a particular event that has impacted your life and has shaped who you are. Include a photo, drawing, or object that represents this event and explain why you chose the item.
6. What is the difference between a Russian and a Jew? Provide 2 characteristics for each.
7. Finish the following statements: The best thing about me is ..., and the worst thing about me is ...
8. In the form of a book review, write about Rachel's Secret-- Did you enjoy the book? Why or why not? Who was your favourite character(s) and why? Who was your least favourite character(s)?
9. What are your thoughts about the historical fiction genre? Did you like finding out that many of the characters actually existed?

PROJECT RUBRIC

Category	4	3	2	1
Required Elements	Includes all required elements	Includes all but 1 required element	Missing 2-3 required elements	Missing 4 or more required elements
SCORE_____				
Graphics & Illustrations	All are appropriate & enhance project	Some are included which enhance project	Few are included which enhance project	None are included
SCORE_____				
Creativity	Exceptionally clever & unique approach to project	Clever at times & thoughtfully presented	A few original touches enhance the project	Little creativity or effort
SCORE_____				
Neatness & Attractiveness	Exceptionally neat & attractive design	Neat & attractive	Acceptably attractive but a bit messy	Unattractive & messy
SCORE_____				
Grammar, Spelling & Mechanics	No mistakes in the project	A few mistakes which don't distract from the project	Several mistakes which detract from the project	Many mistakes in the project
SCORE_____				
Overall Effectiveness	Engaging project that captures interest and shows pride	Well done and interesting	Interesting at times; logically organized	Not organized; doesn't hold attention; shows little effort
SCORE_____				
FINAL SCORE_____ out of 24				

Response to Literature Rubric

(adapted from the California Writing Assessment Rubric; California Department of Education, Standards and Assessment Division)

Score of 4

- Clearly addresses all parts of the writing task.
- Provides a meaningful thesis and thoughtfully supports the thesis and main ideas with facts, details, and/or explanations.
- Maintains a consistent tone and focus and a clear sense of the audience and purpose.
- Illustrates control in organization, including effective use of transitions.
- Provides a variety of sentence types and uses precise, descriptive language.
- Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors don't interfere with the reader's understanding of the writing.
- Demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text.
- Develops interpretations that demonstrate a thoughtful, comprehensive, insightful grasp of the text, and supports these judgements with specific references to various texts.
- Draws well-supported inferences about the effects of a literary work on its audience.
- Provides specific textual examples and/or personal knowledge and details to support the interpretations and inferences.

Score of 3

- Addresses all parts of the writing task.
- Provides a thesis and supports the thesis and main ideas with mostly relevant facts, details, and/or explanations.
- Maintains a generally consistent tone and focus and a general sense of purpose and audience.
- Illustrates control in organization, including some use of transitions.
- Includes a variety of sentence types and some descriptive language.
- Contains some errors in the conventions of the English language. These errors do not interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate a comprehensive grasp of the text and supports these interpretations with references to various texts.
- Draws supported inferences about the effects of a literary work on its audience.
- Supports judgements with some specific references to various texts and/or personal knowledge.
- Provides textual examples and details to support the interpretations.

Score of 2

- Addresses only parts of the writing task.
- Suggests a central idea with limited facts, details, and/or explanation.
- Demonstrates little understanding of purpose and audience.
- Maintains an inconsistent point of view, focus, and /or organizational structure which may include ineffective or awkward transitions that do not unify important ideas.
- Contains several errors in the conventions of the English language. These errors may interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate a limited grasp of the text.
- Includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work.
- Draws few inferences about the effects of a literary work on its audience.
- Supports judgements with few, if any, references to various text and/or personal knowledge.

Score of 1

- Addresses only one part of the writing task.
- Lacks a thesis or central idea but may contain marginally related facts, details, and/or explanations.
- Demonstrates no understanding of purpose and audience.
- Lacks a clear point of view, focus, organizational structure and transitions that unify important ideas.
- Includes no sentence variety; sentences are simple.
- Contains serious errors in the conventions of the English language. These errors interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate little grasp of the text.
- Lacks an interpretation or may be a simple retelling of the text.
- Lacks inferences about the effects of a literary work on its audience.
- Fails to support judgements with references to various text and/or personal knowledge.
- Lacks textual examples and details.

