

Name: _____

Date: _____

Activity I: Anticipation Guide**Pre-Reading**

The following questions are intended to help you identify with the characters and conflicts in *The Devil's Arithmetic*. You will find it helpful to know where you stand on these issues. Take a few minutes to think about and answer each question carefully.

1. You must evacuate your house, and you only have about one minute to grab a few things. What do you save? Why?
2. Pretend you are trapped in time, and you can only keep five memories. Which five would you choose, and why?
3. Do all humans, even criminals, have some good in them? Explain.
4. What is your favorite tradition that your family practices?

Name: _____

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5. What makes a good friend?

6. What would happen if everyone in America were forced to practice the same religion?

7. How would our social system change if people with blond hair and blue eyes were considered to be better than everyone else?

8. What if you were taken from your home and forced to live in a foreign country? Do you think you could adapt? Explain.

9. How would you feel if you had to eat the same soup for every meal, every day, for five years?

10. What if marriages were still arranged at birth? How would you feel about your wedding day?

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Activity I: Context Clues**Chapters 1–4**

Context clues help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In the following example, you want to know the meaning of the word **embankment**. You need to look for clues, such as descriptions, in the sentence:

“They were forced by the soldiers to scramble down the high gravel embankment, and the slippery stones slid away underfoot.” (Pg. 87)

If “slippery stones slid away underfoot,” the people are having a difficult time keeping their footing. In addition, they are scrambling down a gravelled path that is high. It is very possible that embankment means some type of mound. Since the stones are slippery, we can also assume that water may be near. An embankment may be a mound of stones or earth to hold back water.

Of course, if you cannot define a word using context clues, you should look it up in the dictionary to learn its meaning.

There’s an interesting twist to this assignment. Have you heard of magic number puzzles? Here’s an example:

8	1	6
3	5	7
4	9	2

Study this number grid. Do you see what makes it unique?

Part I

The following **VOCABULARY LIST** contains Jewish terms and other vocabulary words that are found in Chapters 1–4. The author has provided context clues to help you understand their meaning inside the text. The page numbers where you will find each word are given. Look up the words in the novel, and match each vocabulary word with its definition using context clues. Put the number of the definition in the proper place on the grid. Remember, the total of the numbers will be the same across each row, down each column, and diagonally. Your task is to define each term and find the magic number.

Name: _____

Date: _____

VOCABULARY LIST

- | | |
|--|--|
| <ul style="list-style-type: none"> A. unleavened (Pg. 5) B. Seder (Pg. 3) C. Passover (Pg. 3) D. Haggadah (Pg. 5) E. distorted (Pg. 9) F. guttural (Pg. 9) G. steerage (Pg. 10) H. saga (Pg. 10) I. compensation (Pg. 10) J. encircling (Pg. 11) K. droned (Pg. 13) L. yarmulke (Pg. 14) M. plunged (Pg. 14) N. mortified (Pg. 14) O. cloying (Pg. 16) P. matzoh (Pg. 16) Q. earnestness (Pg. 18) R. reluctantly (Pg. 19) S. Yiddish (Pg. 23) T. shtetl (Pg. 26) U. Torah (Pg. 29) V. solemn (Pg. 29) W. rabbi (Pg. 29) X. apparently (Pg. 30) Y. nightshift (Pg. 30) | <ul style="list-style-type: none"> 1. talked in a persistently dull manner 2. a ceremonial dinner held during Passover 3. unwillingly 4. making up for something; making something equivalent 5. an old-fashioned term for pajamas 6. twisted out of shape or condition 7. unleavened bread eaten at Passover 8. cheapest section of a passenger ship 9. a Jew trained for religious leadership 10. to suffer extreme embarrassment 11. a language spoken by Jews 12. surrounding; forming a circle 13. the books of the Pentateuch studied in Jewish Scripture 14. a skullcap worn by Jewish males 15. holiday recognizing the Hebrews' freedom from slavery 16. a long, detailed story 17. seemingly; evidently; visibly 18. disgusting because of extreme sweetness 19. made without yeast or other leavening agent 20. seriousness; importance 21. marked by a religious sanction; serious 22. to begin suddenly 23. prayer book containing the seder ritual 24. a small Jewish town or village 25. a harsh, grating quality to a voice |
|--|--|

