



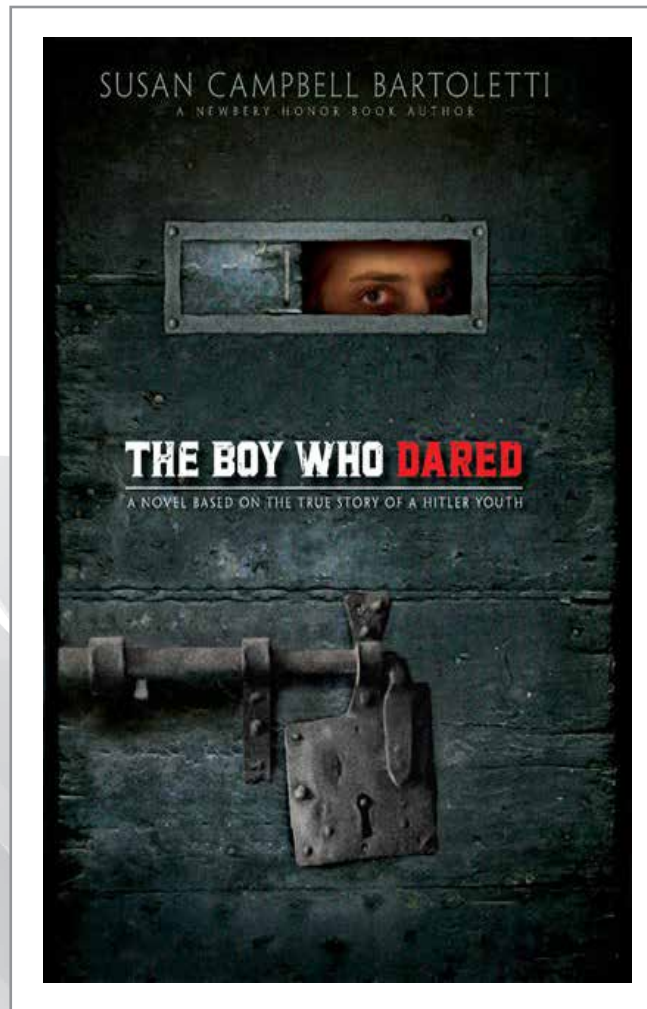
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Boy Who Dared

Susan Campbell Bartoletti



READ, WRITE, THINK, DISCUSS AND CONNECT

The Boy Who Dared

Susan Campbell Bartoletti

TEACHER GUIDE

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!

ISBN 978-1-50203-637-7

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author.....	3
Characters	4
Background Information	5
Initiating Activities.....	6
Vocabulary Activities.....	7
Ten Sections	8
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	22
Post-reading Extension Activities	25
Assessment.....	26
Scoring Rubric.....	34

Skills and Strategies

Thinking

Brainstorming, research, critical thinking, decision-making, creative thinking, cause/effect

Comprehension

Predicting, evaluating decisions, compare/contrast, sequencing

Writing

Character sketch, review, poetry, journal, brochure, summary

Listening/Speaking

Oral presentation, discussion, debate, interview, dramatization

Vocabulary

Definitions, parts of speech, context clues, synonyms/antonyms, glossary

Literary Elements

Setting, conflict, character analysis, point of view, theme, symbolism, figurative language, foreshadowing, genre

Across the Curriculum

Art—collage, sketch;
Literature—Karl May, Naomi Shihab Nye; Science—geography of Germany, shortwave radios; History—Germany, WWII, Nazi propaganda, Polish Jews, Treaty of Versailles; Faith/Ethics—Mormonism, bully mentality, justice of political systems; Foreign Language—German; Culture—German food

Genre: young-adult historical fiction

Setting: Hamburg, Germany; World War II era

Point of View: third-person omniscient

Themes: truth, family, justice, courage, freedom, faith, life/death, revelation

Conflict: person vs. person, person vs. self, person vs. society

Tone: informative, reflective

Date of First Publication: 2008

Summary

Helmuth Guddat Hübener is a proud German boy, enamored with the excitement surrounding the Nazi party and a promise of a better life for Germany. Gradually, Helmuth begins to see changes in his beloved country—there is incredible oppression against the Jewish people and a stark decrease in personal freedoms and rights. The censorship of the truth angers Helmuth, and together with his two best friends and a contraband radio that gives Helmuth access to uncensored news, he begins to wage his own brave war against the Nazis.

About the Author

Personal: Born in Pennsylvania on November 18, 1958, Susan Campbell Bartoletti grew up fascinated with art and literature. She began teaching eighth grade after interning as a journalist. Throughout her 18 years of teaching, Bartoletti saw how diligently her students worked at their writing assignments, inspiring her own passion for research and writing. In 1997, she left teaching to pursue writing full time, though she still teaches writing courses and leads workshops at various universities. Bartoletti holds a B.A. in English/Secondary Education from Marywood University, an M.A. in English from the University of Scranton, and a Ph.D. in English from Binghamton University. She has two children and three grandchildren and currently lives in Pennsylvania with her husband, Joe.

