

Rachel's Promise

By Shelly Sanders

Rachel's Promise 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 Promise* through Pre-Reading Ideas and Activities (pg. 118). Read the Author Biography (pg. 11) and complete the Literature Standards: Expository Writing Activity (pg. 12).

Day Two: Continue introducing themes of *Rachel's Promise* through Pre-Reading Ideas and Activities (pg.) and discuss some of these themes. Read Historical Fiction Genre article (pg. 13) and complete Genre Activity (pg. 14).

Day Three: Read and discuss the Vocabulary List (pgs. 15-20).

Day Four: Explain Note-Taking and Summarizing Activity on page 21. Review vocabulary for Chapters 1-2 (pg. 15). Start reading Chapter 1 and answering the Comprehension Review questions (pg. 24).

Day Five: Read chapters 1-2, completing Note-Taking and Summarizing (pgs. 22-23) answering Comprehension Review questions (pg. 24).

Week Two

Day One: Discuss Comprehension Review questions for Chapters 1-2 and have students complete Literature Standards: Point of View (pgs. 25-26).

Day Two: Complete Technique Assessment: Grammar and Punctuation (pg. 27).

Day Three: Review Vocabulary for Chapters 3-4 (pg. 16). Begin reading Chapter 3, completing Note-Taking (pgs. 28-29) and answering Comprehension Review questions (pg. 30).

Day Four: Finish reading Chapters 3-4, completing Note-Taking (pgs. 28-29) and answering Comprehension Review questions (pg. 30).

Day Five: Discuss Comprehension Review questions for Chapters 3-4; Finish Literature Standards: Foreshadowing (pgs. 31-32).

Week Three

Day One: Assign Technique Assessment: Word Origin (pgs. 33-34)

Day Two: Vocabulary Quiz: Chapters 1-4; review vocabulary for chapters 5-7 (pgs. 16-17); begin reading Chapter 5, completing Note-Taking (pgs. 35-37) and answering the Comprehension Review questions (pg. 38).

Day Three: Finish reading Chapters 5-7, completing Note-Taking and Summarizing (pgs. 35-37) and answering the Comprehension Review questions (pg. 38).

Day Four: Discuss Comprehension Review questions Chapters 5-7; Complete Literature Standards: Setting (pgs. 39-40).

Day Five: Assign Technique Assessment: Parts of Speech (pgs. 41-42).

Week Four

Day One: Review vocabulary for Chapters 8-9 (pg. 17); begin reading Chapter 8, completing Note-Taking (pgs. 43-44); answer Comprehension Review questions (pg. 45).

Day Two: Finish reading Chapters 8-9, completing Note-Taking and Summarizing (pgs. 43-44); answer Comprehension Review questions (pg. 45).

Day Three: Discuss Comprehension Review questions Chapters 8-9; complete Literature Standards: Figurative Language (pgs. 46-48).

Day Four: Assign Technique Assessment: Verb Tense and Agreement (pg. 49).

Day Five: Vocabulary Quiz, Chapters 5-9; review vocabulary for Chapters 10-12 (pg. 17); begin reading Chapter 10, completing Note-Taking (pgs. 50-52); answer Comprehension Review questions (pg. 53).

Week Five

Day One: Finish reading Chapters 10-12, completing Note-Taking (pgs. 50-52); answer Comprehension Review questions (pg. 53).

Day Two: Discuss Comprehension Review questions Chapters 10-12 (pgs. 50-52); complete Literature Standards: Conflict (pgs. 54-55).

Day Three: Assign Technique Assessment: Vocabulary in Context (pgs. 56-57).

Day Four: Review Vocabulary for Chapters 13-14 (pg. 18); begin reading Chapter 13, completing Note-Taking (pgs. 58-59); answer Comprehension Review questions (pg. 60).

Day Five: Finish reading Chapters 13-14, completing Note-Taking (pgs. 58-59); answer Comprehension Review questions (pg. 60).

Week Six

Day One: Discuss Comprehension Review questions Chapters 13-14 (pg. 60); complete Literature Standards: Imagery (pgs. 61-62).

Day Two: Assign Technique Assessment: Synonyms and Antonyms (pg. 63).

Day Three: Vocabulary Quiz: Chapters 10-14; review vocabulary for Chapters 15-17 (pg. 18); begin reading Chapter 15, completing Note-Taking (pgs. 64-66); answer Comprehension Review questions (pg. 67).

Day Four: Finish reading Chapters 15-17, completing Note-Taking (pgs. 64-66); answer Comprehension Review questions (pg. 67).

Day Five: Discuss Comprehension Review questions Chapters 15-17 (pg. 67); complete Literature Standards: Effect of Setting on Conflict (pg. 68).

Week Seven

Day One: Assign Technique Assessment: Vocabulary Extension (pg. 69).

Day Two: Review vocabulary for Chapters 18-19 (pg. 18); begin reading Chapters 18-19, completing Note-Taking (pgs. 70-71); answer Comprehension Review questions (pg. 72).

Day Three: Finish reading Chapters 18-19, completing Note-Taking (pgs. 70-71); answer Comprehension Review questions (pg. 72).

Day Four: Discuss Comprehension Review questions Chapters 18-19 (pg. 72); complete Literature Standards: Theme (pgs. 73-74).

Day Five: Assign Technique Assessment: Punctuation (pg. 75).

Week Eight

Day One: Vocabulary Quiz Chapters 15-19; review vocabulary for Chapters 20-22 (pg. 19); begin reading Chapters 20-22, completing Note-Taking (pgs. 76-78); answer Comprehension Review questions (pg. 79).

Day Two: Finish reading Chapters 20-22, completing Note-Taking (pgs. 76-78); answer Comprehension Review questions (pg. 79).

Day Three: Discuss Comprehension Review questions Chapters 20-22 (pg. 79); complete Literature Standards: Character Development (pgs. 80-83).

Day Four: Assign Technique Assessment: Precise Word Choice (pgs. 84-85).

Day Five: Review Vocabulary for Chapters 23-25 (pg. 19); begin reading Chapter 23, completing Note-Taking (pgs. 86-88); answer Comprehension Review questions (pg. 89).

Week Nine

Day One: Finish reading Chapters 23-25, completing Note-Taking (pgs. 86-88); answer Comprehension Review questions (pg. 89).

Day Two: Discuss Comprehension Review questions Chapters 23-25 (pg. 89); complete Literature Standards: Dialogue (pgs. 90-91).

Day Three: Assign Technique Assessment: Sentence Structure (pg. 92); Vocabulary Quiz Chapters 20-25.

Day Four: Review vocabulary for Chapters 26-28 (pg. 20); begin reading Chapters 26-28, completing Note-Taking (pgs. 93-95); answer Comprehension Review questions (pg. 96)

Day Five: Finish reading Chapters 26-28, completing Note-Taking (pgs. 93-95); answer Comprehension Review questions (pg. 96).

Week Ten

Day One: Vocabulary Quiz Chapters 23-28; complete Literature Standards: Plot (pgs. 97-99).

Day Two: Assign Technique Assessment: Self-Editing (pgs. 100-102).

Day Three: Review Vocabulary for Chapters 29-31 (pg. 20); begin reading Chapters 29-31, completing Note-Taking (pgs. 103-105); answer Comprehension Review questions (pg. 106)

Day Four: Finish reading Chapters 29-31, completing Note-Taking (pgs. 103-105); answer Comprehension Review questions (pg. 106).

