

Strategies for Teaching the Holocaust

“Teens Against Hitler” opens the door to teaching about the Holocaust, a topic that might seem daunting to approach due to its complexity and horrific nature. To help you, we have consulted with experienced educators to provide some strategies to consider as you teach this topic.

- Understand why it is important to teach about the Holocaust: It allows students to examine complexities in world history and understand how choices made by individuals, groups, and governments shaped the past and will shape the future.
- Students may have many questions about what happened and why. Answer as clearly as possible without oversimplifying. You will most likely feel more comfortable responding to their questions if you are confident in your own background knowledge. Countless print and online resources are available; two good starting points are [Yad Vashem’s Holocaust Resource Center](#) and [The Simon Wiesenthal Center’s 36 Questions About the Holocaust](#).
- Emphasize the stories of human beings that make up the statistics and the groupings that students will learn about; groupings often include perpetrators, victims, rescuers, and bystanders. Accounts of individuals will not only help students understand some events and empathize with people who suffered, but it will also give them richer insights into the historical context.
- Guide discussions so students understand that not all Germans were Nazis, and although all Jews were targeted for destruction, they did not all have the same experiences.
- Present age-appropriate material and acknowledge the emotions of students who might become upset. Consider having students keep a journal where they can record their reactions and questions. You might also want to send a note to parents, informing them that students will be studying the Holocaust.
- If students come into discussions with misinformation, identify the misinformation and clarify facts. Emphasize the importance of using reliable sources.
- Study of the Holocaust can lead students to think critically about many issues, including prejudice, stereotyping, anti-Semitism, and indifference, as well as tolerance, responsibility, pluralism, and courage. Whichever themes you choose to emphasize in your lessons, encourage students to reflect on how learning about this topic can help them to shape a more responsible and caring world.
- For more in-depth strategies, consult the United States Holocaust Memorial Museum’s excellent guide, [Guidelines for Teaching About the Holocaust](#).

Special thanks to Helene Alalouf, Mary Blow, Leonard Leon, and Regina Schlossberg.

Name: _____ Date: _____

Guided Research Task

Directions: In this activity, you will embark on an exciting research journey into the world of the partisans. In each section, you will answer a series of questions. The answers can be found in the sources listed in the boxes below.

Part 1: What Is a Partisan?

Sources:

- ["Teens Against Hitler"](#)
- [Jewish Partisan Educational Foundation: What is a partisan?](#)
- [United States Holocaust Memorial Museum Video](#)

1. Explain what a partisan is in your own words. What role did the partisans play in World War II?

2. In addition to rescue and military operations, the partisans also helped preserve Jewish culture. In what ways did the partisans do this?

3. Why might it have been important to the partisans to preserve Jewish culture? (Answer with your own ideas; you won't find a direct answer in the sources.)

Part 2: What Were the Living Conditions Like?

Sources:

- [JPEF: Virtual Zemlyanka](#)
- [JPEF Films](#) (Click "Living & Surviving in the Partisans: Food")
- [JPEF Films](#) (Click "Living & Surviving in the Partisans: Winter and Night")
- [Yad Vashem: Diary Entry of a Jewish Partisan](#) (This is the extended version of the diary excerpt on page 9 of your April issue of *Scope*.)

4. What is a *zemlyanka*? What purpose did *zemlyankas* serve for partisans living in forests in Eastern Europe?
5. What did partisans eat? How did they obtain food?
6. How did weather affect the lives of partisans? What obstacles did it create for them?

Part 3: Why Become a Partisan?

Sources:

- [Teens Against Hitler](#)
- [Yad Vashem: Abba Kovner's Manifesto](#) (Scroll to the bottom of the page and read the text in green.)
- [JPEF: Why Did the Partisans Fight?](#)
- [JPEF Video Biography: Ben Kamm](#)

7. Why did Ben Kamm and other Jewish youth join the partisans?

8. What did people risk when they joined the partisans? What did they gain?

Part 4: Put It All Together

Using the information that you have collected, create a presentation about what it was like to be a Jewish partisan during World War II. Your presentation can be in the form of a PowerPoint, video, or essay.

