

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Key Ideas: Preparing to Write

**Directions:** You are a journalist covering the 30th anniversary of the fall of the Berlin Wall. Your assignment is to write an article explaining what the Berlin Wall was and why it's important to remember it. Use this graphic organizer to take notes for your article. Use details from the article "Escape to Freedom" and the Behind the Scenes video.

**Dates**

What are the important dates to report? List them and briefly note why each is important.

**Physical Description of the Wall**

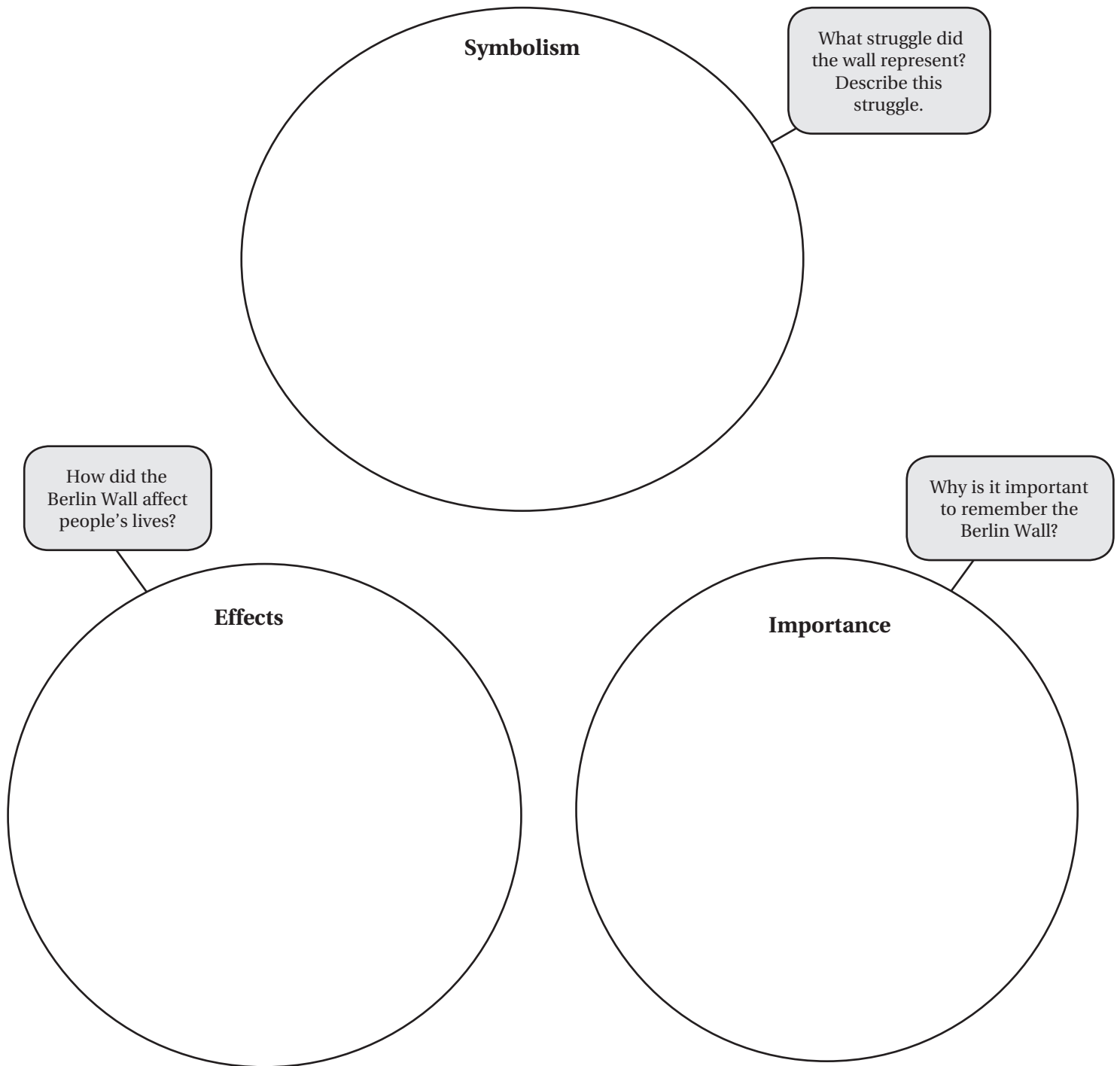
Note some physical details about the Berlin Wall, like where it was located, its size, and what it looked like.

