

Teacher Guide

Grades 5–6

The Devil's Arithmetic

Jane Yolen

NOVEL UNITS[™]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

THE DEVIL'S ARITHMETIC

by
Jane Yolen

Teacher Guide

Written by
Elizabeth M. Klar
and Cheryl Klar-Trim

Edited by
Katherine E. Martinez

Note

The Puffin paperback edition of this book, published by Viking Penguin Inc., ©1988, was used to prepare this guide. Page references may differ in other editions.

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

ISBN 978-1-60878-221-5

Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared 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 multiple school terms, 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 Novel Units, Inc.

Publisher Information
For a complete catalog, contact—
Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslarningsystems.com

Table of Contents

Summary.....	3
About the Author	3
Introductory Activities.....	3
Vocabulary Activities.....	4
Ten sections	13
Each section contains: Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	32
Post-reading Extension Activities.....	32
Assessment.....	35

Skills and Strategies

Thinking

Research, compare/contrast, pros/cons, brainstorming, problem solving, creative thinking, identifying stereotypes, critical thinking

Listening/Speaking

Dramatizing, interviewing, story-telling, discussion, oral reports, recording, music

Vocabulary

Target word charades, target word maps, synonyms, antonyms, defining, root/base words, context clues

Literary Elements

Literary analysis, story mapping, characterization, foreshadowing

Comprehension

Predicting, sequencing, inference, cause/effect

Writing

Character journal, memories, personal writing, creative writing, headlines, poetry

Across the Curriculum

Social studies–geography; Health–nutrition; Art–drawing, advertisements, collage

2. Brainstorm: Tolerance means treating people fairly, even though they are different from you. As a class, brainstorm ways that people with different beliefs or ideas can live together peacefully.
3. Pros/Cons: Discuss the pros and cons of escaping or attempting to escape from the concentration camp.
4. Music: Have the students select music that would express the mood of Chapter 18. The music could be played while the students are writing or reading.

Chapter 19, Epilogue, and 'What is true about this book

Vocabulary

expectantly (165)	draw (152)	prophet (165)	partisans (165)
liberated (165)	visions (165)	emigrant (165)	salvaging (166)
remnant (166)	Confirmation (167)	erudite (167)	malnutrition (168)
alignment (166)	anonymous (168)	unimpaired (169)	indelible (169)
cachet (169)	dehumanized (168)	galaxy (170)	

Discussion Questions

1. How do you think Hannah feels as she realizes that she is not at the death camp but back at her Grandpa's house with her family? *(Answers will vary.)*
2. Why is Hannah staring at the numbers on Aunt Eva's arm? *(She remembers that the number belongs to one of her friends at the camp.)*
3. Why hasn't Aunt Eva ever explained the numbers on her arm to Hannah? *(Hannah's mother hates for Aunt Eva to talk about it and Hannah never let her explain it.)*
4. Do you think Aunt Eva is surprised when Hannah begins to explain the numbers on Aunt Eva's arm? *(Yes, because she doesn't know how Hannah found the information.)*
5. What does Hannah realize as she is talking to Aunt Eva about the numbers? *(She realizes that Wolfe is Grandpa Will, Aunt Eva's brother.)*
6. How does Aunt Eva feel as she listens to Hannah say, "I remember 'Oh, I remember'?" *(Answers will vary.)*
7. Why does Aunt Eva tell Hannah about the end of the story when they are alone? *(She doesn't think that the rest of the family will believe Hannah was there at the camp.)*
8. Why does Gitl only weigh seventy-five pounds when she is liberated from the camp? *(She cares for the children of the camp and gives most of her meager food rations.)*
9. Do you think Gitl and Yitzchak are happy when they emigrate to Israel? *(Answers will vary.)*
10. Is CHAYA a good name for the adoption agency that was founded by Gitl? Why or why not? *(Answers will vary.)*

-
11. Why do you think some people deny that the death camps ever existed, even though there is countless evidence that these horrible camps were real? *(Answers will vary.)*
 12. What is your reaction to the misery and torture experienced in the camps? *(Answers will vary.)*
 13. Do you think the world still remembers the six million Jewish people who were killed in the camps? Why or why not? *(Answers will vary.)*
 14. Why do you think Jane Yolen wrote this book? *(Answers will vary.)*

Supplementary Activities

1. Speaking/Listening: Have students interview an older family member and ask that person to relate an important family story. Have the students retell the anecdote to their classmates.
2. Drama: Have the students enact the scene where Hannah realizes she is back in New Rochelle.

Attribute Web