Answer Key

Note: Answers may not be given in complete sentences, as most student answers should be.

Page 11:

1. C
2. A
3. D
4. B
5. A specific type of writing such as science fiction, fantasy or historical fiction. To Kill a Mockingbird.

Page 13:

1. C
2. A
3. D
4. B
5. Historical fiction novels are set at least fifty years in the past, and are based on real events. The characters are fictionalized but the setting is real and the author takes great pains to research details so that it is as authentic as possible. I like historical fiction because it is an interesting way to learn how people lived, and about important events.

Note –Taking and Summarizing

Answers are personal and will vary

Page 20:

Chapter One

1. Mittens, red shawl, skate blades, long black skirt, dark woolen tights
2. Girls were expected to marry young, have children and manage homes
3. Mikhail is Russian and she's Jewish; their different faiths make a relationship impossible
4. He bumped into her, knocked a bag of flour from her hands, and didn't apologize or help her.
5. Mikhail doesn't think she can be a writer.
6. Ice hill, half-dead birch trees, stone walls, arched gates, Jewish orphanage, stores, troika, tea seller
7. They talk about Mikhail and wonder if his grandparents know he spends so much time with a Jewish girl. Petya admits Rachel is pretty but says his father would kill him if he took up with a Jewish girl. Sergei says that his father is concerned the Jews are taking away all the jobs in Kishinev. He agrees and says they have to make sure Jews know their place.
8. He has long whiskers.
9. There is going to be tension between Sergei and his father over Sergei's decision not to follow his father's path and become a police officer.

Chapter Two

1. Mikhail wants to go to university in Petersburg but his grandfather wants him to work in the family business of tobacco processing.

2. They died in an accident.
3. To inherit the family business
4. Philip is a follower, easily influenced by his father.
5. She's afraid her father will go to the police and that their entire family will be in danger. She no longer trusts the police.

Chapter Three

1. Sergei likes Rachel and knows she could never have harmed Mikhail.
2. Personal response
3. Rachel's father knows Jews will be blamed and he is worried the Russians will hurt her.
4. Jews and Russians co-exist and even get along in many cases. But there is underlying tension—"So she's Jewish, a Yid." "Why are you and the rest of the police so obsessed with the Jews?" "...Mikhail's death has certainly added fuel to the fire."

Pages 21-22

1. There is going to be a consequence because of their actions, which are forbidden.
2. She might be going on a train soon.
3. Sergei might find himself in the orphanage.
4. Sergei is going to act out against the Jews.
5. Mikhail's uncle is going to come after Rachel.
6. The police are especially prejudiced against Jews and will hurt them.
7. Sergei and his father are going to fight about Jews more.
8. Sergei and Rachel will have a relationship.
9. Rachel's world is going to become chaotic and out of control.

Page 23

1. "Look! There's the boy I saw yesterday, at the movies."
2. Will I be able to save enough money for school? Stacey wondered.
3. Hockey is a frequently played sport in Canada, especially in Ontario.
4. We went to the beach last summer. I learned to surf.
5. If I were you, I'd buy that bike.
6. Bill broke the dish when he tossed it to Laura, who was standing at the sink.
7. Mom gave both of us, Sam and me, money for the movie.
8. I gave my dad a new tie and CD for his car. They made him happy.
9. I borrowed my sister's new skirt for the dance.
10. I grew up in the North.
11. I heard the babies cry.
12. I love chocolate chip cookies and vanilla ice cream.

Page 26

Chapter Four

1. Their fathers are worried something bad is going to happen because of the newspaper headlines.
2. Mikhail was killed by a Jew for his blood; Jews have discovered a way to make wine without grapes.
3. Women cleanse themselves before Shabbos. They submerge themselves in the water three times for holiness.