**Background**

Complete the following sentence:  
*Germany was divided because . . .*

**Purpose**

Complete the following sentence:  
*The Berlin Wall was built because . . .*



**Turn to the next page for some tips on putting it all together.**

## Feature Story Outline

Now that you've gathered your information, it's time to start crafting your article. Here's an idea of how you might organize your article.

**1**

### HEADLINE/TITLE

This should tell your readers in just a few words what your article is about.

**2**

### BYLINE

This is the name of the journalist or journalists reporting the story.  
In this case, that's you!

**3**

### LEAD

Your first paragraph should give a preview of the whole story. In other words, it should be a brief summary of everything you are going to write about in this article. From just this paragraph, a reader should know all of the most important information: What happened, why it happened, when it happened, where it happened, and who was involved.

**4**

### BODY PARAGRAPHS

Here's where you go into detail. Give some background information (What was life like in Germany after World War II? What was the Cold War? How did the Berlin Wall affect people's lives?) and more information on what you said in your lead.

**5**

### CONCLUSION

Find a way to sum it all up. One idea is to express why it is important to learn about the past.

**6**

### TEXT FEATURES

Consider including text features such as photos, maps, or timelines to help your readers understand the fall of the Berlin Wall.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "Escape to Freedom"

1. **bleak (BLEEK)** *adjective*; Something that is *bleak* lacks warmth, life, and cheer. Bleak weather is cold, damp, and unpleasant. A bleak room is empty and colorless. If a situation is bleak, it is bad and seems unlikely to improve.

2. **notorious (noh-TORE-ee-uss)** *adjective*; To be *notorious* is to be famous for something bad. A movie star is famous; a well-known criminal is notorious. Tourists might avoid a city that is notorious for crime. A restaurant might be notorious for slow service.

3. **regime (ruh-ZHEEM)** *noun*; A *regime* is a government, especially one that is not democratic, abuses its authority, and takes away people's personal freedoms.

4. **ruthless (ROOTH-liss)** *adjective*; Someone who is *ruthless* is cruel, heartless, and shows no mercy or compassion for others.

5. **undetected (uhn-dih-TEK-tid)** *adjective*; To *detect* (dih-TEKT) is to discover or notice the presence of something that is hidden or hard to see, hear, or smell. A smoke detector goes off when it detects smoke.

*Undetected* means "not detected or discovered." If you slip into a crowd undetected, you slip in without anyone noticing you.

6. **vie (vahy)** *verb*; To *vie* for something is to compete for it. In a race, runners vie for first place. Kids might vie for their parents' attention. Dogs might vie for a ball.

7. **vilify (VIL-ih-fahy)** *verb*; The adjective *vile* (VAHYL) means "unpleasant, morally bad, or wicked."

To *vilify* someone is to say or write harsh or unfair things about that person so that he or she seems vile—to spread nasty stories about the person, whether they are true or not.

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**Directions:** In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

# Vocabulary Practice

## "Escape to Freedom"

**Directions:** For each question below, fill in the circle next to the best answer.

1. Which of the following cities is notorious for its air quality?

- Ⓐ a city known for its clean air
- Ⓑ a city known for its polluted air

2. Which landscape is bleak?

- Ⓐ gray, rocky cliffs covered in fog
- Ⓑ a sunny meadow full of swaying grasses and wildflowers

**Directions:** Choose the word or phrase that is most similar in meaning to each word in bold.

3. vilify

- Ⓐ approve of
- Ⓑ criticize harshly

5. bleak

- Ⓐ dreary
- Ⓑ bright

4. regime

- Ⓐ authorities
- Ⓑ citizens

6. notorious

- Ⓐ respectable
- Ⓑ dishonorable

**Directions:** Rewrite each sentence below using one of the words in the box. There is one word you will not use.

undetected    ruthless    vie    detect

7. Finalists on the TV show *The Voice* compete for the grand prize of a record deal.

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8. In the wizarding world of Harry Potter, the cloak of invisibility allows the wearer to move about completely unseen.

