

Between Shades of Gray Unit Plan
Organized by Rebekah Crawley

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Unit Overview

1. A paragraph about your theme and why you chose it:

-The overall emphasis is on genocide but the themes will focus around courage, compassion, hope, and risk in times of oppression. I have always been a huge fan of historical fiction and nonfiction that focuses on stories of genocides of the 20th Century. The stories are tragic but I am always so amazed by the hope the characters are able to maintain. It is not always easy for them and there are times when their courage seems lost but they pull through. I love the many different perspectives I get to read in these stories and I am filled with more compassion and love when reading these books than any other kind of book. These books can teach students not only academically but also personally. By reading these novels and focusing on hope and courage they can change who they are as individuals. They can encourage us to become more compassionate, aware, and loving people.

2. The common core standards you will focus on--preferably one from reading, writing, language, speaking and listening (Eighth grade English Common Core Standards document located [here](#). Common core standards more specific to each lesson can be found at the beginning of every lesson plan.)

- Reading: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (2). Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (3).
- Writing: Draw evidence from literary or informational texts to support analysis, reflection, and research (9). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (10).
- Language: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (1). Use knowledge of language and its conventions when writing, speaking, reading, or listening (3).
- Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (1).

4. The text(s) you will focus on:

- Between Shades of Gray (BSOG)* by Ruta Sepetys
- *Number the Stars* by Lois Lowry (For struggling readers)
- *Never Fall Down* by Patricia McCormick, *Night* by Elie Wiesel, or *Salt to the Sea* by Ruta Sepetys (For any readers who want to read more)

5. The grade level:

-8th grade (CCSS for each lesson are for grade 8)

6. The meeting schedule-length of class period and how often you meet:

-70 minutes each school day

Calendar

Lesson	Topic	Activities	Assessment
1	Introduction	Anticipation guide (part 1). <i>BSOG</i> intro videos and info.	Anticipation Guide and discussion
2	Genocide	Begin Genocide Journal. Genocide discussion. "Reporter on Assignment."	Journal, discussion, and article
3	Reading Group 1	Cattle Car Activity. Literature Circle.	Literature Circle Role sheet and discussion
4	Making a Connection	Journal. Poetry Analysis. Art Project.	Journal, discussion, poetry annotation, form of expression
5	Reading Group 2	Journal. Literature Circle.	Journal, Literature Circle Role sheet, and discussion
6	Risk	Journal. Analysis of Risk and famous quotes.	Journal and discussion
7	Reading Group 3	Confession Papers Activity. Literature Circle.	Confession Papers Response, Literature Circle Role sheet, and discussion
8	Gulag	Journal. Gulag Group research project and presentation.	Gulag presentation and discussion
9	Reading Group 4	Journal.	Literature Circle Role sheet and discussion
10	Bystanders to Genocide	History Channel video. RAFT Journal. Articles.	Journal. Discussion.
11	Reading Group 5	Journal. Literature Circle.	Journal, Literature Circle Role sheet, and discussion
12	Courage and Hope	Journal. Documentary. Writing.	Journal, Documentary write-up, discussion, and response
13	Reading Group 6	Anticipation Guide (part 2). Literature Circle.	Literature Circle Role sheet, anticipation guide, and discussion
14	Test Day	Test. Work on Final Project.	Test
15	Project Presentation	Presentations.	Project and oral presentation

Lesson Plans

Lesson 1: Introduction

SWBAT: Prepare to learn about difficult topics and use their prior knowledge to help them make decisions.

Opening Activity: As a pre-reading activity, students will complete an anticipation guide structured in the following manner:

Before Reading	After Reading	Statements
		When in danger, it is best to play it safe rather than take a risk.
		In a survival situation, one must make decisions that are best for themselves and their family members, even if harm may come to others as a result.
		Losing some individual freedom is acceptable if it benefits the community or society as a whole.
		If you disagree with a rule, law, or public policy, it is better to remain silent than to speak out and risk punishment.
		Commitment to duty and honor should outweigh individual misgivings in times of moral crisis.
		A civilized society would ensure that its functions never allow a child to be harmed intentionally.

Instruct students to complete the guide by placing a plus sign in the box next to the statements with which they agree and a zero next to those with which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions.

Once students have had the opportunity to complete the guide, read each statement aloud and have students who agree show it by standing or raising their hands. Each student should be permitted to provide their rationale for agreeing if they wish. (The process is repeated after reading the text(s), with students being given the opportunity to provide their rationales for keeping or changing their positions.)

Introduction to unit topic: For the next few weeks the class will be focusing on the topic of genocide. It is a particularly distressing topic that is often discussed with students in regard to the Holocaust. Discuss the importance of why we focus on this topic. Help them to understand that by learning about this topic we become more enlightened and when we acknowledge the difficult reality of this dreadful act we can become more compassionate. When we become a more aware and compassionate people the likelihood of this event occurring again is lessened. One of our goals is to understand why this occurs and how we can stop it.

Introduction to *Between Shades of Gray*: Provide each student with his or her copy of the book (the 2011 hardcover was used as a reference for this guide). Invite a student to read the synopsis on the inside cover of the novel. Ask who has heard of Joseph Stalin and the genocide he inflicted upon those under Soviet rule. To deepen their understanding and prepare them for reading they will view the twelve-minute video found here: <http://www.betweenshadesofgray.com>. As they watch the video they will take notes in their journal regarding any questions, concerns, or thoughts that came to their mind as they watched the video.

Unit Description: Take this time to go over what the students will be doing for the next three weeks (Teacher's Note: This Unit Plan can easily be expanded to fit a larger time-span, and will likely take more time anyway to accommodate the needs of students). Provide them with and take them through the *BETWEEN SHADES OF GRAY* UNIT PACKET (this is found below in "Important Worksheets and Handouts"), which includes Literature Circle sheets and a reading schedule:

Day 1-2: Chapters 1-16 (Pages 3-61–58 pages)

Day 3-4: Chapters 17-31 (Pages 62-119–57 pages)

Day 5-6: Chapters 32-46 (Pages 120-185–65 pages)

Day 7-8: Chapters 47-60 (Pages 186-241–55 pages)

Day 9-10: Chapters 61-75 (Pages 242-300–58 pages)

Day 11-12: Chapters 76-end (Pages 301-338–37 pages)

Inform them of the final test and the final project (they will get the directions at a later date). Also introduce them to the Literature Circle Role Sheets, give them the packets, and divide the class into groups of six. Days listed as "Reading Group" will typically go the same way. Students have been divided into groups of and given a packet where each sheet gives each student a different role for that day of group discussion. The worksheets are under "Important Worksheets and Handouts". The packets should be stapled so that as long as each person goes in order, no one will have the same role on any Reading Group day.

Closing: Have a discussion about what they would like to learn about the topic of genocide. What have they already heard? What are they tired of hearing? Are there any aspects of it that they are uncertain about? Consider their responses for any unit plan modifications. Watch this short book trailer to peek interest: <https://www.youtube.com/watch?v=u630dERY5Sc>

Homework: Day 1-2: Chapters 1-16 (Pages 3-61–58 pages)

Lesson 2: Genocides

CCSS: Draw evidence from literary or informational texts to support analysis, reflection, and research (Writing 8.9).