4. Fish stuffed with eggs, onion and pepper.
5. She feels guilty for not being there with Mikhail, for not being able to save him.
6. He wants to have something of hers because he likes her.
7. It is a meeting place with swings, a merry-go-round, shops and restaurants.
8. Sergei likes being with his friends, he gets flustered around pretty girls, he is annoyed by his father, he is tender and protective towards his sister.

Chapter Five

1. Personal response
2. Jewish law forbids gossip and slander: lashon ha-ra.
3. Carlotta is comedic relief in an otherwise dark story and time.
4. Sergei's father is an authoritarian personality who believes he is always right and his word should not be questioned.

Page 27

1. She knew he would insist on telling the police what she'd seen, but he didn't know how the policeman had stabbed Mikhail, with a vengeance and anger that truly horrified her.
2. Some Russians, who had been raised to accept these views and who did not know any Jews, would have believed in these rumors. Sergei, who knew Rachel and saw that she was an ordinary person, would begin to question these ideas.
3. Rachel immediately jumps to the conclusion that Sergei is a horrible person for not helping her. If she knew what Sergei was thinking, and how nervous she made him, her view of him would change.
4. He sees that Jews are victims of unprovoked attacks. They do nothing to warrant the attacks against them. Sergei begins to see that his fellow Russians are harming Jews for no good reason.
5. Personal response

Page 29

1. "liable to be physically or emotionally hurt."
2. "make or become pure."
3. "regular repeated action or behavior."
4. "a deep sound."
5. "to speak contemptuously of."
6. "dark-complexioned."
7. "burlesque, caricature, satire."

Page 33

Chapter One

1. Stavriski Street
2. Frozen pigs, quails, grouse, partridges, chickens, sheep, milk in brick shapes, tea seller, peddlars
3. The large selection of threads
4. The shopkeeper calls her names and makes her feel horrible.
5. Matzah gets red mold around the edges when it is old.
6. Jews eat nothing with blood in it whereas Russians eat meat with blood in it.
7. Tiny sagging houses with low-tiled roofs; courtyard walls were grey cement

Chapter Two

1. He sees the silver cross Mikhail always wore around the grandmother's neck. This makes the loss seem more real.
2. Petya, Theodore, Nikolai
3. They speak about the investigation; Nikolai and Theodore are clearly against Jews while Petya and Sergei are sympathetic towards them. They speak about a Russian girl who was killed and how rumors are flying that she was killed for her blood. They push Sergei to reveal what his father thinks.
4. The boys' opinions are based on headlines which all Russians could have read and used to form the basis for their hatred towards Jews. The boys are clearly repeating what they've heard, reflecting ongoing discussions throughout the city.

Page 34

1. The dog has eaten the candy.
 2. The student was up all night.
 3. The teacher got stuck in traffic.
 4. Someone has broken into your home.
-
1. Rachel has a deadly secret.
 2. "Rachel walked out of the store, her head held high, tears streaming down her face." Rachel is strong and doesn't want people to see her as vulnerable. Sergei swallowed and found his throat was scratchy and dry. "I don't want to talk about this anymore." Sergei dislikes confrontation and he doesn't want his friends to know how he really feels about Jews.
 3. Rachel will have nightmares and a fear of police.

Page 35

1. Noun; verb; adj;pronoun
2. Pronoun;pronoun
3. Adverb;verb;preposition;pronoun
4. Noun;preposition;
5. Adverb;verb;preposition;preposition
6. Conjunction
7. Preposition;preposition;verb;conjunction
8. Adverb;noun;adjective;
9. Adverb;pronoun
10. Verb;verb

Page 38

Chapter Three

1. To celebrate Purim
2. Evil character in the story of Esther who tried to have all the Jews in Persia killed
3. First Queen of Persia who refused to appear before the King's guests and was banished
4. He deems costumes inappropriate given the somber mood
5. Contains the Book of Esther; in the middle of the synagogue on a raised platform
6. He wants to rid Kishinev of Jews, just like Haman
7. People deliver food to others

8. The burden of her secret; she feels responsible for Mikhail's murder
9. Sergei is angry because his father is blaming the Jews without any evidence
10. Thursday before Palm Sunday, children carry branches around the street
11. His faith is disintegrating, like the cookie

Chapter Four

1. The newspaper printed an article stating there was no proof a Jewish person committed the crime.
2. She wants to travel and write; she is not good at domestic tasks
3. His father wanted him to stay and fight for better working conditions, but Rachel's father left home.
4. Rachel tells Sergei her secret because she trusts him.
5. He thinks a Jew made up the story to deflect attention.

