



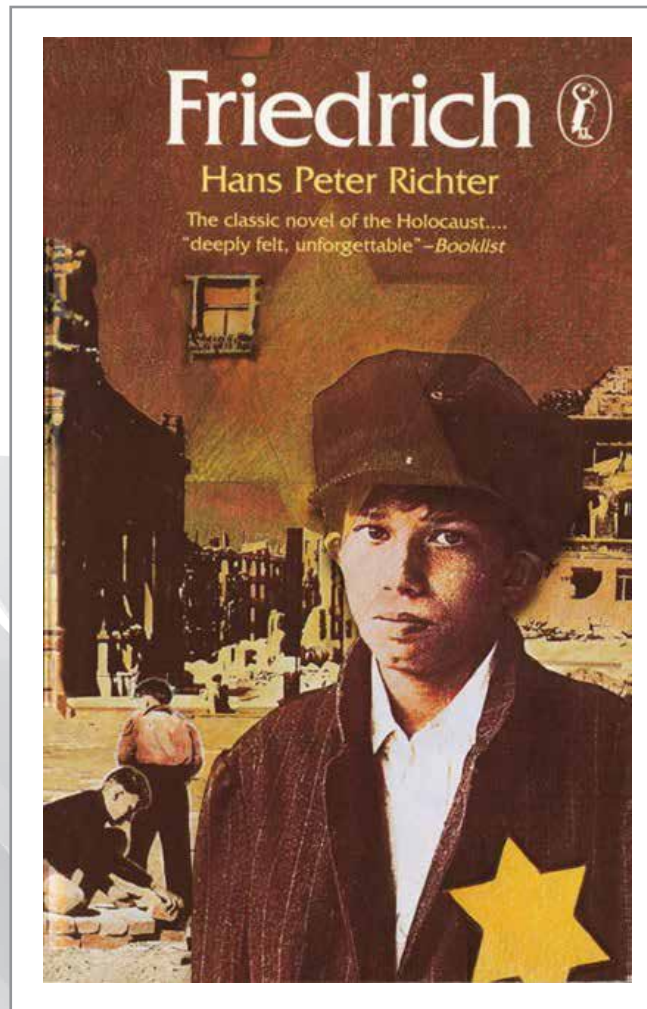
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Friedrich

Hans P. Richter



READ, WRITE, THINK, DISCUSS AND CONNECT

Friedrich

Hans P. Richter

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, decision-making, visualization

Comprehension

Predicting, comparison/contrast

Vocabulary

Context clues, synonyms, word mapping

Writing

Journaling, creative, poetry

Listening/Speaking

Debate, dramatization, pantomime

Literary Elements

Characterization, story elements, symbolism, point of view, conflict

Summary of *Friedrich*

Friedrich is a fictional account of the horrible nightmare in Germany in the 1930s. It is the story of Friedrich Schneider and his parents told by an unnamed boy who lives a floor below in the same apartment building in an unnamed German city. The boys are born one week apart in 1925 and grow up together. The boys are friends and alike in many ways except that Friedrich is a Jew. When Hitler and the Nazis come to power, life begins to get harder and harder for the Schneiders. Laws are passed against Jews, there is name-calling, the threat of eviction, and finally Friedrich is forced to leave school. There is more and more violence and the Schneiders' apartment is stormed and Friedrich's mother is beaten to death. Friedrich and his father struggle to survive with the help of the narrator and his family, but they do not stand up for Friedrich when he is refused entrance to the bomb shelter. When they return home after the air raid, Friedrich is found dead on the stoop of his house.



About the Author

Dr. Hans Peter Richter was born in Germany. He has written more than twenty books for children and young adults. He is a frequent guest on radio and TV shows in Europe. Edite Kroll is the translator of *Friedrich*. She was born in Germany and now lives in North Yarmouth, Maine. She has worked as an editor of juvenile books in England and the United States.