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9. Crocodiles are brutal predators, aggressive toward anything that crosses their path.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "Escape to Freedom"

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1. Why do you think author Kristin Lewis chose to not reveal that Hartmut was trying to escape his country until the last line of the introduction? (literary devices, author's craft)
2. What is the main purpose of the section "No Freedom"? (text structure)
3. How was the Cold War different from other wars you've learned about, such as World War II? (key ideas)
4. In the section "A Dangerous Swim," many paragraphs are short—some are only one sentence. What effect does this have on the reading experience? (author's craft)
5. Consider the sidebar "What to Know About The Cold War" on page 9. What do the photo and information in the sidebar help you understand about what life was like during the Cold War? (text features)

## Critical-Thinking Questions

*"Escape to Freedom"*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Escape to Freedom” Quiz

**Directions:** Read “Escape to Freedom,” then answer the questions below.

**1. Which statements best describes Germany in the years following World War II? Choose TWO answers.**

- (A) The country was admired around the globe.
- (B) Many citizens struggled to survive.
- (C) The country was rebuilding after suffering much damage during the war.
- (D) The country was no longer in any conflicts with other countries.

**2. On page 6, author Kristin Lewis writes, “Around the world, fear simmered that these hostilities would erupt into all-out war.” This line**

- (A) emphasizes how dangerous the weapons of this era were.
- (B) helps readers understand the experience of living in wartime.
- (C) shows how intense the anxiety was at the time.
- (D) shows the Cold War was a worldwide conflict.

**3. What are the main purposes of the section “No Freedom”? Choose TWO answers.**

- (A) to help readers understand how different life in East Germany was from life in West Germany
- (B) to reveal Hartmut Richter’s age
- (C) to show why people like Harmut were willing to risk their lives to leave East Germany
- (D) to describe the music and movies that were popular among teens in the 1950s

**4. Which line best explains the reason the Berlin Wall was built?**

- (A) “During the war, Germany had invaded nearly every other country in Europe.” (p. 6)
- (B) “East German leaders were alarmed by the flood of people leaving the country.” (p. 7)
- (C) “The U.S. and the Soviet Union sent spies to each other’s countries to steal secrets.” (p. 6)
- (D) “Many guards and their dogs were out that night.” (p. 8)

**5. On page 10, Lewis writes, “A year after the Berlin Wall fell, Germany was officially reunified.” Based on context clues, which of the following is the definition of *reunify*?**

- (A) to punish someone for a crime or bad behavior
- (B) to stop being joined or connected
- (C) to damage beyond repair
- (D) to make something that was divided whole again

**6. Which best describes the Cold War?**

- (A) a struggle for power between East Germany and West Germany
- (B) a struggle for power between the Soviet Union and Germany
- (C) a struggle for power between the Soviet Union and the United States
- (D) a war fought in Germany during the winter of 1961

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

**7.** How does author Kristin Lewis create a frightening and suspenseful mood in the article? Use text evidence to support your answer.

