

# **The Devil's Arithmetic**



Interactive  
Notebook



Novel Unit



**ELA Core Plans**

Teacher-Written Standards-Based Lesson Plans

# Introduction to Interactive Notebooks

## **What are interactive notebooks?**

An interactive notebook is simply a place to record information and process ideas. It is a notebook that becomes sort of like a personalized textbook. Students become very active when completing an interactive notebook, and this type of involvement is great for learning!

## **What kind of notebook do I need to use?**

- Most teachers require their students to purchase the composition notebooks. These are sturdy, pages do not tear out easily, and they will hold up for years.
- However, with that being said, we use five subject notebooks in our classrooms. The main reason we do this is because we teach ELA, and as all ELA teachers know, it's like teaching ten subjects all in one! We like the five subject notebooks because we can divide it into sections. The lessons included in this book would be in our *Literature Section*.
- You may prefer to use the composition notebooks, and that is totally fine! Both types have their pros and cons. All of our pages are made to fit a composition notebook but will also fit perfectly in a spiral one.

## **What kind of glue do I need to use?**

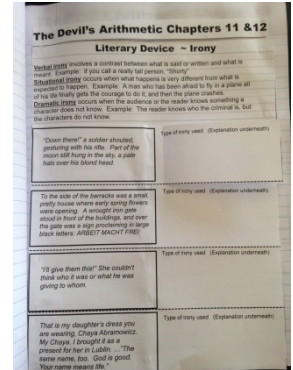
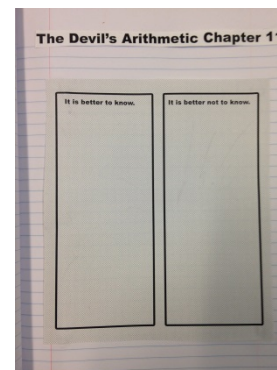
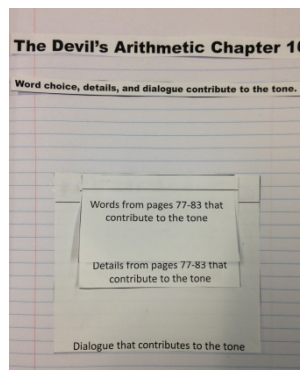
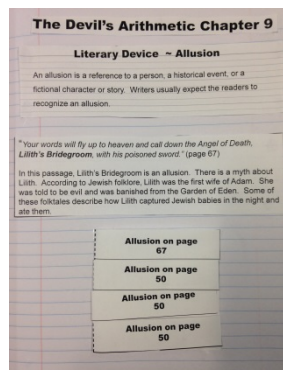
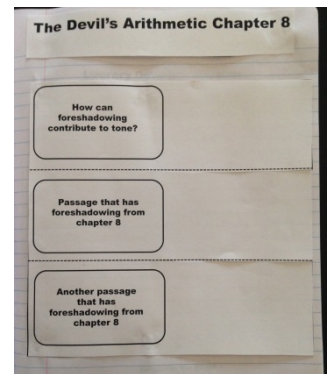
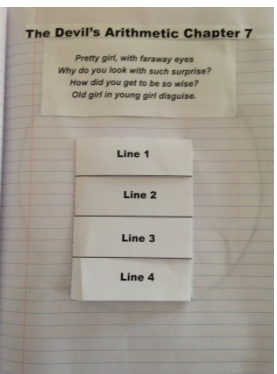
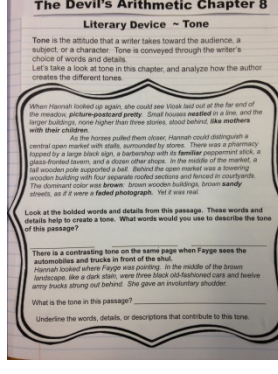
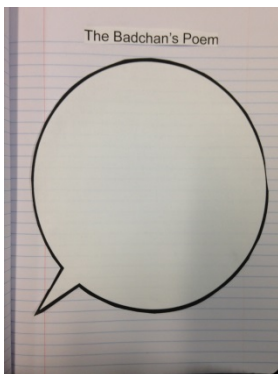
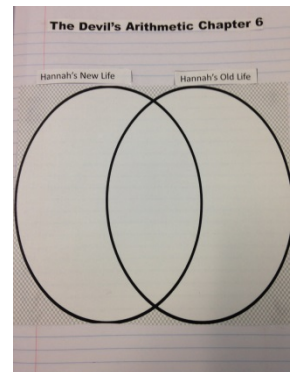
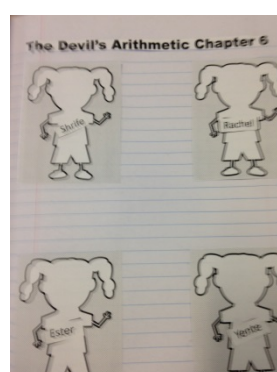
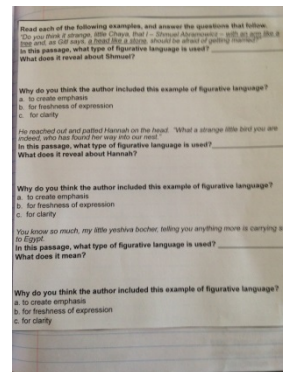
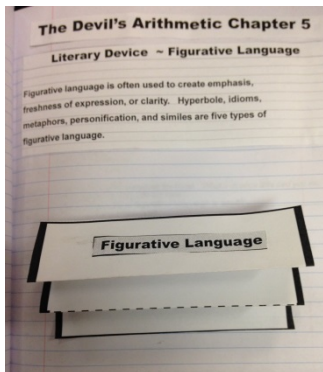
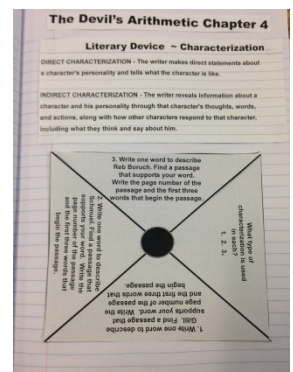
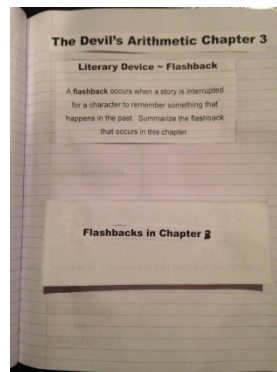
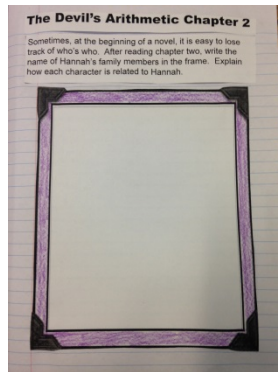
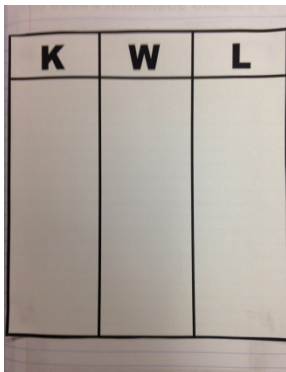
- You really need to use the Elmer's school glue. The glue sticks seem like a natural choice, but the truth is that they just do not bond the paper permanently. You will have to make sure your students know and follow the procedures for gluing, which needs to be – small dots, one inch apart. They do not need to use long strands of glue.

# Before Reading Suggestions

Before starting the novel:

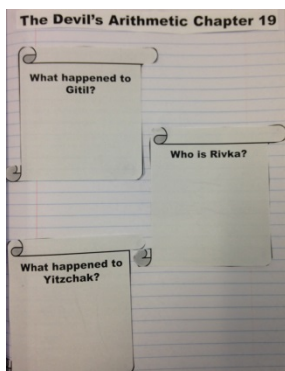
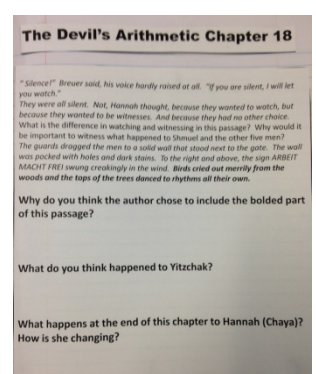
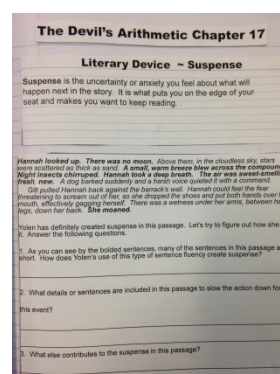
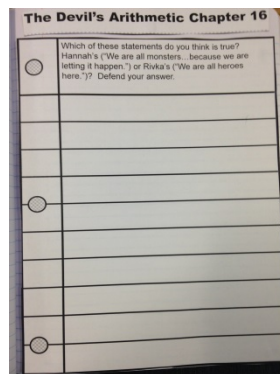
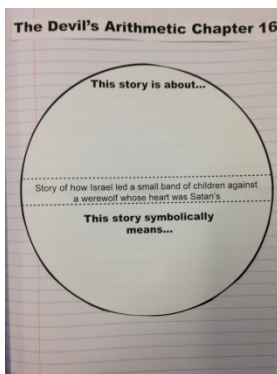
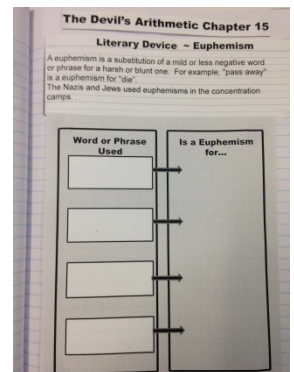
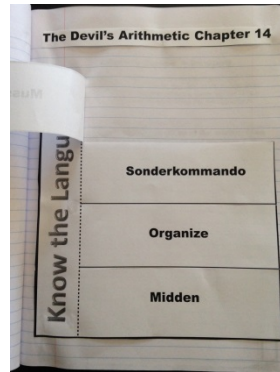
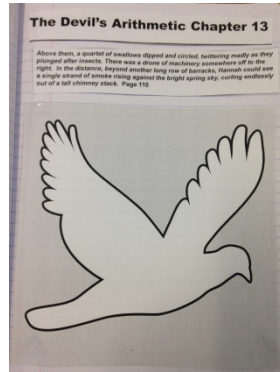
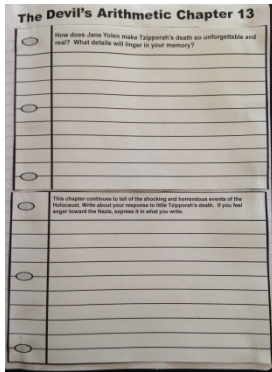
- Consider having students research the following three topics: Passover, Seder, and Concentration Camps used in the Holocaust. In our classrooms, we put students with a partner and have them create a google slide show about these three topics. They then present their slides. If you do not have time for this, try showing some YouTube videos on these subjects.
- Chapters 1-7 are somewhat hard to hold students' attention. Assure them that once they hit chapter seven, they will not want to stop reading the book. A few years ago, I typed up chapters 1-7 as a readers' theater, and we have read it that way in some classes. It took me a while to type it, but it was worth it. Another option is assigning these chapters as independent reading. Students will need a good background knowledge of what the Seder is, as Hannah attends one early in the novel.
- There is a page of all notebook pages as thumbnails. You may want to give this out at the beginning of the novel study so that students can see what the finished product will look like once they cut, fold, and glue. 😊
- If you would like to give tests throughout the novel study, check out our [Test Bundle for The Devil's Arithmetic](#).

# At a Glance ~ Cut-Outs and Foldable





# At a Glance ~ Cut-Outs and Foldables



Complete the following KWL  
chart about the Holocaust.

K	W	L

# The Devil's Arithmetic Chapter 2

Sometimes, at the beginning of a novel, it is easy to lose track of who's who. After reading chapter two, write the name of Hannah's family members in the frame. Explain how each character is related to Hannah.

A large rectangular frame with a black border and four black corner mounts, set against a gray and white checkered background. The frame is intended for a student to write the names of Hannah's family members and explain their relationships to her.

# Chapter 2 Answer Key

**Aaron – Hannah's brother**

**Grandpa Will -Hannah's father's father**

**Grandma Belle -Grandpa Will's wife – Hannah's grandmother**

**Aunt Eva -Grandpa Will's sister – Hannah's great aunt**

**Grandpa Dan -Hannah's mother's father**

## The Devil's Arithmetic Chapter 2

Aaron - Hannah's brother

Grandpa Will - Hannah's father's father

Grandma Belle - Hannah's father's mother (Will's wife)

Aunt Eva - Grandpa Will's sister

Grandpa Dan - Hannah's mother's father

Inference: Uncle Sam  $\hat{=}$  Aunt Rose  
Grandma Belle's Brother (page 4)

# The Devil's Arithmetic Chapter 2

## Literary Device ~ Flashback

A **flashback** occurs when a story is interrupted for a character to remember something that happens in the past.

Summarize the flashback that occurs in this chapter.

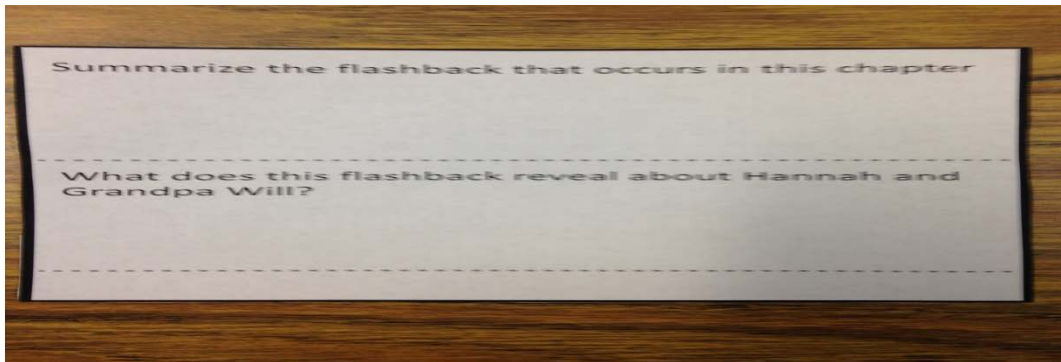
What does this flashback reveal about Hannah and Grandpa Will?