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 irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Teens Against Hitler.”

1. Who is the article mainly about?

2. What details about this person are most important in the article?

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

4. What problem does this person face?

5. How does this person try to solve the problem?

6. What happens to this person?

Summary of “Teens Against Hitler”

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: _____

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: Follow the prompts in the margins to complete the summary of "Teens Against Hitler."

2. Who was Adolf Hitler and what did he plan for Jewish people in Europe?	In the 1930s, a Jewish boy named Ben Kamm _____ _____ In Germany, _____ _____	1. Whom did he live with and where did he live?
4. Use details to describe what life was like in the Warsaw ghetto.	After the Nazis invaded Poland in 1939, they _____ _____ _____ Life in the ghetto was _____ _____	3. Where did the Nazis force the Jews to live?
6. How many Jewish people were killed?	_____ Ben escaped and _____ _____ _____ By the end of the war, _____ _____	5. What group of people did Ben join up with?
8. What happened to Ben later in life?	Ben's family _____ Ben moved to the United States and _____ _____	7. What happened to Ben's family?

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 "Teens Against Hitler."

1. Study the layout on pages 4-5, paying particular attention to the images—how they are arranged on the page and the color scheme. Why might the designer have chosen this approach? Explain your answer.

2. Reread the section "Luck and Sorrow," which describes how the Nazis "liquidated" the Warsaw ghetto. Then look at the photo on the top of page 7 and read the caption. What can you infer about the people in the photo? What does the photo convey?

3. How does the map on page 7 contribute to the article?

4. The section "Jewish Fighters" describes some of the experiences of Jewish partisans. What is added by including the diary excerpt "Who Knew What Awaited Us?" on page 9?

Name: _____ Date: _____

Remembering Ben Kamm

Read "Teens Against Hitler." Then use this activity to help you prepare for the writing prompt on page 10:

Imagine that a statue is being put up to honor Ben Kamm. Write a speech to be read when the statue is unveiled to the public. Be sure to explain who Ben was and why we should remember him. Support your ideas with details from the text.

1. BRAINSTORM

Directions: Before you start writing, brainstorm what you might want to include in your speech. Fill in the boxes below. We've provided a few ideas for you.

Who was Ben Kamm?

Add at least three biographical details to the list below.

Grew up in Warsaw, Poland

His family was killed in the Warsaw ghetto during the Holocaust

What kind of person was Ben Kamm?

Add at least two more words that describe Ben's character or personality.

adventurous

brave

Why should we remember Ben Kamm?

Answer at least two of the following questions:

A. In what way might he be an inspiration or a role model?

B. What might his story remind us or teach us?

Continued on next page.

Continued from previous page.

C. Why is it important to learn the individual stories of people who were involved in the Holocaust?

D. Are there any other reasons you think we should remember Ben Kamm?

2. PREPARE TO WRITE

Review your notes.

Read through your notes. Highlight or draw a star next to the points that you think are most important and that you definitely want to include in your speech.

Choose your central idea.

What is the big idea you want your audience to get from your speech?

Write your central idea here:

Consider your tone.

A speech in support of a presidential candidate would probably have an admiring, optimistic, and energetic tone. What tone do you want to strike in your speech about Ben Kamm? Think about what is appropriate for the occasion and for your central idea.

Write your ideas here:

3. WRITE YOUR SPEECH

It's time to start writing! Here is a basic structure you can use for your speech:

A. Introduction

- **Greet your audience.** You might thank them for coming or share something about how you feel to be telling them about Ben Kamm. You are there for the unveiling of a statue—so you might want to say something about that.
- **Let your audience know what you will be speaking about.** In other words, get your central idea out there. If your audience knows what you are going to talk about, it will be easier for them to stay focused as you go into more detail.