Career: Bartoletti is best known for her nonfiction work. Fascinated by “dark” stories, she seeks out people involved with such stories in order to make sense of them. She believes that shedding light on darkness takes away its power. Bartoletti’s works, including *Growing Up in Coal Country* (1996), *Kids on Strike!* (1999), *Black Potatoes: The Story of the Great Irish Famine, 1845–1850* (2001), and *Hitler Youth: Growing Up in Hitler’s Shadow* (2005), have won many awards such as the Jane Addams Children’s Book Award, the Robert F. Sibert Award for Nonfiction, and the Newbery Honor, among others. In 2009, she was awarded *The Washington Post*-Children’s Book Guild Award for Nonfiction. *The Boy Who Dared* is a work of fiction based on Helmuth Hübener’s life, which Bartoletti uncovered while writing the Newbery Honor Book *Hitler Youth: Growing Up in Hitler’s Shadow*. The 2012 film portraying Helmuth’s story is titled *Truth & Treason*.

Pages 1–23

Helmuth is a 17-year-old boy on death row, recalling memories of his childhood. He recounts his early fascination with Hitler and the Nazis, his mother's constant exhaustion, and his grandparents' wariness of Hitler. He longs to participate in the celebration when Hitler is declared chancellor.

Vocabulary

smock
sonata
penetrating
opalescent
precise
flank
tattered
meager
clemency
ferocity
inscribed
tenement
reparations
inflation
idly
teem
billowing
revelers
sullenly
endow

Discussion Questions

- Where does the story take place? Who is the main character? How is the book structured, and why do you think the author chooses to tell the story this way? (*The story takes place in Hamburg, Germany and in Plötzensee Prison in Berlin, Germany during World War II. Helmuth, a 17-year-old boy who has been sentenced to death, is the main character. The story is told as a recollection of his life since 1928 with intermittent narrative of the present. The author adds intrigue by describing Helmuth's present situation, compelling the reader to feel concern and curiosity about Helmuth.*)
- When Helmuth is young, how does he respond to the brown-shirted men in the streets? What does this say about his character? (*Helmuth tells the "Brownshirt" he wants to be a soldier for "the Fatherland"—Germany, and is content when praised by the soldier. He is proud of his country.*)
- After Helmuth's memory of the parade, what scene does the author portray? Why does the author include this scene? What questions does it raise? (*The author portrays a present scene, with Helmuth waiting in deplorable conditions in a tiny cell. This image is a stark contrast to his recent memory of a lively parade and youthful pride. It also makes the reader wonder how a proud German boy who once wanted to fight for the Fatherland ended up in a German prison on death row.*)
- How do Helmuth and his brothers differ? (*Hans has "little patience for deep discussions" [p. 6], while Gerhard doesn't mind answering Helmuth's philosophical questions. Helmuth is a dreamer, while Gerhard is literal and remains "anchored in the world" [p. 7]. Gerhard is also knowledgeable in warfare tactics and imparts his unsolicited wisdom to Helmuth.*)
- How do Oma and Opa react to the possibility of Hitler coming to power? What does Mutti seem to think? What are Helmuth's thoughts? (*Oma and Opa fear Hitler and do not trust him. If students refer to the time line at the back of the book, they will see that Hitler was arrested and imprisoned for treason in 1924—a decade earlier. Oma and Opa have vivid memories of this event. They detect Hitler's desire for war and believe conditions in Germany will worsen if he comes to power. Hitler promises a better life for the German people if elected, and Mutti celebrates when he becomes chancellor. She seems happy that Hitler is in power. Helmuth believes that Hitler loves Germany and knows that Hitler fought for Germany in the Great War [WWI]. He esteems Hitler's bravery and patriotism.*)
- What do Helmuth's observations about the adults around him show about the political climate of Germany when Hitler becomes chancellor? (*Helmuth observes adults arguing over whether Hitler will improve or weaken Germany. This proves that some people in Germany didn't support Hitler and doubted his ability to restore Germany's prosperity.*)

7. Whom does Hitler feel is an enemy? Why? What does Helmuth think of this? *(the Jewish people; He isolates this group of people as solely responsible for Germany's downfall. He uses their religious faith, as well as their unique customs, to prove them different and cause the Germans to fear them. As a devout Mormon, Helmuth believes in a person's freedom to worship, and therefore questions Hitler's philosophy.)*
8. What does Helmuth think about Hans and Gerhard? *(He wants to be grown-up like they are and is upset he isn't allowed to join them at the victory parade. He also values their knowledge of the world.)*
9. Compare Helmuth's and Opa's reactions to Hitler's first speech as chancellor. *(Helmuth is pleased to hear Hitler speak confidently about Germany's future. Helmuth agrees that the nation, Christianity, morality, and family are important. Opa doesn't believe Hitler is sincere in his statements and believes he is only trying to flatter the people.)*
10. **Prediction:** What will happen to Helmuth and his family now that Hitler is chancellor?

Supplementary Activities

1. Figurative Language: Begin keeping a chart of similes, metaphors, and examples of personification you find in the book. Add to the chart as you read. Examples: **Similes**—“Memories drift through Helmuth's mind like clouds” (p. 3); “The wind flutters them over the cobblestones like snow” (p. 16); “the streets booming with Nazi storm troopers...like distant thunder, marching” (p. 20)
2. Comprehension: At the back of the book, there is a time line of the Third Reich's rise to power. Create a chart that shows what is occurring in Helmuth's life at the same time as other large-scale political occurrences. Add to the chart as you read.
3. Religion: Research Article 11 of the Articles of Faith from the Mormon Church. What is its purpose, and how does it relate to Helmuth's particular circumstances?
4. Geography: Study a map of Germany. Locate the following places mentioned in the book: Hamburg, Berlin, the Elbe River. Continue to locate places as they are introduced.

Story Map

Title

Setting, Characters, Problem, Solution

Series of Events