Flashbacks in Chapter 2

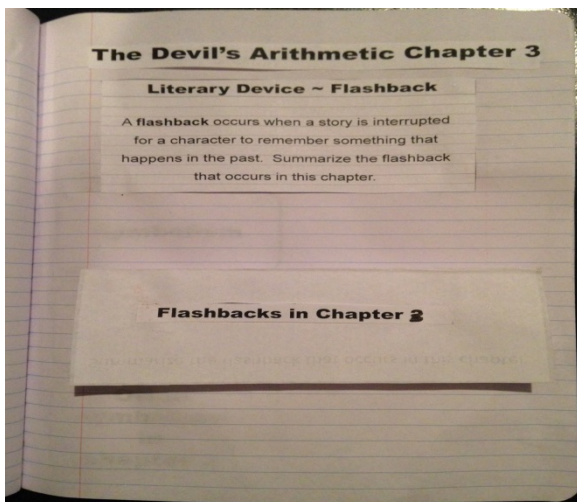
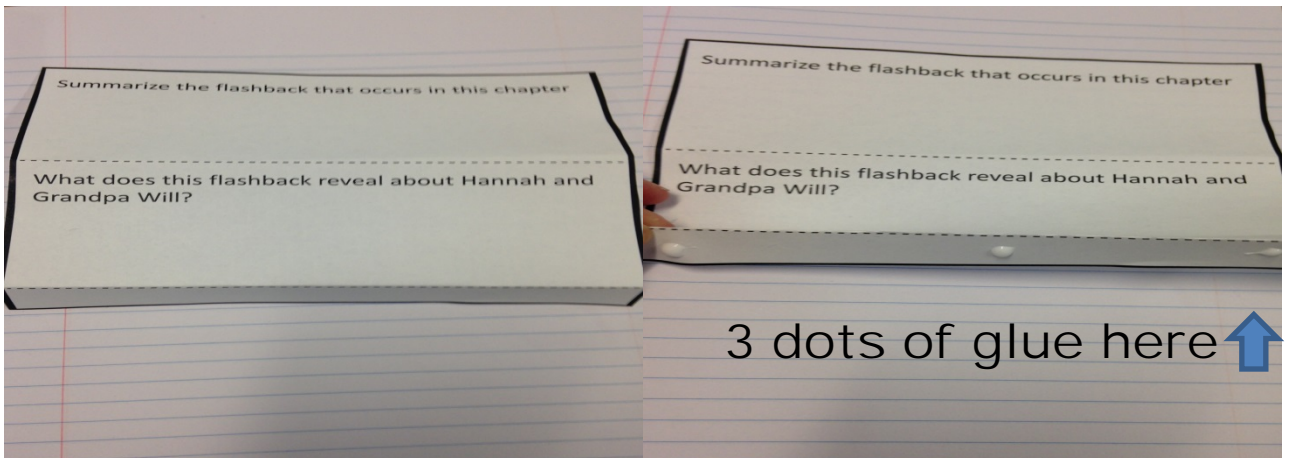


# Chapter 2 Foldable Directions

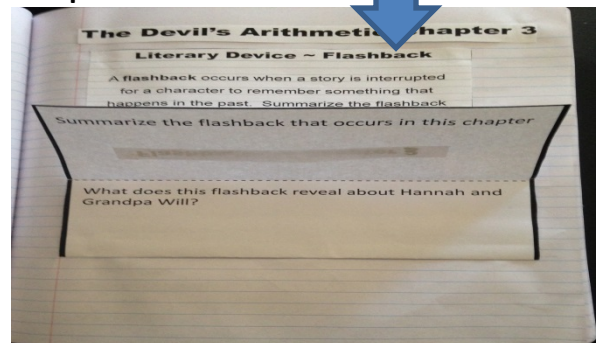
First cut out the square. Do not cut the dotted lines.



Fold the dotted line under. This is the only part you will glue.



Fold down and glue Flashbacks in Chapter 2 on top. You should be able to open to write.



# Chapter 2 Answer Key

## Literary Device ~ Flashback

Summarize the flashback that occurs in this chapter.

Hannah remembers as a child writing a number on her arm with an ink pen. She did this to try and gain attention from her grandfather because he also had a number on his arm. Grandpa Will became enraged, however, when he saw the number, and Hannah has never forgotten his reaction.

What does this flashback reveal about Hannah and Grandpa Will?

This flashback lets us know that Hannah is still a little frightened by her grandfather, and she doesn't really understand why he acts the way he does sometimes. She sees him as unstable.

### The Devil's Arithmetic Chapter 3

#### Literary Device ~ Flashback

A flashback occurs when a story is interrupted for a character to remember something that happens in the past. Summarize the flashback

Summarize the flashback that occurs in this chapter

Hannah remembers as a child writing a number on her arm with an ink pen. She did this to gain attention from her grandfather because he also had a number on his arm. Grandpa Will became enraged, however, when he saw the number, and Hannah has never forgotten his reaction.

What does this flashback reveal about Hannah and Grandpa Will?

Hannah - She is still a little frightened by her grandfather, and she doesn't understand why he acts the way he does sometimes. She sees him as unstable.  
Grandpa Will - He is still haunted by the Holocaust and that memories can be triggered in his mind and torment him.

# The Devil's Arithmetic Chapter 3

## Literary Device ~ Symbolism

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is. A literary symbol has literal meaning in a story but stands for something else.

Symbolism

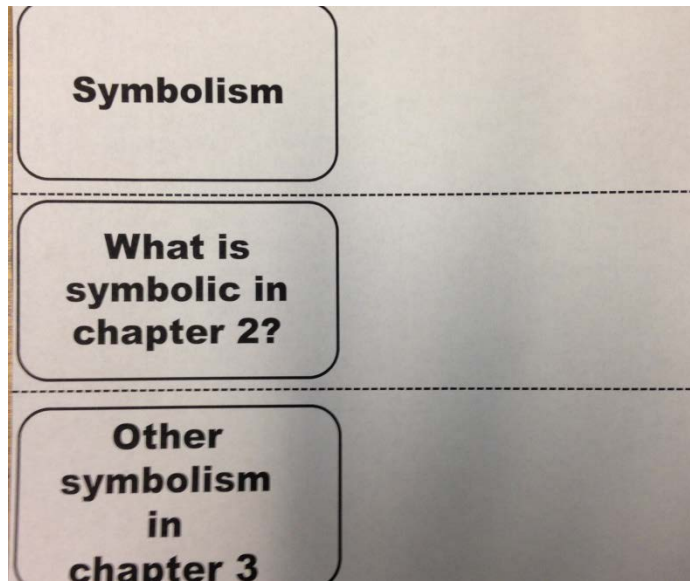
What is  
symbolic in  
chapter 3?

Other  
symbolism  
in  
chapter 3

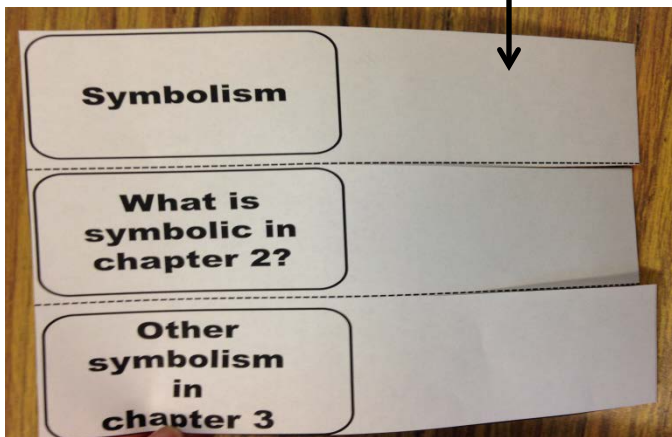


# Chapter 3 Foldable Directions

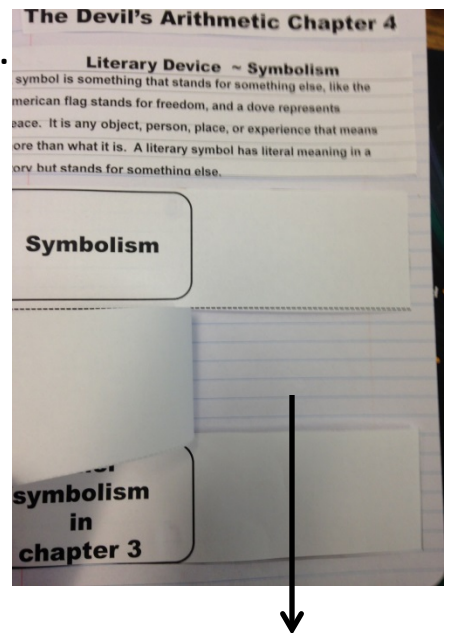
First cut out the foldable. Do not cut the squares with writing inside.



Cut the dotted lines but only to the squares. Do not cut under the squares that have writing on them.



Do not cut squares.



Glue only under the boxes with writing. Once finished, you should be able to lift each strip to write under it.

# Chapter 3 Answer Key

## Literary Device ~ Symbolism

**The Devil's Arithmetic Chapter 3**

**Literary Device ~ Symbolism**  
A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is. A literary symbol has literal meaning in a story but stands for something else.

<b>Symbolism</b>	If something is symbolic it will most likely...
<b>What is symbolic in chapter 2?</b>	Opening the door for Elijah
<b>Other symbolism in chapter 3</b>	The afikoman

**Literary Device ~ Symbolism**  
A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is. A literary symbol has literal meaning in a story but stands for something else.

- Be repeated in the book
- Be written in a memorable <sup>or vivid</sup> way
- Be emphasized with imagery

mean something other than what it is

This could symbolize the family's way of becoming prepared to remember. It symbolizes an invitation to think on their ancestors. It may also be symbolic of the coming <sup>of the</sup> messiah.

The afikoman can symbolize the knowing and not knowing of life.



# The Devil's Arithmetic Chapter 4

## Literary Device ~ Characterization

**DIRECT CHARACTERIZATION** - The writer makes direct statements about a character's personality and tells what the character is like.

**INDIRECT CHARACTERIZATION** - The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

Cut out the solid lines up to the circle. Glue under the circle only so that each triangle can be lifted. Write answers under flaps.

What type of characterization is used in each?

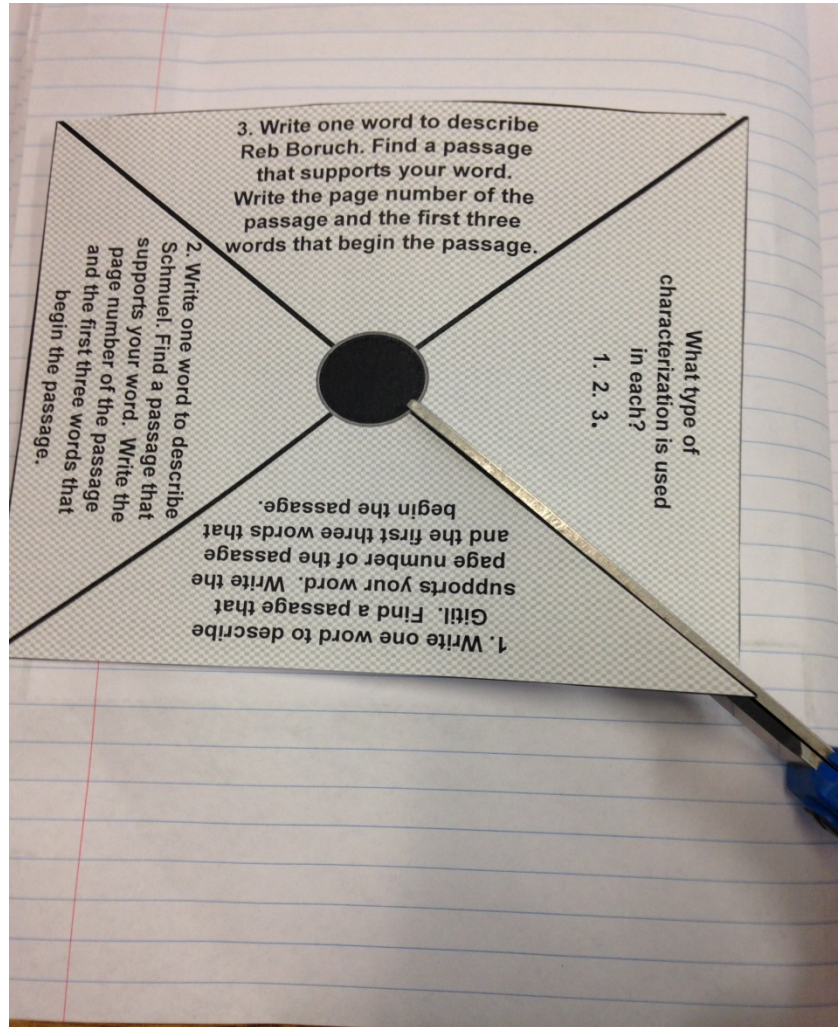
1. 2. 3.

1. Write one word to describe Gitil. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

2. Write one word to describe Schmuel. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

3. Write one word to describe Reb Boruch. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

# Chapter 4 Foldable Directions



Cut out square. Cut lines up to the circle.  
Glue under the circle only. Each triangular flap should be able to be lifted so that you can write answers underneath.



# Chapter 4 Answer Key

## The Devil's Arithmetic Chapter 4

### Literary Device ~ Characterization

**DIRECT CHARACTERIZATION** - The writer makes direct statements about a character's personality and tells what the character is like.