The magic number is _____.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y

Name: _____

Date: _____

Part 2

Now, use the definitions to write an original sentence for the following ten terms. Correct any of your sentences that contain punctuation or other errors. Be sure to use your own context clues to show the meaning of the term in your sentence. For the first seven questions, the word has been chosen for you. For the last three questions, you may choose any other three words from the list in **Part 1**.

1. apparently: _____

2. distorted: _____

3. compensation: _____

4. droned: _____

5. plunged: _____

6. mortified: _____

7. solemn: _____

8. _____ :

9. _____ :

10. _____ :

Name: _____

Date: _____

Activity II: Prediction

Chapters 1–4

Making predictions about what might happen to characters helps readers connect with and remain interested in a novel. Remember that predictions are more than mere guesses. They are inferences based on what has already happened in the book. Consider Aaron's nervousness in Chapter 1. He has to read the Four Questions from the Haggadah for the first time. He is so nervous that he feels sick, but Hannah reassures him: "You've been reading right since you were three, Mr. Smarty." (Pg. 5) Based on this statement and Hannah's actions toward her brother, we can reasonably predict that Hannah will try to help her brother feel comfortable while reading the Four Questions and for the remainder of the Seder. This is a sensible prediction because we have evidence from the novel to support our opinion.

Now, make your own prediction about the novel. Hannah expresses her dislike of the Jewish traditions that her family practices. She dreads the Seder and seeing her family members. The only part of the Seder she enjoys is drinking watered wine. When it is her turn, Hannah empties her wine into the goblet because her head feels funny from the wine. Her Grandpa Will praises her for being so generous and states that she has the privilege of opening the door for Elijah. Feeling ridiculous, Hannah flings the door open on page 20.

1. Make a prediction about what you expect to happen to Hannah at this point. Before responding, consider the following:
 - her statement: "Ready or not, here I c..." (Pg. 20)
 - the green field and sky outside her apartment door
 - the "shadowy figure" (Pg. 20)
 - the figure's song

2. Find at least three pieces of evidence from the novel to support your prediction about what will happen to Hannah. Be sure to include page numbers for any quotations.

I predict that _____

For the following reasons:

1. _____
2. _____
3. _____

Name: _____

Date: _____

Activity IV: Characterization**Chapters 1–4**

The Devil's Arithmetic includes many characters. To help you remember each character's part in the novel, keep a **CHARACTER LOG**, in which you list important facts about each character. Here are examples of information you may wish to include:

- the character's relationship to Hannah or another character
- the character's place in society and occupation
- important quotes by the character
- descriptions of the character
- actions and thoughts of the character
- important character traits

The characters that have been introduced in Chapters 1–4 are included on your log. Fill in facts for each character. A few facts about Hannah have been provided for you.

As you continue reading the novel, add additional characters and facts to your log. Since there are many minor characters in *The Devil's Arithmetic* and many major characters that are not introduced until later in the novel, this log will be valuable and should help you study for tests and complete writing assignments.

Name: _____

Date: _____

CHARACTER LOG

Character	Important Information
Hannah	
Grandpa Will	
Grandma Belle	
Aaron	
Rosemary	
Aunt Eva	
Hannah's mother	
Hannah's father	
Aunt Rose	
Grandpa Dan	
Uncle Sam	
Shmuel	
Gitl	
Yitzchak	
Fayge	
Reuven	
Tzipporah	
Rachel	
Shifre	
Esther	
Yente	
Rabbi Boruch	
The Badchan	

Name _____ Period _____ Date _____

STUDY GUIDE QUESTIONS - The Devil's Arithmetic

DIRECTIONS: Read Chapters 1-4. Then read each question below and answer it correctly in the spaces provided.

