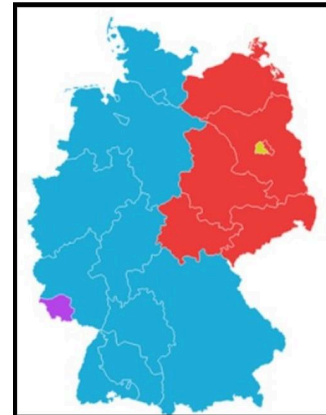


## Geography Focus

Map of Germany and Europe



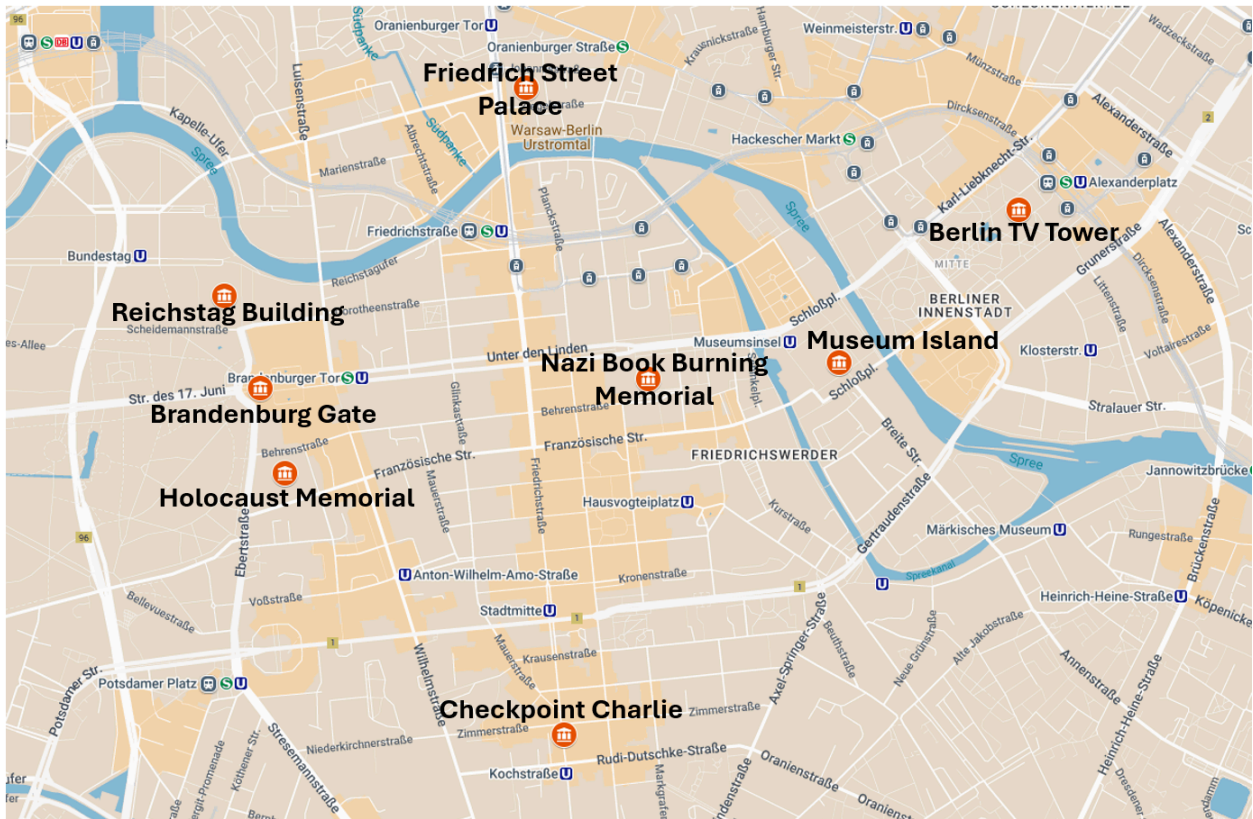
*Divided Germany (1949 - 1990)*

### Directions:

- Label Germany and outline the country in a dark color.
- Label France, Denmark, Switzerland, Belgium, Italy, Netherlands, Austria, Czech Republic, Luxembourg, and Poland. Choose a different color to outline them.
- Label the Mediterranean Sea, Baltic Sea, Atlantic Ocean, North Sea, and English Channel
- On the divided map of Germany (1949-1990), label **'West'** and **'East'** and the **city of Berlin**.
- Identify and label two nearby countries that fought against Germany during World War Two



## Map of Central Berlin



### Key:



U-Bahn (metro/subway)



Bus stop



Featured location



S-Bahn (rail system)

### Directions:

You're visiting Berlin and need to plan a walking route and a subway route.