Day Five: Discuss Comprehension Review questions Chapters 29-31 (pg. 106); Complete Literature Standards: Reflection (pgs. 107-108). Assign Technique Assessment: Elements of Style (pgs. 109-110)

Week Eleven

Day One: Review Technique Assessment: Elements of Style (pgs. 109-110) Review *Rachel's Promise* by going over students' Note-Taking Guides and discussing the Comprehension Review Questions. Assign or let students choose a Post-Reading Activity (pg. 119) or writing assignment from Essay Ideas (pg. 12).

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. 111-114)

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*, *Macleans* 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 Promise*, takes place in Russia from 1903 to 1905. 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 Promise*, readers are ushered into Imperial Russia, the time of the last Tsar. It was a chaotic time, with rampant anti-Semitism, horrible working conditions, and a brutal authoritarian regime. 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 Promise* 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 Promise*?
 - 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 Promise. Words denoted with an asterisk are Russian, Yiddish, or Hebrew and may need to be looked up online.

Chapters One-Two

1. Pogrom (4) * _____
2. russet (4) _____
3. observant (4) _____
4. tersely (4) _____
5. lozenge (6) _____
6. Cossacks (7) _____
7. Provodnitze (9) * _____
8. agape (11) _____
9. lurched (11) _____
10. kopecks (12) _____
11. refugees (13) _____
12. skullcaps (13) * _____
13. affably (14) _____
14. vestibule (16) _____
15. intervened (18) _____
16. fumed (19) _____
17. aimlessly (23) _____
18. seamlessly (23) _____
19. pirozhki (25) * _____
20. kvass (25) * _____
21. decrepit (28) _____

Chapters Three-Four

1. formidable (30) _____
2. feebly (30) _____
3. conscripted (31) _____
4. babushkas (33) * _____
5. fitfully (33) _____
6. blini (35) * _____
7. steerage (37) _____
8. rubles (41) * _____
9. scrutinized (41) _____
10. troika (45) * _____
11. denominations (46) _____
12. monastery (46) _____
13. pontoons (46) _____
14. viscous (48) _____
15. lathe (48) _____
16. stodgy (49) _____
17. rudimentary (51) _____
18. wry (52) _____
19. Socialist (54) _____

Chapters Five-Seven

1. receded (56) _____
2. steerage (58) _____
3. melancholy (58) _____
4. translucent (59) _____
5. consumption (60) _____
6. quarantined (60) _____
7. contorted (61) _____
8. diminutive (63) _____
9. sarafan (63) * _____

10. resigned (72) _____
11. typhoon (72) _____
12. myriad (74) _____
13. Shalom (77) * _____
14. Challah (79) * _____
15. Elusive (80) _____

Chapters Eight-Nine

1. chortled (90) _____
2. ascension (92) _____
3. Zionism (92) * _____
4. condescending (97) _____
5. apprentice (99) _____

Chapters Ten-Twelve

1. mikveh (103) * _____
2. Sabbath (103) * _____
3. Shul (103) * _____
4. shabes (103) * _____
5. cheder (105) * _____
6. sampans (107) _____
7. foreboding (108) _____
8. fraudulent (115) _____
9. samovar (117) * _____
10. tallis (118) * _____
11. nostalgia (121) _____

Chapters Thirteen-Fourteen

1. stealthily (125) _____
2. shetl (129) * _____
3. cracknels (137) * _____
4. pastils (137) * _____
5. sohevník (137) * _____
6. kuetya (138) * _____
7. incongruous (140) _____
8. strike (141) _____

Chapters Fifteen-Seventeen

1. stave (144) _____
2. infantry (146) _____
3. austere (152) _____
4. fervent (158) _____
5. furrier (160) _____
6. drafting (163) _____
7. parasites (163) _____
8. discrimination (165) _____
9. fathoms (167) _____

Chapters Eighteen-Nineteen

1. squadron (173) _____
2. saturating (175) _____
3. indecipherable (179) _____
4. shaft (179) _____
5. segregate (180) _____
6. excruciating (185) _____
7. rueful (186) _____
8. kaddish (188) * _____

Chapters Twenty-Twenty Two

1. disdain (196) _____
2. profound (198) _____
3. formidable (199) _____
4. precariously (201) _____
5. exile (203) _____
6. icons (205) _____
7. pious (205) _____
8. nondescript (207) _____
9. tentatively (207) _____
10. predecessor (209) _____
11. flinched (210) _____

Chapters Twenty Three-Twenty Five

1. authoritative (212) _____
2. boisterous (212) _____
3. elusive (212) _____
4. mignonette (213) _____
5. oleander (213) _____
6. saccharine (213) _____
7. undercurrent (214) _____
8. persecutions (214) _____
9. surveillance (215) _____
10. swarthy (217) _____
11. chiding (220) _____
12. solitude (222) _____
13. chupah (222) * _____
14. overshadowed (226) _____
15. parterres (227) _____
16. embodied (227) _____
17. disproportionate (230) _____

Chapters Twenty Six-Twenty Eight

1. furtively (232) _____
2. blacklisted (233) _____
3. demeanor (233) _____
4. commiserating (235) _____
5. rooks (241) _____
6. Zay gezunt (243) _____
7. provocation (251) _____

Chapters Twenty Nine-Thirty One

1. murky (257) _____
2. berets (258) _____
3. bow (259) _____
4. intolerably (262) _____
5. embellished (265) _____
6. plummeted (267) _____
7. solemnly (270) _____

Active Reading Guide: Note-Taking and Summarizing

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

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 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 One-Two: Comprehension Review

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

Chapter One

1. Explain why Rachel and her family are on a train headed to Vladivostok.
2. In your own words, describe the Jewish Pale of Settlement.
3. What is the relationship between Menahem and Rachel?
4. What do you think is the biggest difference between Rachel and Nucia?
5. Describe the mood on the train.
6. Who do you think Rachel misses the most from Kishinev? Why?
7. Contrast Rachel's train ride with a recent journey of your own.

Chapter Two

1. Why does Sergei have a sore jaw and a black eye?
2. Describe the relationship between Sergei and his father.
3. What is the sequence of events that have forced Sergei to leave his home?
4. Anti-Semitism is rampant in 1903 Russia. Can you think of incidents in your own community that involve some sort of discrimination?
5. If Sergei had a choice, where do you think he'd rather be heading then to St. Petersburg to find work?
6. In your own words, describe white nights.
7. Why does Sergei dislike the police?

Chapters One-Two

Literature Standards: Point of View

The point of view is the perspective from which the story is told. First-person point of view means the story is told directly by a character, using the pronoun, “I” to refer to himself or herself. *Rachel’s Promise* is told in third-person, from both Rachel and Sergei’s points of view. These different narratives provide a good opportunity to see how points of view contrast, and how differences in tone create suspense.

Answer the following questions using examples from the novel. Use complete sentences and be as detailed as possible.

