



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Summer of My German Soldier

based on the book by

Bette Greene

Written by

Mary B. Collins

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TABLE OF CONTENTS - *Summer of My German Soldier*

Introduction	5
Unit Objectives	8
Reading Assignment Sheet	9
Unit Outline	10
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	24
Pre-reading Vocabulary Worksheets	43
Lesson One (Introductory Lesson)	55
Nonfiction Assignment Sheet	57
Oral Reading Evaluation Form	59
Writing Assignment 1	61
Writing Assignment 2	64
Writing Assignment 3	77
Writing Evaluation Form	78
Vocabulary Review Activities	72
Extra Writing Assignments/Discussion ?s	66
Unit Review Activities	79
Unit Tests	83
Unit Resource Materials	119
Vocabulary Resource Materials	133

A FEW NOTES ABOUT THE AUTHOR
Bette Greene

GREENE, BETTE (1934-) Like Patty Bergen, the heroine of *Summer of My German Soldier*, Bette Greene grew up in Arkansas as the daughter of a sundries store owner during World War II. She has called herself a "bad student and an even worse speller." But that didn't stop her from becoming a first-rate novelist. She has attended many colleges to further her own education, including Columbia University, Harvard, Alliance Francaise in Paris, the University of Alabama, and Memphis State University.

Summer of My German Soldier was Bette Greene's first novel, published in 1973. It was followed by *Philip Hall Likes Me, I Reckon Maybe* in 1974, *Morning is a Long Time Coming* in 1978, *Get On Out of Here, Philip Hall* in 1981, and *Them That Glitter and Them That Don't* in 1983.

She resides in Brookline, Massachusetts with her husband and two children.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Summer of My German Soldier* by Bette Greene. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** checks students' knowledge of some background to the novel through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group activity** in which students work in small groups to explore many career opportunities related to the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their information about the careers with the entire class; thus, the entire class is exposed to information about all of the careers and the entire class can discuss each career based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students write a composition in which they tell about some memorable event that has happened to them in their own lives. The second assignment is to inform: students look at the vocabulary words Patty uses near the end of chapter 7 and explain how each of those words relates to the story. The third assignment is to persuade: students choose to either prosecute or defend Patty at her trial and write a composition which would be their opening or closing remarks to the jury.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Summer of My German Soldier*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Summer of My German Soldier*

1. To expose students to a different era of American life.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will discuss prejudice, aspects of family life, and relationships.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Summer of My German Soldier* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Summer of My German Soldier*

Date Assigned	Chapters Assigned	Completion Date
	1-2	
	3-5	
	6	
	7-9	
	10-12	
	13-16	
	17-18	
	19-21	

UNIT OUTLINE - *Summer of My German Soldier*

1	2	3	4	5
Introduction PV 1-2	Read 1-2 PVR 3-5	Study ?s 1-5 PVR 6 PV 7-9	Read 7-9	Study ?s 6-9 Writing Assignment #1
6	7	8	9	10
PVR 10-12	Study ?s 10-12 PVR 13-16	Study ?s 13-16 Writing Assignment #2 PVR 17-18	Study ?s 17-18 PVR 19-21	Study ?s 19-21 Extra Questions
11	12	13	14	15
Quotes	Vocabulary	Group Activity	Reports & Discussion	Writing Assignment #3
16	17	18		
Nonfiction Reports	Review	Test		

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheet R=Read

LESSON ONE

Objectives

1. To introduce the *Summer of My German Soldier* unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

NOTE: Prior to this lesson you need to have prepared a bulletin board with background paper and a title: *Summer of My German Soldier : A PERSONAL VIEW OF WORLD WAR II*. (If you do not have a bulletin board, use a big sheet of paper put over the chalk board or a flip-chart style paper on an easel.) Find and cut out or trace with your opaque projector pictures from World War II to add interest to the board.

Activity #1

Have each student in the class write one fact about World War II on the bulletin board using different colored markers. If you have a small class and/or students know a lot about WWII, go around the room twice to give each student two opportunities to write facts.

TRANSITION: Some students have probably written something about Nazis or concentration camps. Using their comments, go on to say something like, "Judging from your comments, you know that the Nazis were very much against the Jews and did everything they could to wipe out the Jewish race. It would seem very unlikely, then, that any Jewish person in the world would do anything to help any German, especially a Nazi, during the war. But, in fact, that is just what happens in the story we are going to read."

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *Summer of My German Soldier*

PROMPT

In one sense, *Summer of My German Soldier* is mostly the story of one girl's summer vacation. That topic is probably one of the oldest writing assignments in the history of American education, but it is a good one. Your assignment is to tell about your most interesting summer vacation--or any time that something interesting happened to you or your family. Your assignment could be a regular essay-type composition, or you may choose to write in a short story format. (You won't have time to write a novel, but if you do a good job on your short story, maybe one day you would expand it to a novel!) The way in which you write your story is as important (or perhaps is more important) than the actual content of the story. It could be the usual, boring, "we did this and then we did that" kind of a composition, or it could be as interestingly written as *Summer of My German Soldier*.

PREWRITING

You probably already have an idea or two for a topic, but if you don't, think back and recall some of the most unusual things that have happened to you and/or your family. Choose a story you enjoy telling. That will make writing it easier. Jot down a few notes or a little outline of what you need to include in your story.

DRAFTING

Giving specific directions for drafting your composition is impossible since you may choose one of two formats. However, whichever format you choose, you should make sure the events and points you make are easy to follow and flow logically from one point to another. Make sure the reader has all the information he/she needs in order to understand and appreciate your story.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.