**INDIRECT CHARACTERIZATION** - The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

3. Write one word to describe Reb Boruch. Find a passage that supports your word.

Gitil is a hard worker.

...wore a smudged apron, sleeves rolled up, flour covered her arms

What type of characterization is used in each?  
1. 2. 3.

What type of characterization is used in each?

1. 2. 3.

Schmuel - Optimistic

"...we'll put weight on her and color in her cheeks. The laughter will return."

1. Write one word to describe Gitil. Find a passage that supports your word. Write the number of the passage and the first three words that begin the passage.

3. Write one word to describe Reb Boruch. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

1. Write one word to describe Gitil. Find a passage that supports your word.

Reb Boruch ~ Solemn

"Reb Boruch is a Solemn man."

What type of characterization is used in each?  
1. 2. 3.

2. Write one word to describe Schmuel. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

1. Indirect  
2. Indirect  
3. direct

3. Write one word to describe Reb Boruch. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

1. Write one word to describe Gitil. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

2. Write one word to describe Schmuel. Find a passage that supports your word. Write the page number of the passage and the first three words that begin the passage.

# The Devil's Arithmetic Chapter 5

## Literary Device ~ Figurative Language

**Figurative language is often used to create emphasis, freshness of expression, or clarity. Hyperbole, idioms, metaphors, personification, and similes are five types of figurative language.**

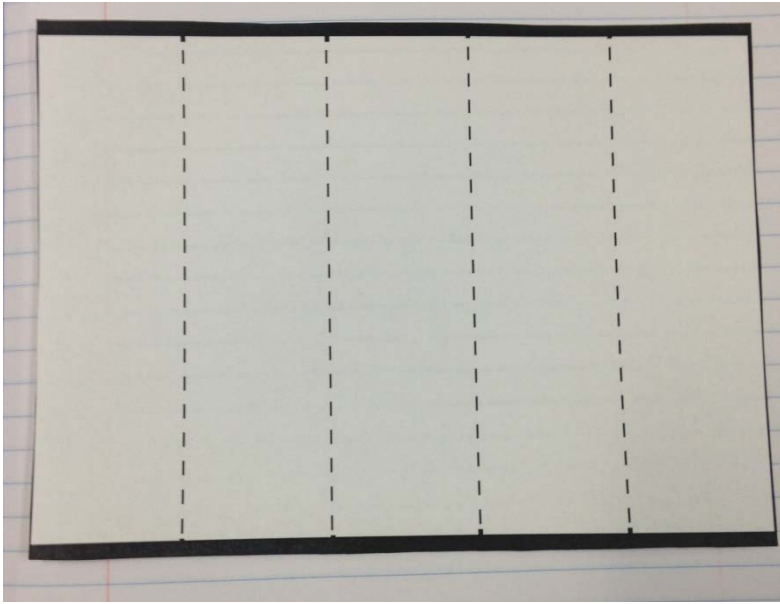
Only cut solid lines. Fold like an accordion on dotted lines. Write one example of the following on each flap: simile, metaphor, personification, hyperbole & idiom. These examples do not have to come from the book.

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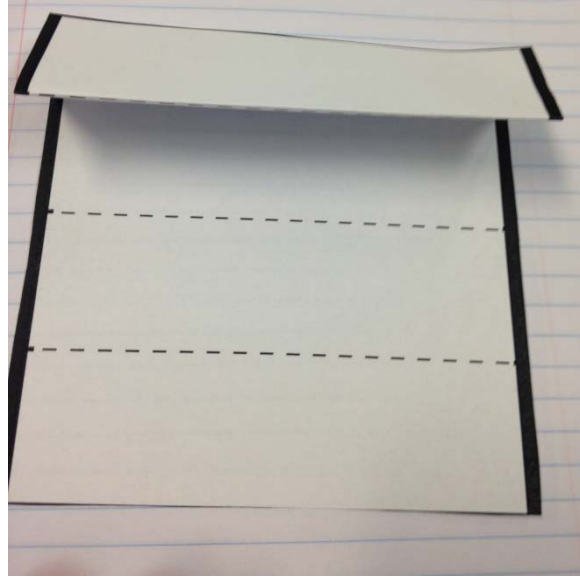
Figurative Language



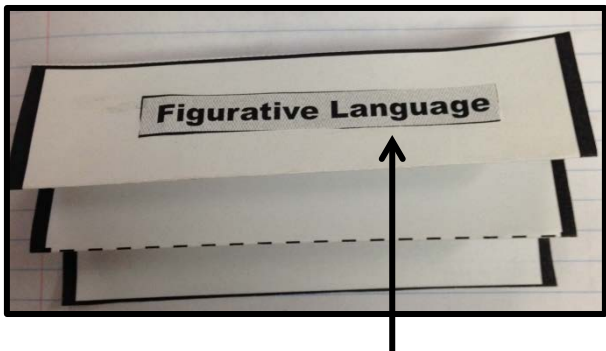
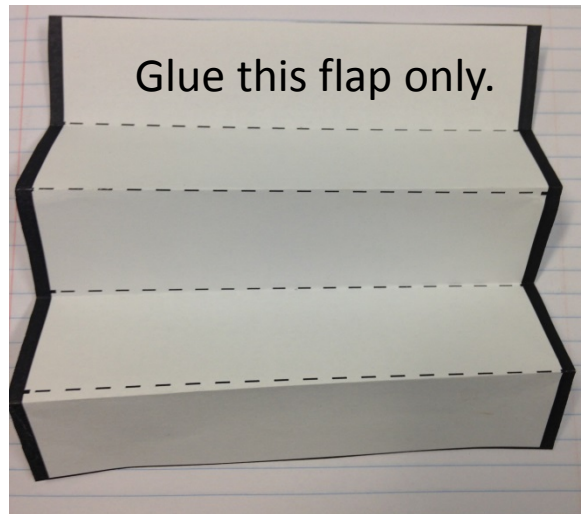
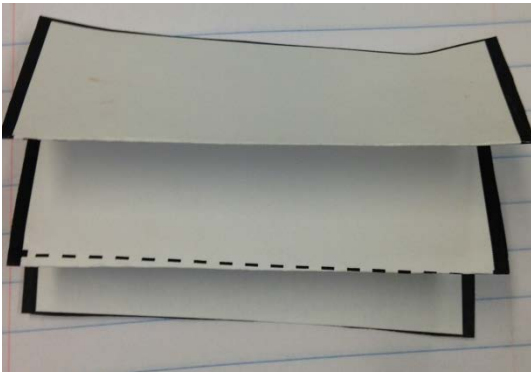
# Chapter 5 Foldable Directions



Cut out square. Do not cut the dotted lines.



Fold flaps like an accordion.



Glue Figurative Language on top.

Glue only bottom flap down. Foldable should open up like this so you can write on each flap. Write the hyperbole and idiom on the same flap.



# Chapter 5 Answer Key

## The Devil's Arithmetic Chapter 5

### Figurative Language

#### Simile

It was as quiet as a wasp walking on a window pane.

#### Metaphor

Homework is a thief, stealing my time.

#### Personification

Sometimes love sneaks up on you.

#### Hyperbole

I have a ton of work to do!

Idiom - Hold your horses!

# Analyze Figurative Language

## Chapter 5

**Read each of the following examples, and answer the questions that follow.**

*“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, should be afraid of getting married?”*

**In this passage, what type of figurative language is used?** \_\_\_\_\_

**What does it reveal about Shmuel?**

**Why do you think the author included this example of figurative language?**

- a. to create emphasis
- b. for freshness of expression
- c. for clarity

*He reached out and patted Hannah on the head. “What a strange little bird you are indeed, who has found her way into our nest.”*

**In this passage, what type of figurative language is used?** \_\_\_\_\_

**What does it reveal about Hannah?**

**Why do you think the author included this example of figurative language?**

- a. to create emphasis
- b. for freshness of expression
- c. for clarity

*You know so much, my little yeshiva bocher, telling you anything more is carrying straw to Egypt.*

**In this passage, what type of figurative language is used?** \_\_\_\_\_

**What does it mean?**

**Why do you think the author included this example of figurative language?**

- a. to create emphasis
- b. for freshness of expression
- c. for clarity



# Chapter 5 Answer Key

Read each of the following examples, and answer the questions that follow.

"Do you think it strange, little Chaya, that I – Shmuel Abramowicz – with an arm like a tree and, as Giti says, a head like a stone, should be afraid of getting married?"

In this passage, what type of figurative language is used? a simile

What does it reveal about Shmuel?

He is strong and hardheaded.

Why do you think the author included this example of figurative language?

- ☒ a. to create emphasis
- b. for freshness of expression
- c. for clarity

He reached out and patted Hannah on the head. "What a strange little bird you are indeed, who has found her way into our nest."

In this passage, what type of figurative language is used? metaphor

What does it reveal about Hannah?

She feels and seems out of place and is in a strange place. Not only does ~~she~~ Hannah realize this, but so do Giti and Shmuel.

Why do you think the author included this example of figurative language?

- ☒ a. to create emphasis
- b. for freshness of expression
- c. for clarity

You know so much, my little yeshiva bocher, telling you anything more is carrying straw to Egypt.

In this passage, what type of figurative language is used? idiom

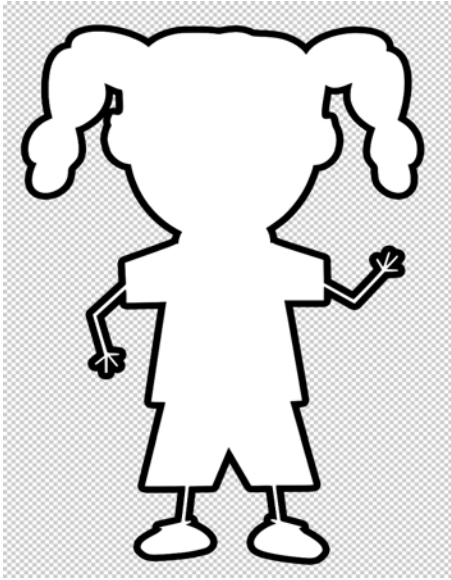
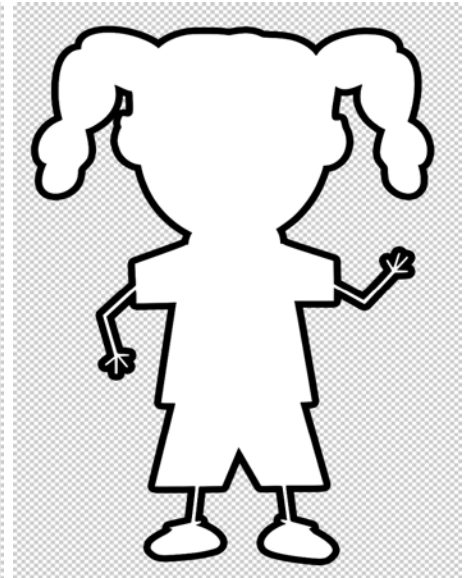
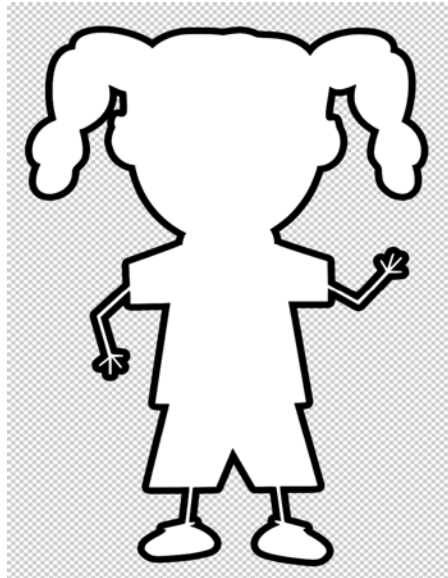
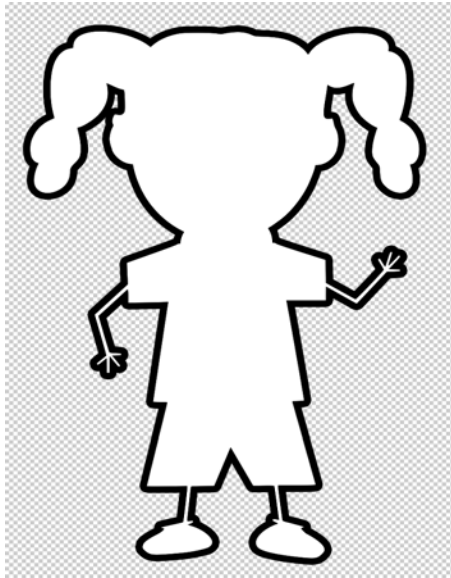
What does it mean? Anything more is useless.

Why do you think the author included this example of figurative language?

- a. to create emphasis
- ☒ b. for freshness of expression
- c. for clarity

# The Devil's Arithmetic Chapter 6

Inside each cutout, write Chaya's new friends' names and something we learn about each of them. Glue these in your notebook to help you keep track of these new characters.



Directions: Cut out each square containing shape of a girl, and paste in your notebook. Cut out the name boxes, and label each girl. Next. Place the correct description boxes with the correct character. This should help you keep up with the new characters.