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Writing 8.10).

SWBAT: Draw evidence from text to support reflection and research.

Journal: Students will make a list of the genocides they are aware of with short explanations of where, why, and when they occurred.

Instruction: Have a class discussion to define the word genocide. What do they think it is? What do they think causes it? Who do they think starts it? Get them thinking about all the aspects of it. (Definition: Genocide is the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious, or national group.)

Going back to their journal, discuss the genocides they wrote down. What did they put? What did they miss? Using the timeline located under “Important Worksheets and Handouts” identify all the genocides that have occurred throughout the 20th century. Are they surprised? Why?

Identify that genocide occurs a lot more than we expect: “When the Genocide Convention was passed by the United Nations in 1948, the world said, “Never again.” But the history of the twentieth century instead proved that “never again” became “again and again.” The promise the United Nations made was broken as, again and again, genocides and other forms of mass murder killed 170 million people, more than all the international wars of the twentieth century combined.” Clarify the important understandings that should result from the day’s work:

1. Systems can create inequalities.
2. Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations.
3. Genocides bring out the very best (e.g., sacrifice to help the suffering of humanity) and the very worst of humanity, (e.g., no reaction to the suffering of humanity).

Class Discussion: Have a class discussion using some of the genocide questions under the “Ideas and Questions for Discussion” section not yet used.

The Eight Stages of Genocide: The term genocide did not exist before 1944. While serving in the U.S. State Department, Gregory Stanton studied the genocide in Cambodia. Subsequently, in analyzing the genocide in Rwanda, he saw similarities between both and realized that the Rwandan genocide developed in

the same way as the genocide in Cambodia. The result of his findings was his Eight Stages of Genocide, which he presented to the US State Department in 1996. He established that these stages are the steps that each genocide goes through. In examining the Darfurian genocide, one may surmise that it follows the same course. Using the “Eight Stages of Genocide” worksheet found under “Important Worksheets and Handouts”, walk through the steps and welcome any examples the students may be aware of. Identify that while they read *Between Shades of Gray* they should be able to identify these steps.

Activity: Students will be a “Reporter on Assignment.” They will have the rest of the class period to write a short article describing a particular genocide. Begin the article with a strong title that will captivate the audience. Include any appropriate background to better understand the event. Give details to explain the event and answer who, what, when, where, why.

Closing: Ask students to start thinking about what they would do if they heard a genocide was occurring in another country today.

Homework: Students must finish the book up to chapter 16 and finish first reading group worksheet.

Lesson 3: Reading Group 1

CCSS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (Speaking & Listening 8.1).

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (Reading: Literature 8.2).

SWBAT: Communicate more proficiently and demonstrate their ability to work with a group.

Opening Activity: Pushing the desks aside to make a large space in the middle, the instructor will use tape to identify the standing/sitting room of the cattle cars Lina and the others are forced to ride in. The rectangle should be about 26'2" by 8'10" (may require further investigation). This activity works best with a large class. As students come into class, instruct them to come into the taped area. Encourage those who come in first to sit. Once everyone is in the "cattle car" turn off the lights (it would be cool to also find sound effects for the time they spend in the car). Instruct the students that this is a serious moment. Ask them to contemplate what they are feeling as they sit/stand in the car. Invite them to contemplate how they would feel if they were in Lina's situation. After about 5 or so minutes (don't let them get restless), allow the students to spread out on the floor. Sit with them and discuss the experience. (Remind them that on page 35 Lina says that she "counted the people—forty-six packed in a cage on wheels, maybe a rolling coffin.")

Reading Group: Release the class to reorganize the desks into their reading groups. For the next half hour they will discuss the first few chapters of the book using their Literature Circle Role sheets. The instructor will go around to the groups offering help, adding to the discussion, or simply listening.

Class discussion: Move the desks into one large circle. Take the time to discuss what they have concluded in their groups. Do they still have questions? What do they want to discuss? Allow them to lead the discussion on their own as much as possible. (If discussion questions are needed to promote interaction, many choices can be found under "Ideas and Questions for Discussion")

Homework: Day 3-4: Chapters 17-31 (Pages 62-119–57 pages)

Lesson 4: Making a Connection

CCSS: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Reading: Literature 8.1)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (Reading: Literature 8.10)

SWBAT: Analyze and interpret poetry. Create their own poetry and another form of art to express a personal message.

Opening Activity: In their journals, have students write a short poem as if they were experiencing genocide in their own country. They can take on the perspective of someone being taken from their home, someone taking people from their homes, or someone watching people take their neighbors from their homes. It can take any form but must be descriptive and portray certain emotions. Don't just tell—show. Invite those who want to, to perform their poem in front of the class.

Discussion: From what they have learned and read about so far, what are they feeling? Give them the opportunity to express any concerns or questions they may have.

Poetry: Move on from the discussion by giving students two poems: *First They Came For The Jews* by Martin Niemöller and *Something* by Michael R. Burch (found under "Important Worksheets and Handouts"). Identify the authors and important information (Martin Niemöller (1892–1984) was a prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps. Michael R. Burch is an American poet and a leading online editor and publisher of Holocaust, Hiroshima, Trail of Tears, Darfur, Haiti and Nakba (the Arabic term for the events of 1948, when many Palestinians were displaced from their homeland by the creation of the new state of Israel) poetry.). Read the two poems out loud and then dismiss the students to work individually to analyze and annotate the poems. After ten or so minutes, allow them to work with a partner.

Class Discussion: Discuss what they discovered about the poems. What did they learn? What did they feel? Could they picture themselves in Niemöller's poem? Did the poems upset them? Allow the students to lead the discussion.

Instruction: Identify the power poetry has to tell a story. Connect it to Lina's artwork and her ability to use it to portray her emotions. Identify other forms of expressing one's self.

Activity: Give students the rest of the class period to portray an important message they have (it can be about anything appropriate) in some form of art. They can work individually or with a group. It can be poetry, art, dance, music, etc. If there is time, several students can present their work to the class.

Homework: Students must finish the book up to chapter 31 and finish second reading group worksheet.

Lesson 5: Reading Group 2

CCSS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (Speaking & Listening 8.1).

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (Reading: Literature 8.2).

SWBAT: Present what they have learned so far from the book and explain its importance to their classmates.

Journal: Students will answer the question "If you were any character in the reading is there something you would do differently? What would it be and why?"

Final Project Instruction: Students will be given the directions to the final project for the unit (Directions are listed under "Final Project". The different options will be explained to them and they will be notified that on the final day of the unit they must give an oral presentation of their project.

Reading Group: Release the class to reorganize the desks into their reading groups. For the next half hour they will discuss the first few chapters of the book using their Reading Group worksheets. The instructor will go around to the groups offering help, adding to the discussion, or simply listening.

Class discussion: Move the desks into a one large circle. Take the time to discuss what they have concluded in their groups. Do they still have questions? What do they want to discuss? Allow them to lead the discussion on their own as much as possible. (If discussion questions are needed to promote interaction, many choices can be found under "Ideas and Questions for Discussion")

Closing: Ask the students to think about risk. What is it? What is worth taking a risk?