1. Using examples from the text, show differences between Rachel and Sergei. Consider their words, actions and thoughts.

2. Read the following passage:

“Rachel looked at Menahem and thought to herself, *I don’t know what to say to Menahem. I don’t know how to reassure him that everything will be fine, when I don’t know if this is true. How can I be responsible for a child when I can barely take care of myself?*” (pg. 9)

Rachel is conflicted about her role as guardian of Menahem. How would you feel about being responsible for a young boy? Why is Rachel troubled by this responsibility? Why did she agree to take on this role?

Chapters One-Two

Technique Assessment: Grammar and Punctuation

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

1. 1 elephant stood apart from the others in the zoo swishing his tale back and forth I watched as the elephant begann lumbering toward the rest and when he got there he lifted his trunck and made a weird sound.

2. There was a flash of light in the sky, as if someone lit a match and then the rain came down flooding the street, and the sky rumbled with thunder.

3. “Don’t be two late, said my mother. I don’t want to have wait up for you tonite.”

4. “i don’t want to go to camp this summer” I told my mother. I’m too old for babyish things like camp fire songs silly games and sleeping in a tent.”

5. “How many books are you going to read this summer” asked the teacher.

6. It was the hardest test I ever wrote, but I studied real hard for hours so I think I will do good

7. She moved here from wyoming” said my friend Heather, and she has a huge family. I saw her at the mall yesterday with her five brothers.”

8. “Do you beleive prince William should be King instead of his father? I asked my Dad.

9. Because graduation is next week we have to go shopping for a new suit.

10. Today, when the sky was gloomy and dark I remember that its’ my friend’s birthday.

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 Three-Four: Comprehension Review

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

Chapter Three

1. Describe conscription, which has been a policy in many countries, including the United States. Do you agree or disagree with it?
2. In your own words, describe Vladivostok.
3. Summarize what Rachel does in Vladivostok.
4. Rachel acts boldly in this chapter and in the first chapter. Explain what she does and what this reflects about her character.
5. What has Rachel taken from her home in Russia to remind her of the past?

Chapter Four

1. Explain how Sergei has encountered one problem after another in St. Petersburg.
2. Describe the process Sergei must go through in order to get a job in the factory.
3. Factory work in 1903 St. Petersburg is oppressive, with long hours, bad pay, and unsafe working conditions. This situation continues today, especially in one large industry. Do you know what this is and where these poor conditions occur?
4. Sergei wants to complain about the way his fellow workers are treated. Why is this a bad idea?
5. There is an obvious example of foreshadowing in this chapter. What is it and what do you predict will happen?

Chapters Three-Four

Literature Standards: Foreshadowing

Foreshadowing offers a glimpse at what will happen later. For example, imagine a scene in a book where the characters are driving. It's a cold, snowy evening and the car starts making funny noises. The noises stop but you know there is something wrong with the car and that the characters will be in danger.

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

1. Ita coughed, a sharp, mucus-filled sound that shook her entire body. She thrust both hands against her mouth, but the spasms were too violent to be silenced. Her face turned red and her eyes watered. She hunched her shoulders as if she wanted to disappear. (pg. 5)

Prediction: _____

2. But as he watched Kishinev disappear through the window, his father's words echoed in his head—*coward, coward, coward*... (pg. 22)

Prediction: _____

3. "But that's not right," said Sergei. "He has lost his hand working here. He deserves something."
"Keep your voice down," instructed the foreman."
Lev peered around the factory. "The last worker who protested against the unfairness ended up being shipped off to Siberia."
"What?" Sergei looked at Lev and then at the foreman.
The foreman moved closer to Sergei until they stood chest to chest. "Don't complain," he snarled. (pg. 53)

Prediction: _____

4. Lev ordered two ashberry brandies and rested his calloused elbows on the table. Sergei opened his mouth to tell Lev that he didn't drink, that he'd seen how alcohol could destroy a man—his father, for example. But the words got stuck in his throat. Lots of men drank but didn't lose control like his father, Sergei reasoned. ..Sergei lifted his glass to his lips and took a small sip. The strong, bitter brandy seared his throat. Sergei took another, bigger sip and his face and neck warmed. (pg.54)

Prediction: _____

5. “That’s an accident once a week, at least. We work so many damn hours that we’re often half asleep on the job. It’s only a matter of time before you or I make a mistake.” Sergei’s shoulders heaved up and down. “You could be right. But I can’t join a dangerous party that rebels against the government.” Lev sat back, crossed his arms, and gave Sergei a disappointed look. “Let me know when you change your mind.” “I won’t. I can’t.” “We’ll see.”

Prediction: _____

Technique Assessment

Word Origin: Etymology

To understand how words evolved, you need to see where they come from. Below are words found in chapters 3-4. 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. formidable

- Origin: from Latin *formidabilis* “to fear”
- My definition: _____
- Dictionary definition _____

- Sentence: _____

2. conscript

- Origin: from Latin *conscriptio* “levying of troops”
- My definition: _____
- Dictionary definition _____

- Sentence: _____

3. Methodic

- Word origin: from Greek *methodikos* “method or order”
- My definition: _____
- Dictionary definition _____

- Sentence: _____

4. Purpose

Word origin: From Latin *proponere* “to do”

- My definition: _____
- Dictionary definition _____
- _____
- Sentence: _____
- _____

5. Pogrom

Word origin: From Russian *gromit* “destroy”

- My definition: _____
- Dictionary definition _____
- _____
- Sentence: _____
- _____

6. Reject

Word Origin: From Latin *jacere* “throw”

- My definition: _____
- Dictionary definition _____
- _____
- Sentence: _____
- _____

7. Saturate

Word origin: From Latin *saturare* “full”

- My definition: _____
- Dictionary definition _____
- _____
- Sentence: _____
- _____

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 Five- Seven

Comprehension Review

Chapter Five

1. Using the map at the front of the book, and the text, list the places Rachel has passed on her journey to Shanghai.
2. What do Rachel and Menahem see in Golden Horn Bay?
3. Why does Rachel recall the fairy tale about Solima? Do you have a fairy tale from your childhood that has stayed with you?
4. Do you think Rachel's mother will get better? Why or why not?

Chapter Six

1. How has Menahem been affected by the journey?
2. Why does Rachel feel threatened by the woman from the China Inland Mission?
3. Why is Rachel grateful for Shprintze's friendship?
4. What advice were the Russian Jews given about living in Shanghai?
5. Explain how you would feel about leaving your home and moving to a place with a different language and culture.

Chapter Seven

1. Describe rickshaws.
2. How is Rachel feeling about her responsibility to Menahem?
3. Using the text, give Rachel's first impression of Shanghai.
4. What part of Shanghai is Rachel and her family settling in? What sets this area apart from the rest of Shanghai?
5. Describe the Baghdad Jews.
6. Why did the Chinese people build walls around the old city?
7. Summarize the story of Teyve the dairyman.

Chapters Five-Seven

Literature Standards: Setting—Shanghai

The setting helps shape characters and the plot. In *Rachel's Promise*, there are two distinct settings—Shanghai and St. Petersburg. Each of these has strong effects on Rachel and Sergei when it comes to location, weather, political conditions, manner of living, occupation, and the historical time period.

Answer the following questions about Shanghai and consider how this setting will affect Rachel.