B. Body

- This is where you talk about the things you highlighted from your brainstorming. Think about how to arrange your ideas so that they flow logically. Consider:
 - Do you want to start with a brief biography of Ben and then talk about why we should remember him? Or do you want to start with why we should remember him, filling in details about his life as necessary so that what you are saying makes sense to your audience?
 - Do you want to tell Ben's story chronologically? Or is there another structure that would work better? For example, you could start with a dramatic moment or Ben's life in America and then go back in time.
- Be sure to include details from “Teens Against Hitler” that support your ideas. For example, if you say that Ben was brave and heroic, support your characterization with information from the article.
- Continue to ask yourself if what you are saying relates to your central idea. It should!

C. Conclusion

- State your central idea—in different words—one more time. You want to make sure your audience gets it!
- Find a powerful ending. The last thing you say is what your audience will remember most, so it needs to be strong. Think again about what you want your audience to get out of your speech. Some options include:
 - **A call to action:** Is there something you want your listeners to do?
 - **A quotation:** Is there a meaningful quotation that relates to your central idea?
 - **A call-back:** Briefly return to something you said earlier that you want to stick in the audience's mind. You could say, “Perhaps every time you pass by this statue, you will remember . . .” (and then give your call-back).

4. REVISE

- ✓ Read your speech aloud. If possible, record yourself and then listen. Ask yourself: Would someone listening come away with a clear idea of my central idea? Is there a good flow from one idea to the next? Is the tone right? Have I used evidence from "Teens Against Hitler" to support my ideas?
- ✓ Also, keep in mind that whatever the tone of your speech is, you want your audience to feel like you are talking to them, not like you are reading an essay to them. So keep your sentences short and be less formal than you would in a written academic essay.
- ✓ Make changes that will improve your speech. Then read your speech aloud again. If you need to, revise it again. Repeat these two steps until you are satisfied!

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Teens Against Hitler.” 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, Inference

1. Describe the images on pages 4–5. Why do you think the designer chose to use these colors?

2. Examine the image on the bottom of page 6. What does it show?

3. Look at the image on the top of page 7. What can you infer about how the people in the photo were feeling the moment this picture was taken?

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

During Reading

Mood, Text Structure, Inference, Vocabulary

5. In the first section of “Teens Against Hitler,” the author creates drama through a sudden shift in **mood**. Describe how the mood changes.

6. Describe the **tone** in the section “Jewish Fighters.” Be sure to explain your answer.

7. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “Luck and Sorrow.”

The author explains a sequence of events—from Ben’s involvement with the partisans to his life after the war.

The author describes the effect that losing his family may have had on Ben.

The author compares a large partisan compound to a town.

8. The author writes that when Ben was called an anti-Semitic slur by a neighbor, he “held his head up and kept walking.” From this statement, what can you infer about Ben?

9. Consider this quote from page 8:

“Rage at the Nazis burned inside Ben as conditions in the ghetto became increasingly deplorable.”

A. What does *deplorable* mean in this sentence? (Use context clues to help you. Then check a dictionary.)

B. The author could have used a different word instead of *deplorable*. How does her choice of *deplorable* affect the sentence?

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Teens Against Hitler.” 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 and Inference

1. Describe the images on pages 4-5. Why do you think the designer chose to use these colors?

2. Examine the image on the bottom of page 6. What does it show?

3. Look at the image on the top of page 7. What can you infer about how the people in the photo were feeling the moment this picture was taken?

