

RACHEL'S HOPE

By Shelly Sanders

Rachel's Hope Literature Guide

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About this Literature Guide

As the author of the Rachel Trilogy, I decided to create the Literature Guides myself to give teachers comprehensive and engaging materials that would both motivate students and meet content standards. These guides were written after a methodical review of other guides for the same genre and age group, and after speaking to many teachers who've taught one or more of the books within this trilogy in their classroom.

From the feedback I've received, I discovered that one of the most important aspects of a solid literature guide, is the ability, for teachers, to copy worksheets directly from the materials. This saves time and makes it easier for teachers to incorporate the material into the classroom. For this reason, all the worksheets in this guide are ready to be photocopied. Another suggestion was to ensure the guide can be used for either an 11-week program, or broken into separate units that can be chosen by teachers. This way, the book can be studied over a short or long time period, and can even be included on summer reading lists with a few activities for students when they return in the fall.

This guide is available free if used on-line, or is \$24.95 U.S. printed, with additional postage charges. Comments and suggestions are welcome, from teachers and students, and can be e-mailed to me at shelly@shellysanders.com.

I appreciate you choosing to read *Rachel's Promise* with your class and hope the book is well received by your students.

SAMPLE TEACHER'S AGENDA AND NOTES

Week One

Day One: Introduce themes and elements of *Rachel's Hope* through Pre-Reading Ideas and Activities (pg. 126). Read the Author Biography (pg. 10) and complete the Literature Standards: Expository Writing Activity (pg. 11).

Day Two: Continue introducing themes of *Rachel's Hope* through Pre-Reading Ideas and Activities (pg.126) and discuss some of these themes. Read Historical Fiction Genre article (pg. 13) and complete Genre Activity (pg. 12).

Day Three: Read and discuss the Vocabulary List (pgs. 14-22).

Day Four: Explain Note-Taking and Summarizing Activity on page 23. Review vocabulary for Chapters 1-2 (pg. 14). Start reading Chapter 1 and answering the Comprehension Review questions (pg. 25).

Day Five: Read chapters 1-2, completing Note-Taking and Summarizing (pgs. 23-24) answering Comprehension Review questions (pg. 25).

Week Two

Day One: Discuss Comprehension Review questions for Chapters 1-2 and have students complete Literature Standards: Setting (pg. 27).

Day Two: Complete Technique Assessment: Grammar and Punctuation (pg. 29).

Day Three: Review Vocabulary for Chapters 3-4 (pg. 15). Begin reading Chapter 3, completing Note-Taking (pgs. 30-31) and answering Comprehension Review questions (pg. 32).

Day Four: Finish reading Chapters 3-4, completing Note-Taking (pgs. 30-31) and answering Comprehension Review questions (pg. 32).

Day Five: Discuss Comprehension Review questions for Chapters 3-4; Finish Literature Standards: Imagery (pg. 33).

Week Three

Day One: Assign Technique Assessment: Parts of Speech (pg. 35)

Day Two: Vocabulary Quiz: Chapters 1-4; review vocabulary for chapters 5-7 (pgs. 16); begin reading Chapter 5, completing Note-Taking (pgs. 37-39) and answering the Comprehension Review questions (pg. 40).

Day Three: Finish reading Chapters 5-7, completing Note-Taking and Summarizing (pgs. 37-39) and answering the Comprehension Review questions (pg. 40).

Day Four: Discuss Comprehension Review questions Chapters 5-7; Complete Literature Standards: Point of View (pgs. 42-44).

Day Five: Assign Technique Assessment: Verb Tense & Agreement (pg. 45).

Week Four

Day One: Review vocabulary for Chapters 8-10 (pg. 17); begin reading Chapter 8, completing Note-Taking (pgs. 46-48); answer Comprehension Review questions (pg. 49).

Day Two: Finish reading Chapters 8-10, completing Note-Taking and Summarizing (pgs. 46-48); answer Comprehension Review questions (pg. 49).

Day Three: Discuss Comprehension Review questions Chapters 8-10; complete Literature Standards: Dialogue (pg. 51).

Day Four: Assign Technique Assessment: Elements of Style (pg. 53).

Day Five: Vocabulary Quiz, Chapters 5-10; review vocabulary for Chapters 11-14 (pg. 18); begin reading Chapter 11, completing Note-Taking (pgs. 50-52); answer Comprehension Review questions (pg. 53).

Week Five

Day One: Finish reading Chapters 11-14, completing Note-Taking (pgs. 55-58); answer Comprehension Review questions (pg. 59).

Day Two: Discuss Comprehension Review questions Chapters 11-14 (pgs. 59-60); complete Literature Standards: Foreshadowing (pg. 61).

Day Three: Assign Technique Assessment: Word Origin (pg. 62).

Day Four: Review Vocabulary for Chapters 15-16 (pg. 19); begin reading Chapter 15, completing Note-Taking (pgs. 64-65); answer Comprehension Review questions (pg. 66).

Day Five: Finish reading Chapters 15-16, completing Note-Taking (pgs. 64-65); answer Comprehension Review questions (pg. 66).

Week Six

Day One: Discuss Comprehension Review questions Chapters 15-16 (pg. 60); complete Literature Standards: Effect of Setting on Conflict (pgs. 61-62).

Day Two: Assign Technique Assessment: Punctuation (pg. 63).

Day Three: Vocabulary Quiz: Chapters 15-16; review vocabulary for Chapters 17-19 (pg. 19); begin reading Chapter 17, completing Note-Taking (pgs. 70-72); answer Comprehension Review questions (pg. 73).

Day Four: Finish reading Chapters 17-19, completing Note-Taking (pgs. 70-72); answer Comprehension Review questions (pg. 73).

Day Five: Discuss Comprehension Review questions Chapters 17-19 (pg. 73); complete Literature Standards: Conflict (pg. 75).

Week Seven

Day One: Assign Technique Assessment: Synonyms & Antonyms (pg. 77).

Day Two: Review vocabulary for Chapters 20-21 (pg. 20); begin reading Chapters 20-21, completing Note-Taking (pgs. 78-79); answer Comprehension Review questions (pg. 80).

Day Three: Finish reading Chapters 20-21, completing Note-Taking (pgs. 78-79); answer Comprehension Review questions (pg. 80).

Day Four: Discuss Comprehension Review questions Chapters 20-21 (pg. 80); complete Literature Standards: Character Development (pg. 81).

Day Five: Assign Technique Assessment: Vocabulary Extension (pg. 87).

Week Eight

Day One: Vocabulary Quiz Chapters 20-21; review vocabulary for Chapters 22-23 (pg. 20); begin reading Chapters 22-23, completing Note-Taking (pgs. 88-89); answer Comprehension Review questions (pg. 90).

Day Two: Finish reading Chapters 22-23, completing Note-Taking (pgs. 88-89); answer Comprehension Review questions (pg. 90).

Day Three: Discuss Comprehension Review questions Chapters 22-23 (pg. 90); complete Literature Standards: Theme (pgs. 91-92).

Day Four: Assign Technique Assessment: Sentence Structure (pg. 93).

Day Five: Review Vocabulary for Chapters 24-25 (pg. 21); begin reading Chapter 24-25, completing Note-Taking (pgs. 86-88); answer Comprehension Review questions (pg. 89).

Week Nine

Day One: Finish reading Chapters 24-25, completing Note-Taking (pgs. 94-95); answer Comprehension Review questions (pg. 96).

Day Two: Discuss Comprehension Review questions Chapters 24-25 (pg. 96); complete Literature Standards: Plot (pgs. 97-99).

Day Three: Assign Technique Assessment: Precise Word Choice (pg. 100); Vocabulary Quiz Chapters 20-25.

Day Four: Review vocabulary for Chapters 26-28 (pg. 22); begin reading Chapters 26-28, completing Note-Taking (pgs. 102-104); answer Comprehension Review questions (pg. 105)

Day Five: Finish reading Chapters 26-28, completing Note-Taking (pgs. 102-104); answer Comprehension Review questions (pg. 105).

Week Ten

Day One: Vocabulary Quiz Chapters 26-28; complete Literature Standards: Reflection (pgs. 107-108).

Day Two: Assign Technique Assessment: Self-Editing (pg. 109).

Day Three: Review Vocabulary for Chapters 26-28 (pg. 22); begin reading Chapters 26-28, completing Note-Taking (pgs. 102-104); answer Comprehension Review questions (pg. 105)

Day Four: Finish reading Chapters 26-28, completing Note-Taking (pgs. 102-104); answer Comprehension Review questions (pg. 105).

Day Five: Discuss Comprehension Review questions Chapters 26-28 (pg. 105); Complete Literature Standards: Reflection (pgs. 107-108). Assign Technique Assessment: Self-Editing (pg. 109)

Week Eleven

Day One: Review Technique Assessment: Self-Editing (pg. 109) Review *Rachel's Hope* by going over students' Note-Taking Guides and discussing the Comprehension Review Questions. Assign or let students choose a Post-Reading Activity (pg. 128) or writing assignment from Essay Ideas (pg. 130).

Day Two: Independent Work Day for students to write outlines for their essays or work on their Post-Reading Activity. This is also an opportunity for students to ask for clarification about specific areas in the book.

Day Three: Independent Work Day

Day Four: Final Review of novel

Day Five: Final Exam (pgs. 110-113)

Literature Standards: Author Biography

Shelly Sanders

Shelly Sanders was born in Toronto, Ontario, the first of three children. She moved to Rolling Meadows, Illinois when she was eight years old. From then on, Shelly's family moved every two years which meant new schools and new challenges. During this time, Shelly turned to books, an important constant in her life. As she lost herself in the lives of early settlers in the *Little House on the Prairie* series, and learned about racism in the harsh south in *To Kill a Mockingbird*, Shelly dreamed of one day writing books that would captivate readers.

When Shelly was fourteen years old, her family moved back to Canada, to Waterloo, Ontario where her father started his own business. Here, she entered high school, a tumultuous time for Shelly as she headed to grade nine without knowing a single person. Her grades fell as she struggled to fit in, but by the end of grade ten, she found her footing. Shelly took up swimming, became a lifeguard and instructor, and completed her Honors Degree in English Literature at the University of Waterloo. Following this, she received a Graduate Degree in Journalism from Ryerson University in Toronto.

Shelly began working in public relations, but wrote magazine articles in her spare time, with the goal of becoming a journalist. She married a lawyer, Steven Greer, and started freelance writing at the same time. She went on to have three children while continuing to write for a variety of publications including the *Toronto Star*, *Today's Parent*, *Canadian Living*, *Maclean's* and *Reader's Digest*.

As her children grew, Shelly started to think about her grandmother, a Russian Jew who had escaped a massacre and fled to Shanghai when she was a teen. Inspired by her grandmother's courage and strength, and curious about life in Imperial Russia, Shelly decided she wanted to write a book about living under the last Tsar. Three long, frustrating years later, in 2012, *Rachel's Secret* was published, followed by *Rachel's Promise* in 2013 and *Rachel's Hope* in 2014. The Rachel Trilogy loosely parallels her grandmother's eventual voyage to California where she received a science degree from the University of California at Berkeley in 1930. A former journalist, Shelly researched every detail, no matter how small, to ensure her novels were historically accurate.

Today, Shelly lives in Oakville, Ontario with her husband and three children, two of whom are attending university. In addition to writing, Shelly enjoys reading, tennis, playing guitar, and painting.

Literature Standards: Exploring Expository Writing—Author Biography

Answer the following questions after reading the Author Biography.

1. _____ What is the reason for this biography about Shelly Sanders?
 - a. to give information about Shelly Sanders
 - b. to help sell Shelly Sanders’ books
 - c. to show how Shelly Sanders became a writer
 - d. to entertain the reader

2. _____ From the first two paragraphs, the reader can conclude that:
 - a. Shelly Sanders had a difficult time moving so frequently
 - b. Shelly Sanders’ favorite book is *To Kill a Mockingbird*
 - c. Shelly Sanders prefers Illinois to Toronto
 - d. none of the above

3. _____ What influences/experiences led to Sanders becoming a writer?
 - a. reading as a child
 - b. her grandmother’s difficult journey from Russia
 - c. Sanders’ experience as a journalist
 - d. all of the above

4. _____ Where would be the best place to add information about Sanders’ career as a journalist?
 - a. in paragraph two
 - b. an additional paragraph between paragraphs three and four
 - c. in paragraph four
 - d. in paragraph five

5. The Rachel Trilogy books are written in the historical fiction genre. Explain what genre means and give an example of another book written in this genre.