Time

1. When does *Rachel's Promise* take place? _____

2. What season is it? _____

3. How does this weather affect Rachel? _____

4. What is significant about this time period for Jews in Russia and Shanghai? _____

Geography & Environment

1. Describe the International Settlement. _____

2. What river divides the British and American Concessions? _____

3. Describe the buildings along Nanking Road. _____

4. Contrast Nanking and Foochow Roads. _____

5. What is the hostel like? _____

Social & Political Environment

1. What is one major difference between China and Russia for Jews? _____

2. How does Rachel keep the good parts of Russia alive for herself and Menahem? _____

3. What are the challenges facing Rachel and her family in Shanghai? _____

4. Can you think of people in your community facing similar challenges? How do these challenges make their lives different from yours? _____

5. Will it be easy or difficult for Rachel to achieve her dream of travelling to America from Shanghai? Explain. _____

6. How do you think Shanghai will affect the plot and Rachel herself? _____

Chapters Five-Seven

Technique Assessment: Parts of Speech

There are eight major parts of speech—

1. nouns: person, place or thing—Rachel, Shanghai, violin
2. verbs: action—run, say, write
3. adjectives: describe noun or pronoun—**reddish-brown** rocks
4. conjunctions: connect words, phrases and sentences—and, but, or, for, yet...
5. pronouns: takes the place of the noun—he, she, they, it, them...
6. interjections: short phrase that often expresses emotion and stands alone—“Wow!”
7. adverbs: describe verbs—runs **quickly**
8. prepositions: shows relation between nouns/pronouns and other words in sentence—**like** two triangles; across, below, during, from...

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

1. “Look (_____), Rachel!”
2. Rachel tousled (_____) the boy’s (_____) hair, and returned her gaze to the surprisingly (_____) smooth water surrounding them (_____).
3. Rachel lay (_____) down on the bunk she (_____) shared with Menahem but (_____), within minutes, her stomach revolted again.
4. During (_____) a particularly (_____) violent fit, Rachel helplessly watched her mother as (_____) the coughs (_____) overtook her weakened body.
5. But (_____) that (_____) would have been a lie (_____).
6. As she stepped off (_____) the ship onto (_____) the dock, the stench (_____) of dead (_____) fish engulfed (_____) her.
7. Rachel gazed back (_____) at (_____) the choppy sea and worried (_____) whether (_____) they would find themselves (_____) back on the water sooner (_____) than they expected...
8. “Give (_____) this to the woman sitting across (_____) from here,” said the (_____) nurse.

9. Menahem, his face as (_____) white (_____) as the sails on their (_____) ship, sat cross-legged (_____) on the ground, wiping tears from his face.
10. “Are (_____) we allowed to (_____) go into the city of Shanghai now?” Rachel asked (_____) in (_____) Russian of one (_____) man with a shiny (_____) bald head and whiskers.
11. “Terrible,” agreed (_____) Shprintze, wrinkling her (_____) nose.
12. They crossed a greenish-brown (_____) river that (_____) rose dangerously (_____) high, sloshing over (_____) the rickety (_____) bridge, soaking their feet.

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?)

Chapters Eight-Nine

Comprehension Review

Chapter Eight

1. What does Rachel eat for breakfast at the hostel? Does it fill her up?
2. List the items sold by the Chinese vendors.
3. In your own words, describe Zionism.
4. Who were the prosperous Jews in Shanghai? What do they do?

Chapter Nine

1. Describe the working conditions in the Putilov Factory.
2. How is Sergei bullied while he's working? How do you think this will affect his character?
Have you ever been bullied?
3. Do you think Lev should have stood up for Sergei? Why or why not?
4. What kind of food does Sergei eat in the factory canteen?
5. Do you think the workers are treated fairly?

Chapters Eight-Nine

Literature Standards: Figurative Language

Figurative language helps create visual images with words. Figures of speech that create these images include:

1. analogies: compares one subject to another—Joyful is to miserable as calm is to anxious.
2. metaphors: direct comparison often using symbols—“All the world’s a stage, and all the men merely players.” William Shakespeare
3. similes: comparisons using “like” or “as”—The floor’s still hard as ice.
4. hyperboles: exaggerated words for emphasis—My backpack weighs a ton.
5. personification: using human characteristics to describe something that is not human—The sun glared down at them from the sky.

Analogies

Read the following sentences and choose word that best fit the analogies.

1. Happy is to _____ as angry is to calm.
2. Arm is to leg as hand is to _____.
3. Table is to _____ as mantle is to fireplace.
4. _____ is to digestion as heart is to circulation.
5. Banana is to yellow as cherry is to _____.

Metaphors

Write sentences for the following words using metaphors.

Example: Kind She is an angel.

1. hot _____
2. mad _____
3. small _____
4. graceful _____
5. quiet _____
6. wet _____

Similes

Find five examples of similes in Chapters Eight-Nine and write them in the space provided.

1. _____

2. _____

3. _____

4. _____

5. _____

Hyperboles

Finish the following sentences with hyperboles.

Example: My brother is so tall, he has to duck to walk under the telephone lines.

1. My sister has such long legs, _____.
2. My dog is so fast, _____.
3. My cat is so fat, _____.
4. My friend is so crazy, _____.
5. My brother is so short, _____.
6. My aunt is so nice, _____.
7. My cows are so lazy, _____.

Personification

Underline the words that personify non-human objects.

Example: The snow swaddled the earth like a mother would her infant child.

1. The river swallowed the earth as the water continued to rise higher and higher.
2. Time flew and before we knew it, it was time for me to go home.
3. The ocean waves lashed out at the boat and the storm continued to brew.
4. My computer throws a fit every time I try to use it.
5. The thunder grumbled like an old man.
6. The flowers waltzed in the gentle breeze.
7. Her life passed her by.
8. The sun glared down at me from the sky.
9. The moon winked at me through the clouds above.
10. The wind sang through the meadow.
11. The car was suffering and was in need of some TLC.
12. At precisely 6:30 am my alarm clock sprang to life.
13. The window panes were talking as the wind blew through them.
14. The ocean danced in the moonlight.
15. The words appeared to leap off of the paper as she read the story.

Chapters Eight-Nine

Technique Assessment: Verb Tense and Agreement

Verbs, which are action words, must agree with the entire sentence. This means the verb tense (past, present, or 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 entire sentence changing the tense to the tense in italics.

1. He **swim** across the lake in the summer.
subject: _____ verb in past tense: _____
Sentence in *future* tense: _____
2. Then he **seem** to remember the accident and to feel pain.
subject: _____ verb in past tense _____
Sentence in *present* tense: _____
3. On the sailboat they **are learning** to hoist the sails and steer.
subject: _____ verb in future tense _____
Sentence in *past* tense: _____
4. What **do** he say?
subject: _____ verb in past tense _____
sentence in *present* tense: _____
5. I **make** the meals.
subject: _____ verb in future tense _____
Sentence in *past* tense: _____
6. "Let me know," she **call**, before he went out of the house
subject: _____ verb in past tense _____
Sentence in *present* tense: _____
7. "Promise to study every night," his mother **tell** her when they Skype together.
subject: _____ verb in present tense _____
Sentence in *past* tense: _____
8. It **be** a cold, wet day when they move to the new neighborhood.
Subject: _____ verb in future tense _____
Sentence in *past* tense: _____

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?)

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?)