Chapter 1-4

1. What is Hannah's complaint to her mother?
2. Where do Hannah and her family travel to get to her grandparents?
3. Why was Hannah's younger brother scared?
4. For whom is Hannah named?
5. What has Grandpa Will so upset?
6. When Hannah was younger what did she do that she thought would please her Grandpa Will?
7. Why does Aunt Eva light the candles in Grandma Belle's house every holiday?
8. Grandfather Will decides that Hannah is old enough to partake of what holiday tradition?
9. What part of the ceremony does Hannah's younger brother, Aaron, enjoy the most?

Name _____ Period _____ Date _____

10. Why does the family open the door to admit the prophet Elijah?

11. What happens after Hannah says, "Ready or not, here I come?"

12. On what does Hannah blame this daydream-like scene?

13. Where is Hannah and with whom?

14. Write a description of these people.

15. Describe their house and the surrounding area.

16. By what name do these people call Hannah?

Name: _____

Date: _____

FIGURATIVE LANGUAGE CHART

Quotation	Type of Figurative Language (simile, metaphor, personification, onomatopoeia, hyperbole)	Image/Idea/Picture It Creates
“Do you think it strange, little Chaya, that I—Shmuel Abramowicz—with an arm like a tree and, as Gitl says, a head like a stone...” (Pg. 33)	simile	Shmuel's arm is compared to a tree, strong and thick, and his head is compared to a stone, solid and unchangeable.
“Anyway, she was starving, even if it was a dream.” (Pg. 36)		
“Hannah looked down at the table, embarrassed by the butcher's compliments, and Gitl reached over in front of her and took the coffeepot up, placing it down again with a solid <i>thwack</i> in front of Yitzchak.” (Pg. 37)		
“You know so much, my little <i>yeshiva bocher</i> , telling you anything more is carrying straw to Egypt.” (Pg. 39)		
“Look how the morning flies, and we sit here gabbling about wedding nights, which will be here soon enough.” (Pg. 39)		
“The children—oy. And where did you leave them? Outside in the cages like the chickens?” (Pg. 39)		
“He'd laughed at them and Hannah had thought she'd die on the spot.” (Pg. 51)		
“He stood up slowly, unfolding like some kind of long-legged bird, and danced away to the next group of villagers.” (Pg. 55)		
“He was like a court jester. Only instead of wearing one of those colourful caps with bells, he wore a black hat like the other men, and the bottom of his coat danced along with his every move.” (Pg. 56)		

Name: _____

Date: _____

Part 2

Now, you will write some figurative language of your own. In the following **WRITE YOUR OWN FIGURATIVE LANGUAGE CHART**, you will find fifteen ordinary sentences that contain very little description and no figurative language. Rewrite them so that they include similes, metaphors, personification, hyperboles, or onomatopoeia. Then, name the type of figurative language that you have used for each. The first five have been done for you as examples.

WRITE YOUR OWN FIGURATIVE LANGUAGE CHART

Ordinary Sentence	Figurative Language	Type of Figurative Language
The sun shone brightly.	The sun shone like a brilliant diamond in the sky.	simile
The wolf was quiet.	The wolf was a silent tree standing in the distance.	metaphor
Green leaves shook.	Tiny, frightened leaves trembled in the fierce winds of the storm.	personification
She cried because she was very sad.	She sobbed rivers of tears.	hyperbole
The angry snake slithered away.	The snake <i>hissed</i> as it slithered away.	onomatopoeia
The full moon was bright last night.		
There was chalk on the chalkboard.		
Birds fly in the sky.		
The train moves along the tracks.		
The wind blows the beach ball around the yard.		
There are apples on the tree.		
The dog whined.		
There were clouds in the sky.		
She took big drinks of water.		
The boy was very sleepy.		