**8.** What did the Berlin Wall symbolize for the people of Germany? Use details from the text to support your answer.

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## “Escape to Freedom” Quiz

**Directions:** Read “Escape to Freedom,” then answer the questions below.

- Which words BEST describe Germany in the years immediately following World War II? Choose TWO answers.  
 (A) thriving  
 (B) struggling  
 (C) rebuilding  
 (D) proud
- On page 6, author Kristin Lewis writes, “Around the world, fear simmered that these hostilities would erupt into all-out war.” This line shows  
 (A) how dangerous nuclear weapons are.  
 (B) what war is like.  
 (C) how anxious the world felt.  
 (D) that the Cold War was a global conflict.
- The main purposes of the section “No Freedom” is to help readers understand \_\_\_\_\_. Choose TWO answers.  
 (A) how different life was in East and West Germany  
 (B) Hartmut Richter’s age  
 (C) why people risked their lives to leave East Germany  
 (D) what music was popular in the 1950s
- Why was the Berlin Wall built?  
 (A) to prevent people from leaving West Berlin  
 (B) to prevent people from leaving East Berlin  
 (C) to help rebuild Germany after World War II  
 (D) to mark Berlin’s four zones
- On page 10, Lewis writes, “A year after the Berlin Wall fell, Germany was officially reunified.” Context clues reveal that *reunified* means  
 (A) separated.  
 (B) punished.  
 (C) ruined.  
 (D) joined together again.
- Which best describes the Cold War?  
 (A) a struggle for power between East Germany and West Germany  
 (B) a struggle for power between the Soviet Union and Germany  
 (C) a struggle for power between the Soviet Union and the United States  
 (D) a war fought in Germany during the winter of 1961

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- What is one way author Kristin Lewis creates a suspenseful and frightening mood in her article? Use text evidence to support your answer.
- Explain how the Berlin Wall became a symbol of division and oppression. Use details from the text to support your answer.

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# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Escape to Freedom."

**1. Reread the section "A Bleak Time." Which statement below BEST expresses the central idea of this section?**

- Ⓐ The U.S. and the Soviet Union were the two most powerful countries in the world in the 1940s.
- Ⓑ Many people in Germany were starving after World War II.
- Ⓒ Germany was defeated in World War II.
- Ⓓ Germany faced many difficulties after World War II.

**2. Read the central idea of the section "No Freedom" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?**

**Central Idea:**  
**Life in East Germany was challenging.**

- Ⓐ "You couldn't simply get in the car and go where you wanted; you needed permission to travel." (p. 7)
- Ⓑ "And getting news of the outside world was extremely difficult." (p. 7)
- Ⓒ "Life in East and West Germany could not have been more different." (p. 6)
- Ⓓ "If you were caught breaking a rule, the penalties could be harsh." (p. 7)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Read the details from the section "A Dangerous Swim" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "Each time Hartmut saw someone crossing a bridge over the canal or peering down into the water, he had to stop and hide, crouching among the reeds." (p. 8)

**Detail 2:** "Hartmut waited in the shadows for the searchlight to pass, then sprang into action, carefully separating the sharp wire with his bare hands." (pp. 8-9)

**Detail 3:** "Minutes turned to hours. He became dangerously cold in the chilly water." (p. 8)

**4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

**Central Idea:**

**Hartmut Richter is a brave and determined person.**

**Supporting detail 1:**

"And so he decided to go back--this time with a new mission: to help others escape." (p. 10)

**Supporting detail 2:**

**Supporting detail 3:**

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# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Escape to Freedom."

**1. Read the central idea of the section "No Freedom" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**  
**Life in East Germany was challenging.**

- ☐ "Hartmut lived in a part of Germany that the Soviets took over after World War II." (p. 6)
- ☐ "You couldn't simply get in the car and go where you wanted; you needed permission to travel." (p. 7)
- ☐ "And getting news of the outside world was extremely difficult." (p. 7)
- ☐ "Germany had been split in two." (p. 6)
- ☐ "If you were caught breaking a rule, the penalties could be harsh." (p. 7)

**2. Read the details from the section "A Dangerous Swim" listed below. In the box, complete the central idea that these details support.**

**Central Idea:**  
**Hartmut's escape was \_\_\_\_\_.**

**Detail 1:** "Each time Hartmut saw someone crossing a bridge over the canal or peering down into the water, he had to stop and hide, crouching among the reeds." (p. 8)

**Detail 2:** "Hartmut waited in the shadows for the searchlight to pass, then sprang into action, carefully separating the sharp wire with his bare hands." (pp. 8-9)

**Detail 3:** "Minutes turned to hours. He became dangerously cold in the chilly water." (p. 8)

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# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

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**Directions:** Answer the questions below to help you write an objective summary of "Escape to Freedom."