Chapters Ten-Twelve

Comprehension Review

Chapter Ten

1. Summarize the argument between Rachel and Nucia which opens this chapter. Do you have disagreements within your family about traditions? Explain.
2. What does the fact that Rachel snuck out in the morning to avoid going to the synagogue say about her character?
3. In your own words, describe the old city.
4. What incident causes Rachel to feel as if she wants to give up?

Chapter Eleven

1. What obstacle does Rachel face when she asks to write for the *Israel's Messenger*?
2. Why is it so important to Rachel that she become a journalist?
3. If you had the chance to write an article for a newspaper, what would you write about?

Chapter Twelve

1. Why does Mr. Ezra reject Rachel's story? Do you feel it offers interesting information?
2. Explain how Rachel's reaction to Mr. Ezra's comments changes from the time she leaves the newspaper to the time she walks into the hostel.
3. What does this change in attitude reveal about Rachel's character?

Chapters Ten-Twelve

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 Promise*, Rachel faces several conflicts which are seen in Chapters Ten-Twelve. Read the following passages, identify the type of conflict and provide an explanation.

1. "We must go to shul on shabbes. It's part of our Jewish tradition," said Nucia, sitting on the edge of the cot, brushing out Rachel's long, tangled hair.
"For weeks, while we traveled, we didn't even observe shabes, say our prayers, or even eat kosher food. And nothing terrible happened to us," argued Rachel.
"What about Mother?" said Nucia. "She would want us to continue observing our traditions." She separated Rachel's hair into three equal sections to braid it.
Rachel jerked her head up, causing Nucia to lose control of the braid. "Do you think Mother became sick because she didn't attend shul, when we were on the train?" she said self-righteously. (pgs. 103-104)

Type of conflict: _____

Explanation: _____

2. "I need to see my mother. She's been in there for two months and nobody will tell me anything!"
"Ita Paskar?"
"Yes."
He cleared his throat. "I'm afraid she's not improving."
A lump lodged in Rachel's throat.
"Her cough is very bad and she's quite weak." The doctor paused. "It's most definitely consumption; she won't get better."
"That's what they told me on the ship," said Rachel in a papery-thin voice. She dropped to the ground and wrapped her arms around her knees....
"Can I see her?"
He considered this for a second. "I'm afraid this would be impossible. She's contagious, it's a miracle you didn't get this disease." (pgs. 109-110)

Type of conflict: _____

Explanation: _____

3. “I have no money, no skills except writing. My father hoped I’d be able to go to university one day, so I attended a Jewish girls’ school in Kishinev where I learned how to write Yiddish really well. And I work very hard.”
He propped his elbows on his desk, brought his hands together, and rested his chin in his hands. “I wish I could help you, but I can’t take a chance on an inexperienced girl. And, to be perfectly honest, I don’t think my readers would be interested in reading articles written by women.” (pgs. 113-114)

Type of conflict: _____

Explanation: _____

4. Rachel bit her bottom lip to keep from screaming. These answers weren’t a story. Danka said nothing new, nothing interesting that readers would want to hear about. (pg. 117)

Type of conflict: _____

Explanation: _____

5. “Do you think I have extra space just waiting for nice articles that don’t actually provide important information?”

Rachel shook her head again.

Mr. Ezra dropped his hands and swung forward, leaning on his desk. “I don’t mean to be hard on you, but this is a tough business, with no room for nostalgia.” (pgs. 120-121)

Type of conflict: _____

Explanation: _____

Chapters Ten-Twelve

Technique Assessment: Vocabulary in Context

You can often figure out the meaning of unfamiliar words by looking at context clues. These clues are words within the sentence or paragraph. You can also look at how the word is used in the sentence to infer its meaning.

For each of the following vocabulary words, in bold, indicate the part of speech (noun, verb, adjective...), infer the definition, and look up the word in the dictionary.

1. Back at the hostel, when Rachel lay down on her cot next to Menahem, she found slumber **elusive**. Her muscles throbbed and her mind raced with memories, dreams, and ideas.

Part of Speech: _____

Inference: _____

Definition: _____

2. Outside, the morning air cleansed her face, a brief **respite** from muggy, smelly afternoons.

Part of Speech: _____

Inference: _____

Definition: _____

3. The twenty-foot wall towered over them, and the dark archway looked more **foreboding** than the men guarding it.

Part of Speech: _____

Inference: _____

Definition: _____

4. “You are very **persistent**. I know you will survive, and I know that your parents would want you to stay strong.

Part of Speech: _____

Inference: _____

Definition: _____

5. Rachel cringed as she recalled these **scathing** words that had no facts behind them, only hatred.

Part of Speech: _____

Inference: _____

Definition: _____

6. She scrunched her face to see the words but they were **illegible**.

Part of Speech: _____

Inference: _____

Definition: _____

7. Under the manager's **shrewd** eyes, Rachel finished wringing out the linen in her tub.

Part of Speech: _____

Inference: _____

Definition: _____

8. "My readers want information that can help them be successful here in Shanghai, stories about **controversial** issues, like how new taxes or laws will affect the Jewish community."

Part of Speech: _____

Inference: _____

Definition: _____

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 Thirteen-Fourteen

Comprehension Review

Chapter 13

1. How is winter in Shanghai different from winter in Kishinev, Russia?
2. What characters are introduced in this chapter?
3. What fate might have been Menahem's had he stayed in Russia?
4. Why is Shprintze upset about being pregnant?
5. In your own words, describe the argument between Anna and Yosef Trumpeldor.
6. What fear does Menahem have?

Chapter 14

1. Describe the Gostinny Dvor.
2. Why did Sergei send nothing to his father for Christmas?
3. How does Sergei's injured hand send him in a new and dangerous direction?
4. Do you agree with Sergei's decision? Why?

Chapters Thirteen-Fourteen

Literature Standards: Imagery

Using figurative and descriptive language, authors try to create scenes in the reader's mind. Read the following passages, close your eyes to picture the scene. Then, answer the questions using your own thoughts of the image created.

1. It had been five months since she started working at the laundry, thought Rachel, as she kneaded white shirts through the soapy water in the basin. Her hands swelled at her fingertips and knuckles. On the floor beside her, stood a barrel filled with dirty clothes. Although ten female laundresses worked in the well-lit room, it was quiet, except for the sounds of water sloshing through fabric. The manager, a long-necked man with a shiny face, moved around the room stealthily, like a cat preparing to pounce.

What kind of picture is formed in your mind? _____

Without reading the passage again, describe the scene using as many details as you can recall.

You may also add details based on your own image. _____

2. He let Lev and the doctor maneuver him to the medical room, a small, windowless space off the corridor, just outside the factory. He felt his body lowered into a cot. All around him, men groaned, their jarring bass voices forming an incongruous harmony. The strong antiseptic odor made his nostrils prickle. As the doctor unwound the bandage, the pressure on his hand loosened. Sergei diverted his eyes from his bloody hand and attempted to slow his breathing, but a sudden stinging sensation made him cry out. The doctor, seated on a stool beside his cot, had begun cleaning his hand with carbolic acid.

