

THE BOYS WHO FOUGHT THE NAZIS



**A WORLD WAR II STORY
OF COURAGE AND
SACRIFICE**



CENTRAL IDEA

This is a complex story on a very tough topic, so we recommend that before you start reading, get a sense of what students already know. Write the word “Holocaust” on the board. Spend a few minutes in an open class discussion.

Show our “Behind the Scenes” video, which introduces some of the important concepts in the article and sets a purpose for reading. After you show the video, have students examine pages 4 and 5. Invite them to share their observations about the photos. What do the photos suggest about the power of the Nazis compared with the power of the three boys?

We have wanted to do a story about the Hitler Youth for a long time. We felt it was important to explore the question of how millions of children—many the age of *Scope* readers—came to develop an extreme devotion to Hitler. Yet we struggled with the best approach—until we discovered three German teenagers: Karl-Heinz Schnibbe, Rudi Wobbe, and Helmuth Hübener. These boys were in the Hitler Youth, as required by the Nazi government, yet they risked their lives to start their own resistance. Reading this challenging article, your students will think about the role of free speech, propaganda, and prejudice in Nazi Germany. They will also be deeply moved by the story of three teenagers, who showed courage in the face of daunting brutality and evil.



Ask a student to read aloud the As You Read box. Then read the first section of the article as a class. Divide students into groups to read the rest of the article, pausing between sections to discuss key points. Circulate among groups to answer any questions.

Assign a second read of the article as homework or in class the next day; this time have students complete the “Read, Think, Explain” activity sheet. Next, study the photos and captions as a class. Ask: How do the photos connect to the text? What do you learn from the photos that is not in the story?

Project or distribute the critical-thinking questions. Have students

answer them in groups, returning to the text to support their ideas. Then distribute the activity sheet “The Power of Information,” which will help students identify details about the role of information and truth in the story. Last, have them respond to the prompt on page 10.

ACTIVITY SHEETS FOR THE FEATURED SKILL

THE POWER OF

INFORMATION: Prepares students to answer the writing prompt on page 10

CRITICAL-THINKING

QUESTIONS: See page T-5

CONTEST ENTRY FORM



Fighting the Nazis

As an alternative to this lesson, use our digital lesson. It provides step-by-step instructions and links to all the materials you will need—our “Behind the Scenes” video, a digital version of the article, and activity sheets—to teach “The Boys Who Fought the Nazis.”



Yes, you could spend precious time coming up with discussion questions, but why should you? We’ve got them right here! They’re also available as a PDF (without answers) to use for small-group discussion or as a writing activity.

1 What factors contributed to Hitler’s rise to power? (key ideas and details) Germans were looking for a way out of the high unemployment and humiliation they faced after World War I. Hitler made rousing speeches that bolstered German pride. Playing on the anti-Semitism that had existed for centuries, he scapegoated the Jewish people for all of Germany’s problems.

*** 2 Why was Helmuth’s short-wave radio a secret? How did it affect the boys?** (central idea) The radio was a secret because the Nazis banned listening to foreign broadcasts, which the radio could pick up. The Nazis wanted Germans to listen only to broadcasts that supported their party. The radio affected the boys by giving them access to truths about Hitler and the war. It motivated them to take action against the Nazis.

*** 3 What was the boys’ form of resistance? Why do you think the Nazis found it so threatening?** (central idea) The boys’ form of resistance was to write and distribute pamphlets criticizing Hitler and the Nazis. It was threatening because the Nazis wanted to control the way their actions were perceived; one way of doing this was to control and limit the information people received.

4 What purpose did the Young Folk and Hitler Youth serve? (key ideas and details) These groups served to bring people into the Nazi Party at a very young age, when they would be more likely to accept what they were told without question. The Hitler Youth were trained as soldiers and assisted the Gestapo in finding people who were disloyal.

5 Consider the consequences Helmuth, Rudi, and Karl suffered for their resistance. Why do you think Karl said he would do it again? (inference) Answers will likely include that Karl believed resisting was the right thing to do, no matter the consequences.

*supports featured skill

ACTIVITY SHEETS

WORDS AND DEFINITIONS:

Print or project vocab words from the article.

VOCABULARY PRACTICE:

Because reinforcement matters

“READ, THINK, EXPLAIN”:

Looking for a self-guided, scaffolded activity to build nonfiction reading skills and strategies? This is it.

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive/digital versions.



What can we say? We’ve got a lot of ideas for you.

PICTURE POWER

Ask students to choose one of the photos that accompany this article and write a short essay explaining what the photo portrays, what it says about its subject, and why it is powerful.

AUDIO ARTICLE

Go to Scope Online for an audio version of the entire article.



Find all activity sheets and other support materials at www.scholastic.com/scope.