Shrife

Ester

Yente

Rachel

Chaya's best friend  
in the shtetl, talks in  
a breathless manner

pale freckled face,  
very light eyelashes

"ferrety" face – sharp chin  
and nose, yellowish  
complexion

plump, rosy cheeks, a  
mouth that rests in a pout



# Chapter 6 Answer Key

## The Devil's Arithmetic Chapter 6



pale freckled face,  
very light eyelashes



Chaya's best friend  
in the shtetl, talks in  
a breathless manner



plump, rosy cheeks, a  
mouth that rests in a pout



"ferrety" face – sharp chin  
and nose, yellowish  
complexion

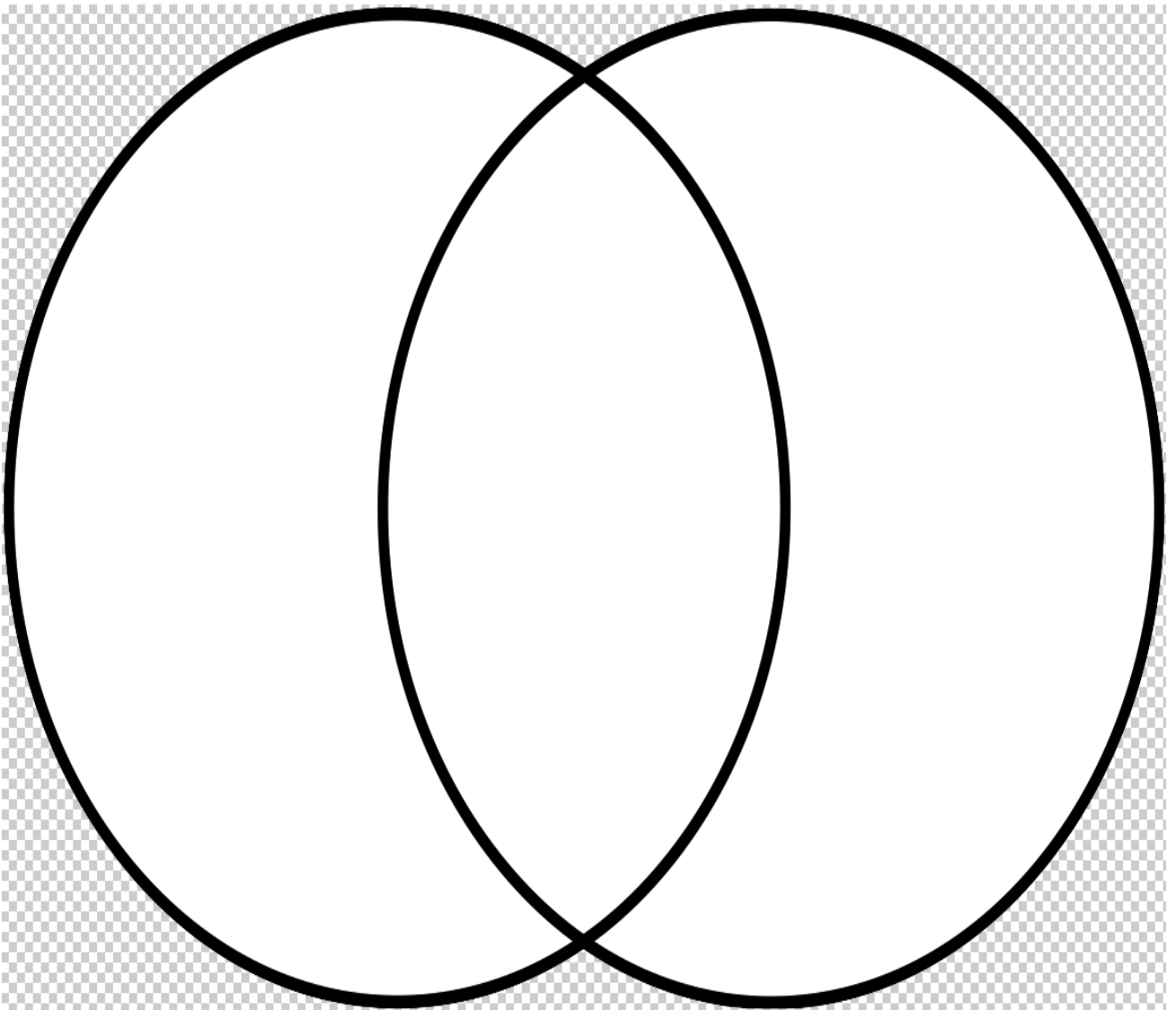


## The Devil's Arithmetic Chapter 6

**Use the following Venn diagram to compare and contrast Hannah's old life in New Rochelle to the life that her new friends have where she is now.**

Hannah's Old Life

Hannah's New Life

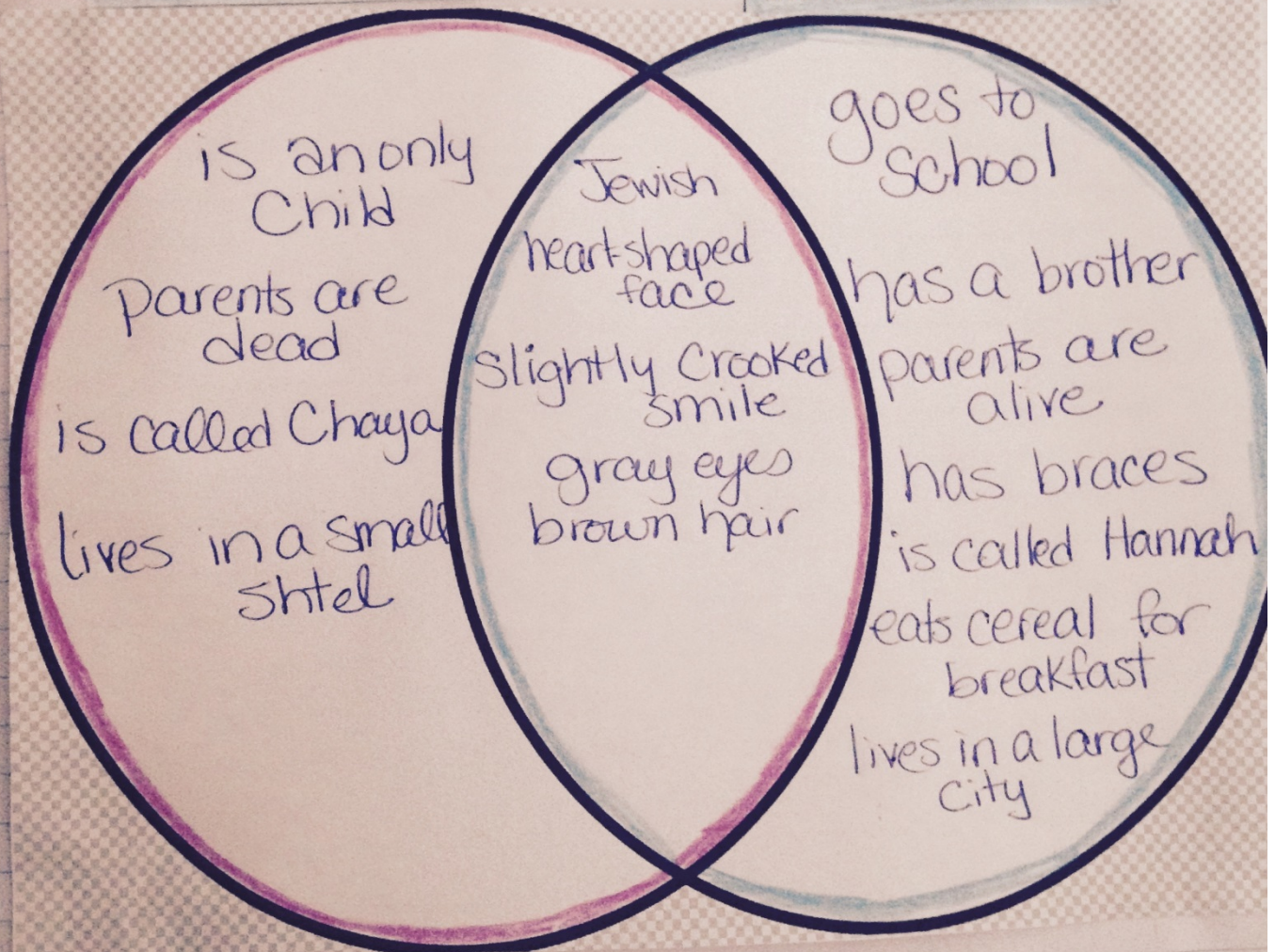


# Chapter 6 Answer Key

## The Devil's Arithmetic Chapter 6

Hannah's New Life

Hannah's Old Life



# The Devil's Arithmetic Chapter 7

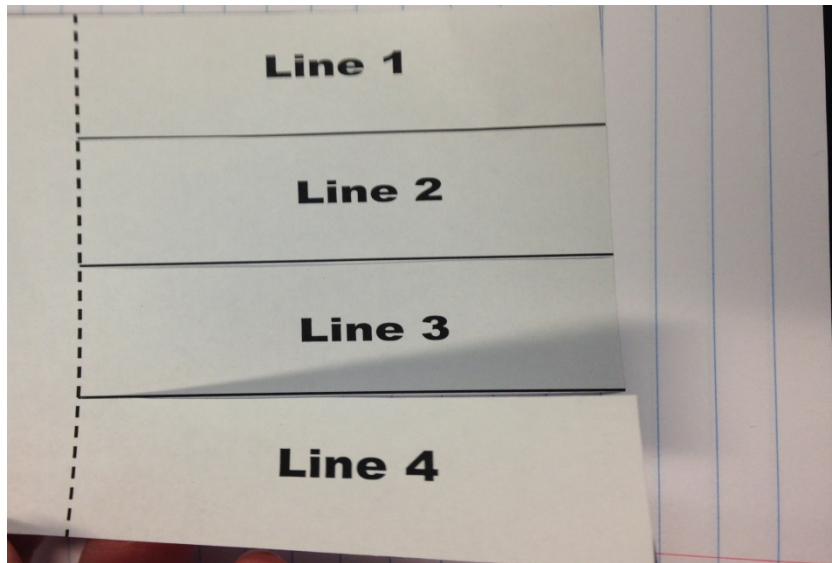
In this chapter, we meet the badchan. Cut out the following poem that the badchan says in chapter 7. Glue the box in your notebook.

***Pretty girl, with faraway eyes  
Why do you look with such surprise?  
How did you get to be so wise?  
Old girl in young girl disguise.***

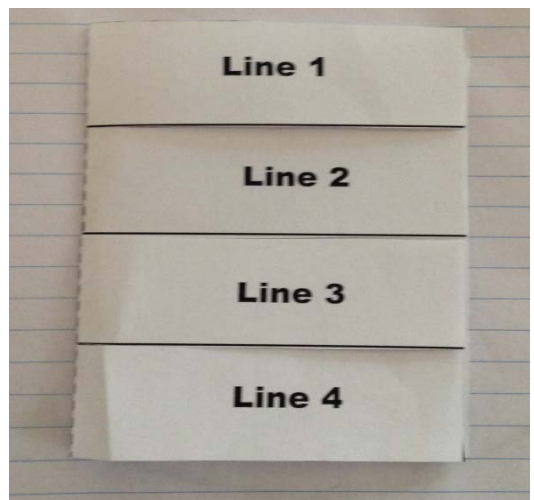
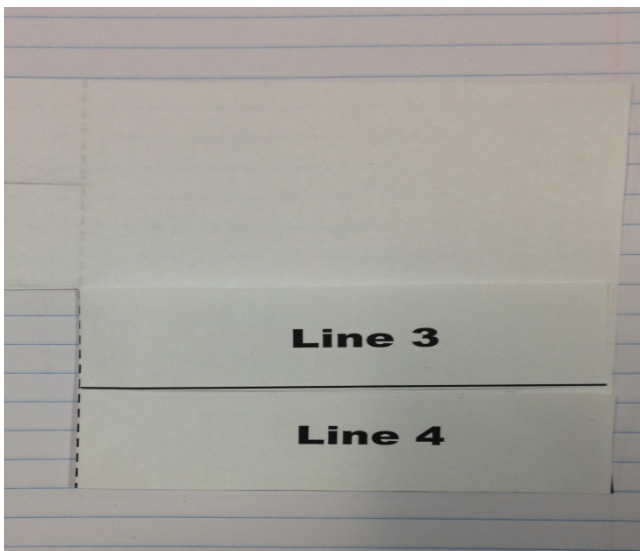
	Line 1
	Line 2
	Line 3
	Line 4

Cut out solid lines only. Under each flap, explain what you think that line in the poem means.

# Chapter 7 Foldable Directions



Cut out solid lines. Do not cut dotted line. Glue the left side of the dotted lines to the notebook. Fold the paper in half so that Line 1, Line 2, etc. are showing up. Cut solid lines up to the dotted line so that flaps can be opened.





# Chapter 7 Answer Key ~ Sample Accept Reasonable Answers.

## **The Devil's Arithmetic Chapter 7**

Pretty girl, with faraway eyes  
Why do you look with such surprise?  
How did you get to be so wise?  
Old girl in young girl disguise.

faraway eyes - the  
badchan knows she  
is from somewhere else

The badchan recognizes  
her look of surprise or  
confusion

So wise...  
Hannah is wise because  
she realizes she is from  
the future - knows the past

This means she is  
not who she seems  
to be - which is true

# The Badchan's Poem

In the speech bubble below, write a short poem that the badchan could recite to Gitl or Shmuel. Use the same rhyme scheme that is used in the badchan's poem to Chaya.