What kind of picture is formed in your mind? _____

Chapters Thirteen-Fourteen

Technique Assessment: Synonyms and Antonyms

Synonyms: words that have similar meanings—afloat (adrift, at sea)

Antonyms: words that have opposite meanings—cheerful (gloomy, unhappy)

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

1. frigid synonym _____ antonym _____
sentence: _____

2. kneaded synonym _____ antonym _____
sentence: _____

3. stationed synonym _____ antonym _____
sentence: _____

4. meek synonym _____ antonym _____
sentence: _____

5. prominent synonym _____ antonym _____
sentence: _____

6. blotted synonym _____ antonym _____
sentence: _____

7. regimented synonym _____ antonym _____
sentence: _____

8. pry synonym _____ antonym _____
sentence: _____

Chapter Fifteen: 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 Sixteen: 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 Seventeen: 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 Fifteen-Seventeen

Comprehension Review

Chapter Fifteen

1. Why are Sergei and Lev striking at a plant where they don't work?
2. What are they striking for?
3. What does Lev hope will happen during the strike?
4. Why doesn't Sergei want the foreman to know he'd been at the strike?
5. How many people work at the Putilov Factory?
6. In your own words, explain why Pavel believes the Revolutionary Party has power even though they are smaller in number than the Tsar's police and infantry.

Chapter Sixteen

1. Do you think Sergei should draw posters for the Revolutionary Army? Why?
2. What does the Alexander I Column commemorate?
3. Why did both Russia and Japan want control of Port Arthur?
4. How does Sergei feel about the prospect of war?

Chapter Seventeen

1. How many hours a day does Rachel work?
2. Why does Anna not want her husband to desert the Russian army?
3. What announcement does Yosef Trumpeldor make at supper?
4. Describe Rachel and Yosef's opposite views about Jews fighting in the Russian army.

Chapters Fifteen-Seventeen

Literature Standards: The Effect of Setting on Conflict

In *Rachel's Promise*, Sergei's story takes place in St. Petersburg during a tumultuous time period. Workers had no rights and were treated like slaves, and Russia entered into a disastrous war with Japan. Rooted firmly within this setting, Sergei faces conflicts that change his path and influence him significantly as a character.

Answer the following questions keeping both setting and conflict in mind

1. Describe a winter morning in St. Petersburg. _____

2. How does Sergei's life, as a 16 year-old, differ from the life of a boy the same age in North America? _____

3. Why is Sergei conflicted about striking? _____

4. How does Lev's disappearance impact Sergei? _____

5. How would Sergei's life be different if he had gone to Shanghai with Rachel? _____

6. How has Sergei's character changed since he began working in a factory? _____

7. Are strikes making a difference in workers' lives? _____

8. What are your impressions of St. Petersburg in 1904? _____

Chapters Fifteen-Seventeen

Technique Assessment: Vocabulary Extension

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

translucent russet observant formidable

scrutinized fumed lurched resigned

1. The _____-colored squirrel ran up the tree when it heard the dog barking.
2. _____
3. She _____ in silence when her mother forbade her to go to the party.
4. _____
5. There was a _____ ascent to get to the top of the mountain.
6. _____
7. _____ to the fact that he'd failed the test, Martin gathered his notes and stuffed them into his backpack.
8. _____

9. The cat _____ for the bee with its paw, but missed.
10. _____
11. Dr. Owens _____ Maya's jagged cut that stretched from her knee to her ankle.
12. _____

13. "I don't notice people's stares anymore," said Parvana, _____ in the navy-blue scarf that covered her hair.
14. _____

15. _____ clouds filled the sky, with the sun streaming through, casting a subtle glow on the water.
16. _____

Chapter Eighteen: 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 Nineteen: 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 Eighteen-Nineteen

Comprehension Review

Chapter Eighteen

1. Would you describe Rachel as an introvert or an extrovert? Why?
2. Have you ever had to do something difficult under pressure, like Rachel had to do when Shprintze's baby started to come? How does something like this change you?
3. Yosef Trumpeldor was a real person and he was celebrated as a hero after the Russian-Japanese War. Why did he get this reputation?
4. Would you be willing to fight for your country? Why or why not?

Chapter Nineteen

1. In what way is Rachel persistent in this chapter?
2. Do you think the setting she lives in, without her mother or father, has made her more persistent?
3. How has the relationship between Rachel and Nucia evolved since they left Kishinev?
4. Why does Rachel tear her shirt after hearing about her mother's death?
5. Have you ever lost someone close to you? Do you have any rituals or traditions that you follow after the death of a loved one?
6. What is the kaddish?
7. How do you know that her mother's death won't break Rachel?

Chapters Eighteen-Nineteen

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 Promise*, there are at least two distinct themes that emerge. Read the following pairs of text to infer themes of this novel.

1. Rachel covered her own mouth to keep from crying out and stared at the closed door, willing it to open with the doctor. Shprintze grabbed Rachel's forearm and gripped it so tightly that Rachel's skin turned white and went numb. (pg. 170)

What emotions is Rachel going through as she waits for the doctor to deliver Shprintze's baby? _____

Rachel could not stop staring at the tiny, fragile baby girl as the doctor wiped the blood and milky-white liquid from her. The baby opened her mouth and cried again, producing a wonderful sound, the sound of new life, the sound of hope. (pg. 172)

How does this baby affect Rachel? _____

What theme does this pair of quotes reveal? _____

2. "This is a bad idea," said Nucia, her gaze fixed on the building. "We should go back before anyone sees us."
"I'm not leaving until I see Mother." Rachel marched past the front gate along the side of the building with Menahem at her heels. (pg. 178)

What can you infer about Rachel and Nucia as characters from this scene? _____

"But what if someone sees us?" Nucia asked.

"Are they going to put us in jail for trying to see our own mother?" said Rachel.

"Nucia tilted her head back and looked at the sky. "How did I let myself be talked into such a crazy scheme?" (pg. 180)

Is this scene consistent with Nucia and Rachel's character throughout the novel? _____

What theme does this pair of quotes reveal? _____

3. “We have to support our brother workers. If and when we strike at Putilov, we’ll need extra strength from other outside workers to show we’re serious.”
“I just don’t want to get caught,” said Sergei. “Small wages are better than no wages at all.”
“Then why are you here?” Lev stopped and faced Sergei. “Why are you part of this movement is you’re so afraid?”
“Because I want things to change...” (pgs. 144-145, Chapter 15)

What inner conflict is Sergei dealing with in this scene? _____

Sergei considered Pavel’s words for a moment. “I’m not sure what to think anymore,” said Sergei, raising his chin as he spoke. “When we strike, factories cannot operate. Yet we accomplished nothing at Ekaterinoslav. The factory continues to run as usual, and we’ve lost many good men.”

“You’re right,” said Pavel. The serving girl brought him a full glass of vodka and cleared away the empty one. “There is no clear solution.”

“But I don’t see any other way to get the factory owners’ attention. And Lev lost his freedom, maybe even his life, fighting for better conditions. I’m going to keep on striking. For Lev.” (pgs. 150-151, Chapter 15)

How have Sergei’s thoughts changed from the first passage? _____

What theme does this pair of quotes reveal? _____

4. That’s why people are here? thought Sergei. To celebrate the war? Hasn’t there been enough killing of Russian people? (pg. 157, Chapter 16)

What does this passage tell you about Sergei and his outlook on war? _____

“Your husband should try and escape from the army,” said Rachel. “The Russian government is drafting more Jews than ever. Yet they’re treated so poorly. I can’t imagine why any Jew would willingly fight in a war that is not ours, for a country that banishes us to the Pale, for people who treat us like parasites.”