**1.** Who is the article mainly about? (It can be an individual or a group of people.)

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**2.** What is happening in the world at the time this story takes place?

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**3.** What problem does this person(s) face?

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**4.** How does this person(s) deal with this problem?

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**5.** What happens to this person(s) afterward?

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[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

**Directions:** Answer the questions below to help you explore the text features in "Escape to Freedom."

1. Read the **headline** and subheading and study the image on pages 4-5. What **mood** do these features create?

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2. What does the map on page 6 help you understand about the Soviet Union?

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3. Study the photographs on pages 6-7. From these photos, what can you infer about what life was like in Germany after World War II?

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4. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "Escape to Freedom."

1. What ..... happened to Germany in the 1949?

3. Why was life in East Germany challenging?

5. How did Hartmut cross into West Berlin?

2. Which parts of Germany did these countries control?

4. What did the Soviet Union begin building in Berlin?

6. What does Hartmut do today?

Eighteen-year-old Hartmut Richter was one of thousands of Germans who escaped East Germany over the Berlin Wall. When Hartmut was growing up in

Germany, the country was \_\_\_\_\_

The U.S., Great Britain, and France controlled \_\_\_\_\_

and the Soviet Union controlled \_\_\_\_\_, where

Hartmut lived. Life in East Germany was challenging because \_\_\_\_\_

Because of this, many East Germans began fleeing to West Germany through

Berlin. In response, in 1961, the Soviet Union began \_\_\_\_\_

When Hartmut was 18, he decided to try to escape to West Germany. On an

August night in 1966, Hartmut \_\_\_\_\_

\_\_\_\_\_. After his escape, Hartmut spent some time working and

traveling, but eventually he returned to Germany to help others escape. After

helping 33 others find freedom, he was caught and imprisoned for five years.

Today, he \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Escape to Freedom.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading

#### Text Features, Central Ideas, Inference

1. Read the headline and subheading and study the image on pages 4-5. What **mood** do these features create?

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2. What do the map and its caption on page 6 help you understand about the Soviet Union?

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3. Study the photo of the protest on pages 8-9. What can you infer from this photo about how people in Germany felt about the Berlin Wall?

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4. Read the **subheadings** throughout the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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**During Reading**  
**Text Structure, Tone, Mood**

5. **A.** Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “No Freedom.”

The author compares life in West Germany with life in East Germany.

The author gives a chronological account of Hartmut’s life in East Germany.

The author describes life in East Germany.

- B.** Explain how you know.

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6. Reread the section “The Berlin Wall.” What is the author’s **tone** in the fourth and fifth paragraphs as she writes about what happened after the Berlin Wall went up? Explain your answer.

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7. How would you describe the **mood** of the section “A Dangerous Swim”? Explain how the author creates this mood.

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## After Reading

### Central Idea/Details and Objective Summary

**8.** Below are three **supporting details** for a central idea of the article. In the space provided, write a **central idea** that these details support.