Pages 39-40

1. Rundown, shacks, outhouses, muddy roads, Jewish shops, schools.
2. Paved roads, sidewalks, solid brick and stucco buildings, theaters, restaurants, squares
3. Upper Kishinev: Russian area; wealthy, impressive buildings
Lower Kishinev: Jewish area; dingy, worn out, smelly, crowded
4. Rachel celebrates the Sabbath on Friday night while Sergei does so on Sunday. Jews dress in darker clothes, very simple, with men wearing skullcaps on their heads. Russians dress more vibrantly with more colorful. Jews speak Russian and Yiddish; Russians speak Russian. Jews celebrate Purim and Passover, Russians celebrate Lent and Easter.
5. Rachel and Sergei both are ambitious with dreams beyond Kishinev. They care deeply for their families and are both intelligent.
6. River Byk, large fir and birch trees, hills in distance, farms surrounding town. Flat steppes on which crops of wheat, sugar beets, sunflowers, tobacco and grapes grown.
7. Personal response
8. Personal response
9. Authoritarian government with Tsar as ruler
10. North Korea
11. Jews can't vote, own land, move to big cities, attend university
12. Personal response
13. The media has made up false stories that are prejudiced against Jews. These articles are biased, not researched and are the opinions of an Anti-Semitic publisher.
14. Personal response

Page 41

Personal Response

Pages 42-43

1. Subject: she
Verb in past tense: called
"Don't forget to lock the door," she calls out before leaving.
2. Subject: they
Verb in future tense: will be learning
In the studio they learned how to make clay bowls and cups.

3. Subject: he
Verb in present tense: understands
How did he understand the math if he didn't go to class?
4. Subject: People
Verb in past tense: travelled
People travelled in horse-drawn carriages in eighteen-hundred.
5. Subject: I
Verb in present tense: yells
I will get home late and Mom will yell at me for not calling to tell her where I'd been.
6. Subject: mice
Verb in future tense: will separate
The mice separate into two groups.
7. Subject: School
Verb in past tense: was cancelled
School will be cancelled today.
8. Subject: I
Verb in present tense: lie
I've lain on my bed all night worrying about the exam.
9. Subject: subject
Verb in future tense: will be
The subject of these five books was art.
10. Subject: amount
Verb in present tense: are absent
A large number of kids will be absent from school because a large amount of snow fell during the night.

Page 47

Chapter One

1. To remember how the Jews fled from slavery in Egypt.
2. They eat a bitter herb to remind themselves of slavery; they dipped celery in salt water to symbolize the replacing of tears with gratefulness; they sat on goose-down pillows because people who reclined with ease were free from slavery
3. At first, she is in awe of her ancestor's strength; then, when she looked at the wine stains on her plate, a drop for every plague, she thinks about how she hasn't felt good since Mikhail's death. She worries that an angry Russian will come into her home waving a knife.
4. Le Shana ha-ba'ah b'Yerushalayim—next year in Jerusalem.
5. An end to the hostility without violence

Chapter Two

1. Easter celebrates the rising of Jesus from the dead.
2. He's angry with his father for blaming the Jews without evidence and for not listening to the truth.
3. Outdoor booths with games, tables where people are served drinks, a merry-go-round, benches to sit on
4. Personal response
5. To show attackers they were not Jewish stores

