



VOLUME 2

MIDDLE SCHOOL TEACHER'S GUIDE

Must-Do/May-Do List for *The Devil's Arithmetic*

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The Devil's Arithmetic

Must-Do List

To be used as seat work on book club meeting days or as an entry task.

1. Important Quotes

_____ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

_____ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

2. Vocabulary Practice

_____ Complete the vocabulary assignment for quadrant 1.

_____ Complete the vocabulary assignment for quadrants 2 and 3.

May-Do List

To be used when the above MUST-DO tasks are complete.

3. Fluency Practice

_____ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

_____ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

4. Outside Text

_____ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

_____ Visit the school or classroom library and select a book or magazine to read independently.

5. Write

_____ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

_____ Other:

Important Quotes

The Devil's Arithmetic, Quadrant 1

Quote 1

Put the quote in your own words by paraphrasing.

“Hannah has to go back in time to live through the facts of the Shoah in order to believe it happened. In order to understand its importance to her own family—and her own life” (p. 1, *Lest We Forget*).

In your own words/paraphrase:

Quote 2

Put the quote in your own words by paraphrasing.

“ . . . none of the answers satisfied Hannah’s need for romance and a perfect story. Still, she eventually stopped asking the questions . . . ” (p. 11).

In your own words/paraphrase:

Quote 3

Put the quote in your own words by paraphrasing.

God, “. . . knows there’s enough sorrow in the world . . . Especially these days when laughter is our only weapon” (p. 29).

In your own words/paraphrase:

Quote 4: Choose an important quote from Quadrant 1.

Quote:

In your own words/paraphrase:

Important Quotes

The Devil's Arithmetic, Quadrants 2 and 3

Quote 5

Put the quote in your own words by paraphrasing.

“ . . . she found herself singing, the words stumbling out as if her mouth remembered what her mind did not, as if her mouth belonged to Chaya, her head to Hannah” (p. 54).

In your own words/paraphrase:

Quote 6

Put the quote in your own words by paraphrasing.

“In the middle of the brown landscape, like a dark stain, were three black old-fashioned cars and twelve army trucks strung out behind. [Hannah] gave an involuntary shudder. They reminded her of something; she couldn't think what” (p. 61).

In your own words/paraphrase:

Quote 7

Put the quote in your own words by paraphrasing.

“ . . . the past tells us what we must do in the future. That is why adults do the teaching and children the learning” (p. 78).

In your own words/paraphrase:

Quote 8: Choose an important quote from Quadrant 2 or 3.

Quote:

In your own words/paraphrase:

Vocabulary Practice

The Devil's Arithmetic, Quadrant 1

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Grace (p. 12)
- Exodus (p. 13)
- Plague (p. 13)
- Injustice (p. 15)
- Fraud (p. 19)
- Sacrifice (p. 19)
- Superstition (p. 20)
- Customs (p. 36)

Choose 2 adjectives from the list.

Use the adjective definition stem: *_____ means _____ such as _____.*

- Guttural (p. 9)
- Ordinary (p. 11)
- Beloved (p. 12)
- Mortified (p. 14)
- Earnestness (p. 18)
- Miraculous (pp. 24 and 28)
- Solemn (p. 29)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

Vocabulary Practice

The Devil's Arithmetic, Quadrants 2 and 3

Choose 2 adjectives from the list.

Use the adjective definition stem: _____ means _____ such as _____.

- Resilient [Sarah, need a p. no. here?]
- Profound (p. 75)
- Abrupt (p. 54)
- Involuntary (p. 61)
- Relieved (pp. 93 and 108)
- Ominous (p. 102)
- Unearthly (p. 107)
- Unwarranted (p. 107)

Choose 2 adverbs from the list.

Use the adverb definition stem: _____ means _____ such as _____.

- Uproariously (p. 55)
- Hastily (p. 65)
- Humanely (p. 69)
- Reluctantly (pp. 70 and 89)
- Deliberately (p. 75)
- Brutally (pp. 91 and 94)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: A _____ is a _____ that _____ such as _____.