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

During Reading

Mood, Tone, Text Structure, Inference, Vocabulary

5. The mood at the beginning of the article is pleasant. The author creates this mood in each of the following ways EXCEPT:
- A. She uses sensory details to paint a picture of Ben’s loving and affectionate family.
 - B. She chooses words such as *spacious* and *cozy* to describe the Kamms’ apartment.
 - C. She compares the effect of a neighbor’s anti-Semitic slur to a cold wind that blows off the Vistula River.
6. A. Circle the word that best describes the **tone** at the end of the first section of the article.
- confused** **lighthearted** **horrified**
- B. Briefly explain how you know: _____
7. One of the main text structures the author uses to organize information is cause and effect. Here is one cause-and-effect situation she describes in her article:
- Cause:** Germany was defeated in World War I.
- Effect:** The German people felt humiliated and bitter, and looked for someone to blame for their problems.
- Read the effect below. Then write a cause in the space provided.
- Effect:** Partisan groups couldn’t stay in one place for very long; they had to move from forest to forest.
- Cause:** _____
- _____
8. The author writes that when Ben was called an anti-Semitic slur by a neighbor, he “held his head up and kept walking.” From this statement, what can you infer about Ben?
- _____
- _____
9. Consider this quote from page 8:
- “Rage at the Nazis burned inside Ben as conditions in the ghetto became increasingly deplorable.”
- A. Check (✓) the box with the correct definition of *deplorable* as it is used in the sentence above. (Use context clues to help you. Check a dictionary if you’re not sure.)
- | | | |
|----------|---------|---------|
| horrible | strange | crowded |
|----------|---------|---------|
- B. The author could have written *bad* instead of *deplorable*. How does her choice of *deplorable* affect the sentence?
- _____

After Reading

Central Idea/Details and Objective Summary

10. A. Below is a **central idea** of “Teens Against Hitler” and four details. Three details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea			
The Jewish partisans who risked their lives to fight the Nazis showed great courage.			
Detail #1 “Danger lurked everywhere in the hostile countryside, where Poles could earn rewards for turning in Jews to the Nazis.” (p. 9)	Detail #2 “[Partisans] blew up factories, sabotaged railroads, stole weapons shipments, and upset the flow of supplies to German troops.” (p. 8)	Detail #3 “With his blond hair and blue eyes, Ben blended in easily with the rest of the Polish population.” (p. 8)	Detail #4 “As a result of our many attacks on the Germans in the area of our camp, a German assault was to be expected any day.” (p. 9)

B. Explain your answer: _____

11. 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 “Teens Against Hitler.”

1. Ben and his family were Jewish and lived in Warsaw, Poland.
2. Ben enjoyed wrestling with his four little brothers.
3. Meeting a partisan would be amazing.
4. The Nazis forced Jews in Warsaw to live inside a ghetto.
5. Ben’s entire family died in the Holocaust.
6. The most famous partisan forest camp was led by the Bielski brothers.

Name: _____ Date: _____

Close-Reading Questions

"Teens Against Hitler"

1. According to the article, how was Hitler able to gain so much support for his hateful ideas and beliefs? (key ideas and details)
2. Empathy is the feeling that you understand and share another person's experiences and emotions. How does Lauren Tarshis create empathy for Ben Kamm? (author's craft)
3. Tarshis writes that stories about the partisans offered a "glint of hope" to boys like Ben in the Warsaw ghetto. Why would stories about the partisans give such boys hope? (inference)
4. Answer the question on page 9: What does the journal entry help you understand about the partisans' experience? (text features; central ideas)

Name: _____ Date: _____

Critical-Thinking Questions

"Teens Against Hitler"

1. What risks did Ben Kamm take in joining the partisans? Why do you think he decided to take those risks? Support your ideas with details from the text.
2. On page 10, Tarshis describes Kamm in 2010. She writes that his face is "shockingly free of bitterness." How is it possible to avoid feeling bitter when something horrible has been done to you? Do you think it's important to avoid feelings of bitterness?
3. Tarshis writes, "The Nazis and their sympathizers, [Ben] realized, did not see [the Jews] as humans. He felt like an animal—a helpless animal." To treat someone as though he or she is not human is to *dehumanize* that person. How can stories like "Teens Against Hitler" reverse or fight dehumanization?