Literature Standards: Genre

Historical Fiction

Shelly Sanders' novel, *Rachel's Hope*, takes place in Russia and San Francisco from 1905 to 1907. The events actually occurred in history, and many of the characters are real, but their words and actions have been fictionalized to re-create a world that no longer exists.

The Historical Novels Review defines historical fiction as “a novel which is set fifty or more years in the past, and one in which the author is writing from research rather than personal experience.” By evoking the five senses—smell, sight, taste, touch and feel—and by conducting extensive research about the time period and place, authors can bring history to life. In *Rachel's Hope*, readers are ushered into Imperial Russia, with the last Tsar, and San Francisco before and after the 1906 earthquake. It was a chaotic time, with unbearable living conditions in Moscow, and the struggle to assimilate in the U.S. while still trying to maintain certain traditions. Amidst this troubling backdrop, the two protagonists, Rachel and Sergei, emerge as young, self-reliant characters who must make difficult decisions, take risks, and face consequences.

Other young protagonists that face adult challenges within historical narratives include Scout Finch in *To Kill a Mockingbird*, Tom Sawyer, and Liesel Meminger in *The Book Thief*.

In *Instructor* magazine, Washington teacher Tarry Lindquist gives seven reasons why she teaches historical fiction:

1. It piques kids' curiosity.
2. It levels the playing field. Reading historical fiction promotes academic equity because comparing books provides kids with equal opportunities to develop historical analogies.
3. The setting and characters provide a richer understanding of the period.
4. It reveals more about historical figures than social studies texts, which often focus on coverage rather than depth.
5. Historical fiction restores the landscape of history, warts and all, so children can discover that dilemmas are age-old.
6. It introduces children to characters who have different points of view, and offers examples of how people deal differently with problems.
7. While enhancing students' understanding of the past, historical fiction also integrates social studies across the curriculum.

Using actual headlines and quotes from the time period, and with a strong emphasis on well-developed characters and settings, *Rachel's Hope* blends fact and fiction to create a captivating historical fiction novel.

Literature Standards: Exploring Expository Writing—Genre

1. _____ What elements of historical fiction are seen in *Rachel's Hope*?

- a. the Russian setting
- b. two points of view from two protagonists
- c. basing the plot on events that took place in the early 1900's
- d. the use of the five senses to create believable settings

2. _____ Which of the following is an example of historical fiction?

- a. *Pocahontas*
- b. *The Breadwinner*
- c. *The Hunger Games*
- d. *Harry Potter*

3. _____ Which of the following is NOT a characteristic of historical fiction?

- a. It is set more than 50 years in the past.
- b. The events are real.
- c. There is a mix of fact and fiction.
- d. It takes place in a world that doesn't exist.

4. _____ Which of the following is NOT a benefit of historical fiction?

- a. It gives students a better understanding of life in the past.
- b. It provides detailed information such as major dates and events.
- c. Readers are exposed to characters with different viewpoints.
- d. It shows readers how problems today were often experienced in the past.

5. In your own words, explain the meaning of historical fiction and why you either like or dislike this genre. _____

Vocabulary List

Use a dictionary or the text to find the meanings of the following words from *Rachel's Hope*. Words denoted with an asterisk are Russian, Yiddish or Hebrew and may need to be looked up online.

Chapters 1-2

1. pogrom (5) _____
2. droshkys (5)* _____
- 3, consumption (5) _____
- 4, scrutinizing (6) _____
- 5, fastidious (7) _____
6. vestibule (7) _____
7. diminutive (8) _____
8. coveted (8) _____
9. lucrative (10) _____
10. shabes (10)* _____
11. billowy (10) _____
- 12, reproach (11) _____
13. kosher (11) _____
14. intrigued (12) _____
15. skeptical (12) _____
16. fugitive (18) _____
17. translucent (19) _____
18. fetid (20) _____
19. eclipsing (20) _____
20. vehemence (20) _____
21. concentric (22) _____
22. foreboding (23) _____
23. pomaded (23) _____
24. indifference (24) _____
25. anti-Semitic (24) _____
26. lumbered (24) _____

- 27. curt (25) _____
- 28. allusion (25) _____
- 29. feigned (25) _____
- 30. remorse (26) _____

Chapters 3 to 4

- 1. Knickerbockers (30) _____
- 2. Breeches (31) _____
- 3. Tunics (31) _____
- 4. Teeming (31) _____
- 5. Yid (33) _____
- 6. Shirtwaist (33) _____
- 7. Shul (34) _____
- 8. Congenial (34) _____
- 9. Perplexity (34) _____
- 10. Yarmulkes (35)* _____
- 11. Opulence (35) _____
- 12. Jovial (36) _____
- 13. Flourished (36) _____
- 14. Myriad (37) _____
- 15. Resigned (38) _____
- 16. Earnest (39) _____
- 17. Scrawny (42) _____
- 18. Curdled (43) _____
- 19. Uprisings (45) _____
- 20. Imposing (48) _____
- 21. Verdant (48) _____
- 22. Foliage (48) _____
- 23. Ominous (50) _____
- 24. Briny (50) _____
- 25. Wincing (53) _____

26. Chortled (54)

Chapters 5 to 7

1. Faltered (58)

2. Abated (61)

3. Feeble (61)

4. Decipher (51)

5. Brawny (51)

6. Dilemma (63)

7. Dubious (64)

8. Analogy (64)

9. Mutilated (64)

10. Conviction (67)

11. Chided (68)

12. Suffrage (68)

13. Buoyed (69)

14. Torah (69)

15. Temperance (70)

16. Conceded (71)

17. Socialist (72)

18. Virulent (73)

19. Relented (74)

20. Appalled (74)

21. Elicited (74)

22. Amorous (76)

23. Clad (76)

24. Stealthily (77)

25. Matushka (77)*

26. Vagrants (78)

27. Duma (79)*

28. Depleted (80)

29. Censored (81)

30. Avail (82)

31. Manifesto (82)

Chapters 8 to 10

1. Radiated (87)

2. Sullen (87)

3. Cringed (90)

4. Precariously (92)

5. Demure (95)

6. Plight (95)

7. Vanguard (95)

8. Rapt (95)

9. Ironic (96)

10. Discord (100)

11. Pondered (102)

12. Evasive (105)

13. Oblivious (105)

14. Effusively (105)

15. Mainstream (106)

16. Ascended (111)

17. Flaxen (113)

18. Reveled (113)

19. Staunchly (113)

20. Renounced (113)

21. Converged (115)

22. Subdued (115)

23. Perplexed (117)

24. Assaulted (117)

25. Shrouded (118)

26. Bourgeois (118)

27. Authoritarian (118)

28. Labyrinth (118)

29. Disheveled (118)

30. Fortified (120)

Chapters 11 to 14

1. Troika (122)*

2. Loomed (123)

3. Okhrana (123)*

4. Nondescript (123)

5. Detached (126)

6. Demise (126)

7. Emaciated (126)

8. Callous (127)

9. Ambled (130)

10. Oppressive (130)

11. Embodied (131)

12. Emulate (131)

13. Sauntered (132)

14. Cossacks (137)*

15. Kamera (138)*

16. Prevailed (138)

17. Mottled (138)

18. Kati (138)*

19. Scurvy (138)

20. Stroisa (140)*

21. Fetters (140)

22. Respite (143)

23. Sentry (145)

24. Dank (146)

25. Primitive (150)

26. Despondent (151)

Chapters 15 to 16

1. Gale (159) _____
2. Cornice (161) _____
3. Impede (162) _____
4. Somberly (162) _____
5. Fissure (163) _____
6. Discern (163) _____
7. Askew (163) _____
8. Cistern (168) _____
9. Salvaged (170) _____
10. Congealed (174) _____
11. Genetic (176) _____
12. Chronic (177) _____
13. Adrenaline (177) _____
14. Immune (181) _____
15. Nomadic (182) _____

Chapters 17 to 19

1. Unscathed (185) _____
2. Façade (185) _____
3. Incredulous (187) _____
4. Secluded (190) _____
5. Eluded (193) _____
6. Congenial (196) _____
7. Tedious (197) _____
8. Bristled (198) _____
9. Forge (204) _____
10. Anvil (204) _____
11. Etapes (204)* _____
12. Exile (204) _____
13. Arduous (204) _____

- 14. Telegas (204)* _____
- 15. Tarantas (205)* _____
- 16. Convoy (205) _____
- 17. Priva (205)* _____
- 18. Dissipate (205) _____
- 19. Barbarians (206) _____
- 20. Contempt (207) _____
- 21. Derelict (208) _____
- 22. Warily (214) _____

Chapters 20 to 21

- 1. Underhandedly (218) _____
- 2. Prejudicial (219) _____
- 3. Shameful (219) _____
- 4. Numbly (219) _____
- 5. Daunting (219) _____
- 6. Shetl (220)* _____
- 7. Deliberation (220) _____
- 8. Offend (222) _____
- 9. Ambitious (222) _____
- 10. Affably (224) _____
- 11. Judgement (225) _____
- 12. Salivate (227) _____
- 13. Serenaded (228) _____
- 14. Unintelligible (230) _____
- 15. Prodded (231) _____

Chapters 22 to 23

- 1. Resounding (239) _____
- 2. Balalaika (240)* _____
- 3. Irate (242) _____
- 4. Assimilation (253) _____

5. Integrate (253) _____
6. Accommodate (253) _____
7. Controversial (253) _____
8. Distinctive (253) _____
9. Yearn (254) _____
10. Rituals (254) _____
11. Precipices (256) _____
12. Scant (256) _____
13. Remorse (257) _____
14. Depraved (257) _____
15. Disembark (258) _____
16. Summoned (258) _____
17. Gorge (258) _____
18. Roust (258) _____
19. Foraged (259) _____
20. Pelmeni (260)* _____
21. Pirozhki (260)* _____
22. Kaluga (262)* _____

Chapters 24 to 25

1. Precariously (265) _____
2. Sober (266) _____
3. Chortled (267) _____
4. Integrity (269) _____
5. Contrite (269) _____
6. Muslin (269) _____
7. Bland (273) _____
8. Uncanny (274) _____
9. Scandalous (276) _____
10. Propaganda (277) _____

11. Revolutionary (277) _____
12. Unwavering (278) _____
13. Indistinguishable (280) _____
14. Burdened (283) _____
15. Enveloped (283) _____

Chapters 26 to 28

1. Sleek (284) _____
2. Funnels (284) _____
3. Galley (285) _____
4. Vowed (286) _____
5. Gingerly (286) _____
6. Mischievous (287) _____
7. Murky (287) _____
8. Erupted (288) _____
9. Treacherous (288) _____
10. Steppes (288) _____
11. Flitted (289) _____
12. Sincerity (289) _____
13. Loathe (294) _____
14. Condescending (294) _____
15. Imminent (295) _____
16. Silhouettes (299) _____
17. Imposing (301) _____
18. Boisterous (301) _____
19. Indignant (301) _____
20. Sly (302) _____
21. Paleontology (302) _____
22. Camaraderie (303) _____
23. Idealistic (310) _____

Chapter One: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Two: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 1-2: Comprehension Review

Write your answers on a separate sheet of paper in complete sentences.

Chapter 1

1. On what street does Rachel see a car for the first time?
2. Why didn't Rachel get out of the way?
3. What language does Rachel use with her family?
4. How old is Menahem? What relation is he to Rachel?
5. Who else is in Rachel's family?
6. Who is Sergei and what does he mean to Rachel?
7. What happened to Rachel's parents?
8. Who found a room for Rachel's family in San Francisco?
9. Where do Rachel and Nucia work? What do they do?
10. What unusual things does Nucia iron?
11. Why does Rachel envy her sister?
12. What holidays do the Haas family celebrate and why is this unusual?
13. What is the name of the Chinese servant and what makes him interesting?
14. Why do the Chinese people keep to themselves?
15. Describe Mr. Haas.
16. Why is Rachel frightened when she bumps into a police officer?
17. Why does Nucia get mad at Jacob?
18. Why are chickens such an important part of the immigrant's diet?
19. Where do Rachel and her family bathe?
20. Why is Nucia against eating canned food?