6. As such an important man in the Orthodox faith, he should have been a role model for appropriate behavior. He acted terribly, as if he didn't care about the Jews though they were humans like himself.
7. He puts his own safety at risk in going to the New Marketplace to make sure his friends are safe. This shows courage and strength.
8. Bench along one wall; bench with two holes on other wall that open to the ground. Putrid smell, small.
9. The officers don't help people who are clearly being beaten, because they are following orders. Instead of doing the right thing, they follow ludicrous orders to protect themselves. This shows weak characters with no backbone to stand up and speak out when something is wrong.
10. The Jewish tobacco store was destroyed, along with the shoemaker's shop. Homes were ruined and furniture was on the street, torn apart. Broken bottles lay on the street and it smelled like wine and beer.
11. A seven year-old orphan who watched his grandmother beaten to death.
12. Kosher food which Jews eat, has no blood at all.

Chapter Three

1. In front of three officials, Sergei accuses his father of doing nothing to stop the riots, and for not questioning Mikhail's uncle and cousin: "And I even heard that you insulted Jews while they were being beaten...Children wouldn't be orphans today if this pogrom hadn't taken place; if the murderer had been found, none of this would have happened." The mayor asks Sergei's father if this is true.
"The boy told me that somebody had witnessed the murder, but I didn't think there was any truth to it," said Sergei's father.
Sergei tells the officials what Rachel has told him and the officials agree that Sergei's father has not done his job properly.
2. Blue muslin pouch, six chess pieces, pages from her journal
3. A dingy courtyard with a stack of dead bodies; people sitting in the corridor, men crammed into rooms, groaning.
4. Seeing the sacred Torah scrolls burned and all over the ground, she wonders if this is a sign that Jews should abandon their faith. She wonders about the purpose of faith, and how it has improved her life.
5. 49 people
6. Her mother doesn't speak; she is listless, a shell of her formerly strong self.
7. Sacha tells her that a Russian family hid them and other Jews during the riots, possibly saving their lives.

Pages 48-49

1. Man vs Man; Sergei is arguing with his father
2. Man vs society; a Jewish woman is pitted against a group of Russians
3. Man vs society; Sergei is in conflict with police officers
4. Man vs society; Rachel is afraid the attackers will find her and hurt her
5. Man vs nature; Sergei can't fight the disgust within himself so his body revolts
6. Man vs man; a man argues with Father Petrov who defends the Jews
7. Man vs man; Sergei argues with his father

8. Man vs himself: Rachel is conflicted about the prayer for the dead which offers praise during such a dark time, and talks about peace which seems impossible. The words seem wrong to her.

Page 50

Synonym	Antonym
1. Disease	health
2. Epidemic	suppress
3. Detour	continuity
4. Mode	disorder
5. Deterrent	alluring
6. Disinterest	curiosity
7. Overpowering	triumph
8. Solid	imaginary

Page 53

Chapter Four

1. The shopkeeper says Jews are putting others out of business.
2. Middle-aged man with grey hair and black, turned-up whiskers; round spectacles
3. Chaia has broken bones and cannot speak; Leah has head wounds and a gash running from her ear to her nose
4. Rachel is determined to write a letter to her estranged grandparents; Nucia says this is a waste of time. Rachel is optimistic and Nucia is pessimistic.
5. He found Menahem hiding in the rubble and feels badly that the boy has been orphaned and witnessed such horrible things. Sergei also feels guilty because people of his faith did these acts.

Chapter Five

1. The Society in Aid of the Poor Jews in Kishinev
2. Sergei talks to other officers who clearly know that his father drinks too much. They direct him to a tavern where Sergei finds his father. His father, who is drunk, refuses to come home.
3. People are helping one another out in the Jewish hospital. Rena helps Rachel and her family earn money by sewing, and Rachel sees that people care about them through donations to the Society in Aid of Poor Jews. Rachel and Nucia grow closer amidst their dismal surroundings.
Sergei learns to care about others more than ever because of the circumstances, and he becomes a man bearing the responsibility for his family. He has learned the importance of truth.
4. Gorodoki reminds him of the massacre and how buildings were destroyed.
5. Written by the Russian Minister of the Interior, it advised police to let the riots take place and not to help the Jews.
6. Personal response