Homework: Day 5-6: Chapters 32-46 (Pages 120-185—65 pages)

Lesson 6: Risk

CCSS: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (Reading: Literature 8.3).

SWBAT: Demonstrate their ability to think critically and present their ideas skillfully.

Journal: Students will answer the question “What are three things you would risk taking with you if you were being forced from your home? Is it a risk worth taking? Why?”

Class discussion: What is risk? What is worth taking a risk? What kind of person takes risks? What are possible outcomes of risk--both positive and negative? Using what they wrote in their journals earlier, what are some things that they would risk taking with them and why? Is it worth the risk?

Journal Continued: Put the following quotations on the board and ask students what they're feeling and their opinion about risk. Do they agree with the quotes? Do they disagree? Why? They will write their response in their journals for about ten minutes.

- a. “All glory comes from daring to begin.” (anonymous)
- b. “To achieve great things, we must live as though we were never going to die.” (Vauvenargues)
- c. “If one is forever cautious, can one remain a human being?” (Alexandr Solzhenitsyn)
- d. “Survival is triumph enough.” (Harry Crews)
- e. “Great men are not always wise.” (Job 32:9)
- f. “The only thing we have to fear is fear itself.” (Franklin D. Roosevelt)

Group discussion: In groups of three or four the students will look through the chapters they have read so far and identify times when any character has taken a risk. They must define whether it was worth it or not (explain why) and identify any consequences. They will chart what they find on a piece of paper that will later be turned in.

Class Discussion: The class will come back together as a giant circle and discuss what they have found. What are their final thoughts? Do they disagree with any characters? Why or why not? What would they do in their situation? Does your willingness to take a risk change depending on if you are responsible for others—how is this idea shown in the book?

Closing: Challenge them to continue to identify where risks are taken in the book and to consider what they would do in the situation. Also, challenge them to

recognize where they, or those close to them, take risks and to consider if the risk is worth the consequence.

Homework: Students must finish the book up to chapter 46 and finish third reading group worksheet.

Lesson 7: Reading Group 3

CCSS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (Speaking & Listening 8.1).

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (Reading: Literature 8.2).

SWBAT: Present what they have learned so far from the book and explain its importance to their classmates.

Opening Activity: In *Between Shades of Gray*, readers learn of the diabolical system devised by Stalin's government to deal with dissenters or anyone it perceived as a threat to the regime. In part, the system was designed to use confusion, brutality, and alienation to force confessions to whatever crimes the state might trump up against them. The text indicates that things went easier on those who confessed, but Elena and many of the others continued to refuse. Students will get into groups of four and will decide together the pros and cons of signing the NKVD's confession papers. As a group, they must come to a unanimous agreement on whether or not their group signs the papers. As they discuss, they will consider the experiences of Lina and her family and friends as well as those who signed, and use textual evidence to provide specific examples to support their case. Remind them to consider what we have discussed about risk. The class will then discuss the stance they have taken and each side will explain their reasoning to the other.

Reading Group: Release the class to reorganize the desks into their reading groups. For the next half hour they will discuss the first few chapters of the book using their Reading Group worksheets. The instructor will go around to the groups offering help, adding to the discussion, or simply listening.

Class discussion: Move the desks into a one large circle. Take the time to discuss what they have concluded in their groups. Do they still have questions? What do they want to discuss? Allow them to lead the discussion on their own as much as possible. (If discussion questions are needed to promote interaction, many choices can be found under "Ideas and Questions for Discussion")

Homework: Day 7-8: Chapters 47-60 (Pages 186-241–55 pages)

Lesson 8: Gulag

CCSS: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (Speaking & Literature 8.1A)

SWBAT: Develop their research skills as they search for information on a new topic.

Journal: Students will respond to the question, “The majority of the book is set in the Soviet Gulag (prison camp) system, although Sepetys does not use that specific term. How does the book explain why the Soviet Union did what it did in 1941, and how does it explain the actions of the NKVD?” (This step may require some setting up. Identify that the labor camps Lina and the others have been in are a part of the Soviet Gulag system.)

Activity: The Soviet gulag system is one of the most notorious prison systems in history, and considerable historical evidence indicates that it claimed tens of millions of lives. Divide students into groups to investigate the elements of the gulag system:

- a. *Siberia & the Geography of the Gulag*: investigate Siberia’s historical role as a region of exclusion for Russia. Examine maps of the gulag network, and develop a rationale for the placement, movement, and purpose of the camps (which had a labor as well as an incarceration function). Compare the locations of the camps to a population density map of the Soviet Union over time.
- b. *The Gulag in Literature*: examine excerpts from texts such as *One Day in the Life of Ivan Denisovich*, *The Gulag Archipelago*, *Kolyma Tales*, *Everything I Possess I Carry With Me*, and *In The First Circle*. Compare the representations of the gulag and prison life in these works.
- c. *Gulag Prisoners*: whether sent to prison by the tsars or the communist dictators, prisoners in the gulag like Lina and her family were often not typical violators of the law. Investigate the groups targeted for imprisonment in Siberia over the course of Russian history, who were often jailed for religious, ethnic, intellectual, or political affiliations.

Presentation: Groups will present their information to the class and answer any questions. 3-5 minutes each.

Class Discussion: Once all groups have presented the class will have a group discussion in a large circle. What were they surprised to learn? How did learning about this make them feel? Knowing about Lina and her experience, how would they handle being in her or her fellow prisoners’ shoes? Connecting the gulag system back to the eight stages of genocide, what purpose do gulags serve in

genocide? What do they do to the people? These gulags were set up in many different areas, why did no one living near them try to put a stop to it?

Homework: Students must finish the book up to chapter 60 and finish fourth reading group worksheet.

Lesson 9: Reading Group 4

CCSS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (Speaking & Listening 8.1).

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (Reading: Literature 8.2).

SWBAT: Present what they have learned so far from the book and explain its importance to their classmates.

Journal: Students will respond to the question, "How does the author use the embedded flashbacks to help readers understand why Lina's family has been rounded up for punishment? Do you agree with the family's choices? Why or why not?"

Reading Group: Release the class to reorganize the desks into their reading groups. For the next half hour they will discuss the first few chapters of the book using their Reading Group worksheets. The instructor will go around to the groups offering help, adding to the discussion, or simply listening.

Class discussion: Move the desks into a one large circle. Take the time to discuss what they have concluded in their groups. Do they still have questions? What do they want to discuss? Allow them to lead the discussion on their own as much as possible. (If discussion questions are needed to promote interaction, many choices can be found under "Ideas and Questions for Discussion")

Closing: Consider the people who lived near the gulags. What do you think they were doing while all this was happening? Should they have helped? Would you, if you were in their situation?

Homework: Day 9-10: Chapters 61-75 (Pages 242-300—58 pages)

Lesson 10: Bystanders to Genocide

CCSS: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Writing 8.3)

SWBAT: Broaden their perspective by taking a walk in another's shoes.

Stalin Video: <http://www.history.com/topics/joseph-stalin> (4:04 minutes) (There is an article included on this page as well that includes much more detail. If there is time, it might be worthwhile to at least share some information from this.)