#### 1. Walking Route:

Use a highlighter or colored pencil to create a walking route that visits 3 sites (of your choosing) and minimizes backtracking.

#### 2. Subway Route:

You have a subway pass that includes six one-way rides on the U-Bahn. Start at Stadtmitte Station. Plan your route by listing, in order, the station you travel to and the site(s) you will visit near that station. Write your plan step by step on a separate sheet of paper. Then plot your route on the map, numbering the locations.

## Vocabulary Focus & Sentence Writing

### Word Bank:

holocaust	antisemitism	genocide	hate crime	memorial	tolerance
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### Match the term to its definition:

1. \_\_\_\_\_ Accepting and respecting people's differences, even if they have beliefs, cultures, or ways of life that are different from your own.
2. \_\_\_\_\_ Hostility or prejudice against Jews because they are Jewish.
3. \_\_\_\_\_ The Nazi program of state-sponsored persecution and mass murder during World War II.
4. \_\_\_\_\_ The deliberate and systematic killing of a large group of people, targeting a particular ethnic group, nation, or religion.
5. \_\_\_\_\_ A structure built to help people remember a historical person or tragic event.
6. \_\_\_\_\_ A crime committed against someone because of their race, religion, or identity.

**Write two sentences using any two words from the word bank above.** Try to connect your sentence to the story.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Cause & Effect Chart

Use the chart below to track 2-3 challenges from the story and the policies or ideologies that cause them.

Problem	Policy/Ideology Behind It	Effect on the Character
<i>Example: Hate Crime</i>	<i>Intolerance of other people or races, giving way to the mistreatment of them</i>	<i>Abbie was chased through the streets for being Jewish</i>

## Reading Comprehension Questions

Answer the following questions based on your reading.

1. What specific conditions in Berlin caused Abbie to hide her Star of David necklace in her shirt?

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2. What reasons might Peter and Eliana have had for staying silent at first?

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3. How did Grandpa’s letter change what the family believed about their safety and responsibilities? Describe one belief they held before the letter and one belief after.

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**Long Answer Response:**

4. Grandpa describes how rights were lost gradually before violence became widespread. Identify two ‘early warning signs’ from his account, and explain how Sarah and Abbie recognize similar patterns in the present.

**Personal Reflection Prompt:**

5. The First Amendment protects freedom of speech, religion, assembly, the press, and the right to petition the government. Focus on speech, assembly, and the press. Complete the chart to show how these freedoms can be used responsibly—and how they can be misused.

<b>First Amendment Freedom</b>	<b>Peaceful, legitimate use</b>	<b>Coercion/intimidation (crosses the line)</b>
Speech		
Press		
Assembly		

# Abbie Resists Antisemitism | Answer Key

## Geography Focus

Map of Germany and Europe



*Divided Germany (1949 - 1990)*

- Label Germany and outline the country in a dark color.
- Label France, Denmark, Switzerland, Belgium, Italy, Netherlands, Austria, Czech Republic, Luxembourg, and Poland. Choose a different color to outline them.
- Label the Mediterranean Sea, Baltic Sea, Atlantic Ocean, North Sea, and English Channel
- On the close-up map in the bottom right corner, label 'West' and 'East' and the city of Berlin.
- Identify and label two nearby countries that fought against Germany during World War Two

## Map of Central Berlin

1. Walking routes will vary. Check for a walking route that includes three sites.
2. Subway routes will vary. Check for a complete plan with steps and plots noted on the map.

## Vocabulary Focus and Sentence Writing

### Word Bank:

holocaust	antisemitism	genocide	hate crime	memorial	tolerance
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### Match the term to its definition:

1. **Tolerance** Accepting and respecting people's differences, even if they have beliefs, cultures, or ways of life that are different from your own.
2. **Antisemitism** Hostility or prejudice against Jews because they are Jewish.
3. **Holocaust** The Nazi program of state-sponsored persecution and mass murder during World War II.
4. **Genocide** The deliberate and systematic killing of a large group of people, targeting a particular ethnic group, nation, or religion.
5. **Memorial** A structure built to help people remember a historical person or tragic event.
6. **Hate crime** A crime committed against someone because of their race, religion, or identity.