Chapter 2

1. Why did Sergei have to travel without being seen?
2. What is the Combat Organization?
3. Who was Viacheslav von Plehve?
4. Why had Sergei marched to the Winter Palace?
5. What happened to Sergei's friend Lev?
6. Why did the conductor yank Sergei from the train?

7. Who is Dimitry Kalyayev and what does he do?
8. Describe the map Dimitry draws of Moscow for Sergei.
9. Who lives in Villa number 6 on Volgogradsku Prospekt?
10. What does Gorky look like and what does he do?
11. Why has Gorky been arrested?
12. Describe the relationship between Sergei and Boris Savinkov.
13. Why is Sergei angry with Savinkov?
14. Why doesn't Sergei leave Gorky's house?
15. What is *Iskra's* motto?
16. Why does Sergei decide to become involved in distributing *Iskra*?

Chapters 1-2

Literature Standards: Setting—San Francisco/Moscow

In historical fiction, the setting is crucial because it affects characters actions and underlines the plot. In *Rachel's Hope*, Rachel and Sergei live in two different places, with each of these having dramatic effects when it comes to weather, political conditions, social expectations, and occupations.

Answer the following questions, taking into account the location.

San Francisco 1905

Time

1. What things does Rachel see in San Francisco that she's never encountered in Shanghai or Russia? _____

2. What is Rachel's first impression of San Francisco? _____

3. What are some similarities between San Francisco and Russia? _____

Moscow 1905

Geography & Environment

1. Describe how the weather affects Sergei's journey to Moscow. _____

2. What are some of the descriptive words used to evoke the setting? _____

3. What does Sergei see on his way to Gorky's house? _____

San Francisco & Moscow 1905

Social and Political Environment

1. What are the differences between poor and wealthy Jews in San Francisco? _____

2. How are Chinese people treated in San Francisco? _____

3. Why are canned foods so popular in San Francisco? _____

4. Moscow and all of Russia are controlled by the Tsar, who maintains an autocracy passed down by his ancestors. Using the information in the text, describe what this is like for Sergei. _____

5. Do you consider Gorky to be brave? Why or why not? _____

6. Why does Sergei decide to stay in Moscow? Do you agree or disagree? Why? _____

Chapters 1-2

Technique Assessment: Grammar & Punctuation

Each of the following sentences has errors in grammar, punctuation, spelling and capitalization. Rewrite the sentences correctly.

1. The hedline read “Local Kid Won Scholarship from Starbucks.”

2. I wish I'd waken up later.

3. It was her who ate all the pizza.

4. Heres alot of old toys and clothes you need to go threw and decide what to give away.

5. What does the saying a penny saved is a penny erved mean?

6. “Im looking for my essay,” said Harris, I’m sure I left it somewhere in the house.”

7. I read the book The Hobbit;” I liked it alot.

8. Never text while youre driving: its extremely dangerous.

9. Just as I was about to start writing my brother Will walked into the room.

10. Everyone, who hasn't finished the project, must stay after school to finish it.

11. This is the weather forecast for tomorrow, heavy rain, gusty winds, and a chance of snow.

12. I was on the swim team last year—we had a winning season.

13. The ingredients are: flour, salt sugar milk and a egg.

Chapter Three: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Four: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 3-4: Comprehension Review

Write your answers on a separate sheet of paper in complete sentences.

Chapter 3

1. What are some of the difficulties Rachel describes in her letter to Sergei?
2. Who are the two friends Rachel left behind in Kishinev and Shanghai?
3. What is the name of Menahem's school and when was it built?
4. What is the name of the store Rachel goes to with Menahem?
5. Why doesn't Menahem like the American clothes?
6. What is the name of the synagogue Rachel's family attends on California Street?
7. How does it compare to the one she attended in Kishinev?
8. Why had Rachel insisted on attending this synagogue?
9. What do Rachel and Nucia argue about after the service?
10. Describe the people Rachel sees as she walks home from the synagogue.
11. Why have the Blooms become so important to Rachel?
12. Why does Menahem want to change his name?
13. Where does Rachel take English classes?
14. Why does Rachel suddenly run out of the classroom?

Chapter 4

1. How many letters has Rachel written to Sergei with no reply?
2. What are the Sutro Baths?
3. How has Jacob learned English?
4. Why is Nucia still struggling with English?
5. What is the farthest western point of San Francisco?
6. What does Rachel see that is new to her during her excursion to the Sutro Baths?
7. What is another new experience that frightens Rachel?
8. What expression of their father's does Rachel point out to Nucia?
9. Why doesn't Menahem want to change his last name?
10. Who does Rachel meet at the baths?
11. Why is this person particularly interesting to Rachel?

Chapters 3-4

Literature Standards: Imagery

Using figurative and descriptive language, authors try to evoke visual scenes in the reader’s mind. Read the following passages, then close your eyes to picture the scene. Answer the questions using your own thoughts of the image created.

1. Rachel returned her gaze to Rabbi Nieto, standing at the pulpit, framed within an elaborately carved arch. Gas lamps, the only source of light, hung on both sides of the pulpit, and immense organ pipes descended from the high ceiling. The bold opulence amazed Rachel. In San Francisco, Jews could build grand buildings like Sherith Israel with its plush red-velvet seats, impressive organ, and bright stained-glass windows. Here, one could show pride in being Jewish.

What kind of picture is formed in your mind? _____

Without re-reading the above passage, describe the scene with as many details as you can recall. You may also add details from your own image. _____

2. Together again, they merged with the flock of people moving past a café to the promenade overlooking six saltwater pools—five small and one large. A massive glass roof let in light, leaving the pool area bright and airy. Bleachers surrounded the pools; hundreds of spectators lounged in swimming trunks and towels, watching the bathers and chatting. Shrieks of joy pierced the briny air. Here, the author has used the five senses to create the sights, sounds and smells of the Sutro Baths.

What do you see, hear and smell when you read this passage? _____

Without reading the above passage again, describe the scene using as many details as possible. You may also add your own details based on your recollection of the scene.

3. Why is imagery important? _____

4. Think of a place that is important to you and describe it using as much descriptive language as possible. Don't forget to use the five senses as well as small details to make it authentic.

Chapters 3-4

Technique Assessment: Parts of Speech

There are eight major parts of speech—

1. Nouns: person, place or thing—Jacob, herring, knickerbockers
2. Verbs: action—drive, read, speak
3. Adjectives: describe noun or pronoun—**long** socks
4. Conjunctions: connect words, phrases and sentences—and, but, or, for, yet...
5. Pronouns: take the place of the noun—he, she, their, it, them...
6. Interjections: short phrases that often express emotion and stands alone—Oy veh!
7. Adverbs: describe verbs—said **aloud**
8. Prepositions: show relation between nouns/pronouns and other words in a sentence—**in** our house, **over** my head, **to** their feet, across, below, from...

For the following sentences, determine the part of speech for the underlined word and write it in the parentheses.

1. We () live () in a boarding house () in () a crowded () area of the city ()...
2. The wind () here is fierce (), and () the chilly () days as gray as () tobacco smoke.
3. The store was () teeming () with shoppers because () of the store-wide () sale.
4. They () sat with Mr. Bloom (), proprietor () of the kosher () grocery, and his () congenial () wife, Esther.
5. “I want () to change () my name (),” Menahem () announced in () English during () their () supper with () the Blooms.
6. It was after () eight o’clock and raindrops pelted () the window like () stones.
7. The whole () idea () of voicing () opinions still seemed odd () to her ().
8. Jacob swiveled () around () in () his seat in front of them ().

9. Verdant (_____) Monterey pine and cypress (_____) trees, sixty-feet high (_____), soared over (_____) them as they (_____) walked beneath (_____) the arch.
10. What (_____) if there (_____) are (_____) too many people (_____) in it (_____)?
11. “Race (_____) you,” she (_____) called out (_____) to Nucia (_____).
12. Rachel’s eyebrows (_____) shot up (_____). “Back (_____) to Russia?” (_____)

Chapter Five: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Six: Note-Taking and Summarizing

To keep you focussed on the novel’s plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Seven: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 5-7

Comprehension Review

Chapter 5

1. What is the name of the café where Rachel meets Anna?
2. What is the Friends of Russian Freedom?
3. Why does Anna want to go to Russia?
4. Why can't Rachel be with Sergei in Russia?
5. What does Rachel feel when Anna confides in her?
6. Where does Rachel find Marty and what is he doing?
7. Why is Marty upset?
8. What analogy does Jacob use that reminds Rachel of her father?
9. How is this analogy used for Marty?

Chapter 6

1. Who is Nellie Bly?
2. What books does Anna give Rachel to read when they're in the library?
3. What news does Rachel have for Anna?
4. Why is Rachel so excited about having her name printed with her article?
5. Why is Anna no longer seeing her boyfriend?
6. What is the topic of the meeting Anna is covering at Temple Emanu-El?
7. Who founded Temple Emanu-El?
8. What surprises Rachel about this meeting?
9. Why did men in California vote down suffrage in 1896?
10. What did women supporting the suffrage movement think about alcohol?
11. What irony does Rachel see in Anna's life?
12. What does the Emanu-El Sisterhood do?
13. Why does the editor of *Israel's Messenger* advise Rachel to stop writing for his newspaper?

Chapter 7

1. What is the name of the bridge that spans the Moskva River where Sergei is waiting?

2. What irritates Sergei as he waits?
3. Describe the woman who meets Sergei.
4. What is Sergei waiting for?
5. What is the password he uses?
6. Who warned Sergei not to offer any information to the police unless asked?
7. How many workers were on strike in Moscow?
8. How are these strikes different from the ones Sergei saw in Petersburg?
9. Why couldn't supplies get into Moscow?
10. What does Gorky propose to help bring power to the people?
11. What is the Social Democratic Party?
12. Why does Sergei disagree with Gorky and Savinkov?
13. What does Gorky say is the mightiest weapon?
14. What does the Tsar guarantee within the Imperial Manifesto?
15. Why does Gorky say this Manifesto is not good enough?
16. Why is Sergei having nightmares?

4. Do you prefer books written in first- or third-person? Why? _____

5. Read the following passage:

Sergei shifted his empty muslin bag from his left shoulder to his right and peered at the couple on the grass. Wrapped up in each other, they took notice of him. The family with the little girls had vanished. More important, there were no policemen or Cossacks in sight.

With his heart pounding against his chest, Sergei moved stealthily downhill to the riverbank. He sat waiting, as instructed by Gorky, facing the river. From the opposite bank, came a whistle and the sound of a train departing Kiyevskiy Station. Mosquitoes circled his head coming closer until it sounded as if they were in his ears. He swatted at them, a futile exercise, as he could not see the insects in the dark. He felt a sting on his neck and slapped his skin.

What emotions are affecting Sergei? How would this passage change if it was written in first-person? Would you see more or less of Sergei's feelings? Explain. _____

Chapters 5-7

Technique Assessment: Verb Tense and Agreement

Verbs, which are action words, must agree with the entire sentence. This means the verb tense (past, present, future) must also make logical sense within the sentence.

Provide the subject of the sentence, the correct form of the verb in bold, and rewrite the sentence changing the tense to the tense in italics.

1. “I **be** so happy you came,” said Anna.

Subject: _____ verb in past tense: _____

Sentence in *future* tense: _____

2. He **write** lies about Jews in his paper.

Subject: _____ verb in future tense: _____

Sentence in *present* tense: _____

3. What **do** it mean, determination?

Subject: _____ verb in future tense: _____

Sentence in *present* tense: _____

4. Rachel **feels** as if she'd been given a gift.

Subject: _____ verb in present tense: _____

Sentence in *past* tense: _____

5. The other team wear shirts that had come untucked from their knickerbockers.

Subject: _____ verb in past tense: _____

Sentence in *present* tense: _____

6. They **stand** in the public library on the third floor of city hall.

Subject: _____ verb in future tense: _____

Sentence in *past* tense: _____

7. Sergei **move** stealthily down the hill to the riverbank.

Subject: _____ verb in past tense: _____

Sentence in *present* tense: _____

8. He gave up and **retreat** to another street less crowded with strikers.

Subject: _____ verb in present tense: _____

Sentence in *past* tense: _____

Chapter Eight: Note-Taking and Summarizing

To keep you focussed on the novel’s plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Nine: Note-Taking and Summarizing

To keep you focussed on the novel’s plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Ten: Note-Taking and Summarizing

To keep you focussed on the novel’s plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 8-10

Comprehension Review

Chapter 8

1. What happens to Marty in the opening scene?
2. Why couldn't Rachel focus on her school work?
3. What does Rachel promise Marty?
4. What does Marty want to do?
5. Where is the Dreamland Roller Skating Rink?
6. How did American skates differ from Russian?
7. Why does Rachel seem more adventurous than Nucia?
8. What is the name of the American boxing champion?
9. Why did Rachel go to the Turk Street Temple?
10. What does Anna Strunsky speak about?
11. Who is Vera Zasulich and why is she important?
12. Why does Anna want to go to Russia?
13. Where has Rachel's first American article been published?