Name: _____ Date: _____

Vocabulary:

"Teens Against Hitler"

- 1. annihilation (uh-niy-uh-LAY-shuhn)** *noun*; The verb *annihilate* means "to destroy completely." The noun *annihilation* refers to complete destruction—to the point where nothing is left. *Annihilate* and *annihilation* are usually used to describe very serious situations. For example, you might say that bombs annihilated a city, or that a fire led to the annihilation of a building.
- 2. bigotry (BIG-uh-tree)** *noun*; A bigot is someone who has a strong and unreasonable dislike and intolerance for a particular group of people, especially people of a different race, nationality, or religion. Bigotry is the actions, beliefs, and characteristics of this kind of person. Racism or intolerance of any kind is often referred to as *bigotry*.
- 3. deplorable (dih-PLAWR-uh-buhl)** *adjective*; Something that is deplorable is very bad in a way that causes shock or disgust. If Roger lives in a building that is falling apart and infested with rodents, you could describe his living conditions as deplorable. If Samantha does something so mean that your jaw drops when you hear about it, you could describe her behavior as deplorable.
- 4. Holocaust (HOL-uh-kost)** *noun*; When you see the word *holocaust* in lowercase, it refers to an event involving massive destruction and death, particularly by fire. "The Holocaust" with a capital "H" refers to the killing of millions of European Jews and others by the Nazis during World War II.
- 5. persecute (PUR-sih-kyoot)** *verb*; To persecute someone is to treat them cruelly and unfairly, especially because of their ideas, political beliefs, religion, or race.
- 6. sabotage (SAB-uh-tahzh)** *verb or noun*; If something is sabotaged, it is deliberately damaged or disrupted so that it does not work correctly. Your sneaky sister could sabotage the balloons you are planning to use in a water fight by poking holes in them. If an opponent were to hack into your computer and delete your speech right before your school's speech competition, that person would be using sabotage to defeat you.
- 7. scapegoat (SKEYP-goht)** *noun or verb*; A scapegoat is a person or group who is unfairly blamed for something others have done. Sports fans who are looking for someone to blame after their team loses might use the coach as a scapegoat, even if the coach did a great job. *Scapegoat* can also be a verb, as in, "Fans often scapegoat the coach."

8. vandalize (VAN-duhl-ahyz) *verb*; Vandalism (noun) is the damaging or destruction of someone else's property on purpose. To vandalize, then, is to damage or destroy someone else's property on purpose. Someone might vandalize a building by throwing rocks through its windows.

Directions: In the space below, list any other words from the article with a definition you are unsure 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 meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice:

"Teens Against Hitler"

Directions: Underline the boldfaced word in each pair that best completes the sentence.

1. It's unfair to **scapegoat/sabotage** the debate captain for her team's loss at the championship. The other team simply did a better job.
 2. My mom says that learning about other cultures and religions can help combat **bigotry/sabotage**.
 3. The **Holocaust/holocaust** marked one of the darkest chapters of human history.
 4. The small beach town was **sabotaged/annihilated** after the storm; even the lifeguard towers were destroyed.
-

Directions: Fill in the circle next to the best answer to each question.

5. Which of the following is an example of persecution?

- Ⓐ a government preventing a group of people from voting because of their religion
- Ⓑ parents making their children do chores over spring break

6. Which of the following sentences contains an example of sabotage?

- Ⓐ It rained on the day of Kim's big track meet.
- Ⓑ The members of the West Oak track team arrived at their locker room on race day to find that their sneakers had been stolen.

7. Which of the following is an example of something being vandalized?

- Ⓐ Liza painted her bedroom walls to look like outer space.
- Ⓑ Hanna painted pictures on the outside of the library without permission.

8. Which of these is in deplorable condition?

- Ⓐ a park where the swing sets are broken, the seesaws are rusted, and the sandbox is full of rocks
- Ⓑ a freshly painted classroom with all new chairs and desks

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Teens Against Hitler.” Then answer the questions below.