Group Work: Share the following information with the class. Quote from History.com, "Cities were renamed in his honor." Also, in order to rise to power and maintain it, Stalin must have had many supporters. After a short discussion concerning this, dismiss students to work in small groups to create a list or paragraph explaining why Stalin may have had so many supporters. Gather together as a class to discuss what they found. Then propose this question, "After considering what we have learned about Stalin as a leader, would you have supported him?" Discuss.

Journal: R.A.F.T. Journal

Role: Each student will write from the perspective of a non-threatened civilian of Stalin's regime. Although the students may feel that if they were in this position they would be actively opposed and rebellious, they must respond in one of two ways. When writing as this civilian, they must either agree with Stalin's actions and orders or they can be a soldier carrying out Stalin's orders who does not particularly agree with what they are doing but follow orders.

Audience: A friend or relative in a neighboring town or city that disagrees with your opinion on what is occurring.

Format: Written letter

Topic: Persuade your friend/relative to agree with you. Explain why you feel the way you do, the benefits of thinking this way, and the repercussions that can occur if one disagrees with Stalin.

Bystanders to Genocides and Genocide Denial: Use the following sites to answer questions and promote class discussion.

<http://www.bbc.co.uk/guides/zsshyc> ("Why Did Ordinary People Commit Atrocities in the Holocaust" article. Goes in depth to answer different questions. Definitely WATCH THE VIDEO with students. 1:51 minutes. Students could break into groups to read this and then come back together as a class to discuss.)

<https://www.ushmm.org/confront-antisemitism/holocaust-denial-and-distortion> (explanation of Genocide denial from the United States Holocaust Memorial Museum website.)

For more information on the denial of Stalin's genocide:

http://www.unitedhumanrights.org/genocide/ukraine_famine.htm

Homework: Students must finish the book up to chapter 75 and finish fifth reading group worksheet.

Lesson 11: Reading Group 5

CCSS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (Speaking & Listening 8.1).

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (Reading: Literature 8.2).

SWBAT: Present what they have learned so far from the book and explain its importance to their classmates.

Journal: Do you think genocide will ever stop?

Reading Group: Release the class to reorganize the desks into their reading groups. For the next half hour they will discuss the first few chapters of the book using their Reading Group worksheets. The instructor will go around to the groups offering help, adding to the discussion, or simply listening.

Class discussion: Move the desks into a one large circle. Take the time to discuss what they have concluded in their groups. Do they still have questions? What do they want to discuss? Allow them to lead the discussion on their own as much as possible. (If discussion questions are needed to promote interaction, many choices can be found under “Ideas and Questions for Discussion”)

Homework: Day 11-12: Chapters 76-end (Pages 301-338–37 pages)

Lesson 12: Courage and Hope

CCSS: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (Reading: Informational Text 8.7).

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Writing 8.10).

SWBAT: Describe in writing and in speech what they have learned and how they feel about difficult topics.

Journal: Jonas suggests to the bald man on page 323 that some people don't want to die, but they think that they deserve to. Do you agree with Jonas's observation? Could we see Jonas's observation as a theme of the book itself?

Re-watch Ruta Sepetys talk about the true history behind her novel: https://www.youtube.com/watch?v=GPIQ_LuKtDE&nohtml5=False. Ask students to consider the power of using video to present this information. Was it more powerful than if we had read an article? What could an article have done better? (Now would be a good time to also watch or read personal testimonies from survivors of any genocide.) Students will then write a response (could be a paragraph, poem, or picture with an explanation) describing what you learned and how you felt while watching the documentary.

Group Discussion: Why do you think the truth of this event was hidden? How do you think people were able to maintain hope and have courage during these difficult times? How was Lina able to overcome her difficult trials?

Final Journal Entry: Free Write

Book Recommendations: With the closing of the unit it is important to encourage students to keep learning. There is a companion book to *Between Shades of Gray* called *Salt to the Sea* by Ruta Sepetys. If they enjoy Sepetys' work she also wrote a book called *Out of the Easy*. If they were fascinated with learning about genocide the books *Never Fall Down* Patricia McCormick and *Night* by Elie Wiesel.

Homework: Students must finish the book and finish sixth (and final!) reading group worksheet.

Lesson 13: Reading Group 6

CCSS: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly (Speaking & Listening 8.1).

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (Reading: Literature 8.2).

SWBAT: Present what they have learned so far from the book and explain its importance to their classmates.

Opening Activity: Students will complete the anticipation guide. Instruct students to complete the guide by placing a plus sign in the box next to the statements with which they agree and a zero next to those with which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions. Once students have had the opportunity to complete the guide, read each statement aloud and have students who agree show it by standing or raising their hands. Each student should be permitted to provide their rationale for agreeing if they wish. For each statement also ask how many of them changed their answer. Ask for volunteers to provide their explanation.

Reading Group: Release the class to reorganize the desks into their reading groups. For the next half hour they will discuss the first few chapters of the book using their Reading Group worksheets. The instructor will go around to the groups offering help, adding to the discussion, or simply listening.

Class discussion: Move the desks into a one large circle. Take the time to discuss what they have concluded in their groups. Do they still have questions? What do they want to discuss? Allow them to lead the discussion on their own as much as possible. (If discussion questions are needed to promote interaction, many choices can be found under “Ideas and Questions for Discussion”)

Homework: Work on Final Project and bring it to class to work on

Lesson 14: Test Day

SWBAT: Demonstrate their ability to comprehend text, elaborate on textual ideas, and provide textual evidence.

Students will come into class prepared to take the test for *Between Shades of Gray*. It is 30 (varied) questions long and will take most of the period. When students finish they can work on finishing their final project

Lesson 15: Project Presentations

CCSS: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking (Language 8.1).

Use knowledge of language and its conventions when writing, speaking, reading, or listening (Language 8.3).

SWBAT: Present what they have learned from the unit and explain proficiently its importance to their classmates.

Students will have completed their final projects and now must present them in front of the class. Each student will have about 5 minutes to present their project and answer any questions.

Closing: In their journals students will answer the questions, “After reading *Between Shades of Gray* do you feel like you are a changed person? Why or why not? What is the most powerful thing you learned from the novel? What will you take from the novel and apply in your own life?”

Important Worksheets and Handouts

Name: _____

Anticipation Guide

Before Reading	After Reading	Statements
		When in danger, it is best to play it safe rather than take a risk.
		In a survival situation, one must make decisions that are best for themselves and their family members, even if harm may come to others as a result.
		Losing some individual freedom is acceptable if it benefits the community or society as a whole.
		If you disagree with a rule, law, or public policy, it is better to remain silent than to speak out and risk punishment.
		Commitment to duty and honor should outweigh individual misgivings in times of moral crisis.
		A civilized society would ensure that its functions never allow a child to be harmed intentionally.

Name: _____

Anticipation Guide

Before Reading	After Reading	Statements
		When in danger, it is best to play it safe rather than take a risk.
		In a survival situation, one must make decisions that are best for themselves and their family members, even if harm may come to others as a result.
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		If you disagree with a rule, law, or public policy, it is better to remain silent than to speak out and risk punishment.
		Commitment to duty and honor should outweigh individual misgivings in times of moral crisis.
		A civilized society would ensure that its functions never allow a child to be harmed intentionally.