Chapter 9

1. How does Rachel get out of going to work to meet Anna?
2. Where do Rachel and Anna meet?
3. Why did the National Council of Jewish Women vote no for suffrage?
4. What book does Anna buy Rachel and why does it mean so much to Rachel?
5. What new foods does Rachel eat at the restaurant with Anna?
6. Who does Anna take Rachel to see and why?
7. What does Rachel find out about Anna that makes her uneasy?
8. How does Anna feel when compared to her brothers?
9. What do Rachel and Anna do to tease Anna's admirer's during the party for Anna?
10. How does Anna differ from her mother?

Chapter 10

1. How does the Volunteer Fighting Squad help the revolutionaries?
2. What does every recruit receive?
3. What items are used to build barricades?
4. What is a sign that the rebellion has begun?
5. Who does Sergei encounter on his way to Gorky's and what are they doing?
6. What does Gorky want Sergei to do?
7. Why does Sergei agree to do what Gorky asks?

Chapters 8-10

Literature Standards: Dialogue

Fictional dialogue only suggests real speech, it doesn't recreate it. Dialogue must have one of the following purposes:

1. To evoke character
2. To advance the plot
3. To provide exposition (background information)

Read the following dialogue examples from the text and explain how the words enhance the scene.

1. Marty thought about this for a moment. "I'll do my best. But if someone starts fighting me, can I fight back?"
"You should get away as fast as you can," interjected Nucia.
Rachel waited until Nucia had turned back to her needle and thread. "Don't listen to Nucia," she whispered to Marty. "Fight back as hard as you can." (page 90)

Effect of dialogue: _____

2. Anna Strunsky: "Then came Vera Zasulich, the twenty-eight-year-old daughter of a captain, who shot and wounded the governor of St. Petersburg in 1878, because he had given the order to flog a political prisoner for rude behavior. A jury acquitted her. In retaliation, that became the last trial by jury in Russia." (page 96)

Effect of dialogue: _____

3. "Nobody has given me a book since my father..." Rachel paused. "He bought me Anna Karenina, my favorite book. It was destroyed in the massacre." (page 101)

Effect of dialogue: _____

4. “Thanks, mister,” said the tallest boy, who appeared to be the leader. “Do you think this will fool the army?”
Sergei stroked his beard. “What do you mean?”
“We know this barricade is nothing compared to the ones being built by adults, but we want to confuse the troops.”
Sergei stepped back and inspected their work. “I think it’s a fine barricade and it will surely baffle the officers.” (pages 118 & 119)

Effect of dialogue: _____

5. Write a dialogue between two people who disagree about skipping the last period at school. Claire wants to leave to meet friends at another school while Liam wants to go to their last class.

Chapters 8-10

Technique Assessment: Elements of Style

An author's individual style sets his or her writing apart from other authors. Lowis Lowry, who wrote *The Giver*, uses a lot of symbolism, sensory images and repetition. John Green is known for creating enduring voices and for using articulate, witty dialogue. These authors are masters of the following elements of style:

1. Dialogue propelling action or adding suspense
2. Point-of-View
3. Symbolism
4. Repetition
5. Word choices
6. Sensory images
7. Sentence types (fragments, simple, complex...)
8. Descriptive vocabulary
9. Figurative language (metaphors, similes, hyperboles...)

In Rachel's Hope, Sanders uses descriptive words, similes, suspenseful dialogue, two separate points-of-view and various other elements of style. Read the passages below, identify the elements of style found in each one, and explain the impact of the element.

1. Marty stuck one foot onto the rink as if he were dipping it in water to determine the temperature.

Element of style: _____

Impact: _____

2. He waved his arms like a bird flying against the wind, trying to keep his balance, but fell backwards.

Element of style: _____

Impact: _____

3. Nucia let go of the railing, teetered from side to side, and fell, bringing Rachel down with her.

Element of style: _____

Impact: _____

4. “Though Russia is far in distance,” said Anna, “its people are no different from us in their desire to feed, clothe and educate their children. They want to live in a free society where leaders are elected and where laws are made in a democratic fashion.”

Element of style: _____

Impact: _____

5. When it cleared, the corner of a building had been blown out, and the officers had retreated. For now.”

Element of style: _____

Impact: _____

6. Blood gushed from Marty’s nose and a disturbing blue-gray shadow radiated around his left eye.

Element of style: _____

Impact: _____

7. “My father says I have the patience of a starving tiger.”

Element of style: _____

Impact: _____

8. Their names buzzed around her head like flies.

Element of style: _____

Impact: _____

Chapter Eleven: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Twelve: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Thirteen: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter Fourteen: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 11-14

Comprehension Review

Chapter 11

1. What are the names of the two boys Sergei takes to bomb the Okhrana headquarters?
2. Describe both of the boys.
3. Which area of Moscow was still under government control?
4. Why does Sergei stay with the boys?
5. How does Viktor's death affect Sergei?
6. Why does Sergei feel as if the strikes will be useless?

Chapter 12

1. How has Rachel earned the money for new clothes?
2. What is the Gibson Girl look?
3. How are the clothes Rachel tries on different from the ones she has been wearing?
4. Where is the nickelodeon theater?
5. What sound accompanies the movie?
6. What is the name of the movie they watch?

Chapter 13

1. In Anna's letter, why does a police officer in Russia kill a student?
2. What does Anna ask Rachel to do?
3. Where is Sergei and how long has he been there?
4. What identifies prisoners as exiles?
5. Who is Andrei Gusev and why is he in prison?
6. What distinguished hardened criminals from political exiles?
7. What was Sergei's sentence?
8. Where was he headed?
9. Describe the train compartment that carries the prisoners?
10. Why are women and children headed to exile?
11. What is the name of Sergei's new friend and fellow exile?

12. What does this person tell Sergei about Gorky?
13. Why does the train stop at the boundary between Russia and Siberia?
14. Describe the boundary post.
15. What is the first town within Siberia?
16. What is the purpose of the forwarding prison?
17. What is located at every corner of Tiumen forwarding prison?
18. Why does Sergei have papers with a false name?
19. Describe the kamera.
20. What is the devil's sandbox?
21. Why don't people try to escape exile?
22. What is the second-largest city in Siberia?
23. Why is Sergei put into solitary confinement?
24. What makes Sergei decide to stay strong?
25. What is ironic about Cyril's trade to get Sergei out of solitary?

Chapters 11-14

Literature Standards: Foreshadowing

Foreshadowing offers a glimpse of what is to come. For example, in the first scene of *Rachel's Hope*, Nucia is more upset at the thought of automobiles becoming popular than the rest of her family. This hints at the fact that Nucia will have a harder time adjusting to the more modern American lifestyle.

Read the following examples of foreshadowing in *Rachel's Hope* and write your prediction. When you've finished the novel, re-read your predictions to see how accurate you've been.

1. All of the revolutionaries, except Sergei, took off, vanishing into abandoned factories. (p. 127)

Prediction: _____

2. Rachel took his hand. "I will live with you as long as I can, but I have a feeling that one day you will want a home of your own."

"Never," said Marty. "I'll never leave you."

Rachel squeezed his hand. She didn't say a word. She didn't want to make a promise she couldn't keep and she couldn't lie to him." (p. 135)

Prediction: _____

3. The clanging sound of hundreds of iron chains, the sound of doom, sent a tremor of dread down Sergei's spine. (p. 140)

Prediction: _____

4. His breathing sounded raspy and he seemed to inhale with a great deal of difficulty. (p.164)

Prediction: _____

Chapters 11-14

Technique Assessment: Word Origin (Etymology)

To understand how words evolved, you need to see where they came from. Below are words found in chapters 11-14. For each word:

- Read the origin
- Write your own definition based on the context
- Look up the meaning in the dictionary
- Write a sentence using the vocabulary word

1. Loom

- Origin: from East Frisian *lomen* “move slowly”
- My definition: _____
- Dictionary definition: _____

- Sentence: _____

2. Revolution

- Origin: from Late Latin *revolution* “revolve”
- My definition: _____
- Dictionary definition: _____

- Sentence: _____

3. Nation

- Origin Middle English Old French *nation-omis* “be born”
- My definition: _____
- Dictionary definition: _____

- Sentence: _____

4. Despair

- Origin: Middle English Old French *desespeir, desperer* “hope”
- My definition: _____
- Dictionary definition: _____

- Sentence: _____

5. Usher

- Origin: Latin *ustarius* “door”
- My definition: _____
- Dictionary definition: _____

- Sentence: _____

6. Foul

- Origin: Gothic *fuls* “stinking”
- My definition: _____
- Dictionary definition: _____

- Sentence: _____

7. Exile

- Origin: Latin *exilium* “banishment”
- My definition: _____
- Dictionary Definition: _____

- Sentence: _____

Chapter 15: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 16: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 15-16

Comprehension Review

Chapter 15

1. In your own words, describe the earthquake that disrupts Rachel's life.
2. What is the name of the bank that is destroyed?
3. Why did the soldiers shoot the men trapped on the roof?
4. What reminds Rachel of Kishinev?
5. What happens to the cattle?
6. Where does Rachel's family go to escape the fire?
7. What happens to the new city hall?
8. How are firemen planning to stop the fires without water?
9. Why does Rachel want to stay in San Francisco even though they've lost their home?
10. What does Jacob give Marty to help his cough?
11. Why did people set fire to their own homes?
12. Where does Rachel's family decide to stay?

Chapter 16

1. Why is Rachel afraid to take Marty to the doctor?
2. Which hospital do Rachel and Marty visit?
3. What does the doctor diagnose Marty with?
4. What famous person has the same condition?
5. How does epinephrine work?
6. Where does the doctor tell Rachel to take Marty? Why?
7. How many city blocks were destroyed by the earthquake?
8. How many people were left homeless?

Chapters 1-16

Literature Standards: The Effect of Setting on Conflict

In *Rachel's Hope*, there are two settings—San Francisco and Russia—both of which have a crucial impact on the conflicts faced by the characters. San Francisco has a strong Jewish presence but then is destroyed by the 1906 earthquake. Russia is controlled by a Tsar who cares nothing about the citizens or their basic human needs. These particular settings provide not only conflicts, they also influence the characters' development.

Answer the following questions keeping both setting and conflict in mind.

1. Describe Rachel's prospects after the earthquake. _____

2. Predict her prospects if the earthquake had not occurred. _____

3. Compare Rachel's situation with that of wealthier people in San Francisco. _____

4. Review the chapters about Sergei and describe the events that have led to his exile. _____

5. How would Sergei's life be different if he lived in San Francisco? _____

6. How has Rachel changed since arriving in San Francisco?_____

7. How has Sergei changed since arriving at Gorky's house in Moscow?_____

8. Do you think Rachel has been more affected by people or by the setting? Explain._____

9. Do you think Sergei has been more affected by people or by the setting? Explain._____

10. What are your impressions of San Francisco and Russia in 1906?_____

Chapters 15-16

Technique Assessment: Punctuation

Punctuation is essential in good writing, as it makes sentences and paragraphs understandable. Without periods, commas, question marks, and quotation marks, sentences would blend together into an unintelligible mess.

Rewrite the following sentences with correct punctuation.

1. Wow! Im going to France this summer!! I cant' wait!! It will be so exciting! Ive wanted to go forever!!

2. My best friend Ellie is here

3. Claire called her brothers names._____

4. Yesterday I saw three cat's in my back yard;_____

5. My Dad bought a 20 foot trampoline last week._____

6. My sister reads "The New York times" online._____

7. "Hi, Luke", said Will._____

8. What does the saying if you can't beat them join them mean?_____

9. When you go shopping, please pick up: toothpaste, juice, and milk._____

10. 1999 is the year I was born._____

11. I was sad when she yelled, "I hate you"!

12. Hugh said, "Emily said, yes, I'll help you, but she didn't." _____

Chapter 17: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 18: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 19: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 17-19

Comprehension Review

Chapter 17

1. What street is Mr. Levison's house on?
2. Describe the mansions Rachel sees on Pacific Avenue.
3. Why does Rachel offer to look after a stranger's baby at night?
4. What is the name of the baby's father?
5. Why does Rachel have to wear men's clothing?
6. What is a product that Rachel sees that is still around today?
7. What is the name of the Jewish millionaire who had to stand in breadlines?
8. Why does Rachel turn down Nathan's offer to look after Ruthie?
9. How does Rachel feel at the end of the chapter?