Introductory Information and Activities

Instructions Prior to Reading

Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and group of students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

You may wish to choose one or more of the following Prereading Discussion Questions. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Prereading Discussion Questions

1. Brainstorm: Begin by writing the word "Holocaust" on the center of a large piece of paper. Ask students to quickly tell what Holocaust makes them think of. What does the word "holocaust" mean? (*a thorough destruction especially by fire*) To what does this term usually refer? What is a pogrom? (*an organized massacre of helpless people, especially Jews*) Why did the Nazis try to kill all the Jews?
2. Friendship: What makes a true friend? How do you develop friendships? How can friends let you down?

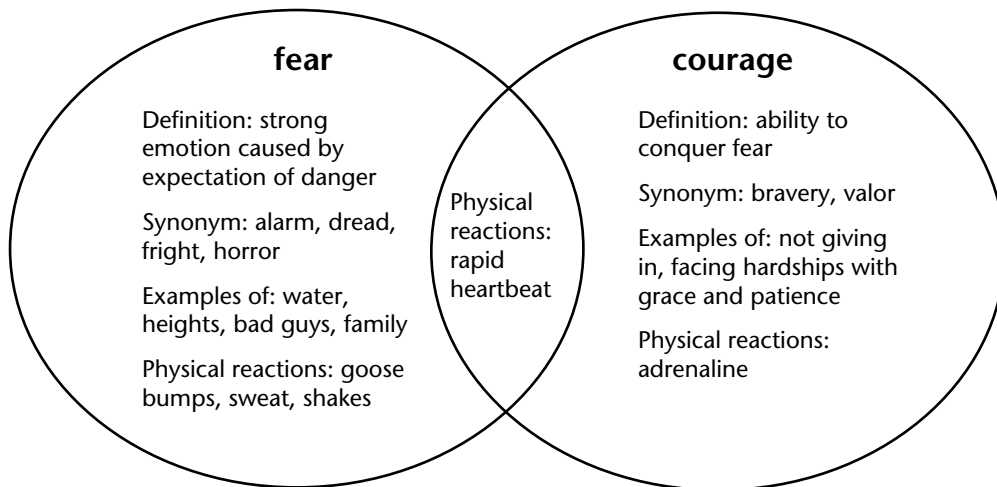
Initiating Activities

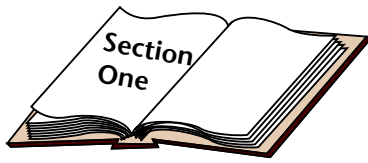
1. Look at the front and back covers of the book. Predicting is a very important part of reading. What do you learn about the characters? What is the setting? When and where do you think this novel takes place? What do you think the problem of the story will be? Does the back cover make you want to read the book? Why or why not?
2. This novel is realistic historical fiction. Have the students define “historical” and “fiction.” Explain that in historical fiction, the main characters are usually creations of the writer’s imagination (although real people may appear or be mentioned in the story). The setting is real—usually a time and place which had historical importance. Ask the students to give other words that mean realistic. Help students fill in the chart below, comparing and contrasting historical fiction with history.

	Historical Fiction	History (Factual)
Setting:	Our world	Our world
Characters:	May or may not be people who really lived	People who really lived
Action:	Could have happened but not entirely true story	True story
Problem:	Could have belonged to someone living at the time of the story	Real problem
Examples:	Johnny Tremain (Forbes)	Hiroshima (Hersey)

3. Make Venn diagrams with the students for the ideas of fear and courage. What do these two concepts have in common?

Begin by writing the word “fear” or “courage” on the center of a large piece of paper. Ask students to quickly tell what fear makes them think of. On wheel spoke lines from the central word “fear,” list student ideas. Encourage students to elaborate on particular ideas and show them how responses can be put in categories. Can you have courage without fear? Can you have fear without courage? Is one a coward if he feels fear?