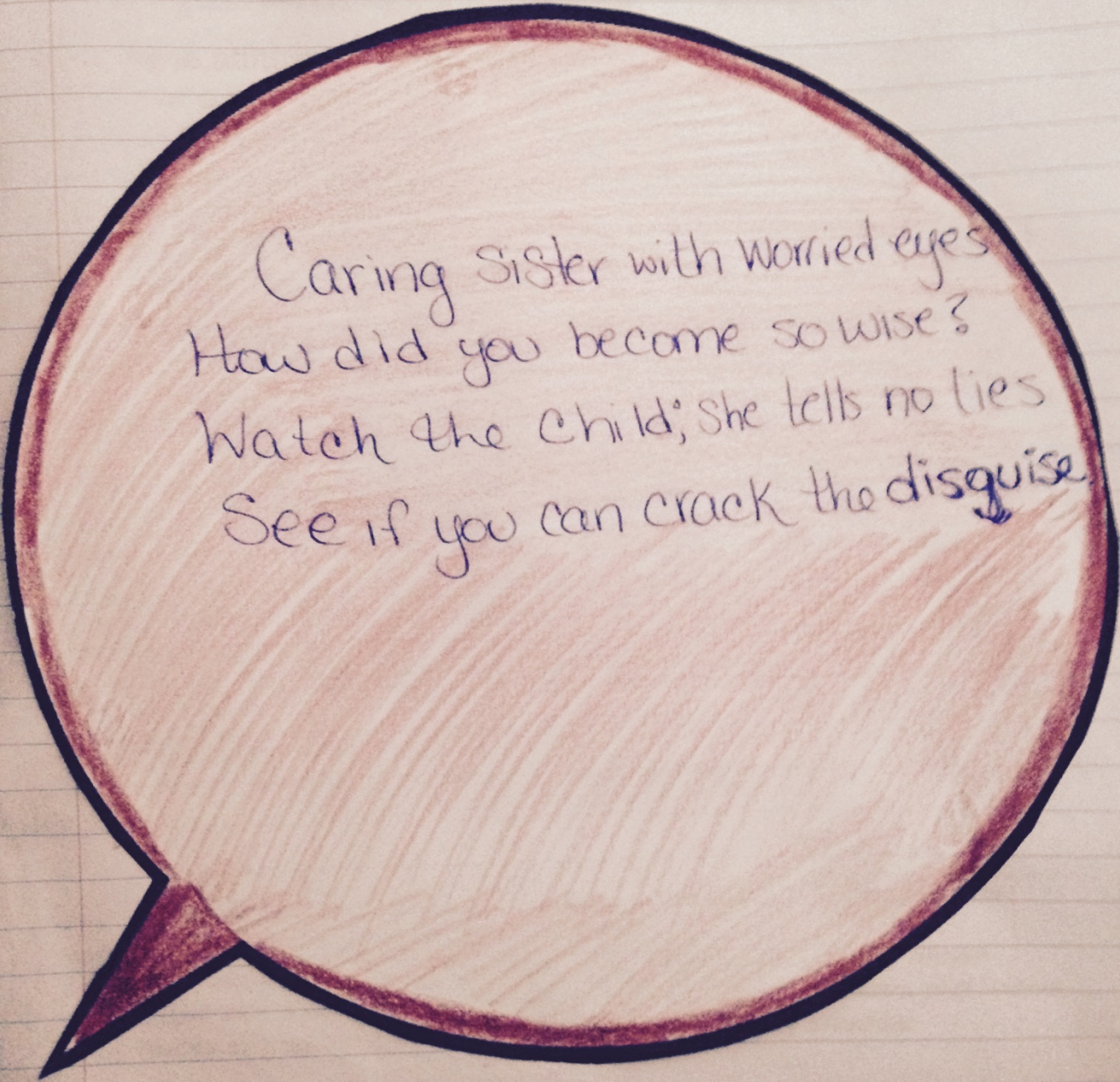




# Chapter 7 Answer Key

## Sample Poem

### The Badchan's Poem



Caring Sister with worried eyes  
How did you become so wise?  
Watch the child, she tells no lies  
See if you can crack the disguise.



# The Devil's Arithmetic Chapter 8

## Literary Device ~ Tone

**Tone** is the attitude that a writer takes toward the audience, a subject, or a character. Tone is conveyed through the writer's choice of words and details.

Let's take a look at tone in this chapter, and analyze how the author creates the different tones.

*When Hannah looked up again, she could see Viosk laid out at the far end of the meadow, **picture-postcard pretty**. Small houses **nestled** in a line, and the larger buildings, none higher than three stories, stood behind, **like mothers with their children**.*

*As the horses pulled them closer, Hannah could distinguish a central open market with stalls, surrounded by stores. There was a pharmacy topped by a large black sign, a barbershop with its **familiar** peppermint stick, a glass-fronted tavern, and a dozen other shops. In the middle of the market, a tall wooden pole supported a bell. Behind the open market was a towering wooden building with four separate roofed sections and fenced in courtyards. The dominant color was **brown**: brown wooden buildings, brown **sandy** streets, as if it were a **faded photograph**. Yet it was real.*

**Look at the bolded words and details from this passage. These words and details help to create a tone. What words would you use to describe the tone of this passage?**

**There is a contrasting tone on the same page when Fayge sees the automobiles and trucks in front of the shul.**

*Hannah looked where Fayge was pointing. In the middle of the brown landscape, like a dark stain, were three black old-fashioned cars and twelve army trucks strung out behind. She gave an involuntary shudder.*

What is the tone in this passage? \_\_\_\_\_

Underline the words, details, or descriptions that contribute to this tone.

# Chapter 8 Answer Key

## The Devil's Arithmetic Chapter 8

### Literary Device ~ Tone

Tone is the attitude that a writer takes toward the audience, a subject, or a character. Tone is conveyed through the writer's choice of words and details.

Let's take a look at tone in this chapter, and analyze how the author creates the different tones.

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Look at the bolded words and details from this passage. These words and details help to create a tone. What words would you use to describe the tone of this passage?

nostalgic peaceful soothing?

There is a contrasting tone on the same page when Fayge sees the automobiles and trucks in front of the shul.

Hannah looked where Fayge was pointing. In the middle of the brown landscape, **like a dark stain**, were three black old-fashioned cars and twelve army trucks **strung out** behind. She gave an **involuntary shudder**.

What is the tone in this passage? ugly, harsh, frightful

Underline the words, details, or descriptions that contribute to this tone.

# The Devil's Arithmetic Chapter 8

How can  
foreshadowing  
contribute to tone?

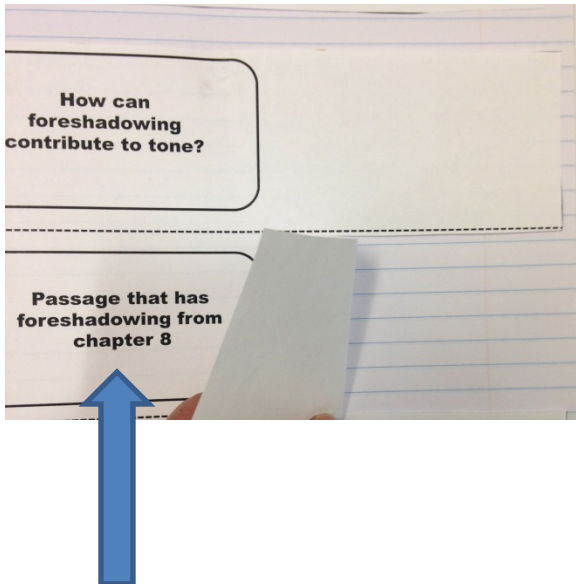
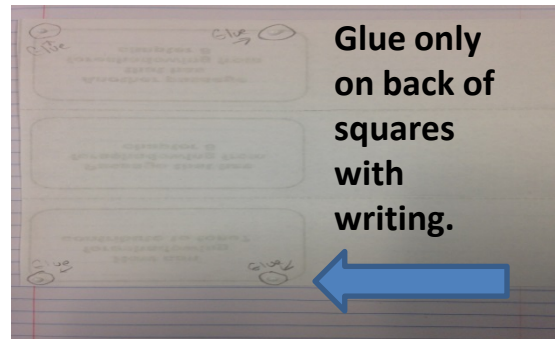
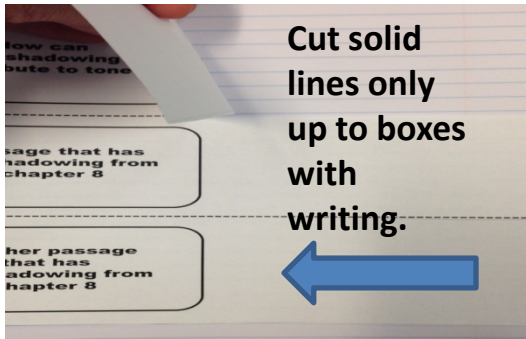
Passage that has  
foreshadowing from  
chapter 8

Another passage  
that has  
foreshadowing from  
chapter 8

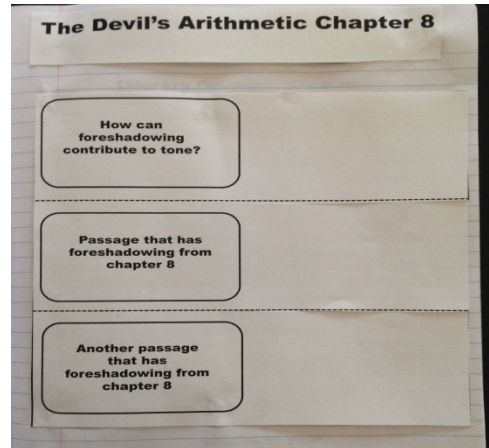
Directions: Cut out the outside square. Cut the dotted lines only to where the rounded squares are so they can be folded. Glue only under boxes on left side. Write an explanation on the top flap and the two passages on the bottom two flaps. Under the bottom two flaps, explain how the foreshadowing contributes to the tone.



# Chapter 8 Foldable Directions



Glue only under these boxes.



When complete, each flap should lift so that students can write on the flap and on the notebook paper underneath.



# Chapter 8 Answer Key

## The Devil's Arithmetic Chapter 8

**How can foreshadowing contribute to tone?**

Foreshadowing can create suspense. It can also make a story more mysterious and/or frightful.

**Passage that has foreshadowing from chapter 8**

Somehow the badchan materialized in front of the wagon. He pointed to the man with the medals and cried out, "I see the malach ha mavis. I see the Angel of Death."

**Another passage that has foreshadowing from chapter 8**

As they moved closer, more men in dark uniforms got out of the cars and truck cabs. They made a perfect half circle in front of the synagogue doors like a steel trap with gaping jaws ready to be sprung.

The foreshadowing in this chapter makes the plot more mysterious + frightful!

This foreshadows a death of some sort

This foreshadows the fact that the Jews are about to be placed in the "jaws" of the Nazi soldiers.

# The Devil's Arithmetic Chapter 9

## Literary Device ~ Allusion

An allusion is a reference to a person, a historical event, or a fictional character or story. Writers usually expect the readers to recognize an allusion.

*"Your words will fly up to heaven and call down the Angel of Death, **Lilith's Bridegroom**, with his poisoned sword."* (page 67)

In this passage, Lilith's Bridegroom is an allusion. There is a myth about Lilith. According to Jewish folklore, Lilith was the first wife of Adam. She was told to be evil and was banished from the Garden of Eden. Some of these folktales describe how Lilith captured Jewish babies in the night and ate them.

Allusion on page  
67

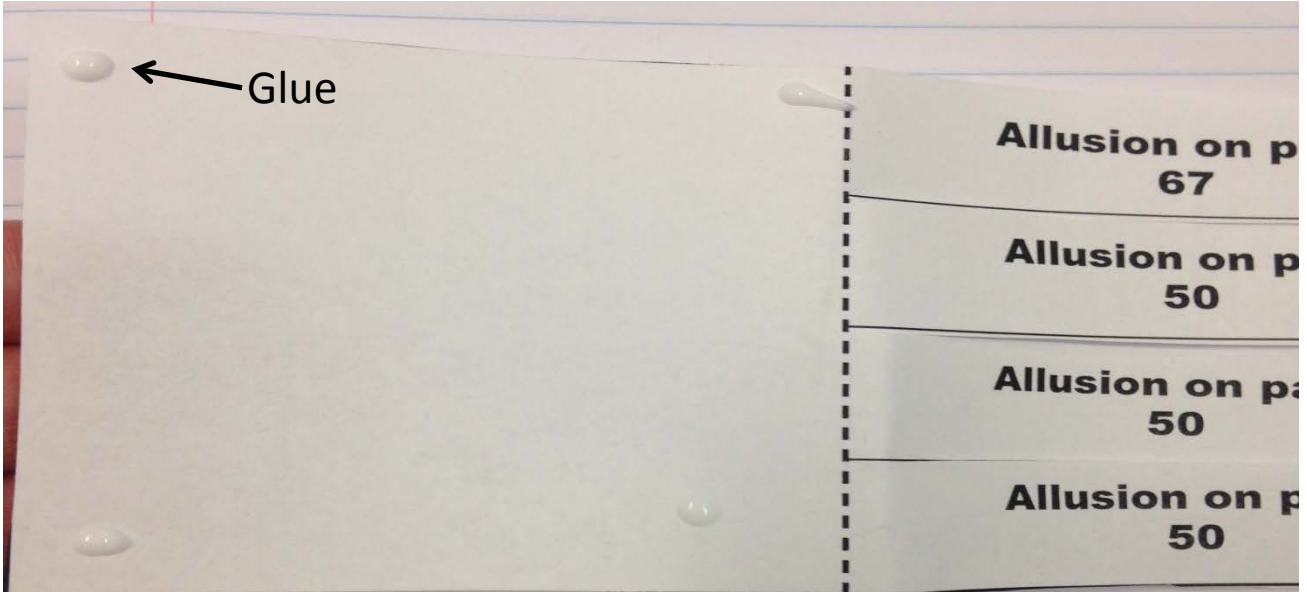
Allusion on page  
50

Allusion on page  
50

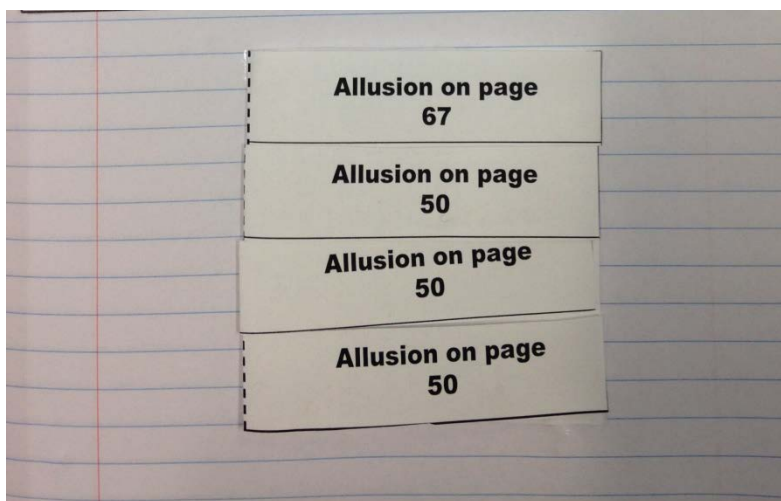
Allusion on page  
50

Cut out solid lines only. Glue in notebook. Under each flap, find the allusions listed on those pages. There are three on page 50.