Chapter 18

1. Where has Anna Strunsky's family moved and why?
2. Where has the library been temporarily re-located?
3. Why does Rachel have time on her hands?
4. Explain this phrase: "Everyone has troubles, but some are hard to see."
5. Describe Rachel's clothing.
6. Why does Rachel cut her hair?
7. Why is Nucia upset about Rachel's new hairstyle?
8. Why has Nucia made new, modern clothing for Rachel?
9. Where will Rachel's family be moving to in January?
10. Why is Rachel disappointed about their new flat?

Chapter 19

1. What tools did the blacksmith use to examine Sergei's leg fetters?
2. Who rode on telegas?
3. Why has Sergei given up on faith?
4. What disturbs Sergei and makes him see that exiles have become barbarians?

5. Describe the log house where Sergei and Cyril live.
6. Why are their roommates being banished?
7. What happens to Rudolph?
8. Why do you think Sergei wants to say a prayer for Rudolph?
9. How many miles are they from Vladivostok?
10. Why do they decide to escape exile by water and not land?
11. Why does Cyril get mad when Andrei slows his rowing pace?
12. Why does Andrei stay on the boat when Cyril and Sergei jump into the water?

Chapters 17-19

Literature Standards: Conflict

Conflict refers to problems encountered by the protagonist within the novel. There are four types of conflict:

1. Man vs. Himself
2. Man vs. Man
3. Man vs. Nature
4. Man vs. Society

In *Rachel's Hope*, both Rachel and Sergei face several conflicts throughout the novel. Read the following passages, identify and describe the type of conflict.

1. Rachel began to fantasize another life. If she worked for Nathan, she might eventually develop feelings for him. Maybe she would marry him and they would raise Ruthie together. But Rachel knew that if she chose this path, she'd be filled with regret. She wasn't ready to settle down and Nathan wasn't the right person for her. He was too needy, wanted too much from her, and would come to resent her desire for an independent life. (p. 192)

Type of conflict: _____

Details about conflict: _____

2. Nucia: "Jacob says we must be patient, that the city will rise again."
Rachel: "I've been waiting for years to come here, and then this happens. An earthquake that is as unexpected as snow in the summer. I'm afraid I'm all out of patience. I want to get on with my life. I want to go forward, not backward." (p. 194)

Type of conflict: _____

Details about conflict: _____

3. "Your hair!" Nucia cupped her face with both hands and stared at Rachel.
Rachel patted one side of her hair with the palm of her hand. "Don't you love it?"
"What have you done?" Nucia reached out to touch Rachel's hair, but yanked her hand back abruptly, as if the hair were on fire. (p. 200)

Type of conflict: _____

Details about conflict: _____

4. As they walked, the seven-hundred person convoy kicked up a massive cloud of dust that clogged Sergei's throat and made him gag. Behind him, people coughed loudly enough to be heard over the sound of cart wheels rolling over the dry terrain. Sergei's legs and feet began to ache. The leg fetters scraped against his skin. (p. 205)

Type of conflict: _____

Details about conflict: _____

5. Sergei glanced wistfully at the tracks that stretched beyond the horizon and wished he could jump on a train and go straight to the port of Vladivostok, where he might slip into a boat. But he didn't have enough money, and the police had confiscated his papers. Being so close to a way out, yet unable to grasp it, was as bad as living next to a river full of fish and having no bait. (p. 207)

Type of conflict: _____

Details about conflict: _____

6. Without a word, Cyril and Andrei got into the boat.
"What do you think you're doing?" asked a bearded fisherman beside them.
Cyril took the oars while Andrei sat across from him. Sergei untied the boat from the pine tree, tossed the rope to Andrei, pushed off from the riverbank, and climbed in.

Type of conflict: _____

Details about conflict: _____

7. "Stop or we will shoot," said the tallest Cossack.
Sergei peered ahead. The current intensified significantly. "We have to jump and swim underwater as far as we can," he said. "When the current speeds up, we'll be carried with it much quicker than their bullets."

Type of conflict: _____

Details about conflict: _____

Chapters 17-19

Technique Assessment: Synonyms and Antonyms

Synonyms: words that have similar meanings—cold (frigid)

Antonyms: words that have opposite meanings—angry (happy)

Fill in one synonym and one antonym for the following words. Then write a sentence using this word. You may use a dictionary or thesaurus.

1. Headed synonym _____ antonym _____
Sentence: _____

2. Startled synonym _____ antonym _____
Sentence: _____

3. Wilted synonym _____ antonym _____
Sentence: _____

4. Sank synonym _____ antonym _____
Sentence: _____

5. Creased synonym _____ antonym _____
Sentence: _____

6. Gusty synonym _____ antonym _____
Sentence: _____

7. Beautiful synonym _____ antonym _____
Sentence: _____

8. Dismal synonym _____ antonym _____
Sentence: _____

Chapter 20: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 21: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 20-21

Comprehension Review

Chapter 20

1. In your own words, describe the purpose of Rachel's Letter to the Editor in the *San Francisco Bulletin*.
2. Why does Rachel support the Chinese so strongly?
3. Where is Alexander from?
4. Where are his parents?
5. Why does Rachel get annoyed with Alexander during their first conversation?
6. Why would Nucia disapprove of Rachel going out for tea with Alexander?
7. Why does Alexander prefer math over English?
8. What saying do Alexander and Rachel know from their fathers?
9. Why is Rachel hesitant to tell Alexander what she does?

Chapter 21

1. What is the longest river in far-east Russia?
2. What food do Sergei and Cyril find?
3. When will Sergei feel free?
4. Why did the elderly woman run away from Sergei and Cyril?
5. What happened to the old man's son?
6. What do Sergei and Cyril do with their exile clothing?
7. Why doesn't Sergei stay with the old man and woman?
8. What does Cyril say to Sergei that makes Sergei cringe?

Chapters 1-21

Literature Standards: Character Development

Well-developed, multi-dimensional characters are what distinguish good writing from bad. Characters evolve through their actions, thoughts and words, and change in some way from the beginning of the novel to the end.

Locate quotes or information that reflect the clues below. Then, use these quotes to write paragraphs about Rachel.

1. How Rachel feels about the police (Chapter 1)_____

2. How Rachel feels about Sergei (Chapters 1,3)_____

3. How Rachel feels about old traditions (Chapter 3)_____

4. How Rachel feels about the challenges Marty is facing (Chapter 5)_____

5. The impact Anna Strunsky is having on Rachel (Chapter 6)_____

6. Why Rachel feels good about being a woman (Chapter 6)_____

7. Why Rachel feels in awe of Anna (Chapter 8)_____

8. How Rachel feels about her chances for a writing career (Chapter 9)_____

9. How Rachel feels about meeting Alexander (Chapter 20)_____

Write two paragraphs showing how Rachel changes as the novel progresses, using the above information.

2. How Sergei feels about getting involved in rebellion (Chapter 7)_____

3. How Sergei is committed to the people of Russia (Chapter 10)_____

4. How Sergei is affected by death of a comrade (Chapter 11)_____

5. How Sergei feels about being exiled (Chapter 13)_____

6. What keeps Sergei going when he's in solitary confinement (Chapter 14)_____

7. What Sergei thinks about freedom in Russia and why he runs from exile (Chapter 19)_____

Write two paragraphs showing how Sergei changes throughout the novel, using the above information.

Lined writing area consisting of 20 horizontal lines for student responses.

Chapters 20-21

Technique Assessment: Vocabulary Extension

Choose the word from the vocabulary list that best completes the following sentences. Then, write your own sentences using all of the vocabulary words.

Immigrants shameful violation offend agree chorus dotted discarded

1. Arresting people for no cause is a _____ of their rights.
2. _____
3. He _____ their angry stares and kept walking.
4. _____
5. America is a country built by _____
6. _____
7. "You will _____ your grandmother if you don't come," said my father.
8. _____
9. Shells _____ the sandy beach.
10. _____
11. It is _____, the way he talks to his father.
12. _____
13. "I _____. You should go to camp this summer."
14. _____
15. The sea lions sounded like a _____ of horns blowing.
16. _____

Chapter 22: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 23: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 22-23

Comprehension Review

Chapter 22

1. What instrument does Alexander's father play?
2. Why do Rachel and Alexander like music?
3. What does Rachel think Alexander smelled like?
4. Does Rachel like coffee?
5. What is the name of the lake in Golden Gate Park?
6. Why doesn't Nucia want Marty going to the Nickelodeon?
7. Why has Jacob been so busy?
8. How does Marty have the money to go to the show?
9. What does Marty do to get kids to like him?
10. What's the name of the fighter Marty likes?
11. What does Rachel conclude about Marty's path to fitting in?
12. Why does Rachel buy candy for Marty?
13. How does Alexander get money for his birthday?
14. What game do Alexander and Rachel have in common?
15. What does Rachel worry about with Alexander?
16. What reminds Rachel of the International Settlement in Shanghai?
17. Why does Rachel sneak candy to Marty?

Chapter 23

1. What layers the edges of the rock face?
2. Why does Sergei feel no remorse for stealing the boat?
3. Why were Sergei and Cyril forced to stay on the river one night?
4. What knocks against Cyril and Sergei's boat?

Chapters 22-23

Literature Standards: Theme

The theme or themes of a novel are inferred by words, action, the plot and setting. Themes can vary from things like discrimination, family, persistence, loss and hope. Because there are two protagonists in *Rachel's Hope*, at least two distinct themes emerge. Read the following pairs of text to infer themes of this novel.

1. "We do a lot of things we didn't do in Russia," argued Marty. "Rachel cut her hair, and we went for a walk last Saturday instead of going to the synagogue."
"You and Rachel went for a walk," Nucia corrected him. "Jacob and I went to shul." (p. 242)

What is the conflict between Marty and Nucia? _____

He (Marty) lifted his head. "I'm a good fighter. All the guys say so. They like me more when I win. (p. 243)

What does Marty want? _____

What theme does this pair of quotes reveal? _____

2. "You play chess?" asked Rachel, stopping. "My father taught me. He used to beat me but I was getting better when..." Her voice trailed off and her mind returned to Kishinev and the pogrom that had killed her father." (p. 247)

How does the mention of chess affect Rachel? _____

"Before the earthquake, I came here every Sunday afternoon in the summer to hear the Golden Gate Park Band," said Alexander. "It was the best part of my week." (p. 240)

What does this passage tell you about Alexander? _____

What theme does this pair of quotes reveal? _____

3. “We’re going too fast!” shouted Cyril, several hours later.

“I can’t slow down,” cried Sergei, pressing hard against the rushing water.(p. 257)

What do these circumstances reveal about Sergei’s existence?_____

The fish came at them again, this time from the side, with a big whack. They rocked so violently that their hands dipped into the water. The fish had swum directly under them, pushing the boat upwards.

(p. 262)

What does this quote tell you about certainty in Sergei’s life?_____

What theme does this pair of quotes reveal?_____

Chapters 22-23

Technique Assessment: Sentence Structure

A simple sentence contains a noun and a verb—Marty threw a ball.

A simple sentence with a compound subject has two nouns connected by one verb—Sergei and Cyril went fishing.

A compound sentence contains two or more sentences connected by and injunction (and, but, or, for, yet, while)—Rachel went for a walk while Nucia went to the synagogue.

Underline the noun and circle the verb in each of the following sentences. Then define each one as a simple sentence, a simple sentence with a compound subject, or a compound sentence.

1. Marty belted out the words to the national anthem, which he'd recently memorized, with resounding pride.

Sentence type: _____

2. "My father played the fiddle," said Rachel.

Sentence type: _____

3. He and Alexander were wrestling on the ground.

Sentence type: _____

4. "You lied to us."

Sentence type: _____

5. We don't lie and we don't keep secrets from one another.

Sentence type: _____

6. The sun shone brighter and warmer as the days wore on.

Sentence type: _____

7. Sergei and Cyril gathered their scant belongings.

Sentence type: _____

8. Nucia came around the table, beside Marty, and put her hand on his back.

Sentence type: _____

9. "Looks like the bandshell is all fixed up."