Name: _____

BETWEEN SHADES OF GRAY UNIT PACKET

As a class we will be reading pieces of literature that will teach us about Genocides of the 20th Century. This literature will help us understand these terrible events that have occurred in our World's history and allow us to reflect on our own personal choices. Our main focus will be on Ruta Sepetys' *Between Shades of Gray*, which you will be reading on your own. While reading this novel will be homework, each class period will be dedicated to working with and discussing this novel. It is important that you keep up to date with reading and do not fall behind. A reading schedule has been provided to help you keep track:

[INSERT DATES]: Chapters 1-16 (Pages 3-61–58 pages)

[INSERT DATES]: Chapters 17-31 (Pages 62-119–57 pages)

[INSERT DATES]: Chapters 32-46 (Pages 120-185–65 pages)

[INSERT DATES]: Chapters 47-60 (Pages 186-241–55 pages)

[INSERT DATES]: Chapters 61-75 (Pages 242-300–58 pages)

[INSERT DATES]: Chapters 76-end (Pages 301-338–37 pages)

Also included in this packet are the Literature Circle Role Sheets you will need to complete at the close of each Reading Homework Assignment. These are also homework. The order of your packet is important. **Do not lose this packet. Do not take it out of order.** It is important you complete these sheets on time since you will need them when you work with your Reading Circles. Manage your time wisely and enjoy this learning opportunity!

Important: The topics we will encounter during this unit are very serious. *Between Shades of Gray* is fiction but it is based on true events that have occurred in our World's history. It is important that you act appropriate and are considerate of the events and situations we will learn about. If anything we learn about concerns or distresses you, please come talk to me privately.

Literature Circle Role Sheet

Summarizer/Theme Finder

Name:

Group Number:

Summarizer: Identify one key plot point from the reading. Be prepared to explain to your group why this was a key moment. Did it involve a turning point for the main character? Reveal an important thematic element? Etc.

Theme Finder: Most books have several key thematic elements. List any themes you recognized in the chapters below, along with a brief paragraph about what the book seems to suggest about that theme.

Literature Circle Role Sheet

Questioner/Discussion Director

Name:

Group Number:

Questioner/Discussion Director: Your job is to develop a list of questions that your group might want to discuss. Focus on the big ideas from the reading. There are some general questions listed below to help prompt you in creating your own questions.

Questions:

1.

2.

3.

4.

5.

(Feel free to include more)

Tips:

- Consider each character you came across in the reading. What are the motives behind their actions?
- Discuss confusing passages or events for clarification.
- Discuss the context of the chapters' setting—social, political, economic, etc.
- Analyze recurring images or idea.

Literature Circle Role Sheet

Illustrator

Name:

Group Number:

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. Your drawing can represent something that happened in the reading or something that it reminded you of. Include a detailed paragraph that explains your drawing, and refer to the parts of the text which inspired it.

You may use the space on the back of this page or attach a separate sheet to this page.

Presentation Plan: Whenever it fits in the conversation, show your drawing to your group. You don't have to explain it immediately. You can let people speculate about what your picture means, so that they can connect your drawing to their own ideas about the reading.

Literature Circle Role Sheet

Passage Finder

Name:

Group Number:

Passage Finder: Locate 3-5 special sections or quotations in the text for your group to talk over. The idea is to help people to go back to some specially interesting, powerful, funny, puzzling, or important sections of the reading and then analyze them more carefully. Also, look for literary devices and make connections to the six elements of fiction. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. Remember, the purpose is to suggest material for discussion.

Page # and Paragraph	Reason for Picking	Plan for Discussion

Literature Circle Role Sheet

Researcher

Name:

Group Number:

Researcher: Your job is to dig up some background information on any relevant topic related to the reading. This might include some of the following:

- The geography, weather, culture, or history of the book's setting
- Pertinent information about the author and other related works
- Information on key topics or events portrayed in the book
- Information about things that influenced or inspired the author to write the book

This is not a formal research report. The idea is to find some information or material that helps your group understand the book better. Investigate something that really interests you—something that struck you as puzzling or curious while you were reading.

You may write your information on the front/back of this page. You may also print things and staple them to this sheet.

Literature Circle Role Sheet

Connector

Name:

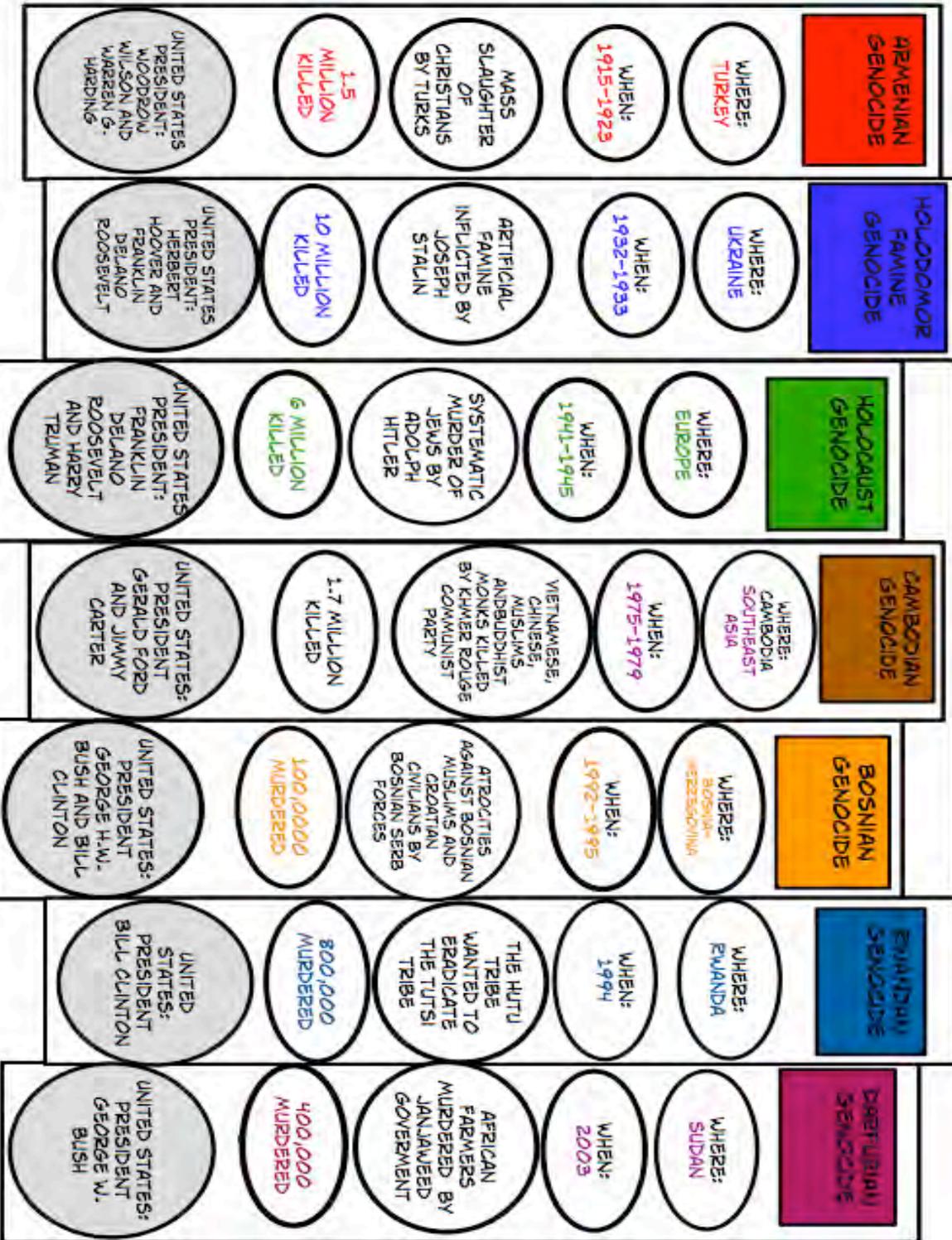
Group Number:

Connector: Find connections between the reading and your own experience. Also, connect the reading to the larger world. Consider the list below as a prompt for your own ideas.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other books on the same topic, other books by the same author

Explain the connections you have made in $\frac{1}{2}$ -1 page. Rather than just listing things you have noticed, explain the connections you have made in detailed paragraphs.

TIMELINE OF GENOCIDES IN THE 20TH AND 21ST CENTURIES



Eight Stages of Genocide

1. **Classification:** the division into “**us and them.**” This is extremely common in human society. While it is not a sign that genocide is on the way, genocide would be impossible without an “us” and a “them”.
2. **Symbolization:** words or symbols are applied to the “them”: the **yellow star** that Jews had to wear under Hitler, **skin color**, classifications put on ID cards. Again, the symbolization of human differences is common and is not necessarily a sign of genocide, but genocide cannot proceed unless there is some distinct way to tell people apart.
3. **Dehumanization:** the “them” become social **pariahs**: they are seen as less than human, as animals or a kind of disease. The Tutsis in Rwanda were called **cockroaches** before they were killed by the thousands. Killing them was no longer murder – it was just ridding the country of something bad. Dehumanizing words, like “**nigger,**” belong to this step. Unlike the first two steps, dehumanization is not commonly found in most societies! It is the first step of the road to genocide.
4. **Organization:** To kill people in large numbers you need organization: leaders, followers, a chain of command, duties, meetings, guns, training, hate speeches. Sometimes it is the government that does this, but often it is a paramilitary group that seems to be acting on its own (but which the government is either secretly helping or at least turning a blind eye toward). The killing might start at this stage, but not on a huge scale. Examples: the **SS** in Nazi Germany, the **Ku Klux Klan** in America, and the **Janjaweed** in Darfur.
5. **Polarization:** The first people killed in any genocide are not the pariahs themselves but those in the mainstream who speak up for them. The **voices in the middle are silenced** through threats, arrests or even killings. The message of hate now goes unchallenged.
6. **Preparation:** the pariahs are often separated from the rest of the country – into **ghettos, camps, reservations** or some undesirable part of the country. Their property is taken from them (they are not coming back!). This step leaves them defenseless.
7. **Extermination:** the **mass killings**, the genocide is set in motion.
8. **Denial:** The leaders of the genocide downplay it or tell complete **lies** denying there was a genocide. As long as they are in denial the killings can go on.

Name: _____

First They Came For The Jews by Martin Niemöller

First they came for the Socialists, and I did not speak out—Because I was not a Socialist.

Then they came for the Trade Unionists, and I did not speak out—Because I was not a Trade Unionist.

Then they came for the Jews, and I did not speak out—Because I was not a Jew.

Then they came for me—and there was no one left to speak for me.

Something by Michael R. Burch

—for the children of the Holocaust and the Nakba

Something inescapable is lost—
lost like a pale vapor curling up into shafts of moonlight,
vanishing in a gust of wind toward an expanse of stars
immeasurable and void.

Something uncapturable is gone—
gone with the spent leaves and illuminations of autumn,
scattered into a haze with the faint rustle of parched grass
and remembrance.

Something unforgettable is past—
blown from a glimmer into nothingness, or less,
and finality has swept into a corner where it lies
in dust and cobwebs and silence.

Ideas and Questions for Discussion

Between Shades of Gray:

1. The story of the Baltic people's genocide is a relatively unknown but important event in world history. Discuss why such an event could have so little awareness.
2. As the novel opens, Lina explains that though the signs were in place, she has little understanding that her parents had planned to attempt to escape Lithuania. What can be inferred about her understanding of the political climate in her country? Do you think her surprise is a typical reaction for a teen? Why or why not?
3. Lina's mother remains calm throughout the roundup of her family; how does her family benefit from this?
4. When Jonas observes his mother smashing her beloved china and crystal before they depart their home, he asks her why she is destroying these items. She replies, "Because I love them so much." (p. 18) Do you consider this an act of rebellion? In your opinion, is her reaction appropriate? In what ways is she trying to control the situation?
5. As Lina's family is first placed in the truck to take them to the trains, they meet the bald man who proclaims loudly, "We're all going to die. We will surely die." (p. 22) How does his presence affect the other prisoners? Consider and explain how Lina and her mother react to his rants. In what ways is Elena (Lina's mother) sympathetic to his condition?
6. Using textual examples, what are some of the specific ways Lina's mother chooses to fight back against the NKVD?
7. Being held prisoner on the train brings out the best and worst in some of the inhabitants. Consider and discuss some of the ways that individuals extend their assistance and support. How do their choices differ from those who are most unkind to others?
8. Lina unflinchingly shares the nature of the condition in which she and the other prisoners are forced to live. What feelings does this candor evoke in you?
9. How does the author use the embedded flashbacks to help readers understand why Lina's family has been rounded up for punishment? Do you agree with the family's choices? Why or why not?
10. Though readers mostly learn about Kostas, Lina's father, through her shared memories, a great deal can be understood about his character. In your opinion, what kind of man is he? Is he a good father? Use textual evidence to make your case.
11. Why does Lina's mother, Elena, pretend she doesn't know her cousin Regina? What is she trying to accomplish? What can be gleaned about Elena from this encounter?
12. Though Ona's baby is a newborn, she is still considered an enemy of the state due to the actions of her father. What can be understood about the government's policy?
13. Upon arriving at the country train depot, the NKVD officers begin sorting the prisoners, and Lina asks, "Have you ever wondered what a human life is worth? That morning, my brother's was worth a pocket watch." (p. 35). How

does this realization change Lina? In what ways does Lina better understand her mother's actions and motivations?

