

Lesson 9: Chapter 3

2 Class Periods

Reading Skills: **Making Connections**
 Building Schema
 Asking Questions

Purpose:

As the students read Chapter 3, I want them to be aware of their thinking and actively work to make text-to-text connections with the concepts they have learned from *Tell Them We Remember*, the antisemitism cloze reading, and *The Camera of My Family*.

Materials Needed:

One copy of *Four Perfect Pebbles* for each student
One photocopy of “Double Entry Diary for Chapter 3” for each student
A transparency copy of the DED
Overhead markers
An overhead projector

Process:

Give each student a copy of the “Double Entry Diary” and a copy of the book. If your students are not familiar with using a Double Entry Diary, plan to read the start of the chapter along with the students and pause to model the comprehension skills you want them to practice. I have given you a chart with a few examples of the kinds of thinking that you might model.

After you get the students started, you may choose to have them finish working through the chapter in pairs or on their own. It may take more than one class period to complete the initial reading and DED. During the next class period, ask students to share their thinking in small groups or with the whole class. I have found that students who struggle with comprehension benefit from the positive modeling of their peers.

Name: _____ Hour: ____ Date: _____

Double Entry Diary for Chapter 3 of *Four Perfect Pebbles*

Directions: As you read Chapter 3, be thinking about what you have already learned about the Holocaust. When you encounter text that reminds you of information that you have encountered before, pause to make a few notes about that connection. If a question occurs to you as you read, pause to make a note of it. If you read something that you recognize is new information for you, make a brief note. Use the codes shown on the chart below to label the type of thinking you are recording.

On page #, I read...	C: I made a connection with... Q: I had a question about... N: This is new information for me...

DED for Chapter 3 Continued

On page #, I read...	C: I made a connection with... Q: I had a question about... N: This is new information for me...

Name: _____ Hour: _____ Date: _____

Double Entry Diary for Chapter 3 of *Four Perfect Pebbles*

With a few examples.

Directions: As you read Chapter 3, be thinking about what you have already learned about the Holocaust. When you encounter text that reminds you of information that you have encountered before, pause to make a few notes about that connection. If a question occurs to you as you read, pause to make a note of it. If you read something that you recognize is new information for you, make a brief note. Use the codes shown on the chart below to label the type of thinking you are recording.

On page #, I read...	C: I made a connection with... Q: I had a question about... N: This is new information for me...
p.24 “On August 17 a law was passed that forced all Jewish females to take the middle name of Sarah. All males were to be given the name Israel... all passports and other documents... must also be marked with a large letter J.	C: I made a connection with TTWR: “The Nuremberg Race Laws.” I remember it explained that these laws were passed to make in easier for the police to identify Jews.
p.25 “The expulsion of thousands of Jews... One deportee, Zindel Grynszpan... sent a postcard to his son... Herschel, who... shot the first official her met, Ernst vom Rath... On November 9, vom Rath died...	N: I didn’t know that the Nazis used the murder of Ernst vom Rath as an excuse for Kristallnacht.
p. 28 “They asked for Papa by name... ‘Get dressed and come with us.’”	C: I remember in <i>Camera of My Family</i> that several family members were arrested during Kristallnacht.