Sentence type: _____

10. He won't give up until you run after him.

Sentence type: _____

Chapter 24: Note-Taking and Summarizing

To keep you focussed on the novel’s plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 25: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 24-25

Comprehension Review

Chapter 24

1. Why does Anna congratulate Rachel?
2. What did General Orlov claim?
3. What is Nucia worried about when her baby comes?
4. Why does Mrs. Solomon get annoyed with Rachel?
5. How has Jacob changed since they arrived in America?
6. What does Alexander bring for Nucia and Marty?
7. On what street did Alexander and Rachel take the trolley?
8. Why does Rachel resist going inside the restaurant?
9. What does Alexander tell Rachel not to lose?
10. Why is Rachel concerned about the cheese on the meatballs?

Chapter 25

1. Why was Anna Strunsky arrested?
2. Why is Jacob concerned when Rachel is accepted into university?
3. Why does Rachel get so emotional when “The Star-Spangled Banner” is sung?
4. Why does Alexander get mad at Rachel when they’re eating at the diner?
5. What does Rachel do for the first time in years?

Chapters 1-25

Literature Standards: Plot

A story is a series of events linked by chronology. Plot is a series of events linked by cause and effect. If it is in a plot, we ask why. If it is in a story, we ask, and then. A plot begins with exposition, or background information introducing the characters and setting. Next, there is an inciting action, an event that changes the protagonist's life. Rising action follows, with a series of challenges or obstacles that hinder the protagonist. The climax occurs when the tension is released and the protagonist is able to overcome his or her problems. Order is restored at the end, often referred to as the denouement.

An excellent example of this plot template is seen in *The Wizard of Oz*:

Exposition: Dorothy runs away with Toto and is overtaken by storm.

Inciting Action: The wicked witch threatens Dorothy.

Rising Action: Dorothy meets the lion and tin man and there are a number of twists and digressions

Climax: The witch is doused with water and the tension is released.

Denouement: Order is restored and Dorothy returns safely to Kansas.

In *Rachel's Hope*, two parallel plots exist because there are two protagonists in two settings. Fill in the following plot outlines. You will have to wait until you have finished the novel to complete these outlines.

Rachel's Plot Outline

Exposition

Rising Action

Climax

Falling Action

Denouement

Sergei's Plot Outline

Exposition

Rising Action

Climax

Falling Action

Denouement

Chapters 24-25

Technique Assessment: Precise Word Choice

The great American author Earnest Hemmingway is said to have rewritten sentences twenty times in search of the best words. Choosing the words to best convey emotion and meaning is one of the biggest challenges for writers. It is one of the most important elements of writing as it can mean the difference between a mediocre novel and a compelling one.

Read the novel excerpts below, and rewrite them substituting a different word for the one in bold. Then explain why this word in bold is necessary within the sentence.

1. Nucia leaned against the piano and **caressed** her lower abdomen with her left hand.
 - a. Rewrite sentence: _____

 - b. Explanation: _____

2. “Of course I would prefer a man for you like Father, with his quiet ways and **unbreakable** faith.”
 - a. Rewrite sentence: _____

 - b. Explanation: _____

3. “These **miserable** shoes,” said Rachel, re-arranging her hat, now **perched** at an awkward angle.
 - a. Rewrite sentence: _____

 - b. Explanation: _____

4. The staff was dressed in **crisp** white uniforms.
 - a. Rewrite sentence: _____

 - b. Explanation: _____

5. A silver-haired waiter with a **bland** expression arrived with their fancy menus.
 - a. Rewrite sentence: _____

-
- b. Explanation: _____

6. Rachel laughed and tried to pick up the long, **slippery** noodles, but they kept falling off her fork.
- a. Rewrite sentence: _____

- b. Explanation: _____

7. I was taken to a prison, which was **grimy** and crawling with bugs.
- a. Rewrite sentence: _____

- b. Explanation: _____

8. If it's any consolation, Gorky was impressed by Sergei's **unwavering** determination to help the Russian people gain freedom.
- a. Rewrite sentence: _____

- b. Explanation: _____

9. Rachel shrank under Alexander's **pressing** gaze.
- a. Rewrite sentence: _____

- b. Explanation: _____

10. "But I don't want you to feel **burdened** by me."
- a. Rewrite sentence: _____

- b. Explanation: _____

Chapter 26: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 27: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapter 28: Note-Taking and Summarizing

To keep you focussed on the novel's plot, characters and setting, complete the following guide.

SETTING (Where the scenes take place including time period)

CHARACTERS (Describe the characters and try to define what sets each one apart)

CHAPTER SUMMARY (Three to five sentences)

PREDICTION OF FUTURE EVENTS (What do you think will happen next?)

Chapters 26-28

Comprehension Review

Chapter 26

1. What is the name of the ship that Sergei and Cyril sneak onto?
2. Where do they hide?
3. What frightens her?
4. What does he plan to do when he's settled in America?
5. How does Captain O'Brien know Russian?
6. How old is Sergei now?
7. Why does Sergei decide to trust Captain O'Brien?
8. Why are the American passengers so enthralled with Sergei and Cyril?

Chapter 27

1. What will Rachel be studying at university?
2. Why hasn't Rachel told Anna about Alexander until now?
3. What is Nucia's son's name?
4. Why does Marty get upset at Rachel leaving?
5. Why does Alexander give Rachel his chess set?
6. What was Rachel's father's favorite violin piece?

Chapter 28

1. What is the name of the student newspaper at Berkeley?
2. Describe the Hearst Greek Theater.
3. What is Rachel's big news that she tells her new friends?
4. What are the California Golden Bears team colors?
5. Why is Anna Karenina still so important to Rachel?
6. What are the streets Rachel takes to get to university?
7. Why doesn't Rachel recognize Sergei immediately?
8. Why is Sergei going to head to the east coast?
9. How does Rachel think Sergei compares to the male students at university?

10. What is Rachel's favorite place on campus and why?
11. Why is Sergei upset after seeing Marty?
12. Why does Sergei tell Rachel he will never see her or Marty again?
13. What decision does Rachel make about the past?

Chapters 26-28

Literature Standards: Reflection

Now that you've finished *Rachel's Hope*, it's time to look back at the novel and think about it as a whole. Did it seem authentic to you in terms of setting? Was the plot compelling? Were the characters believable? Did you like the way it was written, from two points of view? Were you satisfied with the ending?

This is your chance to review the novel, to reflect upon it in your own words. First, complete the outline below to ensure your reflection will be organized and structured properly. Next write a draft of the piece. Review and edit this draft. Write a final review.

OUTLINE

- I. Overall opinion taking into account plot, setting and characters. (paragraph)

- A. First point you wish to make (eg. The two different settings had significant impacts on the characters and plot. (paragraph)

- 1. Example using text and quotes to back up first point (paragraph)

- 2. Second example (paragraph)

- B. Second point you wish to make (paragraph)

1. First example using quotes (paragraph)_____

2. Second example (paragraph)_____

C. Third point you wish to make (paragraph)_____

1. First example (paragraph)_____

2. Second example (paragraph)_____

II. Conclusion (summarize your reflection in a paragraph)_____

Write the first draft of your reflection, adding a title, on lined paper, double-spaced.

Edit taking into account punctuation, spelling and structure. Rewrite on lined paper.

Chapters 26-28

Technique Assessment: Self-Editing

The road to getting published (and to getting a good grade on your essay) is paved with discarded drafts that have been revised multiple times. Knowing how to review your writing, with an eye to bad grammar, poor spelling, or theses that don't make sense, can make a big difference in your success. Read the following self-editing tips then write a short piece based on one of the prompts below.

1. **Don't overuse adverbs.** One of the most common errors is using too many words that end in –ly...lightly, silently, briskly. By using stronger verbs in their place, your writing will improve.
2. **Avoid clichés.** Using well-worn expressions such as beet-red or white as snow, reflect a lack of originality or thought. Take the time to create new images which will freshen up your writing.
3. **Understand the correct way to use contractions, possessives or plurals.** Probably the biggest source of confusion amongst students comes from contractions. *It is* can be written as *It's*. When *its* is written, this prefers to the possessive, like hers and his. Plurals never need apostrophes. A dozen girls appeared in the park. The girl's hair was in a ponytail.
4. **Make sure you aren't repetitive with your word choices.** If you know you are overusing certain words, use the find function of your word processor to find and replace these words.
5. **Check your spelling.** Don't rely on spell-check as it won't find words that are used in the wrong context. *Their* will be a race today. *Their* is spelled correctly, but it should be *there*.

Writing prompts (write two pages using **one** of the prompts below. Edit your work; rewrite it and compare the two drafts.

1. Describe a landscape as seen by a bird. Do not mention the bird.
2. On the wall by your desk, you have a photo of someone you admire. But today, the photo looks different. Today, the eyes are looking in the opposite direction.
3. It's the last day of school and you're clearing out your locker when your friend comes running up to you and says, "You have to come with me now. It's an emergency." You follow your friend to the cafeteria where you find...

FINAL EXAM

Part A: Matching

Match the following characters with the correct description or action.

- | | |
|------------------|--|
| 1. Cyril | a. became a mentor to Rachel as well as a friend |
| 2. Marty | b. writer who organized distribution of <i>Iskra</i> |
| 3. Abe Attell | c. exiled with Sergei |
| 4. Nathan | d. desperately wanted to be good at baseball |
| 5. Andrei | e. boxing champion |
| 6. Anna Strunsky | f. opened his home to earthquake survivors |
| 7. Mr. Bloom | g. lost wife in earthquake |
| 8. Mr. Levison | h. wanted to open a restaurant |
| 9. Gorky | i. killed during Moscow Rebellion |
| 10. Viktor | j. gave Jacob advice about business |

Part B: True/False

For each of the following statements, decide whether it is true or false. Write out the word on the space provided.

- | | |
|-----------|---|
| 11. _____ | Jacob encourages Marty to try boxing |
| 12. _____ | Rachel is annoyed with Anna for forcing her to read so many books |
| 13. _____ | Rachel fell on Anna |
| 14. _____ | Sergei is happy to see Savinkov |
| 15. _____ | Arkady dies during the rebellion |
| 16. _____ | Cyril is exiled without a trial |
| 17. _____ | Many San Francisco Jews celebrate Christmas and Easter |
| 18. _____ | the San Francisco Bulletin editor discourages Rachel |
| 19. _____ | Sergei is filled with guilt for his actions |
| 20. _____ | Rachel rejects Nathan's offer because she is waiting for Sergei |

Part C: Vocabulary

Match the following vocabulary words with the correct definition or synonym.

- | | |
|-----------------------|--------------------------|
| 21. _____resigned | a. decreased |
| 22. _____eclipsing | b. cold-hearted |
| 23. _____coveted | c. bad-tempered |
| 24. _____facade | d. shifty, suspicious |
| 25. _____remorse | e. accepting |
| 26. _____skeptical | f. wanted |
| 27. _____censored | g. damp |
| 28. _____imposing | h. covering |
| 29. _____conceded | i. disbelieving |
| 30. _____indifference | j. regret |
| 31. _____evasive | k. impressive |
| 32. _____callous | l. accepted |
| 33. _____sullen | m. disinterest |
| 34. _____callous | n. disguise, front |
| 35. _____dank | o. covered up, concealed |

Part D: Multiple Choice

Choose the letter of the best response and write it on the line provided.