14. After Jonas is selected to be separated from his mother and sister, their mother is able to save his life by using her language skills and quick wit. What are some of the specific things she does to secure his safety?
15. Discuss the character traits that allow Lina, Jonas, and Andrius to ultimately persevere. How are these characters similar to each other? In what ways are they different? Which character are you most like?
16. Throughout the novel, Lina uses her passion for her art to remain connected to her family and the outside world. What are some of the specific ways she does this?
17. What role does Andrius play in the story? In what ways is he a catalyst for the choices made by Lina and Jonas?
18. Consider the consequences of not signing the documents which charge the prisoners of counterrevolutionary activities against the Soviet Union. Does Lina's family make the right decision by refusing to "confess" these transgressions? Why or why not?
19. Though Lina believes that Andrius and his mother are supplying information to the NKVD officers in exchange for food and shelter, she eventually learns that the arrangement comes at a great cost to his family. How does this knowledge of the lengths his mother goes to in order to keep him safe ultimately affect him? How does Lina's understanding of these sacrifices reshape her perception of him? His mother?
20. Throughout the novel, the bald man is cast as an unsympathetic character. How do his random acts of kindness help portray him as more than one dimensional? Cite specific instances from the story where you find evidence of this. Why might the author choose to include these examples?
21. Using the phrase, "This is a story about..." supply five words to describe *Between Shades of Gray*. Explain your choices.
22. Why do you think Sepetys calls what the Soviet Union did to the Lithuanians "genocide"? Why do you think she uses the term "genocide" instead of persecution, mass killing, or Stalin's terror?
23. Have you ever read a novel (a work of fiction, not a historical text) about mass killing or genocide before? How did that book compare to this one?
24. Sepetys seems to take for granted that readers of her book don't know anything about Lithuania or Lithuanian history. How does she depict Lithuanian culture and Lithuanian nationalism? Why is it significant that thoughts about and symbols of Lithuania sustain Lina and other characters?
25. The majority of the book is set in the Soviet Gulag (prison camp) system, although Sepetys does not use that specific term. How does the book explain why the Soviet Union did what it did in 1941, and how does it explain the actions of the NKVD?
26. What does the book suggest or tell us about survival strategies in extreme situations? Do the survival strategies used by Elena (Lena's mother) early in the book continue to work throughout the novel, or do they change as circumstances change?

27. Throughout the novel, the bald man is generally portrayed as an unsympathetic character. What function does he play in the novel? Is it significant that he is revealed to be Jewish?
28. What “shades of gray” are there in the characters of Lina and Jonas?
29. Jonas suggests to the bald man on page 323 that some people don't want to die, but they think that they deserve to. Do you agree with Jonas's observation? Could we see Jonas's observation as a theme of the book itself?
30. Why do you think Sepetys chose not to tell us any details about how Lina left the Arctic camp and was reunited with Andrius?

Genocide:

31. What images spring to mind when you hear the word 'genocide'?
32. What does genocide mean? – Do you know how the word is made?
33. How can genocide happen?
34. What genocides do you know of in the past century?
35. Why is genocide still happening in the world?
36. What are the differences between genocide and crimes against humanity?
37. What is the most appropriate punishment for someone involved in genocide?
38. Is there anything in your country's history that was genocide, or could be describes as genocide?
39. What do you think of the term 'ethnic cleansing'?
40. What do you think of countries that deny their violent history and avoid putting terrible massacres in school history books?
41. What do you think of those who deny the Holocaust ever happened?
42. Do you think the destruction of Hiroshima and Nagasaki was genocide?
43. Why is African slavery rarely regarded as genocide?
44. It seems the world doesn't act when genocide happens in Africa. Do you agree?
45. Do you think genocide will ever stop?
46. The International Criminal Court was set up to prosecute war criminals. The USA and China are among a few countries who refuse to allow their citizens to be tried in it. What do you think of this?
47. What are the signs that genocide might happen in the future?
48. After Rwanda, politicians swore genocide would never happen again. We had Bosnia and now have Darfur. What went wrong?
49. Do you think there should be an International Genocide Day?
50. What does genocide do to a country once it has finished?

Final Exam

Name: _____

Between Shades of Gray Final Exam

Directions: Choose the best answer. Write the letter of the answer you choose.

1. How does the book begin?

- d. The main characters are having a Christmas celebration
- e. The main characters are being interrogated by the NKVD
- f. The main characters are packing for vacation
- g. The main characters are being arrested by the NKVD

2. After picking up the Vilkas family, the next stop for the NKVD is

- a. To arrest the bald man for treason
- b. To arrest a mother and her newborn
- c. To the train station to deport prisoners
- d. To pick up supplies for the winter

3. How much was Jonas's life worth to an NKVD officer?

- a. A watch
- b. A gold wedding ring
- c. A piece of ham
- d. Cigarettes

4. How did the Soviets make the deportees look like criminals?

- a. They made them dress in prison camps
- b. They put them in jail

- c. They put the phrase “thieves and prostitutes” on the train car
 - d. They made them sign papers that sent them to a work camp
5. What did Lina first use to draw on and pass along to her father?
- a. A handkerchief
 - b. Dombey and Son
 - c. Lined paper
 - d. A piece of wood
6. What gift makes its way among Lina, Andrius and Jonas throughout the story?
- a. A book
 - b. A pen
 - c. A stone
 - d. A bottle of vodka
7. What is our only source of getting information about Lina’s father throughout most of the story?
- a. His interviews with the NKVD
 - b. Present day dialogue between Lina and her father
 - c. Lina’s flashbacks
 - d. Reading the prologue and epilogue
8. Which was not part of the condemnation papers the NKVD tried to get the prisoners to sign at the labor camp?
- a. They agree to join the collective farm

- b. They agree to come forward with any information
- c. They agree to pay a war tax of two hundred rubles per person
- d. They agree to be imprisoned for 25 years

9. When Mrs. Rimas receives a letter, what does her husband use to send a coded message?

- a. Pictures and symbols
- b. The Bible
- c. Pictures of loved ones
- d. Wood with carvings

10. What does Lina steal after she finishes drawing the commander's portrait?

- a. A pen
- b. A piece of bread
- c. A picture of her father
- d. A file about her family

11. Why was Lina's father arrested and sent to prison?

- a. He was planning to overthrow the Soviet government
- b. He was helping people escape Lithuania
- c. He conspired with Andrius's father
- d. He drew anti-Soviet drawings and published them

12. When the group is being moved from the collective farm, what do they think is happening to them?

- a. They are being deported to Krasnoyarsk
- b. They are going to be executed

- c. They are being shipped to America
- d. They are going to the North Pole

13. Why is it important to know the history behind Pearl Harbor when reading this book?

- a. To know that America sided with the Soviets in WWII
- b. To know that America and the Soviets were at war with one another
- c. To know that Pearl Harbor started WWII
- d. To know that Lithuanians were to blame for the war

14. Why is Elena protective of Nikolai Kretzsky?

- a. He threatened to kill her family if they were heard talking bad about him
- b. He is secretly related to her
- c. He was the one who sent a doctor to the camp
- d. He helped her one night when she was meeting up with the grouchy woman

15. Who tries to kill Janina?

- a. Her own mother
- b. Mrs. Rimas
- c. The bald man
- d. Ivanov

16. What do the NKVD immediately do when the American ship arrives?

- a. They force the prisoners to unload the supplies
- b. They hide them in their huts
- c. They make them build barracks for American soldiers
- d. They send some of them with the Americans

17. Who revealed to Lina, the reason her family was in prison?
- a. Elena
 - b. Kostas
 - c. The bald man
 - d. Janina's mother
18. What did Janina find for them to eat while in the North Pole?
- a. Moss and berries
 - b. A white fox
 - c. An owl
 - d. A full can the NKVD threw out
19. What did Lina find in the lining of her mother's coat?
- a. Valuable jewelry
 - b. An address in Germany
 - c. Letters from her father
 - d. Some of her drawings
20. Why did the bald man want to die so badly?
- a. He thought he deserved to
 - b. His leg was still hurting him
 - c. He was tired of being cold and hungry
 - d. He was tired of taking care of sick children
21. Why did Kretzsky say that he wanted to leave the barge when they arrived in Jakutsk?

