

Name: _____ Date: _____

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

Vocabulary:

"Courage in a Time of Terror"

1. **defy (dih-FAHY)** *verb*; *Defy* means "to refuse to obey" or "to openly and boldly resist someone or something."
2. **dehumanize (dee-HY00-muh-nahyz)** *verb*; To dehumanize someone is to treat them as if they are not a human being—to take away their dignity by treating them as though they do not deserve even the slightest kindness, sympathy, or respect.
3. **deplete (dih-PLEET)** *verb*; To deplete something is to use it up until it is gone or almost gone. Buying a new jacket might deplete the money you had saved up. If you run a long race, your energy will likely be depleted by the end.
4. **feverishly (FEE-vuhr-ish-lee)** *adverb*; The adjective *feverish* can mean "having or showing the symptoms of a fever" or "involving intense emotion or activity." You might feel feverish if you're sick. The crowd at a concert might be full of feverish excitement.

If you do something feverishly, you do it quickly and intensely, with great excitement or energy. You might work feverishly to finish an assignment before the bell rings.
5. **gaunt (gawnt)** *adjective*; Someone who is gaunt is very thin and bony as a result of hunger, illness, or old age.
6. **genocide (JEN-uh-sahyd)** *noun*; Genocide is an internationally recognized crime: any act committed with the intent to destroy a national, ethnic, racial, or religious group. The word *genocide* did not exist until 1944, when a Polish-Jewish lawyer created a name for the crimes committed by the Nazis during the Holocaust. He combined *genos-*, from the Greek word for "race," with *-cide*, from the Latin word for "killing."
7. **harbor (HAHR-ber)** *noun or verb*; A harbor is a protected area of water on the coast, usually enclosed by land or walls. Harbors provide a safe place for ships to anchor near the shore in calm waters, shielded from winds, waves, and currents.

As a verb, *harbor* means "to give a home or shelter to." During a hurricane, a community center might harbor people who live in the hurricane's path.

8. prying (PRAHY-eeng) *adjective*; The verb *pry* means "to use force to open something or to separate something from something else," as in, "Elizabeth used a screwdriver to pry the lid off the paint can." *Pry* can also mean "to be nosy about something." If you try to hear your sister's phone conversation through the door without her knowing, you are prying.

The adjective *prying* means "rudely nosy," as in "I ignored David's prying questions" or "My younger brother peeked through the window with prying eyes."

9. rampantly (RAM-puhnt-lee) *adverb*; The adjective *rampant* means "existing or spreading in a way that is hard to control," as in "be sure to wear shoes—poison ivy is rampant in my backyard" or "wildfires have been rampant in the U.S. recently."

Rampantly means "happening quickly and in a way that is hard to control." A rumor that Billie Eilish will be performing at the eighth-grade dance might spread rampantly through your school. Weeds might grow rampantly in a garden.

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

"Courage in a Time of Terror"

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

1. deplete

- Ⓐ empty
- Ⓑ fill

3. rampantly

- Ⓐ wildly
- Ⓑ gently

5. defy

- Ⓐ challenge
- Ⓑ respect

2. prying

- Ⓐ respectful
- Ⓑ nosy

4. gaunt

- Ⓐ happy
- Ⓑ thin

6. harbor

- Ⓐ protect
- Ⓑ endanger

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

7. Kara later apologized for her **prying/gaunt** questions about why I was grounded, saying that it was none of her business if I didn't want to tell her.
8. It was so hot today that my soccer team's water supply was **depleted/harbored** by halftime. Luckily, our team manager was able to quickly refill the cooler.
9. In *The Hunger Games* series, Katniss **defies/harbors** the evil Capitol by refusing to play by its rules.
10. In the creepy science-fiction novel, doctors have been replaced with robots, which was very **dehumanizing/defying** for patients. The robots did not treat the sick with warmth or care.