- Lauren Tarshis quotes Ben Kamm as saying, “Who could imagine such things?” (p. 7) Which of the following ideas does this quote best support?
 - The partisans helped save many Jewish people.
 - Ben’s family was killed in the Holocaust.
 - No one expected the Holocaust to happen.
 - Anti-Semitism was a fact of life in many European cities during the 1920s and ’30s.
- Which is another way that Tarshis supports the idea that you chose as your answer to question 1?
 - She compares the partisans to characters in *Robin Hood*.
 - She quotes Ben as saying, “We took them with us, and they survived the war.” (p.10)
 - She explains that after World War I, the German people felt humiliated, tired, and bitter.
 - She describes a typical evening in the Kamm household before the war.
- Which best describes the Warsaw ghetto?
 - a poor Jewish neighborhood in Warsaw
 - an area in Warsaw where Jewish people were forced to live
 - a concentration camp in Warsaw
 - a partisan base outside of Warsaw
- Consider this line: “The man’s words are like the cold wind that blows off the nearby Vistula River.” (p. 6) What is the purpose of the simile?
 - to help the reader understand how cold the wind from the Vistula River feels
 - to help the reader understand that the man’s words make Ben uncomfortable, but only briefly
 - to hint that the man is a Nazi
 - to tell the reader about the weather
- In the section “Luck and Sorrow” on page 10, which pair of words best describe Tarshis’s tone as she writes about the end of World War II?
 - victorious, admiring
 - furios, aggressive
 - somber, factual
 - shocked, questioning
- The journal entry on page 9 helps you understand more about
 - the relationships between the partisans and the people they were protecting in the forests.
 - why Ben decided to join the partisans.
 - the kinds of attacks that partisans carried out against the Germans.
 - what Ben’s life was probably like as a partisan.

Constructed-Response Questions

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

- Did Ben’s experiences during the Holocaust change him? Explain, using text evidence to support your answer.
- In World War II, who were the partisans? What did they do? Answer in one paragraph. Support your answer with details from “Teens Against Hitler.”

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read “Teens Against Hitler.” Then answer the questions below.

- According to Lauren Tarshis, which of the following statements is true about the Holocaust?
 - Ben Kamm’s family had always worried that something like it might happen.
 - A few people in Warsaw had warned that it might happen, but they were mostly ignored.
 - It never occurred to anyone that something so horrible could happen.
 - People thought the Polish police would be able to keep the Nazis out of Poland.
- How does Tarshis support the statement you identified in your answer to question 1?
 - She explains that during the 1920s and ’30s, most of Warsaw’s Jews did not “dwell on the petty hatreds of ignorant people.” (p. 6)
 - She describes a typical evening in the Kamm household before the war.
 - She quotes Ben as saying, “Who could imagine such things?” (p. 7)
 - all of the above
- Why did Ben’s family move to the Warsaw ghetto?
 - They thought it would be safer than staying in their home.
 - They had no choice; all Jewish people in Warsaw were forced to move there.
 - They wanted to be near family members.
 - Ben was able to sneak out of the ghetto and steal food for them.
- Consider this line: “The man’s words are like the cold wind that blows off the nearby Vistula River.” (p. 6) What is the purpose of this simile?
 - to help the reader understand how cold the wind from the Vistula River feels
 - to help the reader understand that the man’s words make Ben uncomfortable, but only briefly
 - to hint that the man is a Nazi
 - to tell the reader about the weather
- In the section “Luck and Sorrow” on page 10, which word best describes Tarshis’s tone as she writes about the end of World War II?
 - excited
 - angry
 - serious
 - surprised
- In the journal entry on page 9, a partisan describes
 - rescuing a group of Jewish people from a ghetto.
 - attacking a factory that was owned by the Nazis.
 - a peaceful night when the partisans were able to relax around a campfire.
 - moving to a new location to avoid being attacked by the Germans.

Constructed-Response Questions

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

- According to the first section of the article, what kind of person was Ben as a kid? Use details from the text to support your answer.
- In World War II, who were the partisans? What did they do? Answer in one paragraph. Support your answer with details from “Teens Against Hitler.”

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

Partisans Contest

Imagine that a statue is being put up to honor Ben Kamm. Write a speech to be read when the statue is unveiled to the public. Be sure to explain who Ben was and why we should remember him. Support your ideas with details from the text. Five winners will each get *Shadow on the Mountain* by Margi Preus.

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 written entry and send both to: scopemag@scholastic.com
or mail them to: Partisans Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 20, 2016!