Pages 54

1. He is a giant.
2. She is an angel.

3. The puck shot from one end of the ice to the other.
4. The day crawled by.
5. He has the mind of a computer.
6. The detective listened to her story with a wooden face.
7. His cotton candy words did not make her happy.
8. The exam was a walk in the park
9. She cut him down with her words.
10. Her eyes were fireflies.
11. His plan to get into college was a house of cards on a crooked table.
12. He is a worm for what he did to Macy.
13. Waves of spam e-mails filled his inbox.
14. She always had a taste for the fruit of knowledge.
15. I was lost in a sea of nameless faces.

Page 55

Metaphors and Similes

1. Grease on a pan.
2. As vulnerable as an unlocked bicycle.
3. Worms slinking across a busy sidewalk.
4. Dirt smeared on a window.
5. A new team with concrete rules.
6. Pebbles skipping over the smooth river.
7. Need; puppy; the rain
8. Guitar strings are
9. Tendrils of smoke from her lips.
10. An egg about to hatch.
11. It was water.
12. Lead me down the road to forgiveness
13. He is a tiger pacing in front of his lair.
14. Laughter.

Personification

1. complained
2. shed their wax tears
3. looking down upon
4. their golden heads
5. danced and curtsied
6. sagged
7. began to groan and tremble
8. like a bleeding wound

Page 56

1. b
2. c
3. b

Page 57

Responses will vary

Page 58 (sentences will vary)

1. disheveled
2. gingerly
3. caricature
4. accosted
5. adorned
6. reverberated
7. authoritative
8. resolve

Page 62

Chapter One

1. 'They're worried a pogrom may be coming to their town.
2. She wants to face her fears before she goes away forever.
3. Personal response

Chapter Two

1. He is a Russian journalist and he's come to see for himself how the pogrom started and to see the consequences of the riots.
2. Rachel remembers how the editor of the Bessarebetz wrote fraudulent headlines and stories about Jews, which ignited the violence towards them.
3. She tells the children about Sholem Aleichem's story about Tevye who wonders why Jews and Gentiles are unable to get along when they are all people from the same place. Tevye realizes he doesn't know the answer and neither does Rachel.

Page 63

Answers will vary

Page 64

Answers will vary

Page 65

1. Rachel's close relationship with her father defines her character. She thinks about what he would do or say when she's troubled, and his courage has rubbed off on her. She also knows that he wanted more for her than what was expected of girls, so she wants to accomplish things that would have made him proud.
2. Sergei sees two sides of his father—stern and stubborn policeman and loving father toward his sister. He sees how his father attends church but does not act as a good Christian should. This hypocrisy leads Sergei to doubt the value of faith.
3. Gofsha is calm with a pleasant temperament. He is shown to be thoughtful and a leader amongst the men in his community, sought after for his opinion. Aleksandr is irascible, and a heavy drinker. He is loud and thinks more about himself and what he wants to do than of his family at times, yet he does love his family. He is also prejudiced and anti-Semitic which taints his judgement.
4. Rachel and Sergei start off at odds with one another; Sergei even shares his father's views about Jews. Yet he also struggles with his conscience that tells him otherwise. As time goes

on, he begins to see, through Rachel, that Jews and Russians are more alike than they are different, and that the hatred towards them is wrong. This revelation is a turning point in their friendship as Sergei lets down the wall between them and becomes closer to Rachel.

5. Sergei's friends are directly influenced by their parents' views. They repeat what they've heard in their homes and instead of thinking for themselves, echo the words of their parents.
6. Conversations; traditions; actions; reactions; beliefs
7. Personal answers

Page 66

1. Will you teach me to play the clarinet, so that I can join the school orchestra?
2. Yesterday, my dog woke me up at seven, so I walked him, fed him and finished my homework before I had to leave for school.
3. "You need to listen in class," the teacher told me, "or you won't pass the exam."
4. Oh no! I don't want strawberry ice cream. I want chocolate with caramel and sprinkles.
5. Mon gave both of us, Thomas and me, money for the movie.
6. All religions have strong sets of principles regarding how we should treat our fellow man.
7. Where are all the monsters that you said live under your bed?
8. The only problem we campers have are the hundreds of wasps swarming around our campsites.
9. Standing at the back of the room, my parents waved when they saw me.
10. Graham ranks tenth in his school, and twentieth in the state.