Explain how the backdrop of war has forced Rachel to mature quickly. _____

What theme does this pair of quotes reveal? _____

Chapters Eighteen-Nineteen

Technique Assessment: Punctuation

Punctuation is essential in understanding the text. Without periods, commas, question marks, and quotation marks, sentences would blend together into an unintelligible mess.

Rewrite the following sentences with correct punctuation.

1. Shanghai allowed all people to live there without identification papers and though the Chinese essentially kept to themselves and there was a language barrier Jews were treated well _____

2. What is your favorite food asked her father _____

3. I told you you need to save ten percent of your allowance if you want to buy that bike.

4. Can you bring some chocolate to my house when you come I asked Fiona
Ill try she said but I don't know if we have any left. _____

5. With her iPod blasting in her ears she studied her math tapping her toes as she went over the problems. _____

6. My purse is gone Alexa cried out her voice shrill and loud _____

7. Outside a truck sped in the street making the windows rattle as it went by _____

8. Do you know when summer break starts Mark asked _____

9. Last year I took gym and shop said Anthony This year Im stuck with gym and art _____

10. Realizing that the bus had left without her Molly trudged home with the rain pounding on her head _____

Chapter Twenty: 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 Twenty 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 Twenty 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 Twenty-Two

Comprehension Review

Chapter Twenty

1. List the points Nucia has for being an observant Jew, and the points Rachel has for wanting to be less faithful. Who do you agree with and why?
2. What is the weather like in Shanghai in June?
3. Can you think of a societies today that are fighting to retain their religious rights and traditions?
4. What is a family tradition that you're proud of?
5. What advice does Mr. Ezra give Rachel about writing a newspaper article?

Chapter Twenty One

1. In your own words, summarize Rachel's newspaper article about Russian Jews fighting in the war.
2. Rachel is disappointed her name cannot be printed with her story. Women's rights have come a long way since 1904. Can you think of any situation where equality does not exist?
3. What does Rachel see on her morning walks through Shanghai?

Chapter Twenty Two

1. Who is Boris Savinkov?
2. What did you think when Sergei approached Savinkov and asked to be involved in his organization?
3. What bothers Sergei about the church service?
4. What does Sergei see on his Sunday afternoon walk through St. Petersburg? How do these things contrast with his life in the factory?
5. What is the purpose of the Combat Organization?
6. Sergei wrestles with the idea of joining the Combat Organization. Why do you think he decided to commit to it?

Chapters Twenty – Twenty Two

Literature Standards: Character Development

Characters evolve in a story through their actions, thoughts and words. In *Rachel's Promise*, both Rachel and Sergei grow and change throughout the narrative. Locate quotes or information that reflect the clues below. Use these quotes to write paragraphs about Rachel.

1. How Rachel feels about Menahem (Chapter 1): _____

2. How Rachel will do whatever it takes to get what she needs (Chapter 3): _____

3. How Rachel misses Sergei (Chapter 5): _____

4. Why Rachel is so committed to her faith (Chapter 6): _____

5. How Rachel holds onto the past and gets closer to Menahem (Chapter 7): _____

6. Why Rachel and Nucia begin to argue over traditions (Chapter 10): _____

7. How Rachel feels about seeing her mother (Chapter 10): _____

8. When Rachel takes the first step toward her dream of being a writer (Chapter 11): _____

Locate quotes or information that reflect the clues below. Use these quotes to write paragraphs about Sergei.

1. Why Sergei leaves Kishinev and goes to St. Petersburg (Chapter 2): _____

2. How Sergei ends up working in a factory (Chapter 4): _____

3. Why Sergei refuses to join Revolutionary Party (Chapter 4): _____

4. Why Sergei gets in a fight at the factory (Chapter 9): _____

5. When and why Sergei agrees to strike (Chapter 14): _____

6. When Lev disappears (Chapter 15): _____

7. When Sergei struggles to draw with his injured hand (Chapter 16): _____

8. When Sergei meets Boris Savinkov (Chapter 22): _____

Chapters Twenty-Two

Technique Assessment: Precise Word Choice

Finding the best word to convey emotion, mood and meaning is one of the biggest challenges for writers. It is also one of the most important elements of writing as it can mean the difference between a mediocre novel and a compelling novel. Read the novel excerpts below, which include precise language, and rewrite them substituting a new word for the word in bold. Then explain how the word in bold is more effective within the sentence.

1. Menahem clings to me and Nucia as if he's afraid we're going to **abandon** him at any moment.
 - a. Rewrite sentence: _____

 - b. Explanation: _____

2. "I want people to know how Jews are risking their lives for a country that **despises** us."
 - a. Rewrite sentence: _____

 - b. Explanation: _____

3. A pack of Jews crowded the doorway of this shelter now, women with babies, elderly men broken with age, children with **defeat** in their faces.
 - a. Rewrite sentence: _____

 - b. Explanation: _____

4. A harsh wind **swatted** his face, but Sergei kept moving with long strides to catch up to the man in front of him.
 - a. Rewrite sentence: _____

 - b. Explanation: _____

5. As soon as he could break free from the **swarm** surrounding the church, Sergei bolted toward the trolley headed for the center of Petersburg where he could examine the paper in his hand without worrying about being seen.

a. Rewrite sentence: _____

b. Explanation: _____

6. He folded his well-scrubbed hands and looked **shrewdly** around the table.

a. Rewrite sentence: _____

b. Explanation: _____

7. We will plan **meticulously** and we will be successful.

a. Rewrite sentence: _____

b. Explanation: _____

8. Then Sergei looked down at his **mangled** hand and thought about the uncertainty he felt every day, not knowing if he'd keep his job because of his decreased productivity.

a. Rewrite sentence: _____

b. Explanation: _____

Chapter Twenty 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 Twenty 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?)

Chapter Twenty 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?)

Chapters Twenty Three-Twenty Five

Comprehension Review

Chapter Twenty Three

1. Why was Sergei recruited to be part of the Combat Organization?
2. Describe Savinkov's temperament.
3. Why does Sergei go to the tavern to drink?
4. Why does Sergei seek revenge on Interior Minister von Plehve?
5. Why does Savinkov choose dynamite over guns to kill von Plehve?
6. How does Sergei feel after von Plehve is dead?

Chapter Twenty Four

1. Why does the laundry manager make Rachel stay late?
2. Explain how Nucia's marriage to Jacob will help them all get to America faster.
3. How far is America from Shanghai?
4. Why does Rachel like being under water?
5. Why does Jacob smash a glass with his foot?

Chapter Twenty Five

1. In your own words, explain why Sergei regrets the murder of von Plehve.
2. Describe the Summer Garden.
3. Why won't Savinkov let Sergei leave the Combat Organization?
4. Have you ever made a decision impulsively, only to regret it later? Explain.
5. What does Sergei decide to do in order to escape from Savinkov and the Combat Organization?

