

## Lesson 4: Vocabulary for Chapter 2

### 2 Class Periods

**Reading Skills:**        **Building Vocabulary**  
                                  **Building Schema**

#### Purpose:

After Lesson 3, I collected the photocopied chapters and evaluated them. I was looking for the passages the students highlighted in yellow to show their confusion. I also read the questions they wrote in the margins. As I evaluated their work, I kept two lists: one of problematic vocabulary words and the other of questions. I discovered that the primary source of confusion was the students' lack of familiarity with words used in the chapter. I felt that there would be no point in discussing concepts and questions until we had dealt with critical vocabulary, so I chose to attack that next. The following list contains the words in Chapter 2 that my students did not understand.

merchant (p.10)  
bookkeeper (p.11)  
ranted (p.12)  
denounced (p.12)  
\*political party (p.12)  
parliament (p.13)  
prosperity (p.13)  
woes (p.13)  
frenzied (p.14)  
\*\*antisemitism (p.14)  
long-smoldering (p.14) – look up “smolder”  
prejudices (p.14)  
\*fanned into flames (p.14)  
boycott (p.15)  
\*der Fuhrer (p.16)  
spurt (p.17)  
regime (p.18)  
quota (p.19)  
\*emigrate (p.19)  
\*immigrate (p.19)  
annexed (p.21)  
allotted (p.21)

\* These are the terms I explained to students rather than asking them to look the words up in a dictionary.

\*\* The author uses the spelling *anti-Semitism*. This is common in older texts. I've used the spelling recommended by USHMM. They advise writers not to use the hyphen and capital letter because to do so may lend credence to the idea that Jews can be defined as a race. See the enclosed news article by Michael J. Jordan titled “The semantics of anti-Semitism.”

In several cases, the students were confused about words that the author quite clearly defined in the text. I think the problem was that my students didn't understand the conventions of text well enough to pick up on the context clues the author gave them. I needed to explain to my students that definition context clues are one way that authors help readers with terms they anticipate the reader won't understand. Then I had them look back at the text with me and I showed them the context clues for the following words. Another convention I needed to explain is that when authors want to show that a word is from another language they often will use italics.

Reichstag (p.13)

Chancellor (p.15)

Iron Cross (p.15)

swastika (p.17)

*Judenrein* (p.18)

*Schutzstaffeln* or SS (p.18)

affidavit (p.21)

Tante (p.22)

#### Materials Needed:

One copy of "Ch.2 Vocabulary Note Sheet" for each student

A dictionary for each student

A copy of *Four Perfect Pebbles* for each student

A transparency copy of the note sheet and blank transparency sheets

Overhead markers

An overhead projector

#### Process:

I wrote each vocabulary word and the page number where it appeared on an index card. I gave each student one of these index cards and asked him/her to look-up that word in a dictionary. After reading through all of the dictionary definitions for that word, students were asked to locate the word in Chapter 2 and look at the context surrounding it. They were instructed to write down the definition that best matched the meaning of the word in the text.

After allowing time for using the dictionary, each student was then asked to go to the overhead to teach his/her word to the class using the following procedure. First, the presenter wrote the dictionary definition of the word on the overhead. Students were asked to copy the definition onto their own note sheets. Second, the presenter helped the class locate the word in the chapter and read aloud the sentence in which the word appeared while the class read along silently. Each student took a turn sharing his/her word with the class. I supplied definitions for any of the "left-over" words if I didn't have a student to assign to every word. I collected the index cards that I used to assign the words so that I could use them in my other classes.

After the students shared their assigned words, I shared the definitions for the words on the list marked with an asterisk. I used the same procedure they followed.

I took a moment to explain why I write the word *antisemitism* without the hyphen and capital letter. A transparency copy of Michael J. Jordan's article is available in the binder for this purpose. I also told them that defining *antisemitism* and learning about its history would be the topic of Lesson 5.

The last step of this lesson was to teach the group of unknown words for which the author gave strong context clues. The technique I used is explained in the notes preceding the final word list.

