

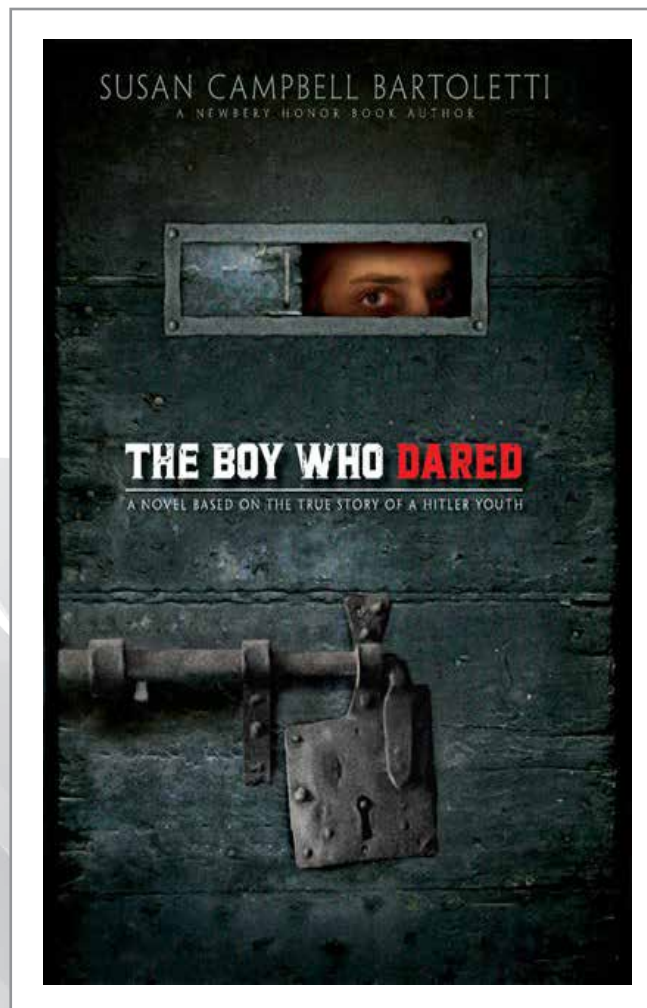


STUDENT PACKET

GRADES 6-8

The Boy Who Dared

Susan Campbell Bartoletti



READ, WRITE, THINK, DISCUSS AND CONNECT

The Boy Who Dared

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Cloze

suspicious
anarchist
winces

sheen
severing
detain

initiative
subversive
prosperity

composed
license
erupts

Directions: Fill in the blanks below. Then, write a sentence for each remaining vocabulary word using the words in proper context.

Jeff notices a hooded figure scurrying down the street. The figure looks (1) _____,
as though he might be engaged in (2) _____ activity. Taking
(3) _____ and remaining (4) _____, Jeff calls the police and they
arrive quickly. The hooded figure (5) _____ in anger as the police
(6) _____ him and take him away. It appeared the man had robbed a nearby
business, but the criminal's newfound (7) _____ did not last long.

8. _____

9. _____

10. _____

11. _____

12. _____

Name _____

10. Who denounced Helmuth?
11. Whom does Helmuth blame?
12. Where is Helmuth transported?
13. What is the interrogation room called?
14. What does Helmuth pray for while in his cell?
15. Why does Helmuth believe he must continue living?
16. At whom does Helmuth wink while waiting to be interrogated?
17. What court tries Helmuth and his friends?

Pages 153–174

1. When does Helmuth leave for Berlin?
2. How does Helmuth treat Düwer when he sees him at the trial?
3. For whom does Helmuth's lawyer work?
4. Why is Helmuth glad his family is not at his trial?
5. Who acts as the jury?
6. What does Helmuth realize throughout the trial?
7. What accusation does Helmuth make during his trial?
8. What evidence does the court use against Helmuth to prove he is "no average boy" (p. 161)?
9. What are Helmuth's, Rudi's, Karl's, and Düwer's sentences?
10. How does Helmuth decide to face his death?
11. What did Mutti receive after Helmuth was executed?
12. Who wrote letters on Helmuth's behalf following his sentencing?

Name _____

Cause/Effect Map

Directions: List six causes that lead to Helmuth's execution.