Name _____ Period _____ Date _____

STUDY GUIDE QUESTIONS - The Devil's Arithmetic

DIRECTIONS: Read Chapters 5-7. Then read each question below and answer it correctly in the space provided.

Chapters 5-7

1. What does Shmuel admit to Hannah the next morning, the day of his wedding?
2. How do Gitl and Shmuel react to Hannah's ravings about her coming from New Rochelle, New York?
3. Who comes to visit them the morning of the wedding and what does he bring?
4. What does Gitl tell Hannah to wear to the wedding and how does Hannah feel about it?
5. Who does Hannah meet that she thinks will make her 'dream' experience more interesting?
6. Where does Hannah tell the girls she goes during the week that they find unbelievable?
7. Why were the shetl girls especially fascinated with Hannah?

Name _____ Period _____ Date _____

8. Why are the local girls shocked to hear Rachel's account of Shmuel and Fayge's courtship?

9. What is a badchan?

10. What quick observation does the badchan make of Hannah?

11. Why did Hannah laugh out loud after meeting the badchan?

Name: _____

Date: _____

Activity II: Culture

Chapters 5-7

The narrator provides us with a clear view of Hannah's culture. From the first four chapters in the novel, readers learn much about Jewish culture, such as Passover, the Seder, and the importance of remembering, wearing the yarmulkes, hiding the afikoman, and eating bitter herbs. Now, find examples of Hannah's culture in Chapters 5-7, and list as many of these traditions as you can in the **Hannah's Traditions** column of the **TRADITIONS CHART**. The first one is done for you as an example.

Then, think about your own culture and traditions. What traditions or experiences do you have that are similar to Hannah's Jewish traditions? For example, villagers bring wedding presents for Shmuel and Fayge's wedding, and we still practice this tradition today. List your traditions in the **My Traditions** column. The first one has been done for you.

Finally, decide why people have traditions and rituals. Why are they important to some people? Record your answer in the box below the **TRADITIONS CHART**.

TRADITIONS CHART

Hannah's Traditions	My Traditions
The groom fasts on his wedding day.	Every Fourth of July, everyone in my family sits at the picnic table and tells stories.
Why do people have traditions and rituals?	

Name _____ Period _____ Date _____

STUDY GUIDE QUESTIONS - The Devil's Arithmetic (Chapters 8-10)

DIRECTIONS: Read chapters 8-10. Then read each question below and correctly answer it in the space provided.

1. Why doesn't Fayge enjoy the "Sherle" wedding music and dance?

2. How does Fayge treat Hannah (Chaya) her soon-to-be-niece?

3. Tell what the wedding party sees upon gaining an open view of the village?

4. What does the badchan say about whom he sees?

5. How does Hannah singularly figure out what is happening?

6. What does Hannah tell the rabbi to try to get him to turn back? How does he respond?

7. In what manner did the intruders stop the procession from entering the synagogue?

8. What information do the Nazi officers give the group of villagers?

Name _____ Period _____ Date _____

9. How does the rabbi try to calm the group?

10. What predictions does the badchan make?

11. How do the truckloads of Jews attempt to calm their fears on the way to resettlement?

12. What is the first thing the Jews notice upon their arrival at the train station?

13. After getting out of the trucks, what does the Nazi officer demand the villagers to do first?

14. Upon rising from lying on the ground, what are they made to do next?

Name: _____

Date: _____

Activity I: Point of View/Inference/Characterization**Chapters 8–10**

The Devil's Arithmetic is written in third person limited point of view. The narrator explains Hannah's actions and many of her thoughts, but the reader does not know what other characters are thinking and feeling. When you put yourself in a character's place and try to think as the character does, then you develop a better understanding of a character and the reasons for his or her actions.