Setting the Scene (1925) Pages 1-3 Potato Pancakes (1929) Pages 3-6 Snow (1929) Pages 7-12

Vocabulary

surveyed (1)	subordinates (2)	devaluation (2)	mark (2)
defiantly (3)	unaccustomed (4)	exasperated (9)	exuberant (10)
vigorously (11)	rummaged (11)	remnants (11)	sauntered (12)

Vocabulary Activity

Make a chart of the day's words using the following format. Complete before reading by filling in what you think the word means. After reading, what do you think the word in context means? If you do not know, look for the word in a dictionary.

Chapter	Word	Page	Before Reading	After Reading
1	surveyed	1		
	subordinates	2		
	devaluation	2		
2	defiantly	3		

Discussion Questions and Activities

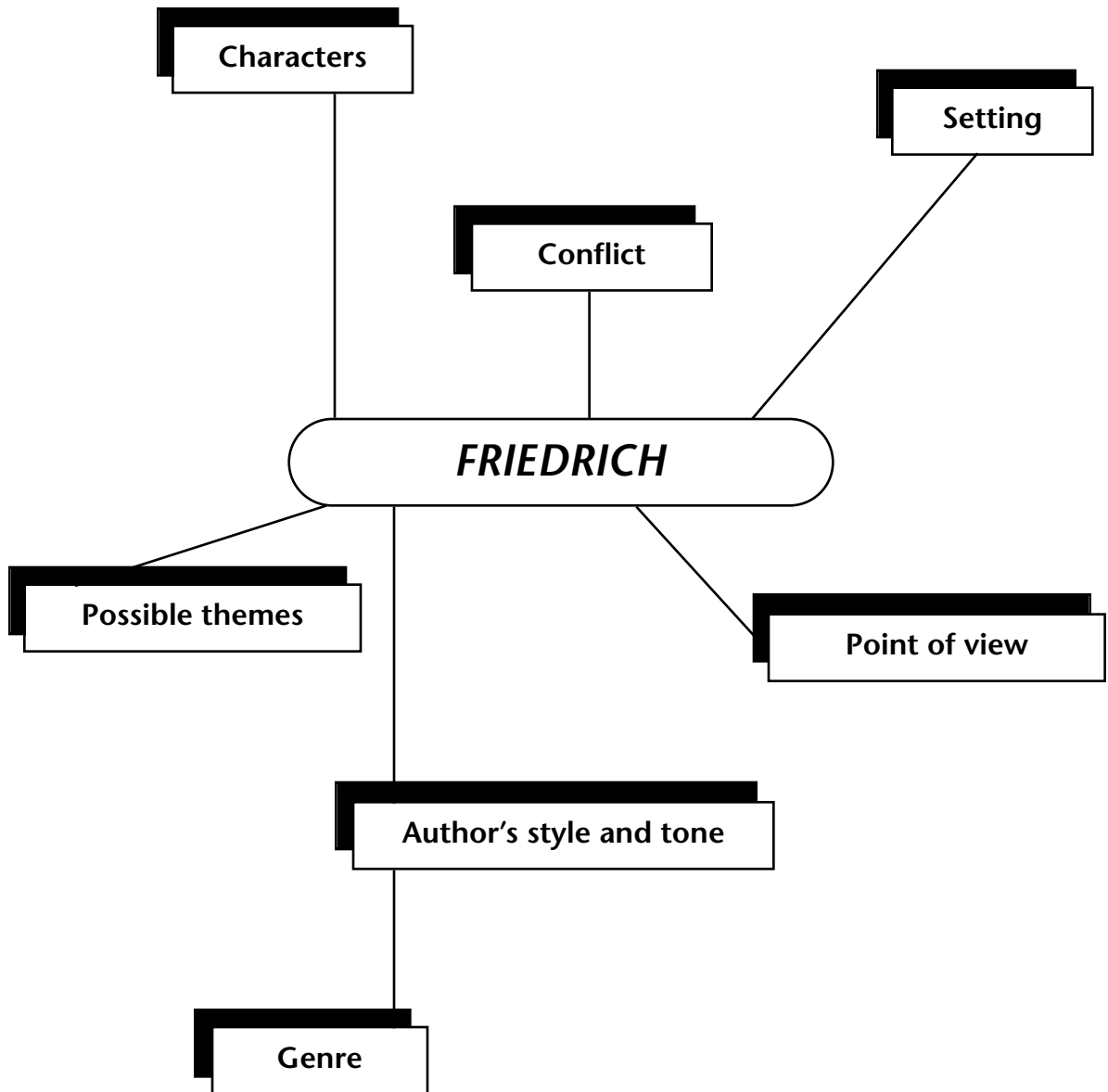
1. A story map is an outline that helps you to understand and remember the story better. What do you know about the story after reading only the first chapter?