- a. Because he didn't want to go to the North Pole in Siberia
 - b. Because he wanted to go home to Lithuania
 - c. Because he didn't want to work with Ivanov
 - d. Because he was supposed to go help his relatives in Kolyma
22. Why does a doctor arrive to help the prisoners in the end?
- a. Because Lina's father was alive and notified his "contact"
 - b. The NKVD were in trouble for the poor living conditions
 - c. Kretzsky sent the doctor to the camp
 - d. The war was over and he was there to help them get better before going home
23. How is Lina's story revealed to the public in the end?
- a. Construction workers find her stories 40 years later
 - b. Her diary was collected and published by her father
 - c. The NKVD came forward with her drawings 40 years later
 - d. When they returned from the camp, they began telling everyone what happened

Context Clues: Write the implied definition of the underlined word.

24. "Your Aunt's maiden name was German. So your uncle's family escaped, probably repatriated through Germany. Your father helped."

25. "The Japanese have bombed Pearl Harbor. The United States may already be allied with the Soviets."

26. "Broad shoulders would signify power. His head turned slightly would accentuate his strong jaw line. The uniform would be easy. I could draw it very accurately."

27. “I knew my parents wouldn’t appreciate Munch or his style. Some called it ‘degenerate art’. But as soon as I saw photos of *Anxiety*, *Despair* and *The Scream*, I had to see more. His works wrenched and distorted, as if painted through neurosis”

Short Answer: 2 - 3 sentences

28. The book is divided into three sections: Thieves and Prostitutes, Maps and Snakes, and Ice and Ashes. Explain why each of these sections are labeled with their title.

29. Explain why the book is titled *Between Shades of Gray*. Give at least two textual examples that refer to the color gray.

Essay Answer: 5 - 8 sentences

30. Discuss the character traits that allow Lina, Jonas and Andrius to ultimately persevere. How are these characters similar to each other? In what ways are they different? Which character are you most like and why?

Final Project

Between Shades of Gray Project

Due Date: _____

Directions: Choose only one of the following projects and complete when the class finishes the novel.

1. Upon arriving at the country train depot, the NKVD officers begin sorting the prisoners, and Lina asks, "Have you ever wondered what a human life is worth? That morning, my brother's was worth a pocket watch.?"
 - Describe what the author means by this statement and why she says it.
 - Think about the value or worth of a particular artifact from today's world: what types of accessories or articles could be used in a similar fashion to the pocket watch? Create a collage of these images and write the worth or trade in value of each of these items. Items worth more should be bigger in size within the collage.
 - Write 10 or more sentences explaining why some of these items are considered more valuable than others (give specific examples)? Is its value factual or the way some one perceives it? Explain. What makes something valuable?
 - Writing includes at least 10 sentences and a small poster
2. Throughout the novel, Lina uses her passion for her art to remain connected to her family and the outside world.
 - Identify some of the specific way Lina uses art to maintain this connection; does this seem to you like a form of resistance to Stalinism?
 - Compare and contrast the risks and benefits of these personal pursuits
 - Research similar "acts" from minority populations during a time of struggle, and the ways they have used to express themselves (i.e. art, music, storytelling, etc.) For example, slaves would use song during the time of oppression.
 - Create a visual of some of the iconic images.
 - Writing includes at least 10 sentences and a small poster
3. Draw a map, indicating all of Lina's stops on her way to Siberia. At each stop, include an illustration of what happened and a brief summary.
 - Writing includes at least 10 sentences and a large poster
4. In *Between Shades of Gray*, readers learn of the diabolical system devised by Stalin's government to deal with dissenters or anyone it perceived as a threat to the regime. In part, the system was designed to use confusion,

brutality and alienation to force confessions to whatever crimes the state might trump up against them. The text indicates that things went easier on those who confessed, but Elena and many of the others continues to refuse.

- Write a persuasive essay in which you argue for or against signing the NKVD's confession papers. Consider the experiences of Lina and her family and friends as well as those who signed, and use textual evidence to provide specific examples to support your case.
 - Writing includes four or five paragraphs
5. Throughout this war, and many other wars, individuals would use art to send encoded messages to the outside world.
- Create a journal of at least six to eight pages. Each page should include some sort of art with a "secret message". This can include drawings, songs, poems, short stories, cartoons, etc.
 - Under each drawing, explain the "secret" message of this artwork portrays in one to two sentences.
 - Mandatory writing includes 6 - 16 sentences. Stories and poems may take up more.
6. Interview a parent, grandparent, or family friend who would be willing to share a particularly difficult or interesting story from their past. Your goal is to be a listening ear to someone who has a story they have not truly had the opportunity to share in detail.
- Write a short biography including details about the person and their story that they have shared with you.
 - Conclude the paper by considering what you have learned about the importance of telling one's story from the novel. Did the person you interviewed enjoy telling you their story? Why or why not? How did their story affect you? Be detailed and make connections to the novel.
 - Writing includes four or five paragraphs,

Rubric for Oral Presentation/Final Project

Presentation:

Eye Contact (Box)

1. Empty Box
2. Few things in box
3. Box filling up
4. Full and decorated box

Body Language (Knife)

1. Butter knife
2. Butcher knife
3. Machete
4. Samurai sword

Enthusiasm (Bridge)

1. Rope swing
2. Indiana Jones' bridge
3. London Bridge
4. Golden Gate Bridge

Elocution (Christmas tree)

1. Charlie Brown Christmas tree
2. Tree with just lights
3. Tree with lights and ornaments
4. Rockefeller Center tree

Project Content:

Subject Knowledge (Box)

1. Empty Box
2. Few things in box
3. Box filling up
4. Full and decorated box

Organization (knife)

1. Butter knife
2. Butcher knife
3. Machete
4. Samurai sword

Mechanics (Bridge)

1. Rope swing
2. Indiana Jones' bridge
3. London Bridge
4. Golden Gate Bridge

Clarity (Christmas tree)

1. Charlie Brown Christmas tree
2. Tree with just lights
3. Tree with lights and ornaments
4. Rockefeller Center tree

Resources

- <http://www.betweenshadesofgray.com>
- <https://sites.google.com/a/mypolkschools.net/mrs-w-s-language-arts-class/between-shades-of-gray-class-novel>
- <http://www.usmmm.org/wlc/en/article.php?ModuleId=10005445>
- <http://www.usmmm.org/wlc/en/article.php?ModuleId=10007392>
- http://www.thehypertexts.com/michael_r_burch_poet_poetry_picture_bio.htm
- <http://www.esldiscussions.com/g/genocide.pdf>
- http://www.penguin.com/static/images/yr/pdf/LessonPlans_BSOG_12.pdf
- <http://cis.uchicago.edu/sites/cis.uchicago.edu/files/resources/110128-ukraine-genocide.pdf>
- <http://www.genocidewatch.org/howpreventgenocideic.html>