In Chapter 9, the Nazis wait for the Jews to arrive at the synagogue for Shmuel and Fayge's wedding. The Nazis prevent the Jews from entering the synagogue and force everyone into the trucks. Cramped and frightened, they sing songs to comfort the children.

1. Imagine that you are Hannah. On a separate piece of paper, rewrite this scene from Hannah's point of view. Explain what she is thinking and feeling, as well as her knowledge of the future. Since you are pretending to be Hannah, use first person pronouns (I, me), not third person (she, her).
2. Now, rewrite the same scene from the point of view of each of the following characters:
 - Gitl:
 - Fayge:
 - The Nazi chief:
 - Rabbi Boruch:
 - Tzipporah:

Name: _____

Date: _____

Activity II: Cause and Effect

Chapters 8–10

Recognizing cause and effect relationships helps you understand the important events in a novel. If you can determine which actions cause other actions, you will see how several events link together to form the plot. By identifying cause and effect relationships, you can also point out how characters affect each other.

Read the **Statements** below and match each to its **Cause** or **Effect**. Write the letter of the correct answer on the blank. The first one is done for you as an example.

Statement	Cause or Effect of the Statement
<u> D </u> 1. Hannah thinks about her home in New Rochelle.	A. Hanna says that they must all run.
____ 2. Hannah tells Fayge that Shmuel is afraid of getting married.	B. Gitl tells Hannah to be quiet.
____ 3. The Nazis wait outside the synagogue.	C. Fayge sobs uncontrollably.
____ 4. Reuven whimpers because he is frightened.	D. Hanna starts to cry.
____ 5. Hannah tells everyone about the gas ovens.	E. Reb Boruch tells the people they have no choice but to be resettled.
____ 6. Everyone stops talking to listen.	F. Fayge hugs Hannah and says they will be friends.
____ 7. The adults sing songs on the trucks.	G. Women and children scream.
____ 8. Fayge's wedding dress is torn.	H. Hannah scrapes her knee.
____ 9. Hannah is shoved into the boxcar.	I. The children clap.
____ 10. A Nazi fires a bullet from his pistol.	J. Yitzchak lifts Reuven onto his shoulders.

Name _____ Period _____ Date _____

STUDY GUIDE QUESTIONS - The Devil's Arithmetic

DIRECTIONS: Read chapters 11-13. Then read each question below and answer it correctly in the space provided.

Chapters 11-13

1. Describe the conditions of the boxcars and the length of time spent in them.
2. What message adorned the iron gates of the camp?
3. Why is Hannah made to surrender her blue hair ribbons?
4. What does the woman guard in the blue dress tell them to do first?
5. Why does Hannah decide not to say anymore about what she remembers about the Holocaust, especially the showers?
6. After her hair is shorn from her head, what does Hannah realize?
7. What command does Hannah impose upon herself to numb the shock?
8. After their heads are shaved and they survive the cold showers, where are they next sent?
9. What distressing information does the man who tattoos Hannah give her?

Name _____ Period _____ Date _____

10. When Gitl tries to leave the barracks to find something to eat for the children, what does the young soldier tell her?

11. Why doesn't Gitl want Hannah to touch Tzipporah upon waking the next morning?

12. What instructions are the zugangi given pertaining to the bowls they are issued?

13. What message does the officer give to the newcomers after they have eaten?

Name: _____

Date: _____

Activity I: Flashback **Chapters 11–13**

The author uses flashbacks in Chapters 11–13 to provide readers with background information. Throughout these flashbacks, we learn the reasons behind many of Hannah's inner conflicts. In the following **FLASHBACK CHART**, list each flashback and explain what readers learn from it. The first entry is an example from Chapter 8.

FLASHBACK CHART

Page Number	Flashback	What Readers Learn from the Flashback
57	“It was worse than any family party at home. <i>At home!...Where was her home?</i> She forced herself to recall the house in New Rochelle...”	On the way to the wedding, Hannah meets many new people when she suddenly remembers her home. Readers learn that Hannah's memories of her home in New Rochelle are slipping away and wonder if Hannah has been permanently transported back in time.