# Chapter 9 Foldable Directions



Cut out solid lines. Do not cut dotted line. Glue the left side of the dotted lines to the notebook. Fold the paper in half so that Line 1, Line 2, etc. are showing up. Cut solid lines up to the dotted line so that flaps can be opened.



Flaps can be lifted. Write the allusions under each one.



# Chapter 9 Answer Key

...will fly up to heaven and call down the Angel of Death,  
Bridegroom, with his poisoned sword." (page 67)

age, Lilith's Bridegroom is an allusion. There is a myth about  
rding to Jewish folklore, Lilith was the first wife of Adam. She  
be evil and was banished from the Garden of Eden. Some of  
les describe how Lilith captured Jewish babies in the night and

The famous fairy tale ~ Foreshadows  
"Hansel and Gretel" death that is imminent  
for many of the Jews.

Conan the Barbarian  
Star Wars

Fiddler on the Roof

Little Women  
Barbara Streisand

# The Devil's Arithmetic Chapter 10



**This chapter brings to life some of the harsh realities of the Holocaust. Let us examine how the author brings these horrific events to life for the reader.**

**First, write about your reactions to this chapter. Free write about what you thought and felt as you read what happened to the characters on the train.**



# The Devil's Arithmetic Chapter 10

Now, let's take a look at what Jane Yolen does to capture these events and relate them to us in a realistic way. She does this through word choice, details, and dialogue.

Word choice, details, and dialogue contribute to the tone.

Words from pages 77-83 that  
contribute to the tone

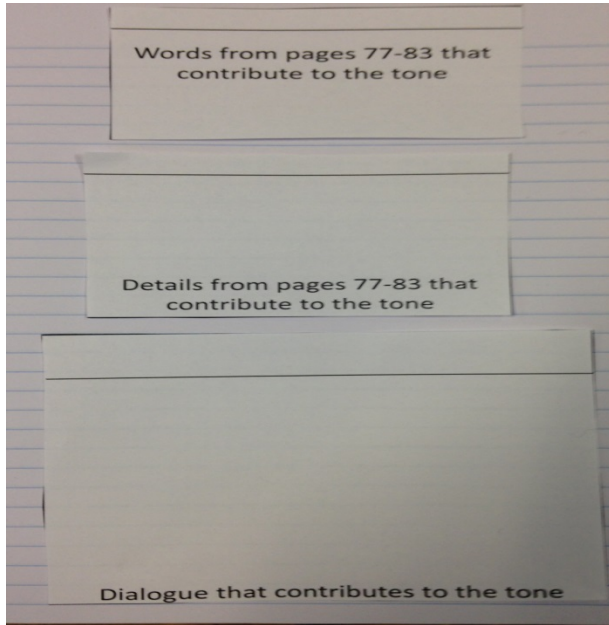
Details from pages 77-83 that  
contribute to the tone

Dialogue that contributes to the tone

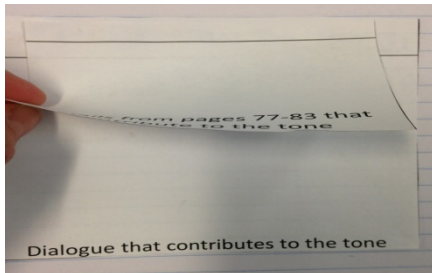
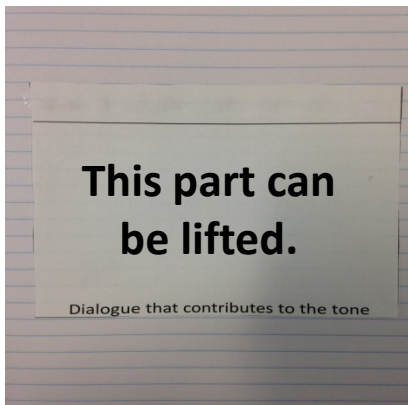
Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down first by putting glue on the tab only. Then, glue the next two boxes on top by putting glue on the tab only.



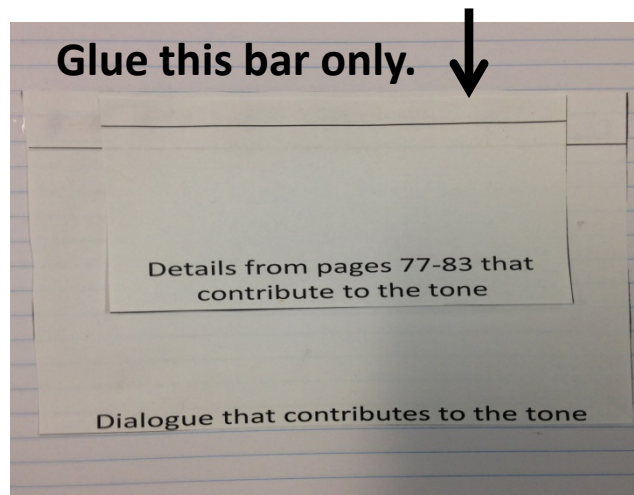
# Chapter 10 Foldable Directions



Cut out all three boxes.



Glue only under top bar of biggest box.



Glue next biggest box on top of bottom one. Again, only glue the top bar so that it can be lifted.

Last, glue the smallest box on top. Only glue the bar.

# Chapter 10 Answer Key

Word choice, details, and dialogue contribute

Hurt  
tears  
Screaming  
helpless  
hot

## The Devil's Arithmetic Chapter 10

Word choice

one of the women smelled of  
garlic

the tone.

... ran their fingers across their  
throats

Hannah wept

... a nightmare

... exhausted by all the screaming  
and tears

Dial

No

tone

"We're locked in!"

"Help! Help us"

"Oh my God ... The child is dead."

"The children will hear you and be afraid."

"They were beaten"

# The Devil's Arithmetic Chapter 11

At the end of this chapter, Hannah loses her memory when her head is shaved. **Debatable Question:** Do you think it is better for her to know what is happening to her at the camp, or do you think it is better for her not to know?

Use the T-chart on this page to list the pros of both sides of the debate. Then, choose a side to defend. Write an paragraph explaining your choice, and defend your answer with reasons and examples.

It is better to know.	It is better not to know.



# The Devil's Arithmetic Chapters 11 & 12

## Literary Device ~ Irony

**Verbal irony** involves a contrast between what is said or written and what is meant. Example: if you call a really tall person, "Shorty"

**Situational irony** occurs when what happens is very different from what is expected to happen. Example: A fire station burns down.

**Dramatic irony** occurs when the audience or the reader knows something a character does not know. Example: The reader knows who the criminal is, but the characters do not know.

*"Down there!" a soldier shouted, gesturing with his rifle. Part of the moon still hung in the sky, a pale halo over his blond head.*

Type of irony used (Explanation underneath)

*To the side of the barracks was a small, pretty house where early spring flowers were opening. A wrought iron gate stood in front of the buildings, and over the gate was a sign proclaiming in large black letters: ARBEIT MACHT FREI*

Type of irony used (Explanation underneath)

*"I'll give them this!" She couldn't think who it was or what he was giving to whom.*

Type of irony used (Explanation underneath)

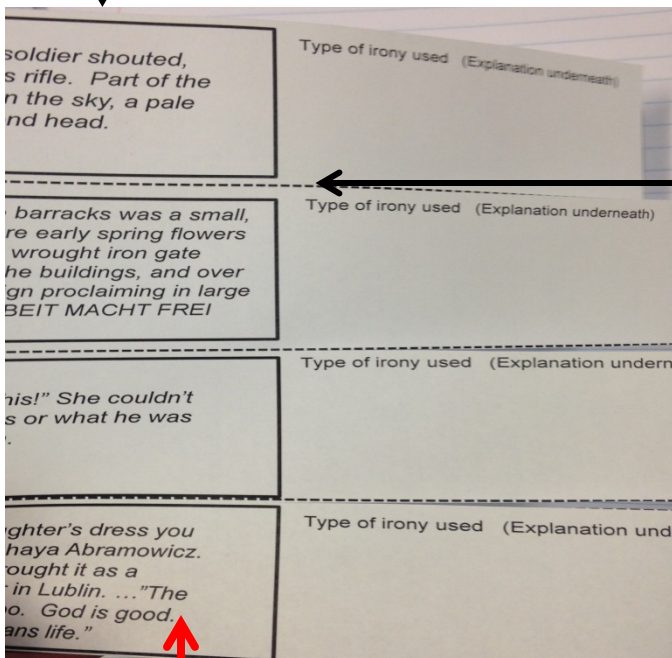
*That is my daughter's dress you are wearing, Chaya Abramowicz. My Chaya. I brought it as a present for her in Lublin. ... "The same name, too. God is good. Your name means life."*

Type of irony used (Explanation underneath)

# Chapter 11 Foldable Directions

Do not cut out these boxes.

Cut the lines up to the boxes to make flaps.



Glue only under these boxes. When complete, each flap should lift so that students can write on the flap and on the notebook paper underneath.

# Chapters 11 & 12 Answer Key

**The Devil's Arithmetic Chapters 11 & 12**

**Literary Device ~ Irony**

**Verbal irony** involves a contrast between what is said or written and what is meant. Example: if you call a really tall person, "Shorty"

**Situational irony** occurs when what happens is very different from what is expected to happen. Example: A man who has been afraid to fly in a plane all of his life finally gets the courage to do it, and then the plane crashes.

**Dramatic irony** occurs when the audience or the reader knows something a character does not know. Example: The reader knows who the criminal is, but the characters do not know.

---

Type of irony used (Explanation underneath)

*"Down there!" a soldier shouted, gesturing with his rifle. Part of the moon still hung in the sky, a pale halo over his blond head.*

Situational

---

Type of irony used (Explanation underneath)

*To the side of the barracks was a small, pretty house where early spring flowers were opening. A wrought iron gate stood in front of the buildings, and over the gate was a sign proclaiming in large black letters: ARBEIT MACHT FREI*

Situational

---

Type of irony used (Explanation underneath)

*"I'll give them this!" She couldn't think who it was or what he was giving to whom.*

dramatic

---

Type of irony used (Explanation underneath)

*That is my daughter's dress you are wearing, Chaya Abramowicz. My Chaya. I brought it as a present for her in Lublin. ... "The same name, too. God is good. Your name means life."*

Situational

## Chapters 11 & 12

### ~ Irony

said or written and what is meant. Example: if you call a really tall person, "Shorty"

very different from what is expected to happen. Example: A man who has been afraid to fly in a plane all of his life finally gets the courage to do it, and then the plane crashes.

audience or the reader knows something a character does not know. Example: The reader knows who the criminal is, but the characters do not know.

It is unexpected that an evil, sinister soldier such as this would have a halo. halo = goodness  
Nazi soldier = evil




Pretty things surrounding an awful place are unexpected.  
It is a contrast between the pretty house and the awful concentration camp. The sign says "Work makes you free." - But the large majority of Jews were never free again.




We, the reader, know that it was said by Grandpa Will.

They have the same name and dress. Her name means life and God is good, but they are surrounded by evil and death.



# The Devil's Arithmetic Chapter 13

	<p>This chapter continues to tell of the shocking and horrendous events of the Holocaust. Write about your response to little Tzipporah's death. If you feel anger toward the Nazis, express it in what you write.</p>
	
	

	<p>How does Jane Yolen make Tzipporah's death so unforgettable and real? What details will linger in your memory?</p>
	
	

# Chapter 13 Answer Key

## Sample Answer

### The Devil's Arithmetic Chapter 13

How does Jane Yolen make Tzipporah's death so unforgettable and real? What details will linger in your memory?

The image of little Tzipporah is unforgettable. The following two lines from the novel will linger in my memory:

... lay curled in a ball, her finger in her mouth like a stopper in a bottle.

... a fly was on her cheek

# The Devil's Arithmetic Chapter 13

*Above them, a quartet of swallows dipped and circled, twittering madly as they plunged after insects. There was a drone of machinery somewhere off to the right. In the distance, beyond another long row of barracks, Hannah could see a single strand of smoke rising against the bright spring sky, curling endlessly out of a tall chimney stack. Page 110*

What might the swallows symbolize? Write your answer inside the picture. Also, inside the picture, write why you think the author included the contrast of the smoke and the bright spring sky?