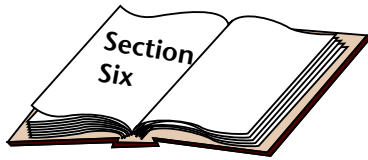
- ☛ What is the setting?
- ☛ Who is the main character or characters?

Begin a story map page. (See page 13 of this guide.) As the story is read more characters may be added and the setting and the problems may change, so additions to the story map may be made.

2. Begin attribute webs for Friedrich and his friend. What do we learn about how they look, act, feel, and how others treat them? (See pages 14-15 of this guide.)
3. **Literary Analysis—Symbol:** In the first sentence the author chooses Polycarp, the garden statue, as a symbol. A symbol is an object, character, or incident that stands for something else. In literature, writers often use everyday objects or ideas to represent something of greater significance. What do you think Polycarp is a symbol of? Write your prediction and count the number of times the author mentions Polycarp. Remember where Polycarp is and what goes on around him.
4. **Prediction:** How important is the landlord going to be in this story?

Story Map





Reasons (1936) Pages 68-74
In the Swimming Pool (1938) Pages 74-78
The Festival (1938) Pages 78-84
The Encounter (1938) Pages 85-88

Vocabulary

scanned (68)	absent-mindedly (68)	astonishment (69)	disappointed (70)
reproachfully (70)	soothingly (70)	intently (71)	skeptical (72)
curtailed (73)	pitilessly (73)	envisage (73)	furiously (75)
attendant (75)	sullen (76)	scoundrel (76)	synagogue (79)
yarmulke (79)	tallis (79)	candelabra (80)	merged (80)
talaysim (80)	podium (81)	phase (82)	communal (83)
orator (83)	Bar Mitzvah (84)	patronized (86)	defrauded (87)

Vocabulary Activity

Complete the Vocabulary Puzzle on page 29 by placing the vocabulary words on the correct puzzle pieces.

Discussion Questions and Activities

1. What does it mean to be a "friend"? How was the friend's father a friend to Herr Schneider? (Page 71, He asked Herr Schneider why he was staying in Germany.)
2. Why had the Schneiders decided to stay in Germany? (Page 72, They were Germans and they did not know what they would do if they went to a different country. They believed that because the Olympics were in Germany that the prejudice against Jews would not be so bad.) Do you think these were good reasons to stay? Begin the Decisions Chart on page 30.
3. What troubles did Friedrich have at the swimming pool? (Pages 75-78, He lost his tag for his clothes, the attendant made fun of him as a Jew, and when Friedrich told the owner of the silver bike that he could describe the thief, the owner said, "You don't think the police would believe you, do you?")
4. Why did Friedrich bring his friend to the synagogue? (Page 81, For the first time Friedrich will be reading from the Torah.)
5. What questions do you think Friedrich's friend wanted to ask him (page 83)?
6. Why was this such a special time? (Page 84, This was Friedrich's Bar Mitzvah.)
7. What was Herr Schuster's idea of physical education? (Page 85, marches) What purpose did they have? Do you think this kind of activity got the boys "in shape"? Why do you think this was not a good physical education activity?