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Video Discussion Questions

"Beyond the Story: Courage in a Time of Terror"

Before Reading "Courage in a Time of Terror"

1. According to information in the video, what was the connection between Germany's defeat in World War I and Adolf Hitler's rise to power in the 1930s?
2. At 2:56, author Kristin Lewis says that Hitler and the Nazis "fanned the flames" of old prejudices against Jewish people. What does she mean?
3. What does the animated map that is shown at 3:36 help you understand about Nazi Germany?

After Reading "Courage in a Time of Terror"

4. At 4:42, Lewis says, "As you read, look for examples of [Stefania's] courage." Where in the story does Stefania show courage? Find at least two examples.

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Close-Reading Questions

"Courage in a Time of Terror"

1. What is the mood of the introduction? How does author Kristin Lewis create this mood? (mood)
2. On page 6, Lewis writes, “For centuries, antisemitism—prejudice against Jewish people—had smoldered in Poland and across Europe. Soon it would explode into an inferno of violence and death that nobody could have imagined.” What type of figurative language is Lewis using? What purpose does it serve? (figurative language)
3. What was life like for Stefania in Przemyśl in 1938? How did her life change when the Nazis took control? (key ideas, compare and contrast)

4. How does the section "Hitler's Vicious Lies" contribute to the article? (text structure)
5. In your own words, summarize what the character based on Stefania says in the excerpt from the *The Light in Hidden Places* on page 7. (interpreting text)

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Critical-Thinking Questions

"Courage in a Time of Terror"

1. What do you think motivated Stefania to take the enormous risks of sneaking food to the Diamants in the ghetto and hiding 13 people in her attic?
2. Hitler and his followers blamed Germany's problems on Jewish people. In general, why might people place blame for a problem on a person or group that is not responsible?
3. The article describes a dark time in history. Much of it does not shed a positive light on human behavior. What in the article *can* give us hope?

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Preparing to Write:

Remembering Stefania Podgórska

The writing prompt on page 10 says:

The cottage on Tatarska Street is being turned into a museum to honor Stefania and Helena.

Write a speech to be given on the day the museum opens.

Follow the directions below to help you organize the ideas and details you will use in your speech.

The Basics

1. Near the beginning of your speech, be sure to provide basic information about the cottage. Jot down brief answers to the following questions:

Where was the cottage located:

When did they live there:

Who lived there:

Why did they live there:

Background Information

2. List details from "Courage in a Time of Terror" that provide information about what was happening in Poland and across Europe during the time period when Stefania lived in the cottage on Tatarska Street. These details should help your audience understand why the people who hid in the attic needed to hide.

Details: Life in Hiding

3. List a few details from "Courage in a Time of Terror" that will help your audience understand what life was like for the people who hid in the attic on Tatarska Street.

How Stefania and Helena Showed Courage

4. In your own words, explain what it means to be courageous.

5. List examples from the article of how Stefania and Helena showed courage.

Why We Should Remember Stefania and Helena

6. Why is it important to remember Stefania and Helena? To support your answer, you can include details from the article as well as your own ideas.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Courage in a Time of Terror.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading

Text Features, Mood, Tone

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

2. What does the map on page 6 help you understand about Europe during World War II?

3. Read the sidebar on page 9. Why do you think the author chose to include this information?

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

During Reading
Mood, Text Structure, Tone

5. How would you describe the **mood** of the first eight paragraphs of the introduction? Explain how the author creates this mood.