Page 69

Chapter Three

1. To get a fresh start without his father's tainted reputation affecting him.
2. The journal shows how Sergei supports Rachel's dream of being a writer and that he believes in her.
3. Because Rachel is Jewish and Sergei is not. This is not an issue in Reformed Judaism, only in Orthodox.
4. *Hunger Games, Blood and Chocolate, Scribbler of Dreams*
5. Personal response

Chapter Four

1. Abandoned, derelict buildings; stains on the road; smashed furniture in piles, fewer people walking on the streets
2. Rachel is startled by Korolenko's appearance but remembers who he is. She asks if he's going to write the truth about Kishinev or spread more lies. He tells her he always tries to tell the truth and that he's come to set the record straight. Rachel tells him about hiding in the shed and how the police didn't protect them. As she speaks, she realizes she's ready to go forward.
3. There is the threat of another pogrom.
4. When Sergei hears about the possibility of another pogrom, he rushes to the orphanage to get Menahem and bring him to safety.
5. In the Snow Maiden, Ivan gives up everything to live in a castle of ice and be with the woman he loves. But when spring comes, they die. Rachel compares this story to her own life, where either she or Sergei would have to give up everything of themselves to be together, and even then, their relationship would always be in jeopardy.

Page 71

Plot: Rachel's Point of View

Exposition: Rachel is a Jew living in Kishinev where Jews are discriminated against.

Rising Action: Her Russian friend is killed, and Jews are blamed for the murder. Rachel knows the truth but cannot reveal this because Jews are not trusted.

Climax: A pogrom erupts, leaving many dead including Rachel's father. She is homeless and bitter, and has no faith in authorities who allowed the massacre to occur.

Falling action: Through her friendship with Sergei. Rachel begins to see there is good in all people and that she needs to trust again.

Resolution: Rachel becomes close to Sergei and this bond helps keep her strong.

Plot: Sergei's Point of View

Exposition: Sergei is the son of a stern, anti-Semitic policeman.

Rising Action: Sergei's best friend is killed and Sergei starts to question his father's morals when his father blames the Jews without a shred of evidence.

Climax: A pogrom erupts and Sergei is disturbed by the fact that police, including his father, did nothing to stop the violence. He begins to see his father and the rest of his community through different eyes.

Falling action: Sergei gets to know Rachel and he sees that he has been misled by his father when it comes to Jews, that people are the same, regardless of faith. He distances himself from his father and vows to be a better person.

Resolution: Sergei grows to care for Rachel and promises her they will be together one day.

Pages 73-75

Essay answer

Final Exam (pages 76-79)**Page 76: A**

1. D
2. J
3. B
4. G
5. H
6. I
7. E
8. A
9. F
10. C

Page 76: B

11. True
12. False
13. False
14. True
15. False

16. True
17. True
18. False
19. False
20. True

Page 77: C

21. D
22. J
23. E
24. L
25. M
26. O
27. C
28. N
29. G
30. B
31. F
32. H
33. I
34. A
35. K

Page 77: D

36. B
37. D
38. D
39. B
40. D
41. C
42. C
43. A
44. B
45. D

Page 78: E

46. Murder of Mikhail; fraudulent newspaper stories; mistrust by Russians of Jews; rumors
47. The police were waiting for orders from the Ministry of the Interior. They finally intervened when orders to do so were received.
48. The River Byk flows through Kishinev and is a popular skating surface in the winter. It is also the place where Mikhail was killed. It continues to enter Rachel's mind throughout the narrative and it is the last thing she sees when she leaves Kishinev.

Page 78: F

Essay questions: answers will vary

