

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Central Idea, page 1 of 2

The Power of Information

Directions: Answer the questions below to identify the central idea in "The Boys Who Fought the Nazis." Be sure to write in complete sentences. When you are finished, you can use this activity to help you respond to the writing prompt on page 10.

Part I: Hitler and the Nazi Party

1. Answer the questions below to identify details about how Adolf Hitler and the Nazis used information.

a. What did Hitler tell Germans in speech after speech? Why did he say this?

b. What happened to people who spoke out against the Nazis?

c. What limits did the Nazis place on German newspapers and radio stations? What can you infer about how this affected what people believed?

d. Why was listening to foreign radio broadcasts banned?

e. What did children learn in the groups *Jungvolk*, the Hitler Youth, and the League of German Girls? Why do you think the Nazis created these groups?

2. Think about your answers to the questions above. What can you conclude about why it was important to the Nazis to control the information people received?

Part II: Karl, Rudi, and Helmuth

3. Answer the following questions to identify details in the article that show why and how Karl-Heinz Schnibbe, Rudi Wobbe, and Helmuth Hübener tried to resist the Nazis.

a. How did the boys receive information about what was happening in the war? What did they learn?

b. What method did the boys choose to resist the Nazis? Why do you think they chose this method?

c. Why do you think the penalties for their actions were so harsh?

d. Why do you think Helmuth made the final statement that he did before the judge?

4. Think about your answers to the questions above. What can you conclude about why information was important to Karl, Rudi, and Helmuth?

Conclusion

5. What central idea does the article express about the role of information in Nazi Germany?

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Part I: Hitler and the Nazi Party

1. Go back to the article and find details that describe how the Nazis tried to control what Germans believed about Jews and about Hitler. Think about what Hitler told people and how people got information as well as the laws that were in place. Write five details on the lines below.

a. _____

b. _____

c. _____

d. _____

e. _____

2. Why was controlling the information people received important to the Nazis?

Part II: Karl, Rudi, and Helmuth

3. Now find details in the article that show why and how Karl-Heinz Schnibbe, Rudi Wobbe, and Helmuth Hübener tried to resist the Nazis. Write four details on the lines below.

- a.
- b.
- c.
- d.

4. Why was distributing information important to Karl, Rudi, and Helmuth?

Conclusion

5. What central idea does the article express about the role of information in Nazi Germany?

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Reading Comprehension

"The Boys Who Fought the Nazis" Quiz

Directions: Read "The Boys Who Fought the Nazis." Then answer the multiple-choice questions below.

1. Which sentence BEST summarizes the article?

- (A) Not everyone in the Hitler Youth agreed with what the Nazis believed.
- (B) Hitler blamed the Jews for all of Germany's problems.
- (C) During World War II, one German boy lost his life trying to resist Hitler.
- (D) In Nazi Germany, three boys risked everything to spread the truth about Hitler.

2. The first three paragraphs of the article serve to

- (A) introduce the setting and build suspense.
- (B) explain the nature of Karl's secret mission.
- (C) illustrate how World War II started.
- (D) demonstrate the Nazis' control over Germany.

3. How does the author best emphasize the courage of Helmuth, Karl, and Rudi?

- (A) by explaining why they left the Hitler Youth
- (B) by describing the horrors of Hitler's regime
- (C) by showing photographs of Nazis
- (D) by indicating that they have no regrets

4. Which statement is NOT supported by information in the article?

- (A) Most Germans did not have access to news from other countries.
- (B) Helmuth was killed for criticizing Hitler.
- (C) When he was young, Karl thought he might want to be a Nazi leader.
- (D) Helmuth is still considered a hero.

5. Consider this sentence from the article:

"In all of human history, few regimes have been more profoundly evil than Hitler's Nazi Germany."

Context clues reveal that *profoundly* means

- (A) slightly
- (B) intensely
- (C) intelligently
- (D) strictly

6. Based on information in the map on page 6, you can see that

- (A) the Nazis controlled most of Europe in 1942.
- (B) very few countries were neutral during the war.
- (C) Great Britain and the Soviet Union fought against the Nazis.
- (D) all of the above

7. Members of the Hitler Youth were expected to

- (A) speak only to one another.
- (B) fight in battles so Hitler could win the war.
- (C) spit on German Jews.
- (D) report people who were not loyal to the Nazis.

8. Which literary technique is used in the following passage from page 6?

"But embers of these old beliefs smoldered in German culture. Hitler easily fanned the flames."

- (A) hyperbole, to exaggerate Hitler's level of power
- (B) personification, to make flames seem human
- (C) metaphor, to show how beliefs spread like fire
- (D) simile, to compare Hitler to burning flames

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

9. Though Helmuth, Karl, and Rudi were not Jewish, growing up in Nazi Germany affected them greatly. Explain how. Use text evidence in your answer.

10. How do the photographs enhance your understanding of the article? What information do they contain that is not included in the text of the article?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Boys Who Fought the Nazis." See the Glossary of Nonfiction Terms available at Scope Online for definitions of the words that appear in bold.

Before Reading: Text Features

1. Read the **headline**, or title, on pages 4-5. Write it here: _____

2. Look at the two photos on pages 4-5. What does each show? Why do you think they were placed together?

3. Look at the "As You Read" box on page 4. What does it tell you to think about as you read?

4. Examine the map on page 6. What does it tell you about Nazi Germany?

5. Look at the photos on page 7 and read the caption. What was the Night of Broken Glass? Why do you think information about it was included in the article?