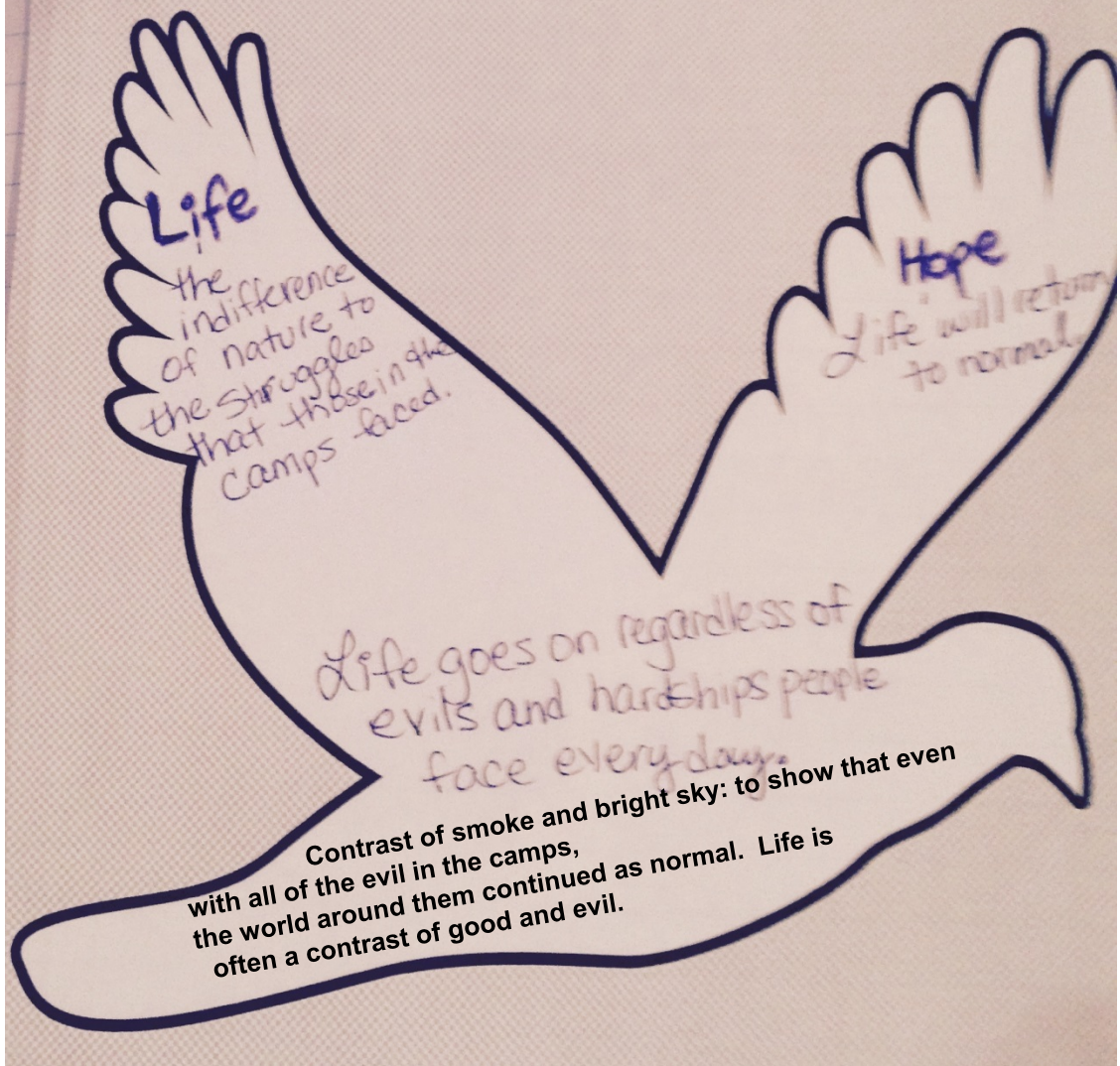




# Chapter 13 Answer Key

## The Devil's Arithmetic Chapter 13

Above them, a quartet of swallows dipped and circled, twittering madly as they plunged after insects. There was a drone of machinery somewhere off to the right. In the distance, beyond another long row of barracks, Hannah could see a single strand of smoke rising against the bright spring sky, curling endlessly out of a tall chimney stack. Page 110



# The Devil's Arithmetic Chapter 14

## **Elaborate on a Quote**

Choose one of the following passages from chapter fourteen to write about. Inside one quote bubble, write the one that you choose. In the other bubble, explain how the quote that you choose is relevant to Chaya and those like her who were part of the Holocaust.

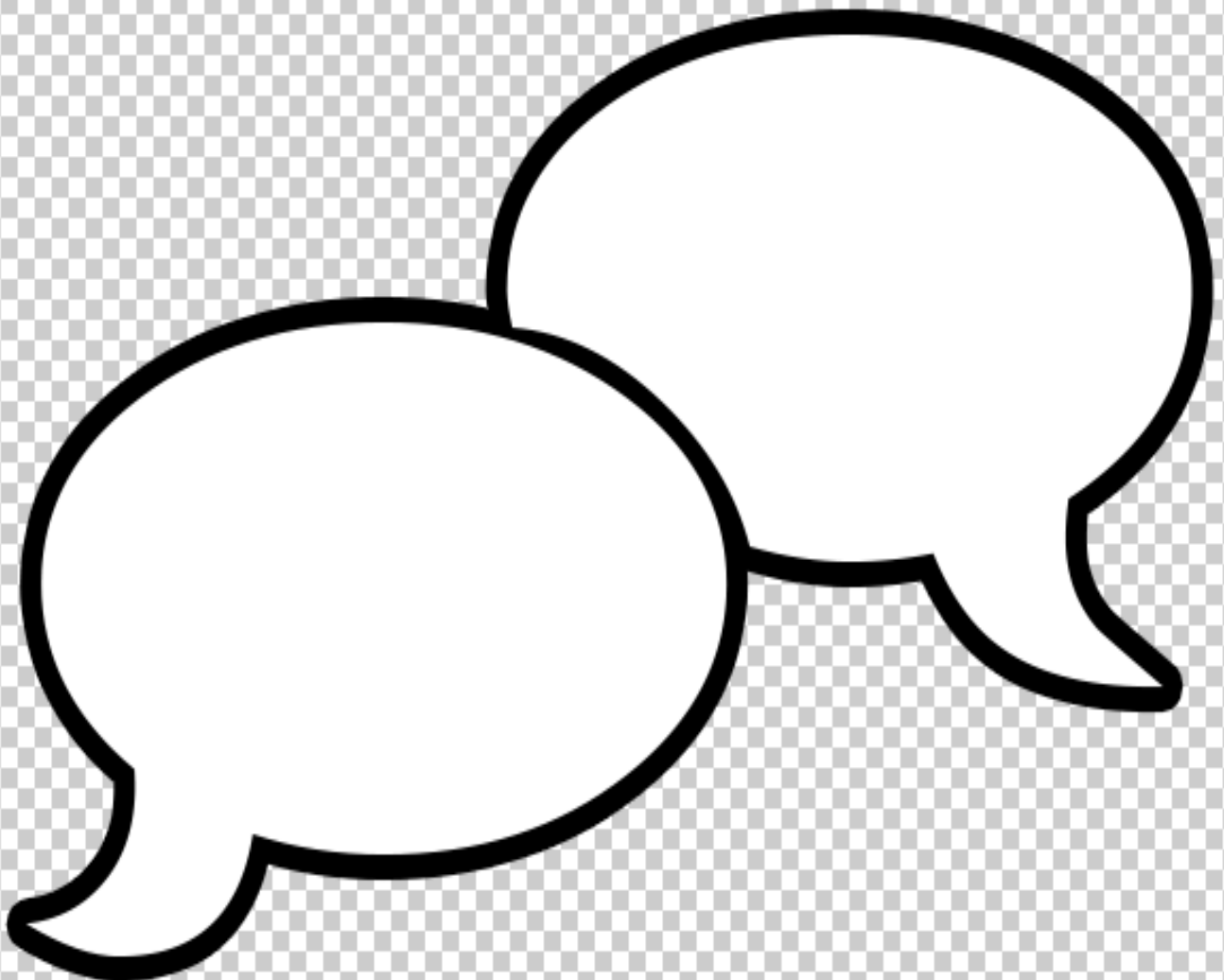
**If you are alive now, this minute, it is enough. (page 112)**

**It is a brutal arithmetic. (page 113)**

**This is the Devil's place. (page 113)**

**As long as we can remember, all those gone before us are alive inside us. (page 113)**

**We count our luck with a different measure here in the camp. (page 119)**



# The Devil's Arithmetic Chapter 14

Directions: Cut out the solid lines only. Glue only side bar behind dotted lines. Under each flap, write what the term means.

## Know the Language

Musselmen

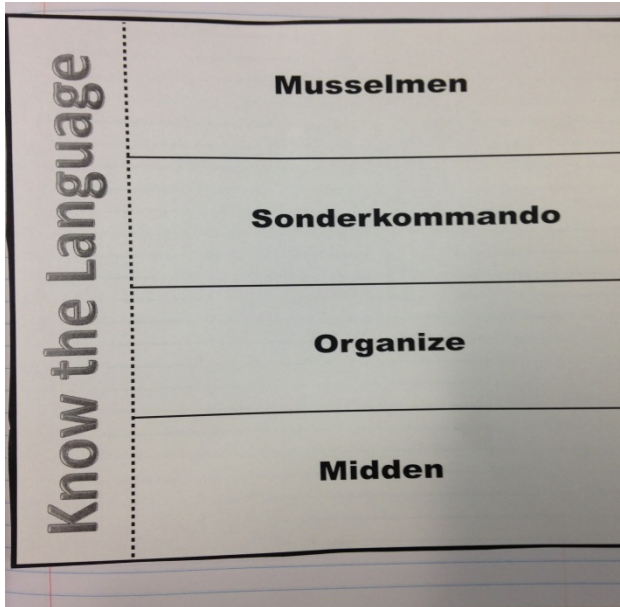
Sonderkommando

Organize

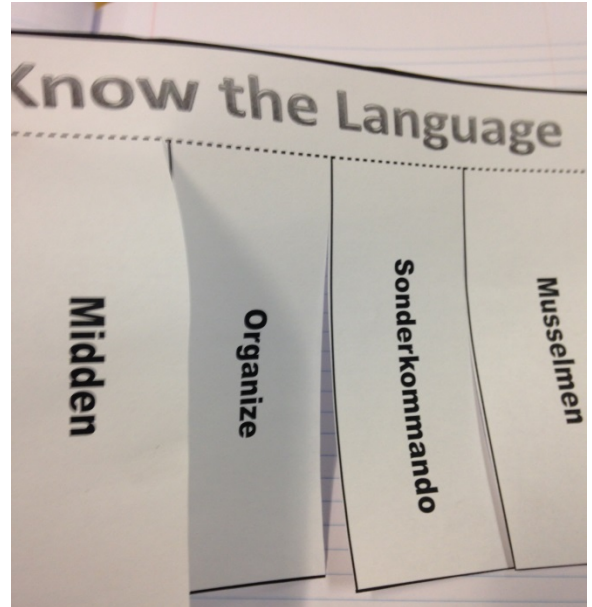
Midden



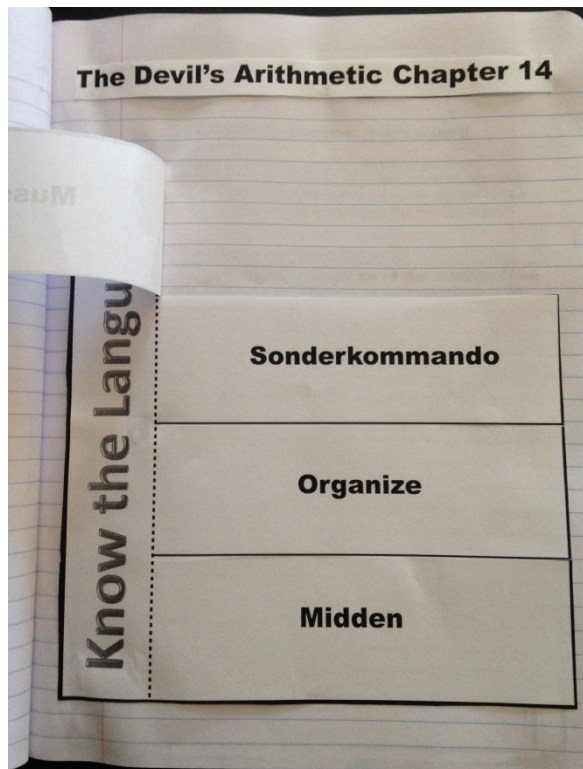
# Chapter 14 Foldable Directions



Cut out the shape. Do not cut the dotted lines.



Cut the solid lines up to the dotted lines.



Glue only behind the dotted line so that each flap can be opened.

# Chapter 14 Answer Key

## **The Devil's Arithmetic Chapter 14**

those who have given up the  
will to live

walking dead

find/steal items needed for  
surviving in the camps

garbage or sewer pile

# The Devil's Arithmetic Chapters 15

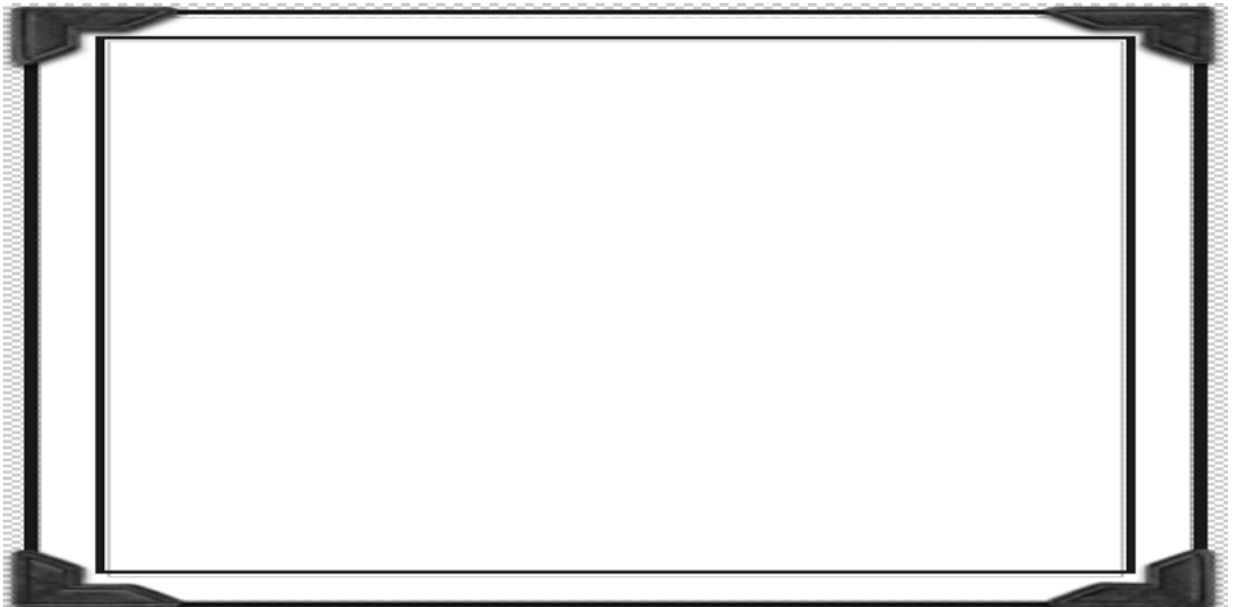
## Literary Device ~ Imagery

**Imagery** is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing.

Reread the following description of the midden from page 123. Underline the words and phrases that create imagery in this passage.