36. _____ Rachel and her family bathe regularly...
- | | |
|------------------------------|---------------------------|
| a. in a shower in their flat | c. the Sutro Baths |
| b. the Lurline baths | d. in a tub in their flat |
37. _____ Which of the following is **NOT** a reason Sergei stays with Gorky?
- | | |
|------------------------|-----------------------------|
| a. Sergei has no money | c. Sergei has nowhere to go |
| b. Sergei likes Gorky | d. Sergei is injured |
38. _____ *Iskra* is illegal because
- | | |
|------------------------------------|---|
| a. it has so many mistakes | c. Gorky has broken the law in the past |
| b. it is produced in Gorky's house | d. it is not approved by the Russian government |

39. _____ Rachel doesn't think Anna should go to Russia because
- a. it's cold in the winter
 - b. she'll miss her
 - c. it's not safe for Jews
 - d. she wants Anna to stay and help her write
40. _____ The suffrage movement is
- a. against men's rights
 - b. for women's voting rights
 - c. against alcohol consumption
 - d. illegal
41. _____ Gorky says _____ is the mightiest weapon
- a. a bomb
 - b. *Iskra*
 - c. a gun
 - d. the pen
42. _____ People set fire to their homes during the earthquake because
- a. they don't have earthquake insurance
 - b. they're afraid of being robbed
 - c. they want to build new homes
 - d. they're angry about the earthquake
43. _____ Which of the following is **NOT** a reason Rachel supports Chinese people?
- a. They're hardworking
 - b. They're friendly
 - c. She knows what it's like to be treated poorly
 - d. Shanghai gave her family refuge
44. _____ Marty has trouble fitting in because
- a. he can't play baseball
 - b. he looks different
 - c. Nucia won't let him play with other boys
 - d. he was not born in America
45. _____ Captain O'Brien is impressed by Sergei and Cyril because
- a. they have travelled so far
 - b. they are well-spoken
 - c. they escaped Russia on foot
 - d. they snuck on the ship without being seen

Part E: Short Answer (3-7 sentences each)

Answer each of the following questions in complete sentences with correct grammar. Include as many details as possible. Use lined paper for your answers.

- 46. What new things does Rachel see or experience in America?
- 47. Why don't people try to escape exile?
- 48. What are some of the differences Rachel notices between Russian and American women?

Part F: Essay Question

Choose **ONE** of the following topics and write a detailed essay with an introduction, thesis, examples to back your thesis, and a conclusion. First, create an outline to ensure you stay on topic, and include this outline with your essay. Use lined paper for both.

Compare life under Russian autocracy to life under American democracy. Use examples from Sergei's experiences, Anna's letters to Rachel, and Rachel's new life in San Francisco.

OR

What do these words from Theodore Roosevelt, President of the United States, 1901-1909, mean?

Americanism is a question of principle, of purpose, of idealism, of character. It is not a matter of birthplace or creed or line of descent.

TEACHER GUIDE

Rachel's Hope: Synopsis

The final chapter in Rachel's epic journey from Russia to America

"a must-read for historical fiction fans" - *Canadian Children's Book News*

After fleeing her small Russian town and surviving the long, difficult journey to refuge in Shanghai, Rachel Paskar and her remaining family members have finally made it to the safety of the American city of San Francisco. No longer facing persecution because she is a Jew, Rachel now confronts different challenges. She must learn the language, ways, and customs of the United States, while at the same time trying to respect her family's traditions.

Rachel is torn between the old world and the new. She receives disturbing news about her friend Sergei, still living in Russia and seemingly trapped there by his involvement with the revolutionaries. And here in America she has met Alexander, a student who somehow won't leave her thoughts. Just as Rachel begins to feel like she can belong in two very different worlds, the great San Francisco earthquake hits. How can she begin all over again, let alone fulfill her dream of attending university and becoming a journalist? Like the courageous women she has met fighting for equal rights, Rachel has come too far to let anything stop her.

VOCABULARY WITH DEFINITIONS

Chapters 1-2

Pogrom: sudden, unexpected massacre

Droshky: Two or four-wheeled open carriage

Consumption: an old name for Tuberculosis, an infection of the lungs

Scrutinizing: looking closely

Fastidious: demanding, fussy

Vestibule: entry hall

Diminutive: tiny, little

Coveted: craved, wanted

Lucrative: well-paid, worthwhile

Shabes: Yiddish for the Jewish Sabbath, the most important time of the week. It begins eighteen minutes before sunset Friday and ends forty-five minutes after sunset on Sunday.

Billowy: swelling into large waves

Reproach: criticism, blame

Kosher: permitted by Jewish law

Intrigued: interested, attracted

Skeptical: doubtful, uncertain

Fugitive: escaped criminal, deserter

Translucent: transparent

Fetid: foul, rotten

Eclipsing: covering, obscuring

Vehemence: passion, forcefulness

Concentric: two or more objects that have a common center

Foreboding: threatening, sinister

Pomaded: hair that has been styled with a greasy substance

Indifference: unimportance, meaningless

Anti-Semitic: prejudice or discrimination against Jews

Lumbered: hobbled, trudged

Curt: abrupt, rude

Allusion: hint, suggestion

Feigned: insincere, pretend

Remorse: regret

Chapters 3-4

Knickerbockers: boys' baggy-kneed trousers

Breeches: pants that stop below the knee

Tunics: shirt that reaches from the shoulders to the hips

Teeming: crawling, packed

Yid: negative slang word for person of Jewish descent

Shirtwaist: a button-down blouse

Shul: Another name for synagogue, where Jews worship and study

Congenial: friendly

Perplexity: puzzled, confused
Yarmulke: a small skullcap worn by orthodox and conservative Jewish males
Opulence: luxury, wealth
Jovial: cheerful
Flourished: thrived
Myriad: countless
Resigned: accepted
Earnest: serious, sincere
Scrawny: skinny
Curdled: clotted
Uprisings: rebellions
Imposing: impressive, grand
Verdant: green, lush
Foliage: greenery
Ominous: threatening
Briny: salty
Wincing: scowling
Chortled: laughed

Chapters 5-7

Faltered: hesitated
Abated: decreased
Feeble: weak
Decipher: interpret, figure out
Brawny: muscular
Dilemma: problem
Dubious: unsure, doubtful
Analogy: similarity, comparison
Mutilated: damaged
Conviction: belief, opinion
Chided: blamed
Suffrage: women's suffrage is the right to vote on the same terms as men
Buoyed: lifted, keep afloat
Torah: Jewish written law; contains first five books of the bible
Temperance: a social movement for moderation of alcohol use
Conceded: allowed, admitted
Socialist: a social and economic system characterized by group ownership of the means of production
Virulent: contagious, dangerous
Relented: to give in
Appalled: shocked
Elicited: caused
Amorous: passionate
Clad: dressed
Stealthily: quietly, silently
Matushka: little mother in Russian
Vagrants: tramps, beggars

Duma: council assemblies created by the Emperor of Russia
Depleted: tired, worn-out
Censored: changed, covered up, concealed
Avail: gain, reward
Manifesto: public declaration of the motives or intentions of the issuer

Chapters 8-10

Radiated: released
Sullen: bad-tempered
Cringed: squirmed
Precariously: riskily, uncertainly
Demure: shy
Plight: dilemma
Vanguard: frontline
Rapt: fascinated
Ironic: odd, contradictory
Discord: disagreement
Pondered: considered
Evasive: shifty
Oblivious: unaware
Effusively: excessively
Mainstream: normal
Ascended: climbed
Flaxen: blonde
Reveled: celebrated
Staunchly: loyally
Renounced: rejected
Converged: joined
Subdued: quiet
Perplexed: confused
Assaulted: attacked
Shrouded: covered
Bourgeois: middle-class
Authoritarian: strict, controlling
Labyrinth: maze
Disheveled: messy
Fortified: defended

Chapters 11-14

Troika: a sled or carriage driven by three horses harnessed side by side in Russia
Loomed: appeared
Okhrana: Russian Secret Police
Nondescript: ordinary
Detached: apart
Demise: death
Emaciated: thin
Callous: uncaring

Ambled: wandered
Oppressive: cruel
Embodied: in person
Emulate: copy, mimic
Sauntered: walked
Cossacks: Russian soldiers employed by Tsarist regime
Kamera: a prison cell in Russia
Prevailed: overcame, triumphed
Mottled: spotted
Kati: low-fitting felt boots worn by Russian exiles
Scurvy: a disease resulting from a lack of vitamin C
Stroisa: form ranks in Russian
Fetters: chains
Respite: break
Sentry: guard
Dank: damp
Primitive: simple
Despondent: hopeless

Chapters 15-16

Gale: storm
Cornice: decorative molding that crowns a building
Impede: block
Somberly: seriously
Fissure: crack
Discern: tell the difference
Askew: uneven
Cistern: container
Salvaged: rescued
Congealed: solid
Genetic: inherited
Chronic: long-lasting
Adrenaline: the state of increased energy and excitement
Immune: safe
Nomadic: wandering

Chapters 17-19

Unscathed: unharmed
Façade: disguise
Incredulous: unconvinced
Secluded: private
Eluded: escaped
Congenial: friendly
Tedious: boring
Bristled: stiffened
Forge: shape
Anvil: tool used to shape steel

Etapes: shelters where exiles stayed overnight on long journeys
Exile: banish
Arduous: difficult
Telegas: a horse-drawn Russian cart built to carry materials
Tarantas: large, four-wheeled Russian carriage
Convoy: group, procession
Priva: Russian word for halt
Dissipate: dissolve
Barbarians: savages
Contempt: disapproval
Derelict: ruined
Warily: carefully

Chapters 20-21

Underhandedly: untruthfully
Prejudicial: harmful
Shameful: shocking
Numbly: dully
Daunting: scary
Shetl: a Yiddish word for a small town with a large Jewish population
Deliberation: debate
Offend: insult
Ambitious: determined
Affably: pleasantly
Judgement: decision
Salivate: drool
Serenaded: sung to
Unintelligible: jumbled, makes no sense
Prodded: poked

Chapters 22-23

Resounding: loud
Balalaika: a Russian instrument with a triangular body and three strings
Irate: mad
Assimilation: adjustment
Integrate: mix
Accommodate: house, put up
Controversial: heated
Distinctive: individual
Yearn: desire
Rituals: ceremonies
Precipices: cliffs
Scant: limited
Remorse: regret
Depraved: evil
Disembark: get off
Summoned: called for

Gorge: gap
Roust: get up
Foraged: looked for
Pelmeni: Russian dumpling filled with a mixture of ground beef, pork and onions
Pirozhki: baked or fried buns with different fillings
Kaluga: large, predatory sturgeon found in the Amur River thought to be the largest freshwater fish in the world growing to over 18 feet long and weighing more than 2,000 pounds.

Chapters 24-25

Precariously: dangerously
Sober: serious
Chortled: laughed
Integrity: honesty, truth
Contrite: sorry, ashamed
Muslin: cotton fabric with a plain weave
Bland: mild, plain
Uncanny: weird
Scandalous: outrageous
Propaganda: misinformation
Revolutionary: new
Unwavering : firm
Indistinguishable : blurry
Burdened : troubled
Enveloped : wrapped

Chapters 26-28

Sleek: smooth
Funnels: pipes
Galley: kitchen on a ship
Vowed: promised
Gingerly: gently
Mischievous: bad
Murky: cloudy
Erupted: exploded
Tracherous: disloyal
Steppes: an eco-region in Russia characterized by grassy plains without trees
Flitted: flied
Sincerity: honesty
Loathe: hate
Condescending: snobby
Imminent: about to happen
Silhouettes: shapes
Imposing: grand
Boisterous: lively
Indignant: outraged
Sly: clever

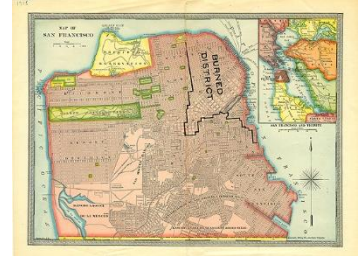
Paleontology: study of fossils
Camaraderie: friendship
Idealistic: hopeful

VISUAL AIDS FOR PRE-READING PRESENTATION

San Francisco 1906



Images clockwise from Map of San Francisco, fire during earthquake, Anna Strunsky, Corset



Images clockwise from 1906 car, cattle running during earthquake, tent in Golden Gate Park for homeless, fire during earthquake





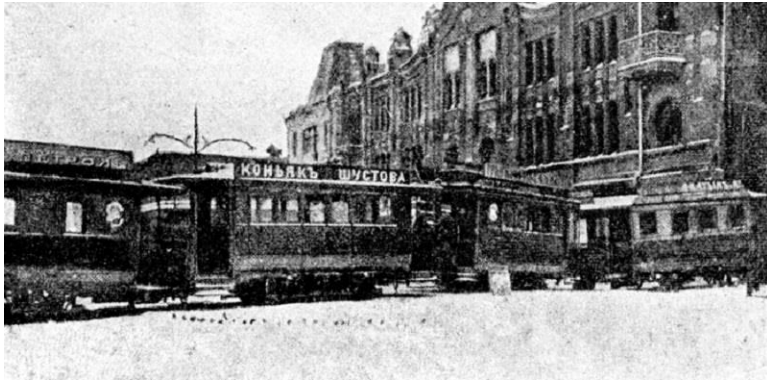
Images top, panoramic view of San Francisco; Sutro Baths



Moscow 1905/1906



Images top to bottom: ISKRA newspaper, tram cars used in Moscow barricade, exiles, Etape (prison on way to exile), map of exile march



Images top to bottom: Map of Moscow Uprising, Moscow Uprising, Maxim Gorky



PRE-READING ACTIVITIES

1. Research a country that lives under an autocratic government, like North Korea, Cuba or China. Compile a list of factors that set this type of dictatorship apart from the democratic government under which you live.
2. Research Moscow in 1905-1906, focusing on the 1905 Rebellion and its aftermath. Prepare a visual presentation showing the events leading up to this event.
3. Research San Francisco in 1906, focusing on the great earthquake in April. Look at how this catastrophe affected the landscape as well as its citizens. Prepare a visual presentation showing how this event, the worst natural disaster in American history, changed San Francisco forever.
4. Read the newspaper and use the Internet to find out places where censorship exists today, and where it existed in the past. Prepare an oral presentation using facts, photos and quotes to explain the impacts of censorship and also give your personal views based on what you've learned.
5. In small groups, discuss immigration. Some of you who are immigrants, will be able to share your experiences in terms of the challenges you faced or are still facing. Others can discuss personal experiences about meeting people from other countries and learning from them. Using poster board, draw a chart showing the immigrant experience.