Name: _____

Date: _____

Activity II: Symbolism Chapters 11–13

Part 1

In literature, authors regularly use items to represent larger ideas. Using the clues, unscramble the following common literary symbols on the following LITERARY SYMBOLS worksheet. Look for colors, seasons, animals, and other common literary symbols. The first has been done for you as an example.

LITERARY SYMBOLS

Scrambled Symbols	Clues	Answers
1. HIETW	good, innocence	
2. PPLUER	royalty	
3. DLOG	wealth, power	
4. LAFL	middle-age; growth slows	
5. NOLI	bravery, courage	
6. ITNHG	death	
7. EDR	passion, anger, danger, love	
8. MMRUSE	young adult years (growth and activity)	
9. RIEF	cleansing, purification	
10. EVDO	peace	
11. TREIWN	old age (no growth)	
12. RSEUNRI	new beginning	
13. NERGE	new growth, hope	
14. PSGNIR	new life	
15. KWHA	war	
16. DWIN	change	
17. LLWOEY SERO	friendship	
18. DRE OERS	passion, love	
19. HIEWT RESO	unending, eternal love	

Name: _____

Date: _____

Part 2

After you have had some practice with common literary symbols, determine why each of the following functions as a symbol in *The Devil's Arithmetic*. Explain the reasoning behind each symbol, and cite incidents from the novel as evidence for your reasoning. The first one has been done for you as an example.

1. The name Chaya: The man in charge of tattooing numbers on the newcomers tells Chaya: "Your name means life." (Pg. 100)
2. Metal bowls:
3. Tattoos:
4. Hannah's giving up the blue ribbons:
5. Shorn hair:
6. Laughter:
7. Smoke from the brick chimney:

Name: _____

Date: _____

Activity III: Characterization/Interview**Chapters 11–13**

- A. Pretend that you have the opportunity to interview Hannah after her first meal in the concentration camp. In small groups, think of questions you would like to ask Hannah. Include the following three in your list, and add five more.
1. When the woman demands you give her your hair ribbons, why do you reply: “No!... They aren’t mine to give. You can’t have them.” (Pg. 89)
 2. Why did you decide: “*We are where we are*”? (Pg. 91)
 3. You promise Gitl that you “*will never cry again.*” (Pg. 95) Explain how you plan to keep this promise.
- B. Decide and list Hannah’s responses to your questions based on what you have read so far.
- C. You will present your interview to your classmates. Prepare your presentation, choosing one of the following techniques:
- a one-on-one interview between a reporter and Hannah
 - a news talk show with two or three interviewers and Hannah
 - a newspaper article with a concise title and answers to the questions: who, what, when, why, where, and how—you will read this to your classmates and display it in the classroom
 - an evening news report about the interview with Hannah

Name _____ Period _____ Date _____

STUDY GUIDE QUESTIONS - The Devil's Arithmetic

DIRECTIONS: Read chapters 14-16. Then read each question below and answer it correctly in the space provided.

Chapters 14-16

1. What does Rivka share with the girls about the rest of her family?

2. Rivka shares the rules she follows to stay alive at the camp one day at a time. What are they?

3. How does Rivka explain her numbers?

4. How does Hannah remember her number?

5. What is "Lilith's Cave"?

6. What does Hannah dream of the night Rivka tells them the rules of the camp?

7. What is the signal for the young children that the commandant is coming?

8. What job does Hannah have in the camp?

9. Where does Gitl work in the camp and what does she learn there?

Name _____ Period _____ Date _____

10. Explain Rivka's definition of The Devil's Arithmetic.

11. Why does Hannah think that Reuven's choosing was her fault?

12. How does Rivka respond when Hannah suggests that they should at least go down fighting?

13. The night she finds out her father has been chosen, Fayge finally speaks to the girls. What is her story about?

Name _____ Period _____ Date _____

STUDY GUIDE QUESTIONS - The Devil's Arithmetic

DIRECTIONS: Read chapters 17-Epilogue. Then read the questions below and answer them correctly in the space provided.