*She waded through a mixture of old rags, used bandages, the emptied-out waste of the slop buckets. The midden smell was overwhelming. Though she'd already gotten used to the pervasive camp smell, a cloudy musk that seemed to hang over everything, a mix of sweat and fear and sickness and the ever-present smoke that stained the sky, the smell in the midden was worse. She closed her eyes, and lowered herself into the garbage, the baby clutched in her arms.*

Search the previous chapters for a passage that contains imagery. Write your chosen passage in the frame below. Underline the imagery.





# The Devil's Arithmetic Chapter 15

## Literary Device ~ Euphemism

A euphemism is a substitution of a mild or less negative word or phrase for a harsh or blunt one. For example, "pass away" is a euphemism for "die".

The Nazis and Jews used euphemisms in the concentration camps. .

Word or Phrase Used	Is a Euphemism for...
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

# Chapter 15 Answer Key

## The Devil's Arithmetic Chapter 15

### Literary Device ~ Euphemism

A euphemism is a substitution of a mild or less negative word or phrase for a harsh or blunt one. For example, "pass away" is a euphemism for "die".

The Nazis and Jews used euphemisms in the concentration camps.

Word or Phrase Used	Is a Euphemism for...
Pieces of drek, Shmatthes	Rags
Processed	Killed, murdered
Chosen	selected as one who will be put to death
Organized	Stealing?

# The Devil's Arithmetic Chapter 16






Write about Rueven's death. What did you feel as you read this part of the book? Describe your feelings.





# The Devil's Arithmetic Chapter 16

	Which of these statements do you think is true? Hannah's ("We are all monsters...because we are letting it happen.") or Rivka's ("We are all heroes here.")? Defend your answer.
	
	

# The Devil's Arithmetic Chapter 16

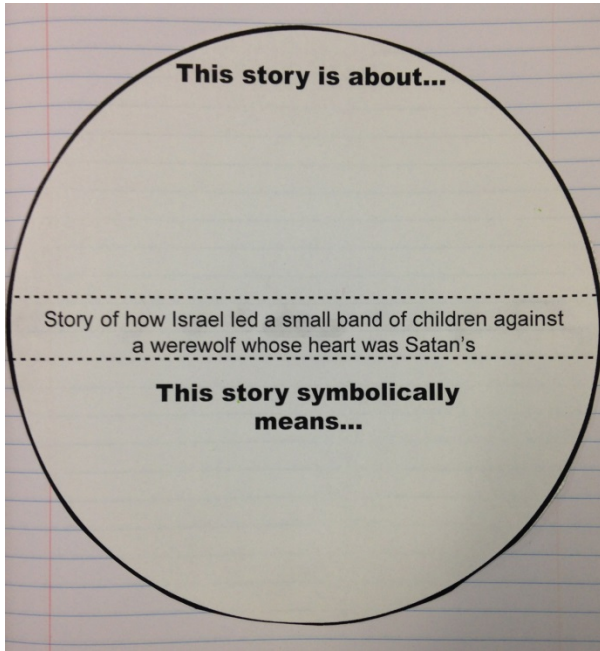
Directions: Return to page 143 where the story is told about Israel and the werewolf heart. Cut out the circle. Do not cut the dotted lines in the middle. Glue only under the dotted line section so that the top and bottom parts of the circle can be lifted. Under each flap, write your explanations.

This story is about...

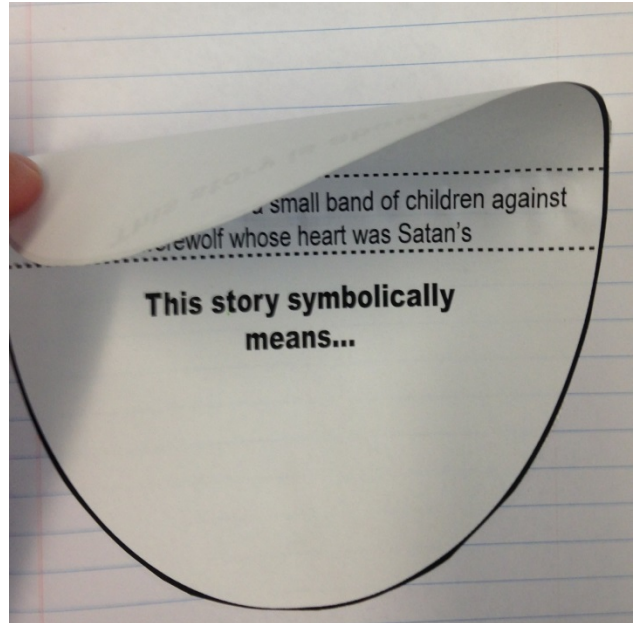
Story of how Israel led a small band of children against  
a werewolf whose heart was Satan's

This story symbolically  
means...

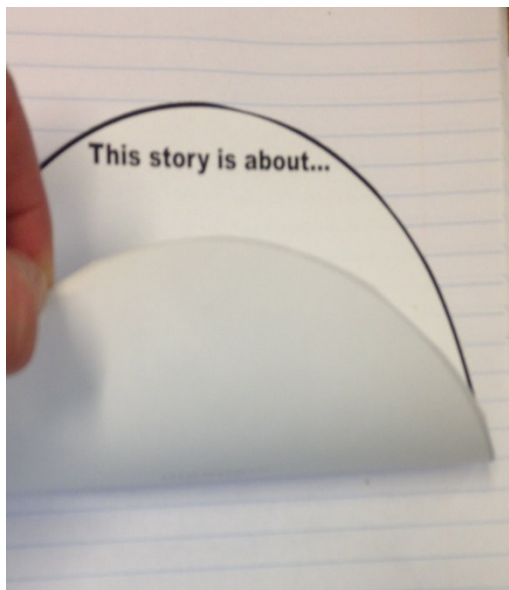
# Chapter 16 Foldable Directions



Cut out the circle. Do not cut the dotted lines.



Glue only between the dotted lines so both the top and bottom parts of the circle can be lifted.



Accept  
reasonable  
answers and  
interpretations  
of this story.



# The Devil's Arithmetic Chapter 17

## Literary Device ~ Suspense

**Suspense** is the uncertainty or anxiety you feel about what will happen next in the story. It is what puts you on the edge of your seat and makes you want to keep reading. .

In this chapter, Gitl and Chaya are part of an escape plan. It is the perfect place for suspense, and Jane Yolen does not let us down. Reread the following passage from page 147:

**Hannah looked up. There was no moon.** Above them, in the cloudless sky, stars were scattered as thick as sand. **A small, warm breeze blew across the compound. Night insects chirruped. Hannah took a deep breath. The air was sweet-smelling, fresh, new.** A dog barked suddenly and a harsh voice quieted it with a command.

Gitl pulled Hannah back against the barrack's wall. Hannah could feel the fear threatening to scream out of her, so she dropped the shoes and put both hands over her mouth, effectively gagging herself. There was a wetness under her arms, between her legs, down her back. **She moaned.**

Yolen has definitely created suspense in this passage. Let's try to figure out how she did it. Answer the following questions.

1. As you can see by the bolded sentences, many of the sentences in this passage are short. How does Yolen's use of this type of sentence fluency create suspense?

2. What details or sentences are included in this passage to slow the action down for this event?

3. What else contributes to the suspense in this passage?

# Chapter 17 Answer Key

## The Devil's Arithmetic Chapter 17

### Literary Device ~ Suspense

**Suspense** is the uncertainty or anxiety you feel about what will happen next in the story. It is what puts you on the edge of your seat and makes you want to keep reading.

**Hannah looked up. There was no moon.** Above them, in the cloudless sky, stars were scattered as thick as sand. **A small, warm breeze blew across the compound. Night insects chirruped. Hannah took a deep breath. The air was sweet-smelling, fresh, new.** A dog barked suddenly and a harsh voice quieted it with a command.

Gitl pulled Hannah back against the barrack's wall. Hannah could feel the fear threatening to scream out of her, so she dropped the shoes and put both hands over her mouth, effectively gagging herself. There was a wetness under her arms, between her legs, down her back. **She moaned.**

Yolen has definitely created suspense in this passage. Let's try to figure out how she did it. Answer the following questions.

1. As you can see by the bolded sentences, many of the sentences in this passage are short. How does Yolen's use of this type of sentence fluency create suspense?

The short sentences cause the reader to pause and think about what may be about to happen; they slow the action down.

2. What details or sentences are included in this passage to slow the action down for this event?

no moon, no clouds, insects are silent, dog barks, a harsh voice, fear threatening to scream out of her, gagging

3. What else contributes to the suspense in this passage?

The use of imagery - appealing to the reader's senses of sound, touch and smell adds to the suspense because the reader feels like he/she is there, or as if he/she is Chaya.

# The Devil's Arithmetic Chapter 18

*"Silence!" Breuer said, his voice hardly raised at all. "If you are silent, I will let you watch."*

*They were all silent. Not, Hannah thought, because they wanted to watch, but because they wanted to be witnesses. And because they had no other choice.*

What is the difference in watching and witnessing in this passage? Why would it be important to witness what happened to Shmuel and the other five men?

*The guards dragged the men to a solid wall that stood next to the gate. The wall was pocked with holes and dark stains. To the right and above, the sign ARBEIT MACHT FREI swung creakingly in the wind. **Birds cried out merrily from the woods and the tops of the trees danced to rhythms all their own.***

**Why do you think the author chose to include the bolded part of this passage?**

**What do you think happened to Yitzchak?**

**What happens at the end of this chapter to Hannah (Chaya)?  
How is she changing?**



# Chapter 18 Answer Key

"Silence!" Breuer said, his voice hardly raised at all. "If you are silent, I will let you watch."

They were all silent. Not, Hannah thought, because they wanted to watch, but because they wanted to be witnesses. And because they had no other choice.

What is the difference in watching and witnessing in this passage? Why would it be important to witness what happened to Shmuel and the other five men?

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**Why do you think the author chose to include the bolded part of this passage?**

The author includes this to show that the men are being killed, but the world still continues as normal.

**What do you think happened to Yitzchak?**


He most likely escaped.

**What happens at the end of this chapter to Hannah (Chaya)?**

**How is she changing?** She is becoming more mature and understanding how important it is to remember the past. Chaya is selected for death.

# The Devil's Arithmetic Chapter 19

Directions: After reading the last chapter, answer the following questions. Cut out the shapes and glue them in your notebook.



Who is Rivka?



What happened to  
Yitzchak?



What happened to  
Gitil?

# Chapter 19 Answer Key

## What happened to Gitil?

She remained at camp until it was liberated at the end of the war.

## Who is Rivka?




Hannah's  
Aunt Eva




## What happened to Yitzchak?

He escaped and lived in the woods. He helped fight against the Germans. After the end of the war, he emigrated to Israel. He became a politician - he was a member of the Israeli Senate.



# The Devil's Arithmetic Epilogue

	In the epilogue, there is an allusion to Winston Churchill. He is quoted as saying, <i>"There is no doubt that this is probably the greatest and most horrible single crime ever committed in the whole history of the world."</i> Do you agree with this statement? Why or why not?
	
	

	In the epilogue, we read this statement: <i>There are some people in the world who deny such things actually happened.</i> What are your reactions to this?
	
	

## "I Am" Poem

Directions: Follow the pattern of the "I Am" poem to write a poem about one of the major issues or themes in "The Devil's Arithmetic".

Sample topics: fear, A Nazi Soldier, a Jew in the Holocaust, a concentration camp

### I Am

I am (choose something from the Holocaust...A Jew, A Blokova, The Midden, A Nazi Soldier, Lilith's Cave, etc..)  
I wonder (something you would be curious about if you were that feeling, person or thing)  
I hear (a sound (real or imaginary) you would hear if you were that feeling, person, or thing.)  
I see (a sight (real or imaginary) you would see if you were that feeling, person, or thing. )  
I want (an actual desire that you would want if you were that feeling, person, or thing. )  
I am (the first line of the poem restated)

I pretend (something you would pretend to do – if you were this feeling, person, or thing.)  
I feel (a feeling you would have about something imaginary if you were this feeling, person, or thing.)  
I touch (If you were this, what is something you imaginarily touch?)  
I worry (If you were this, what is something that would really bother you?)  
I cry (something that would make you very sad if you were this feeling, person, or thing.)  
I am (the first line of the poem repeated)

I understand (something you would know is true if you were this feeling, person, or thing.)  
I say (something you would believe in if you were this feeling, person, or thing. )  
I dream (something you would actually dream about if you were this feeling, person, or thing.)  
I try (something you would really make an effort about if you were this feeling, person, or thing.)  
I hope (something you would actually hope for if you were this feeling, person, or thing. )  
I am (the first line of the poem repeated)

Sample first stanza using I am fear.

I am fear  
I wonder who I can captivate next  
I hear the delightful sound of crying  
I see endless opportunities to attack  
I want to paralyze my prey  
I am fear



I Am

I am

I wonder

I hear

I see

I want

I am

I pretend

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am



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