POST-READING EXTENSION ACTIVITIES

1. Rewrite the final chapter of *Rachel's Hope* from either Rachel or Sergei's point of view. Develop an outline first to ensure your chapter is logical and well-written.
2. Compare *Rachel's Hope* to a favorite fantasy novel. Create a chart showing the differences and similarities between fantasy and historical fiction genres. Write a two-page essay based on this chart.
3. Create a book jacket for *Rachel's Hope*. Design an original picture for the front cover and write your own summary of the novel for the back cover. Include an author biography written in your own words.
4. Look back at the predictions you made in chapter 7. Choose one prediction where you were correct and another where you were not and assess why you made these predictions.
5. Create a map of either Moscow or San Francisco based on Rachel and Sergei's descriptions. You may also use the internet, but remember your map must be accurate for 1905-1906.
6. Choose a character from *Rachel's Hope* who you feel you relate to in terms of identity and personality
OR

Choose a character who you do not relate to in any way.

Compare and contrast the character's identity to your own.

Would you both be in the same or different groups at school? Explain.

List the characteristics that are similar or different between you

7. Create a timeline of a character's development throughout the novel
 - a. Plot their growth in terms of identity, self-reflection, maturity
 - b. Plot their mistakes and accomplishments
 - c. Be creative: use pictures, words and symbols
8. Choose a creative and imaginative way to showcase your knowledge of a particular character
 - a. Poster board with pictures, phrases or quotes from the novel
 - b. Poetry
 - c. Objects or items that reflect the similarities or differences between you and the character
 - d. Write a journal from the character's point of view
9. Discuss the meaning of the following words written by Russian Jewish immigrant Mary Antin, in *The Promised Land*, 1912:

“Naturalization, with us Russian Jews, may mean more than the adoption of an immigrant by America. It may mean the adoption of America by the immigrant.”

10. Interview an immigrant. Prepare a list of questions beforehand, concentrating on their memories of life in their home country, their mode of transportation here, and their experiences, good and bad, upon arrival. If you are an immigrant, write a personal essay about your experiences.

ESSAY WRITING ACTIVITIES

1. Read *Rachel's Promise* by Shelly Sanders. Write an essay about how the characters grow and change over the course of the two novels, paying particular attention to the effect of setting.
2. Research Russian writers who were exiled—Maxim Gorky, Leo Tolstoy, Fyodor Dostoyevsky—and prepare an essay looking at why these writers were exiled and how it affected them or their writing.
3. Write an essay that explains and expands on the following words said by Maxim Gorky:
“In England, where the idea of a parliament originated, people from all classes are elected and together they make their decisions in the people’s best interest. It is a fine example of a working democracy. Not so in Russia, where autocracy has now been wrapped in silk, disguised in a pretty parcel that is empty and void of all meaning when opened.”
4. What do you think is a more effective weapon, the pen or guns? Write a paper explaining why, using facts you research to back up your opinion.
5. When the earthquake arrived in San Francisco, it took time for the news to get to people, with even those left homeless wondering where to go and how bad the city had been hit. Compare the news coverage in 1906 to today’s world where we have instant access to news from around the world including on-site camera footage. How has the coverage changed and how has this affected society?
6. Ask students to write their first impressions of Jews and Russians from the text.
7. Have students write an essay defining censorship and giving examples of where it has occurred and the impact it has had on the people affected.
8. Using the *New York Times* archives, research 1905 or 1906 and find two articles about major events in both the United States and Russia. Write a comparative review of these articles, looking at setting, violence, the role of women, the government, or the political scenario.
9. What do you think when you see people your age in clothing from another country? What is your immediate reaction? Do you think you have been influenced by your parent’s opinions? Prepare an oral presentation, making sure your points are clear and logically arranged.
10. Have you ever done something you regret to fit in? Write a few paragraphs explaining what you did, why and how you felt after.
11. In your own words, discuss what the following words, spoken by Maxim Gorky, mean:
“There are only two nations, two irreconcilable groups—the rich and poor. The poor, the Russian working people, all lead a dog’s life. But on this day, the workers throb with one heart, for all hearts are lit with the consciousness of the might of the working people. Each and every one of you is ready to lay down his life for the happiness of all, for freedom and truth.” (page 126)

12. Write a book review for *Rachel's Hope*. Read a couple before you begin; you'll find examples on the websites of major newspapers as well as on Goodreads.com. Consider the following: did you enjoy the book? Why or why not? Who was your favorite character and why? What did you think of the settings and the fact that there were two protagonists with two diverse narratives?
13. Do you like historical fiction? Why or why not?

PROJECT RUBRIC

Category	4	3	2	1
Required Elements	Includes all required elements	Includes all but 1 required element	Missing 2-3 required elements	Missing 4 or more required elements
SCORE _____				
Graphics & Illustrations	All are appropriate & enhance project	Some are included which enhance project	Few are included which enhance project	None are included
SCORE _____				
Creativity	Exceptionally clever & unique approach to project	Clever at times & thoughtfully presented	A few original touches enhance the project	Little creativity or effort
SCORE _____				
Neatness & Attractiveness	Exceptionally neat & attractive design	Neat & attractive	Acceptably attractive but a bit messy	Unattractive & messy
SCORE _____				
Grammar, Spelling & Mechanics	No mistakes in the project	A few mistakes which don't distract from the project	Several mistakes which detract from the project	Many mistakes in the project
SCORE _____				
Overall Effectiveness	Engaging project that captures interest and shows pride	Well done and interesting	Interesting at times; logically organized	Not organized; doesn't hold attention; shows little effort
SCORE _____				
FINAL SCORE _____ out of 24				

Response to Literature Rubric

(adapted from the California Writing Assessment Rubric; California Department of Education, Standards and Assessment Division)

Score of 4

- Clearly addresses all parts of the writing task.
- Provides a meaningful thesis and thoughtfully supports the thesis and main ideas with facts, details, and/or explanations.
- Maintains a consistent tone and focus and a clear sense of the audience and purpose.
- Illustrates control in organization, including effective use of transitions.
- Provides a variety of sentence types and uses precise, descriptive language.
- Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors don't interfere with the reader's understanding of the writing.
- Demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text.
- Develops interpretations that demonstrate a thoughtful, comprehensive, insightful grasp of the text, and supports these judgements with specific references to various texts.
- Draws well-supported inferences about the effects of a literary work on its audience.
- Provides specific textual examples and/or personal knowledge and details to support the interpretations and inferences.

Score of 3

- Addresses all parts of the writing task.
- Provides a thesis and supports the thesis and main ideas with mostly relevant facts, details, and/or explanations.
- Maintains a generally consistent tone and focus and a general sense of purpose and audience.
- Illustrates control in organization, including some use of transitions.
- Includes a variety of sentence types and some descriptive language.
- Contains some errors in the conventions of the English language. These errors do not interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate a comprehensive grasp of the text and supports these interpretations with references to various texts.
- Draws supported inferences about the effects of a literary work on its audience.
- Supports judgements with some specific references to various texts and/or personal knowledge.
- Provides textual examples and details to support the interpretations.

Score of 2

- Addresses only parts of the writing task.
- Suggests a central idea with limited facts, details, and/or explanation.
- Demonstrates little understanding of purpose and audience.
- Maintains an inconsistent point of view, focus, and /or organizational structure which may include ineffective or awkward transitions that do not unify important ideas.
- Contains several errors in the conventions of the English language. These errors may interfere with the reader's understanding of the writing.

- Develops interpretations that demonstrate a limited grasp of the text.
- Includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work.
- Draws few inferences about the effects of a literary work on its audience.
- Supports judgements with few, if any, references to various text and/or personal knowledge.

Score of 1

- Addresses only one part of the writing task.
- Lacks a thesis or central idea but may contain marginally related facts, details, and/or explanations.
- Demonstrates no understanding of purpose and audience.
- Lacks a clear point of view, focus, organizational structure and transitions that unify important ideas.
- Includes no sentence variety; sentences are simple.
- Contains serious errors in the conventions of the English language. These errors interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate little grasp of the text.
- Lacks an interpretation or may be a simple retelling of the text.
- Lacks inferences about the effects of a literary work on its audience.
- Fails to support judgements with references to various text and/or personal knowledge.
- Lacks textual examples and details.

ANSWER KEY

Chapters 1-2 Comprehension

Chapter 1

1. Battery Street
2. She was startled by a car and the rumbling sound. She didn't understand the man yelling at her to get out of the way.
3. Yiddish
4. Menahem is nine. He is an orphan they brought with them from Russia.
5. Nucia is Rachel's older sister. Jacob is Nucia's husband.
6. Sergei is from Russia but was not Jewish. He was friends with Rachel but this was not acceptable in Russia, a Jew being friends with a non-Jew. He rescued Menahem and brought him to Rachel to take to America.
7. Her father had been killed during Kishinev pogrom and her mother died of consumption.
8. A woman from Eureka Benevolent Society
9. Haas home on Franklin Street as maids
10. Dollar bills
11. Because Nucia gets to wear an attractive white blouse, skirt and apron while Rachel wears all black.
12. Christmas and Easter which is unusual because the Haas family is Jewish.
13. Wah is interesting because he can only say "hello" in English.
14. The Chinese are treated almost as poorly as Russian Jews. They are forced to attend Chinese-only schools and don't mix with people from other cultures.
15. Mr. Haas is early 50's, slim, bald with neatly trimmed whiskers
16. Police officers had helped rioters attack Jew during Russian pogrom. They openly mistreated Jews.
17. Because Jacob borrowed money to start his own business and Nucia is afraid he'll fail. Also, she never wants to be in debt.
18. Every part of a chicken can be eaten, the breast for cutlets, the bones and feet for soup, and the giblets and wings for stew.
19. The Lurline Public Baths
20. Canned Food is not the way her mother cooked and she wants to retain the old ways of doing things.

Chapter 2

1. Sergei was a fugitive. He was wanted for belonging to the Combat Organization.
2. Combat Organization is a secret revolutionary group that assassinated von Pleheve.
3. Von Pleheve was Interior Minister of Russia who had supported anti-Jewish pogroms including the one in Kishinev.
4. Sergei marched to the Winter Palace to protest for better working conditions, increased wages and an end to the Russo-Japanese War.
5. Lev disappeared during a factory strike when the police shot in the unarmed crowd.
6. Because Sergei didn't have a ticket.
7. Dimitry is an old man who spotted Sergei on the train and knew he was a fugitive. He vouched for Sergei so that the officer would let him go.
8. Concentric rings with the Kremlin and Moskva River in the water.
9. Maxim Gorky
10. Late 30's, chunky moustache, pomaded hair combed back over its head
11. Gorky has been arrested for writing about Russia

12. Savinkov had been leader in St. Petersburg. He arranged assassination of von Pleheve in which Sergei had been involved.
13. Innocent people were killed by the bomb Savinkov ordered.
14. He had no money, nowhere to go, and an injured arm.
15. From a spark a flame will be kindled.
16. Because he wants to spread message of democracy and is committed to this cause.