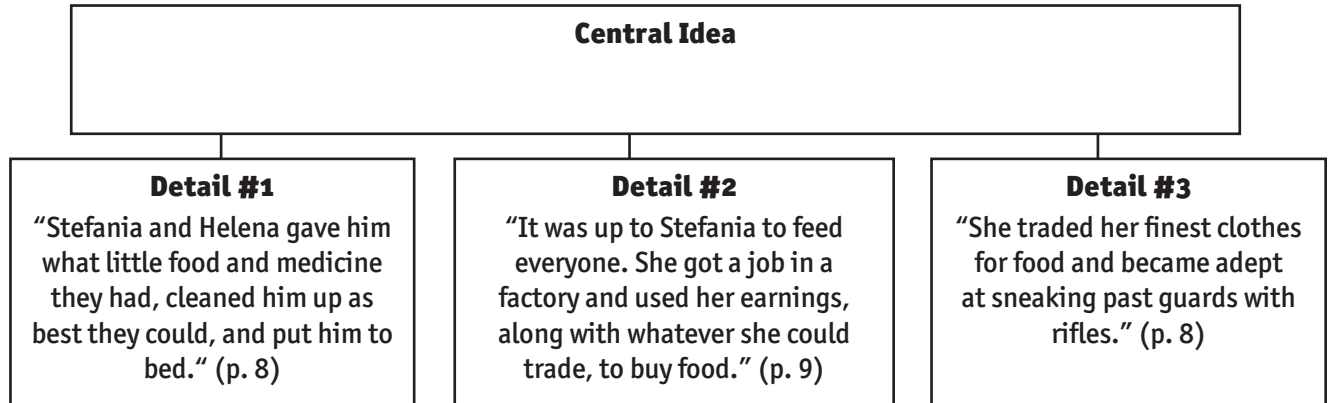
6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Hitler’s Vicious Lies.”

- ☐ The author presents the problem of Poland being under Germany’s control and then presents the solution.
- ☐ The author compares and contrasts life in Poland and life in Germany in the 1930s.
- ☐ The author gives a chronological account of Hitler’s rise to power and how Poland came to be under Germany’s control.

- B.** Explain your answer.

7. What is the author’s **tone** as she writes about Stefania? Explain.

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.



9. Write an **objective summary** of “Courage in a Time of Terror.” (Hint: Think about what you would say to a friend who asks, “What is the article about?”)

[illegible]

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Read, Think, Explain

Identifying Nonfiction Elements

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Before Reading

Text Features, Mood, Tone

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

During Reading

Mood, Text Structure, Tone

5. **A. Mood** is the feeling the reader gets from a piece of writing. The mood of the first eight paragraphs of the introduction is

- Ⓐ calm and relaxed Ⓑ upbeat and cheerful Ⓒ suspenseful and terrifying

B. Explain how the author creates this mood.

6. **Text structure** is the term for how an author organizes information. In the section “Hitler’s Vicious Lies,” the author uses a sequence of events text structure. Which of the following words and phrases in the section help you identify this text structure?

- Ⓐ “humiliating defeat in World War I,” “stirred up old prejudices,” “In hateful speeches”
Ⓑ “In 1933,” “By 1938,” “In 1939,” “By the time”
Ⓒ “Nazi laws,” “violent attacks,” “pets,” “a virus”

7. **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 is using in the following line:

“Of course she knew the risks; the penalty for helping a Jewish person was death. She did it anyway.” (p. 8)

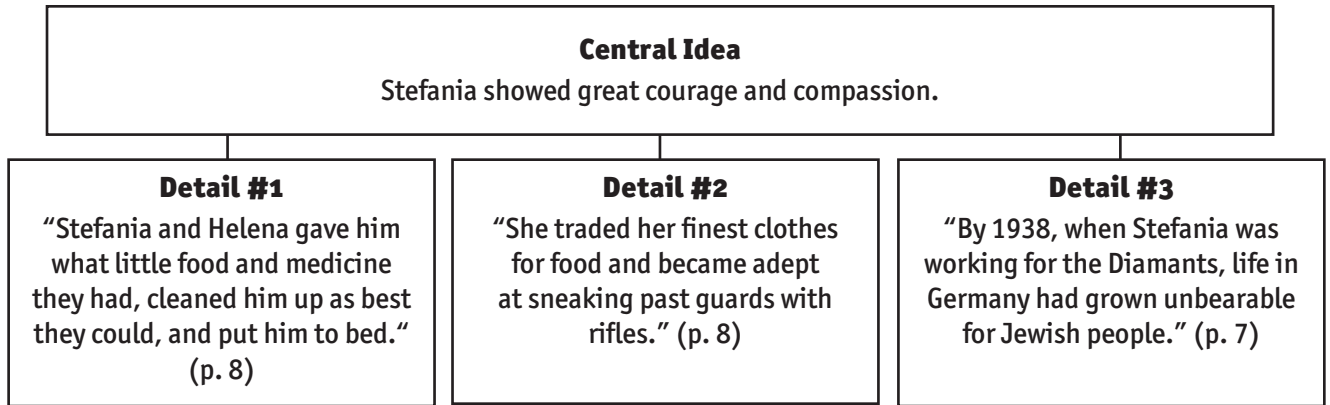
uncertain comforting admiring

B. Briefly explain your answer.

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of “Courage in a Time of Terror” 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.