**Write two sentences using any two words from the word bank above.** Try to connect your sentence to the story.

Open-ended; examples will vary. Sample sentences:

1. On 'fun runs' with her sister, Abbie would often run by Berlin's Holocaust **Memorial**.
2. Sarah and Abbie experienced the effects of **antisemitism** in Germany and in New York.

## Cause & Effect Chart

Use the chart below to track 2-3 challenges from the story and the policies or ideologies that cause them.

*Note: Students may phrase things differently or find other problems, ideologies, and effects on the character, but these are the main ones that should be emphasized.*

Problem	Policy/Ideology Behind It	Effect on the Character
<i>Example: Hate Crime</i>	<i>Intolerance of other people or races, giving way to mistreatment of them</i>	<i>Abbie chased through the streets for being Jewish</i>
<i>Antisemitism</i>	<i>Prejudice, hatred, and, or unfair treatment targeting Jewish people.</i>	<i>Abbie being targeted for her race; Sarah's professor singling out and falsely accusing Jewish people of crimes they didn't commit.</i>
<i>Passivity</i>	<i>Belief that all people are basically good, and so acts of intolerance or hate crimes are misunderstood or exaggerated.</i>	<i>Peter and Eliana seeing that Berlin has become less safe for Jews, but not wanting to acknowledge it.</i>
<i>Persecution leading to genocide</i>	<i>Belief in the racial superiority of one group over another, and no God-given moral boundaries to prevent superior groups from destroying others.</i>	<i>The Nazi party's plan of isolating Jews by stripping them of their property and legal rights before moving them to concentration camps to be murdered.</i>

## Reading Comprehension Questions

Answer the following questions based on your reading.

1. What specific conditions in Berlin caused Abbie to hide her Star of David necklace in her shirt?

*Answers may vary. Check for ideas such as: Rising antisemitism in Berlin, feeling harrassed or intimidated, reports or incidents of violence around the city, Abbie feeling unsafe, fear of being attacked because of her identity, etc.*

2. What reasons might Peter and Eliana have had for staying silent at first?

Answers may vary. Check for ideas such as: Denial/hope that the incident was isolated (“it won’t happen here” kind of mindset), desire to protect Abbie emotionally / keep life feeling normal, fear of escalating the situation or drawing attention to it, belief that the laws make people safe, avoidance of painful history / reluctance to face what it might mean, etc.

3. How did Grandpa’s letter change what the family believed about safety and responsibility? (Before/After)

Answers may vary. Check for:

- Before: Belief that Jews are safe now; that “it couldn’t happen again”; that silence/avoidance is fine; that laws/tolerance are enough
- After: Recognition that hatred can return; awareness of warning signs; belief that remembering matters; responsibility to speak up, resist, and protect oneself and others; urgency behind the “never again” belief.

**Long Answer Response:**

4. Grandpa describes how rights were lost gradually before violence became widespread. Identify two ‘early warning signs’ from his account, and explain how Sarah and Abbie recognize similar patterns in the present.

Answers may vary. Check that students identify two warning signs from Granpa’s account. Examples include: scapegoating/blaming Jews for society’s problems, dehumanizing language and social hostility, Jews gradually losing rights, forced separation from society, normalization of intimidation and public hatred. Next, check that students explain how Abbie/Sarah recognize patterns today. Examples include: targeting Jews with slurs, threats, harrassment; fear causing Jews to hide their identity; pressure to stay silent or “go along” socially; hostile public demonstrations; institutional or social environment that rewards one viewpoint over another.

**Personal Reflection Prompt:**

5. The First Amendment protects freedom of speech, religion, assembly, the press, and the right to petition the government. Focus on speech, assembly, and the press. Complete the chart to show how these freedoms can be used responsibly—and how they can be misused.

Answers may vary. Check for the following ideas:

First Amendment Freedom	Peaceful, legitimate use	Coercion/intimidation (crosses the line)
Speech	Speaking truthfully; disagreement without threats; correcting falsehoods; respectful advocacy	threats; slurs meant to degrade; incitement; harassment; using speech to pressure others to

		conform
Press	reporting facts; sharing truthful information; exposing wrongdoing; using media to raise awareness	propaganda; spreading lies; doxxing; targeted smears; using media to intimidate or dehumanize
Assembly	peaceful marches/rallies; solidarity events; lawful protest; organized advocacy	blocking access; mob intimidation; vandalism; violence; protesting to silence others rather than persuade