Chapters 17-Epilogue

1. How does Hannah come to expect that something out of the ordinary will soon happen?
2. What was the plan and who was included?
3. Was it successful?
4. How did Fayge react to Shmuel's impending punishment?
5. What did Hannah notice about the Kommando that carried Fayge's body to Lilith's Cave?
6. In what way did Hannah find irony in the everyday events of nature surrounding the camp?
7. What was Hannah trying to tell the girls when the new guard confronted them?
8. What does the new guard tell them?
9. Which three girls does he choose?

Name _____ Period _____ Date _____

10. How does Hannah change the course of events?

11. Explain what happens after Hannah takes Rivka's place with the other girls.

12. Where does Hannah find herself after the dark resolves itself?

13. After she sits down at the laden table with her family, at what does Hannah stare?

14. When Aunt Eva wants to explain it's meaning, how does Hannah surprise her?

15. What does Aunt Eva share with Hannah about her past when they were alone?

16. What does Emmanuel Ringelblum, Jewish historian, claim were the only victories of the camps?

17. When the camp was liberated in 1945, who were the survivors?

Name: _____

Date: _____

Activity I: Characterization/Character Triangle**Chapters 17–Epilogue****Character Triangle**

As you read the book, you completed the CHARACTER LOG for the characters. It contains character traits, actions, and thoughts of the characters. Using either the chart of your memories of the characters, choose a character, and design a CHARACTER TRIANGLE for your chosen character. Here is how you do it:

CHARACTER TRIANGLE

1. Write the character's name.
2. Write two of the character's personality traits.
3. Write three words that describe the character physically.
4. Write four words that describe the character's favorite place.
5. Write five words that name the character's beliefs.
6. Write six words that name the character's skills, talents, or hobbies.
7. Write seven words about how this character has helped or harmed other characters.

Example:

Gitl
 motherly caring
 strong hardworking energetic
 country secluded comforting simple
 perseverance respect religion family children
 leading supporting organizing caring cooking helping
 friend honorable honest sister family model strength

Part 1

On a separate sheet of paper, create and illustrate your CHARACTER TRIANGLE for your chosen character. You will display your triangle in your classroom.

Part 2

On another sheet of paper, create and illustrate a CHARACTER TRIANGLE for your assigned classmate. You will display your triangle in your classroom.