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 “Courage in a Time of Terror.”

- a. Stefania worked for the Diamants in their grocery store.
- b. The train ride must have been terrifying for Max.
- c. Stefania and Helena agreed to help Max and 12 other Jewish people hide from the Nazis.
- d. Stefania learned Yiddish words when she lived with the Diamants.
- e. I learned about the Holocaust in history class.
- f. All of the 13 Jewish people Stefania hid survived.

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“Courage in a Time of Terror” Quiz

Directions: Read “Courage in a Time of Terror.” Then answer the questions below.

- On page 6, author Kristin Lewis writes that Stefania likely learned the meanings of *chutzpah*, *kvell*, and *bissel* from the Diamants. Lewis includes this statement to support the idea that
 - Stefania was good at learning new languages.
 - Stefania and the Diamants had a close relationship.
 - Stefania and the Diamants struggled to communicate with each other.
 - Stefania was very courageous.
- According to the article, Adolf Hitler
 - introduced antisemitism to Europe.
 - encouraged the antisemitism that already existed in Europe to strengthen and grow.
 - discouraged antisemitism in Europe.
 - had no effect on antisemitism in Europe.
- What does Max’s drawing on page 10 help you understand?
 - Max wanted to be an artist before he decided to become a dentist.
 - Stefania and Helena had a strong religious faith.
 - Max felt enormous gratitude toward Stefania and Helena for protecting him and the others in the attic.
 - Life in the attic was frightening, unpleasant, and tedious.
- On page 10, Lewis writes that while the German nurses were living in the Tatarska cottage, “Max would stay awake at night, gently waking anyone who snored.” This detail supports the idea that
 - Max had trouble sleeping.
 - Stefania was exhausted all the time.
 - the nurses suspected people were in the attic.
 - Stefania, Helena, and those in the attic were in an extremely perilous position.
- On page 10, Lewis writes, “Tragically, even after the Holocaust, antisemitism continued to fester in Poland and other countries.” Lewis uses *fester*
 - to emphasize the rotten and disgusting nature of antisemitism.
 - to indicate that antisemitism was slowly fading.
 - to convey that people tried to hide their antisemitism after the Holocaust.
 - to stress that antisemitism was uncommon.
- Which TWO best describe the author’s purpose for writing this article?
 - to provide a detailed account of the experiences of 13 people who spent two years in hiding
 - to give general information about the Holocaust
 - to show how the Allied forces won World War II
 - to share the story of a young woman who saved 13 people during the Holocaust

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

- What does the sidebar “Meet the 13” on page 9 contribute to the article? Why might the sidebar have been included? Explain.
- The article is called “Courage in a Time of Terror.” Write a paragraph explaining how Stefania and Max showed courage. Use text evidence to support your answer.

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“Courage in a Time of Terror” Quiz

Directions: Read “Courage in a Time of Terror.” Then answer the questions below.