Verb: To _____ means to _____.

Adjective: _____ means _____ such as _____.

Adverb: _____ means _____ such as _____.

Word: 1.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 2.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 3.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 4.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 5.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 6.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 7.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 8.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 9.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 10.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Fluency Practice

The Devil's Arithmetic, Quadrant 1

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Excerpt from pages 20–22:

Slowly Hannah moved toward the front door, / feeling incredibly dumb. // She certainly didn't believe / that the prophet Elijah would come through the apartment door / anymore than she believed Darth Vader, / or Robin Hood, / or . . . // or / the Easter Bunny, / would. // No one believed those superstitions anymore. // No one except babies. // Like Aaron. //

Glancing over her shoulder, / Hannah saw they were watching her intently. // Aaron bounded up and down on his chair. //

. . . *Baby stories!* // she thought angrily, / unlatching the double bolt. // Flinging the door open wide, / she whispered, / "Ready or not, / here I c . . ." //

Outside, / where there should have been a long, / windowless hall / with dark green numbered doors leading into other apartments, / there was a greening field / and a lowering sky. // The moon hung ripely between two heavy gray clouds. // A bird pelted the air with a strange, / lifting song. // And / across the field, / stepping in the furrows, / marched a shadowy figure. // He had a shapeless cap on his head, / a hoe over his shoulder, / and he was singing: //

Who asked you to be buried alive? //

You know that no one forced you. //

You took this madness on yourself. //

. . . Behind her / the elegant meal, / with its many plates, / goblets, / glasses, / and silverware, / was gone. // Instead, / there was a polished table / on which a single wooden bowl sat / between two ornate candle sticks. // A black stove, / pouring out heat, / squatted against the far wall. // There were shelves on either side of the stove, / filled with crockery, / pots, / and linens. // Several strings of onions hung from the ceiling. // The room smelled / of fresh-baked bread. //

Fluency Practice

The Devil's Arithmetic, Quadrants 2 and 3

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Excerpt from pages 109–10:

Standing for a long moment, / hands behind his back, / the officer silently surveyed them. // Hannah felt as if he were looking deep inside her, / toting up her abilities, / guessing at her chances. // Someone else she knew stood that way. // *Mr. . . . // Mr. . . . // Mr. Unsward.* // She had the name / and could almost see him in her mind's eye, / but she couldn't remember who he was, / only that he was someone who stood up in front of a group / and shook his head / just like that. // She wondered if she should smile at the officer / and whether it would help. // Sometimes it worked in school. // With Mr. Unsward. // *In school!* // There—// she had it, / an elusive slip of memory. // Then / as quickly as it faded, / replaced by another, / much more vivid memory: // little Tzipporah, / lying still / on the low shelf, / her fingers corked so finally in her mouth. // That image stopped any chance of a smile. //

The officer cleared his throat. // “You will have discipline,” / he said suddenly, / without preamble. // “You will work hard. // You will never answer back, / complain, / or question. // You will not try to escape. // You will do this for the Fatherland. // You will do it—// or you will die.” // . . . Above them, / a quartet of swallows dipped and circled, / twittering madly / as they plunged after insects. // There was a drone of machinery / somewhere off to the right. // In the distance, / beyond another long row of barracks, / Hannah could see a single strand of smoke / rising against the bright spring sky, / curling endlessly out of a tall chimney stack. //

Once again / it occurred to her that there was something that she was not remembering, / something terribly important to her, / to all of them. // She wondered if Gitl would know what it was, / and resolved to ask her. // But / the raucous swallows, / the woman's droning commands, / the ground bass of the machinery / mesmerized her. // She could feel her eyelids starting to close. // To stop herself from falling asleep on her feet, / she threw her head back suddenly / and took a deep breath. //

Outside Text/Culminating Project

If you could go back in time to meet an important person from history, who would you want to meet?

This question will be the focus of a culminating research project. To help you start thinking about who you might choose for this project, here is a list of **twenty-five important and diverse people** from history who have changed the world in different ways—through **courage, creativity, science, leadership, and kindness**. Read about several of these people and add some of your own to the list.