Name: _____

Date: _____

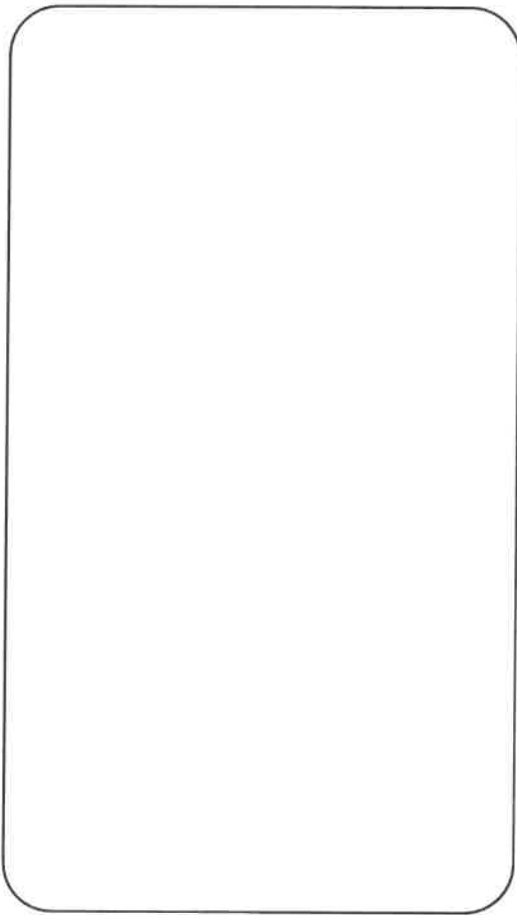
Activity II: Conflict

Wrap-Up

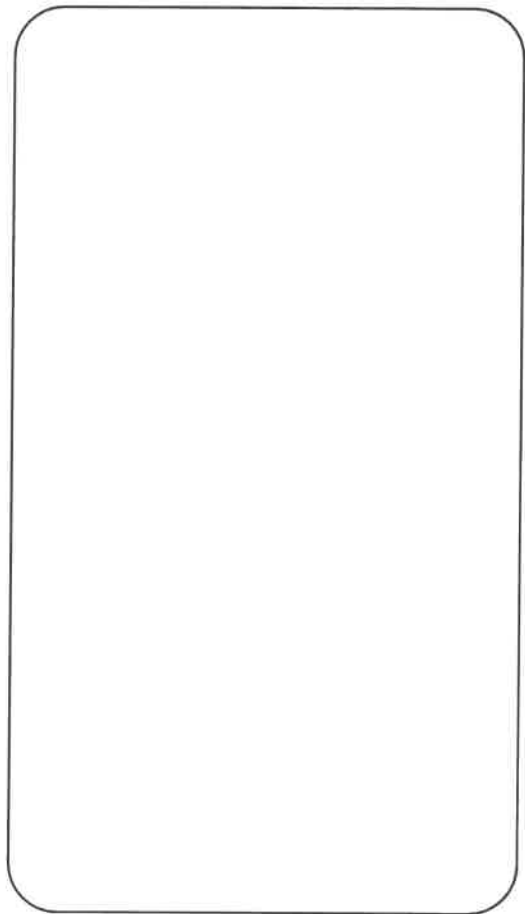
Throughout the novel, Hannah encounters one conflict after another. Some of these are internal—mental struggles that Hannah experiences—and others are external—physical struggles that Hannah experiences. In your small groups, list as many of Hannah's conflicts as you can in the appropriate spaces on the CONFLICTS CHART.

CONFLICTS CHART

Hannah's Internal Conflicts



Hannah's External Conflicts



Name: _____

Date: _____

PLOT OUTLINE

A. Introduction: (the setting/characters' background info)

B. Conflict: (big problem that characters are trying to solve)

C. Rising Action: (smaller problems that characters experience)

D. Climax: (turning point / most exciting point of novel)

E. Falling Action: (calming action / decrease in tension)

F. Resolution: (conclusion of the story / outcome)

Name: _____

Date: _____

Pattern for "I Am" Poem

Title

I am...(two character traits)
I wonder...
I hear...
I see...
I want...
I am...(repeat first line)

I pretend...
I feel...
I touch...
I worry ...
I cry...
I am...(repeat first line)

I understand...
I say...
I dream...
I try...
I hope...
I am...(repeat first line)

Name _____

Class Period _____

Date _____



Compare and Contrast: The Devil's Arithmetic



DIRECTIONS: As you watch the film version observe how it compares/contrasts with the novel. Write your answers in the spaces provided below.

Characters/Events in <u>The Devil's Arithmetic</u>	Compares (Alike)	Contrasts (Different)
Hannah's trip for Passover		
The Seder dinner		
Meeting Gitl and Shmuel		
Yitzchak's visit		
Meeting girls from the shtetl		
Fayge and the wedding guests		
Nazis in the town of Viosk		
Riding the train		
Arriving at the barracks		

Meeting Rivka		
Hiding in the midden		
Life in the camp		
The commandant and Reuven		
The escape plan		
Shmuel's execution		
Three girls are chosen		
Hannah and Aunt Eva		
Other observations		