6. Consider the two photos on pages 8-9 and read their captions. What emotions does each photo evoke?

During Reading: Text Structure

7. Answer the following questions after you read the section "Three Friends, One Plan."

A. Place a check (✓) on the **text structure** that best describes how this section is organized.

Description	Sequence	Problem and Solution	Cause and Effect	Compare and Contrast
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B. Explain why you chose the **text structure** that you did. _____

After Reading

8. Write a three- to four-sentence **objective summary** of "The Boys Who Fought the Nazis." Think about what you would say to a friend who asks, "What is this article about?"

9. Below are two pieces of **supporting evidence** for a **central idea** of "The Boys Who Fought the Nazis." In the space provided, write a central idea that this evidence supports. Then find a third piece of evidence.

Central idea: _____

Evidence #1: "Resisters were marked as traitors and swiftly killed." (p. 7)

Evidence #2: "Listening to foreign radio stations was forbidden, and the penalties were severe." (p. 7)

Evidence #3: _____

10. Below is another **central idea** of "The Boys Who Fought the Nazis." Find three pieces of evidence that support this idea. Include the page numbers they come from.

Central idea: Karl, Helmuth, and Rudi demonstrated remarkable courage in their resistance to the Nazis.

Evidence #1: _____

Evidence #2: _____

Evidence #3: _____

11. Sequencing: In the space provided, write the year in which each event occurred. Then, on the lines below the boxes, number the events from 1 to 6, in chronological order.

Helmuth shows his short-wave radio to Karl. Year: _____	The Night of Broken Glass occurs. Year: _____	The Nazis come to power. Year: _____	Helmuth is executed. Year: _____	Karl and Rudi are arrested. Year: _____	Karl joins the <i>Jungvolk</i> . Year: _____
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12. Look at the map on page 6. Then read the claims below. For each, write whether the claim is true or false. Then explain your answer by providing the **supporting evidence** that proves the claim true or false.

Claim 1: Nazi Germany controlled Sweden in 1942.

This claim is ☐ true ☐ false (check one).

Supporting piece(s) of evidence: _____

Claim 2: The distance from Hamburg to Berlin is greater than 500 miles.

This claim is ☐ true ☐ false (check one).

Supporting piece(s) of evidence: _____

13. What else have you read in which a character has similar traits to those of Helmuth? Explain, using text details.

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Vocabulary Acquisition, page 1 of 2

Vocabulary:

"The Boys Who Fought the Nazis"

Directions: Read the following definitions and example sentences. Then add two additional words from the article in the spaces provided.

1. **haggard (HAG-erd)** *adjective*; looking exhausted or unwell
example: Gary looked haggard after two long nights of studying.
2. **interrogate (in-TEHR-uh-geyt)** *verb*; to question someone in detail, often about something private or secret
example: After I missed my curfew, my mom interrogated me about where I'd been.
3. **outlandish (owt-LAN-dish)** *adjective*; looking or sounding bizarre or unfamiliar
example: Ericka's fashion taste has been called outlandish; her favorite ensemble involves a pink fur coat, green striped socks, and a cowboy hat.
4. **regime (ruh-ZHEEM)** *noun*; 1. a form of government or rule, often an authoritarian one; 2. a system or planned way of doing things.
example 1: Hundreds of peasants suffered from hunger and poverty under the cruel king's regime.
example 2: Kristina's daily fitness regime involves running two miles and biking for 20 minutes.
5. **scapegoat (SKEYP-goht)** *noun*; a person or group made to take the blame for something
example: I hadn't touched my brother's iPod in weeks, but somehow I became the scapegoat for its disappearance.

6. _____ (_____) _____ ; _____

example: _____

7. _____ (_____) _____ ; _____

example: _____

NONFICTION: "The Boys Who Fought the Nazis" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"The Boys Who Fought the Nazis"

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank.

WORD BANK

haggard

interrogate

outlandish

regime

scapegoat

- The police spent hours _____ their suspect, but he wouldn't say a word.
- Lady Gaga is known for her _____ costumes and music videos.
- A severe case of the flu left Maria looking pale and _____.
- In the novel *The Hunger Games*, Katniss inspires other to fight against President Snow's evil _____.
- Even though the entire team played poorly, the goalie became the _____ for losing the game because he was unable to make a save on the last play.

Directions: In the space provided before each of the following word pairs, write **S** if the words are synonyms or **A** if the words are antonyms.

- _____ outlandish, mundane
- _____ regime, system
- _____ examine, interrogate
- _____ scapegoat, hero
- _____ haggard, healthy

Directions: Complete each sentence in a way that makes the meaning of the boldface word clear.

- The **haggard** traveler had been _____
- I **interrogated** Lisa to discover _____
- As part of Dad's new nutritional **regime**, he plans to _____

Critical-Thinking Questions

"The Boys Who Fought the Nazis"

1. What factors contributed to Hitler's rise to power?
2. Why was Helmuth's short-wave radio a secret? How did it affect the boys?
3. What was the boys' form of resistance? Why do you think the Nazis found it so threatening?
4. What purpose did the Young Folk and Hitler Youth serve?
5. Consider the consequences Helmuth, Rudi, and Karl suffered for their resistance. Why do you think Karl said he would do it again?

Consider the role of information in Nazi Germany. How and why did the Nazis control information? How and why did Karl, Helmuth, and Rudi use information to fight the Nazis? Answer both questions in two to three well-organized paragraphs. Use text evidence. Five winners will each receive Susan Campbell Bartoletti's incredible book *The Boy Who Dared*, a novel based on the life of Helmuth Hübener.

This image shows a blank 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.

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:

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
RESISTANCE CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **MAY 10, 2013!**