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graph TD; A[Central Idea] --- B[Detail #1]; A --- C[Detail #2]; A --- D[Detail #3];
```

Central Idea		
<b>Detail #1</b> “You couldn’t simply get in the car and go where you wanted; you needed permission to travel.” (p. 7)	<b>Detail #2</b> “If you were caught breaking a rule, the penalties could be harsh.” (p. 7)	<b>Detail #3</b> “And getting news of the outside world was extremely difficult.” (p. 7)

9. Write an **objective summary** of “Escape to Freedom.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “Escape to Freedom.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading

#### Text Features, Central Ideas, and Inference

1. Read the headline and subheading and study the image on pages 4–5. What mood do these features create?

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2. What do the map and its caption on page 6 help you understand about the Soviet Union?

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3. Study the photographs on pages 6–7. From these photos, what can you infer about what life was like in Germany after World War II?

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4. Read the subheadings throughout the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Tone

5. **Text structure** is the term for how an author organizes information. In the section “No Freedom,” the author uses a **compare-and-contrast structure** to explain what life was like in East Germany.

Which statement in this section best helps you identify this text structure?

- Ⓐ “And this is the country he was determined to leave.” (p. 7)
- Ⓑ “Life in East and West Germany could not have been more different.” (p. 6)
- Ⓒ “They listened to phone calls and read personal mail.” (p. 7)

6. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author uses when writing about how the Berlin Wall affected German citizens in the fourth and fifth paragraphs of the section “The Berlin Wall.”

sympathetic

proud

annoyed

**B.** Briefly explain how you know:

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7 **A. Mood** is the feeling the reader gets from a piece of writing. Which of the following BEST describes the mood of the section “A Dangerous Swim”?

- Ⓐ celebratory
- Ⓑ sad and serious
- Ⓒ suspenseful

**B.** Briefly explain how the author creates this mood:

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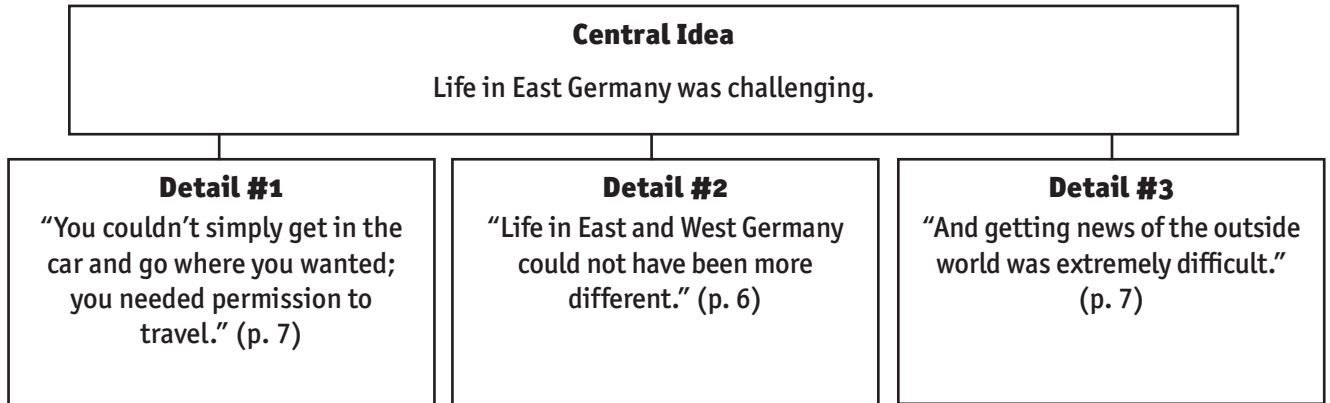
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## After Reading

### Central Idea/Details and Objective Summary

**8. A.** Below is a **central idea** of the section “No Freedom” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



**B.** Briefly explain why the detail you crossed out does NOT support the central idea above.

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**9.** An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Escape to Freedom.”

- a. The Berlin Wall was a physical barrier that separated East Berlin from West Berlin.
- b. Hartmut Richter successfully escaped from East Germany in the 1960s.
- c. Listening to the Beatles in East Germany was forbidden.
- d. Hartmut had one sister.
- e. The U.S., Great Britain, and France controlled West Germany, and the Soviet Union controlled East Germany.
- f. You have to be very brave to be able to pull off what Hartmut did.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

## Berlin Wall Contest

You are a journalist covering the 30th anniversary of the fall of the Berlin Wall. Write an article explaining what the Berlin Wall was and why it's important to remember it. Five winners will each get

*A Night Divided* by Jennifer A. Nielsen.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Berlin Wall Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY May 15, 2019!**