Leaders Who Changed the World

1. **Nelson Mandela (1918–2013)**—Spent twenty-seven years in prison fighting for equality in South Africa. Later became president and helped unite his country.
2. **Harriet Tubman (ca.1822–1913)**—Escaped from slavery and led hundreds of others to freedom through the Underground Railroad.
3. **Abraham Lincoln (1809–1865)**—U.S. president who ended slavery and kept the country together during the Civil War.
4. **Mahatma Gandhi (1869–1948)**—Used peaceful protest to help India gain independence from Britain.
5. **Rosa Parks (1913–2005)**—Refused to give up her seat on a bus, inspiring the Montgomery bus boycott and the civil rights movement.
6. **Queen Elizabeth I (1533–1603)**—One of England’s most powerful rulers, she encouraged exploration and the arts during the Renaissance.
7. **Malala Yousafzai (born 1997)**—Spoke out for girls’ right to go to school in Pakistan and became the youngest person ever to win the Nobel Peace Prize.

Scientists and Inventors

8. **Marie Curie (1867–1934)**—The first woman to win a Nobel Prize, she discovered the elements radium and polonium and helped develop X-rays.
9. **Katherine Johnson (1918–2020)**—Her math skills helped NASA send astronauts into space and return them safely to Earth.
10. **Leonardo da Vinci (1452–1519)**—A true “Renaissance man,” he was an artist, scientist, and inventor who dreamed up flying machines long before airplanes existed.
11. **Albert Einstein (1879–1955)**—A brilliant physicist whose ideas about space and time changed science forever.
12. **Galileo Galilei (1564–1642)**—Used a telescope to prove that Earth moves around the Sun—an idea that shocked people in his time.

Writers and Thinkers

13. **William Shakespeare (1564–1616)**—Wrote famous plays such as *Romeo and Juliet* and *Hamlet* that are still performed today.
14. **Maya Angelou (1928–2014)**—Poet and author whose books and poems inspire people to be strong and proud of who they are.
15. **Frederick Douglass (1818–1895)**—Escaped slavery and became a powerful speaker and writer fighting for freedom and equality.
16. **Jane Austen (1775–1817)**—Wrote clever stories about young women learning to think for themselves, such as *Pride and Prejudice*.
17. **Confucius (551–479 BCE)**—A Chinese teacher and philosopher who taught that respect, kindness, and honesty make a strong society.

Artists and Musicians

18. **Frida Kahlo (1907–1954)**—Mexican artist known for her colorful and emotional paintings that show strength and identity.
19. **Ludwig van Beethoven (1770–1827)**—Created some of the world’s most famous music—even after he lost his hearing.
20. **Michelangelo (1475–1564)**—Painted the Sistine Chapel ceiling and sculpted *David*, works that still amaze people today.
21. **Aretha Franklin (1942–2018)**—The “Queen of Soul,” whose powerful music inspired hope and pride during the civil rights movement.

Explorers and Adventurers

22. **Amelia Earhart (1897–disappeared 1937)**—The first woman to fly solo across the Atlantic Ocean; a brave pioneer for women in aviation.
23. **Neil Armstrong (1930–2012)**—The first person to walk on the Moon, he said these famous words: “That’s one small step for man, one giant leap for mankind.”
24. **Cleopatra (69–30 BCE)**—The last pharaoh of ancient Egypt, known for her intelligence, leadership, and ability to speak several languages.
25. **Sally Ride (1951–2012)**—The first American woman to travel to space, showing that women could be astronauts, too.**Add a few more important people to the list.**26.

Notes:

Important Quotes

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
Total:	/16

0 = no attempt
1 = incomplete
2 = complete

Vocabulary

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
9	/2
10	/2
Total:	/20

0 = no attempt
1 = incomplete
2 = complete

Quadrant 1 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

Quadrant 2 and 3 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

Quadrant 4 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

0 = no attempt

1 = incomplete

2 = complete