1. On page 6, author Kristin Lewis writes that Stefania likely learned the meanings of several Yiddish words from the Diamants. Lewis writes this to support the idea that
 - (A) Stefania was good at learning new languages.
 - (B) Stefania and the Diamants had a close relationship.
 - (C) Stefania and the Diamants struggled to communicate with each other.
 - (D) Stefania was courageous.
2. In the sections “Fear in the Air” and “Hitler’s Vicious Lies,” Lewis explains that Adolf Hitler
 - (A) introduced antisemitism to Europe.
 - (B) encouraged antisemitism in Europe to grow.
 - (C) made antisemitism in Europe illegal.
 - (D) had no effect on antisemitism in Europe.
3. What does Max’s drawing on page 10 help you understand?
 - (A) Max wanted to be an artist.
 - (B) Stefania and Helena had a strong religious faith.
 - (C) Max was very grateful to Stefania and Helena for hiding him and the others in the attic.
 - (D) Life in the attic was frightening and unpleasant.
4. On page 10, Lewis writes, “Max would stay awake at night, gently waking anyone who snored.” Why did Max do this?
 - (A) He could not sleep if others were snoring.
 - (B) He didn’t want to disturb Stefania.
 - (C) He believed snoring was unhealthy.
 - (D) He was afraid the German nurses downstairs would hear the snoring.
5. When a cut *fester*s, it becomes infected and starts to smell bad and ooze pus. On page 10, Lewis writes that after the Holocaust, “antisemitism continued to fester.” Lewis is using *fester* to
 - (A) stress that antisemitism is harmful and disgusting.
 - (B) show that antisemitism was slowly fading.
 - (C) reveal that people tried to hide their antisemitism after the Holocaust.
 - (D) stress that antisemitism was uncommon.
6. What is likely the author’s purpose for writing this article? Choose two.
 - (A) to provide a detailed account of the experiences of 13 people who spent two years in hiding
 - (B) to give general information about the Holocaust
 - (C) to show how the Allied forces won World War II
 - (D) to share the story of a young woman who saved 13 people during the Holocaust

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

7. What kind of information is presented in the sidebar “Meet the 13” on page 9? Why might the sidebar have been included? Explain.
8. The article is called “Courage in a Time of Terror.” Write a paragraph explaining how Stefania showed courage. Use text evidence to support your answer.

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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.

Directions: Answer the questions below to help you write an objective summary of “Courage in a Time of Terror.”

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

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

3. What problem(s) does the main person(s) face?

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

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

Directions: Your turn! Write an objective summary of “Courage in a Time of Terror.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of "Courage in a Time of Terror"

[illegible]

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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 unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Courage in a Time of Terror."

2. Who rose to power in Germany at this time?

4. Describe what life was like in the ghetto.

6. Why did they move to Tatarska Street?

In the 1930s, a teen named Stefania Podgórska _____

_____. In Germany,

_____. In 1939,

Hitler and his armies began invading the countries of Europe. After the Nazis invaded Poland in 1939, they _____

_____. Life in the ghetto was _____

_____. At the risk of losing her life, Stefania smuggled food and supplies into the ghetto for the Diamants.

In 1942, Max Diamant was forced onto a train that would take him to a death camp. But Max _____

_____.

Stefania and her sister agreed to hide Max in their apartment. Eventually, they moved to a cottage with an attic so that _____

_____.

Stefania and Helena successfully hid Max and the 12 other people in their attic for two years until the war was over. After the war, _____

_____.

_____.

1. Where did she live and whom did she work for?

3. Where did the Nazis force the Diamants and all other Jewish people to live?

5. What did Max do?

7. What happened to Stefania, Max, and Helena after the war?

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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 "Courage in a Time of Terror."

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

2. How does the map on page 6 contribute to the article?

3. Read the sidebar on page 9. Why do you think the author chose to include this information?

4. Read the section titles throughout the article. Describe how the tone of the section titles changes throughout the article.

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Courage in a Time of Terror."

1. In the first eight paragraphs of the article, the author uses **description**. What event is the author describing?

2. A. Underline the text structure the author uses in the section "Hitler's Vicious Lies."

compare and contrast

sequence of events

- B. Explain how you know, using evidence from the text.

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

3. A. Which text structure does the author use in the section "A Daring Plan"?

B. Explain how you know, using evidence from the text.

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

Courage Contest

The cottage on Tatarska Street is being turned into a museum to honor Stefania and Helena. Write a speech to be given on the day the museum opens. Five winners will each get a signed copy of *The Light in Hidden Places* by Sharon Cameron.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ clarity and organization
- ⇒ 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
or mail them to: Courage Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 20, 2020!