Four Perfect Pebbles Ch.2  
Vocabulary – Student Notes

Name \_\_\_\_\_

Hour \_\_\_\_\_ Date \_\_\_\_\_

merchant (p.10)

bookkeeper (p.11)

denounced (p.12)

ranted (p.12)

\*political party (p.12)

parliament (p.13)

prosperity (p.13)

woes (p.13)

frenzied (p.14)

\*antisemitism\*\* p.14

long-smoldering (p.14)

prejudices (p.14)

\*fanned into flames (p.14)

boycott (p.15)

\*der Fuhrer (p.16)

spurt (p.17)

regime (p.18)

quota (p.19)

emigrate (p.19) – to leave one country to settle in another

immigrate (p.19) – to enter and settle in a foreign country

annexed (p.21)

allotted (p.21)

Check the context clues in text for these words:

Reichstag (p.13)

Chancellor (p.15)

Iron Cross (p.15)

Swastika (p.17)

*Judenrein* (p.18)

*Schutzstaffeln* or SS (p.18)

affidavit (p.21)

*Tante* (p.22)

## Four Perfect Pebbles

### Ch. 2 Vocabulary – Answer Key

merchant (p.10) – a person whose business is buying & selling goods for profit

bookkeeper (p.11) – someone who keeps track of what is bought and sold for a business

denounced (p.12) – to accuse publicly; to inform against

ranted (p.12) – to talk or say in a loud, wild, extravagant way; to cry or shout violently

\*political party (p.12) – a group of people working together to establish or promote the principles of government and public policy that they hold in common; the party usually seeks to elect candidates that represent their views

parliament (p.13) – a group of people who make decisions of government & public affairs; similar to the U.S. Congress

prosperity (p.13) – the condition of having good fortune, wealth, and success

woes (p.13) – troubles; misery

frenzied (p.14) – wild or frantic outburst of feeling or action

\*antisemitism\*\* (p.14)

long-smoldering (p.14) – to burn or smoke without flame; to have feelings of suppressed anger & hatred

\*fanned into flames (p.14) – an analogy comparing a fire with how the Nazis aroused suppressed, but long-standing, antisemitism within the German people

prejudices (p.14) – judgment or opinion formed before facts are known

boycott (p.15) – to refuse to buy, sell, or use

\*der Fuhrer (p.16) – German word for “leader”

spurt (p.17) – a sudden gushing

regime (p.18) – a form of government or rule; a political system

quota (p.19) – the number or proportion that is allowed or admitted

emigrate (p.19) – to leave one country to settle in another

immigrate (p.19) – to enter and settle in a foreign country

annexed (p.21) – to incorporate into a country, state, or city the territory of another country, state, or city

allotted (p.21) – to give or assign one’s portion of a larger amount of property, assets, resources, or tasks



Context clues given in text:

Reichstag (p.13) – the German parliament or governing body

Chancellor (p.15) – similar to a prime minister, the chief executive of a parliamentary government

Iron Cross (p.15) – a medal of honor awarded to German soldiers during WWI

swastika (p.17) – a symbol of ancient origin; used by the Nazis as a symbol of their party and antisemitism

*Judenrein* (p.18) – German word meaning to be rid of or totally free of Jews

*Schutzstaffeln* or SS (p.18) – an elite group of military men started as a protective service or guard for Hitler and other Nazi party leaders; later the SS oversaw and guarded the concentration camps; they were ruthless terrorists; they wore black uniform shirts

affidavit (p.21) – a written guarantee from a sponsor that a new immigrant would be cared for financially by that sponsor and would not become a burden on the social services of the new country

*Tante* (p.22) – German word for aunt

## Students' Questions about Chapter 2:

- What was the Nazi party? (p.12)
- What does it mean to “overthrow the government”? (p.12)
- How did Hitler and the Nazi party gain control of Germany’s government?
- What does “splintered politically” mean? (p.13)
- What was the “worldwide depression”? (p.13)
- Why did Hitler pick on Germany’s Jews? Wasn’t he a Jew? (p.14)
- Why was so much attention paid to the Jews when they made up such a small percentage of the German population? (p.14)
- Why did Walter volunteer for the German Army? (p.15)
- Why would anyone throw stones at a baby’s carriage? (p.16)
- What would happen to a person who was seen entering a Jewish store? (p.16)
- What was the Hitler Youth? (p.17)

- What was the purpose of the marching song? (p.17)
- What was the purpose of the Nuremberg Laws? (p.17)
- What is an Aryan? (p.17)
- How would anyone know who was Jewish and who was non-Jewish in order to prohibit marriages? (p.17)
- What and where is Palestine? (p.19)
- Why did Germany annex Austria? (p.21)
- Why would it take more than a year to get a visa? (p.22)