Chapters Twenty Three –Twenty Five

Literature Standards: Dialogue

Dialogue propels action and reveals character. It should be used sparingly, to have an impact on the narrative, and the words must be chosen carefully. There are five major functions of dialogue:

1. serve the major complication
2. advance the story
3. characterize
4. create minor complication
5. deliver exposition

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

1. “We have been watching and waiting quietly and patiently. It will soon be time to act.” He paused and surveyed the room with a penetrating gaze. “Our target is von Plehve.” (pg. 214)

Effect of dialogue: _____

2. “What the devil happened?” a woman cried out.
“Get the doctor,” someone else yelled. (pg. 217)

Effect of dialogue: _____

3. “You’ve been staring at the wall for fifteen minutes without moving,” the manager continued. He moved closer so that his face was inches away from Rachel’s. “Have you forgotten what you’re here to do?”
“No,” said Rachel.
“Just to make sure, you’ll stay an hour late today.” (pgs. 219-220)

Effect of dialogue: _____

4. “If you ask me, those rebels deserve medals for getting rid of von Plehve,” he heard a shopkeeper say loudly to a group of men in front of his shop.
Sergei stopped walking and listened.
“I don’t have any medals to give them,” an older gentleman replied. “But you can be sure I’ll be sending money their way.”
“So will I,” said another man. “I’d like to see them take out all the corrupt government officials. Maybe then we can start with a clean slate.” (pgs. 226-227)

Effect of dialogue: _____

5. “I don’t want to be part of your organization anymore,” said Sergei.
“Are you crazy?”
“Maybe, a little. But at least I’ll be able to sleep at night.”
Savinkov dropped his cigarette in the dirt and crushed it with his foot. “I can’t just let you walk away. How do I know I can trust you, that you won’t turn in members of the Combat Organization?”
Sergei swallowed before answering naively. “I guess you’ll have to take my word.”
“That’s not enough.” (pgs. 228-229)

Effect of dialogue: _____

6. Write dialogue between a mother and her daughter (or a father and his son) arguing about a dent in the car.

Chapters Twenty Three – Twenty Five

Technique Assessment: Sentence Structure

A simple sentence contains a noun and a verb— He went swimming.

A simple sentence with a compound subject has two nouns connected by one verb—He and his brother went swimming.

A compound sentence contains two or more sentences connected by an injunction (and, but, or, for, yet, while)—He went swimming while his brother ate lunch.

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. The white night sun glowed like a star, setting the sky on fire. (pg. 211)

Sentence type: _____

2. He sighed heavily. (pg. 212)

3. Sergei opened his mouth to speak, but Savinkov abruptly turned to talk to someone else. (pg. 212)

Sentence type: _____

4. At once, Sergei recognized the double chin, the bushy white whiskers above his upper lip, the round face. (pg. 213)

Sentence type: _____

5. "...Then you and Max will push people around so that nobody sees who did this." (pg. 216)

Sentence type: _____

6. The carriage appeared on his left, moving at a brisk pace, the horses trotting majestically along the street. (pg. 217)

Sentence type: _____

7. Rachel dumped her linen back in the water and scrubbed until her hands grew numb and raw. (pg. 220)

Sentence type: _____

8. "It's better this way." (pg. 220)

Sentence type: _____

Chapter Twenty 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 Twenty 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?)

Chapter Twenty 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?)

Chapters Twenty Six- Twenty Eight

Comprehension Review

Chapter Twenty Six

1. Who is Father Gapon?
2. Describe the people Sergei sees in the Petersburg Tearoom.
3. Why was the boy with freckles dismissed from the Semyannikov factory?
4. Describe Father Gapon.
5. What is the Assembly of Russian workers and how does it differ from the Combat Organization?
6. Why was Pavel fired?
7. What does Sergei now fear more than anything else?

Chapter Twenty Seven

1. What does Rachel say in her letter to Sergei that is ironic?
2. What advice does Mr. Ezra give Rachel?
3. How many Russians were killed in a recent battle, according to a letter from Anna's husband?
4. What are your thoughts about the fact that Rachel and Sergei can't have a relationship because of their differing faiths? Can you think of a place now where this is an issue?

Chapter Twenty Eight

1. Why is Sergei striking at the Putilov Plant?
2. Who does Sergei run from during the strike?
3. Why do you think Sergei decides to march with Father Gapon?
4. How many people signed the petition from Father Gapon?
5. What did this petition ask for?
6. Father Gapon's march to the Winter Palace is called Bloody Sunday. Explain why it received such a moniker.
7. What final act of heroism does Pavel do while the people are being attacked?

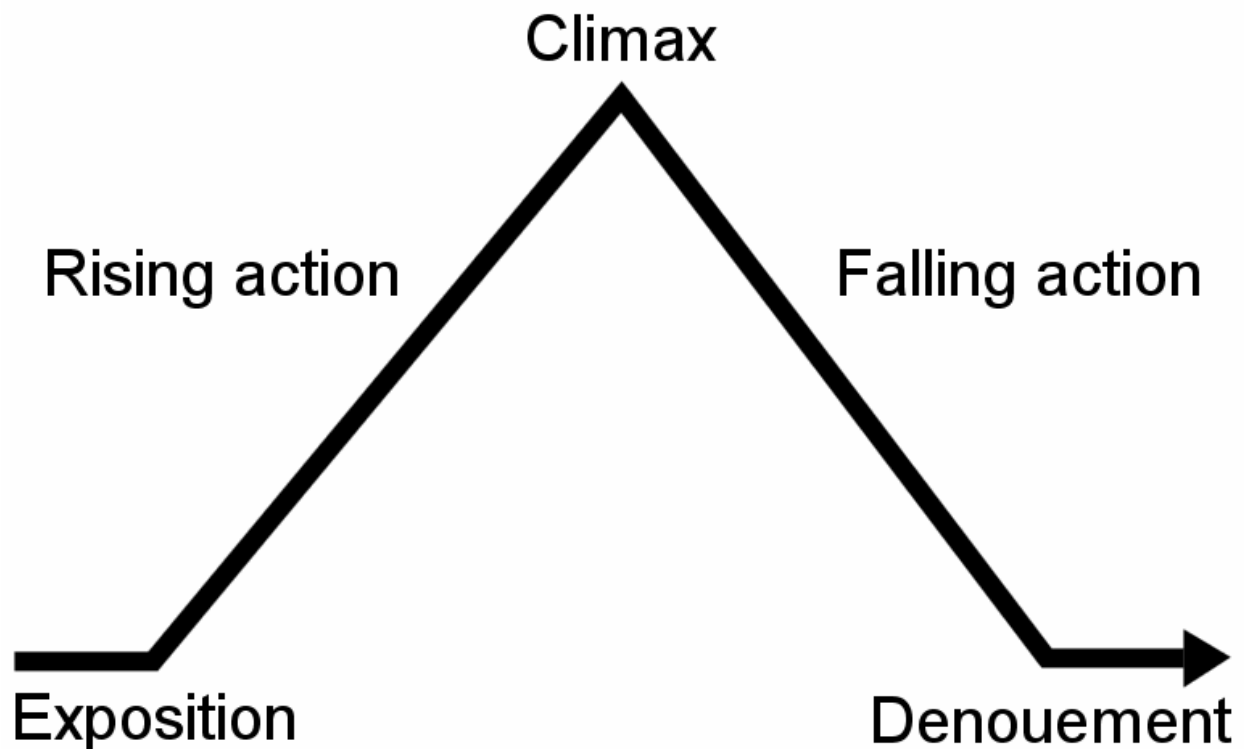
Chapters Twenty Six – Twenty Eight

Literature Standards: Plot

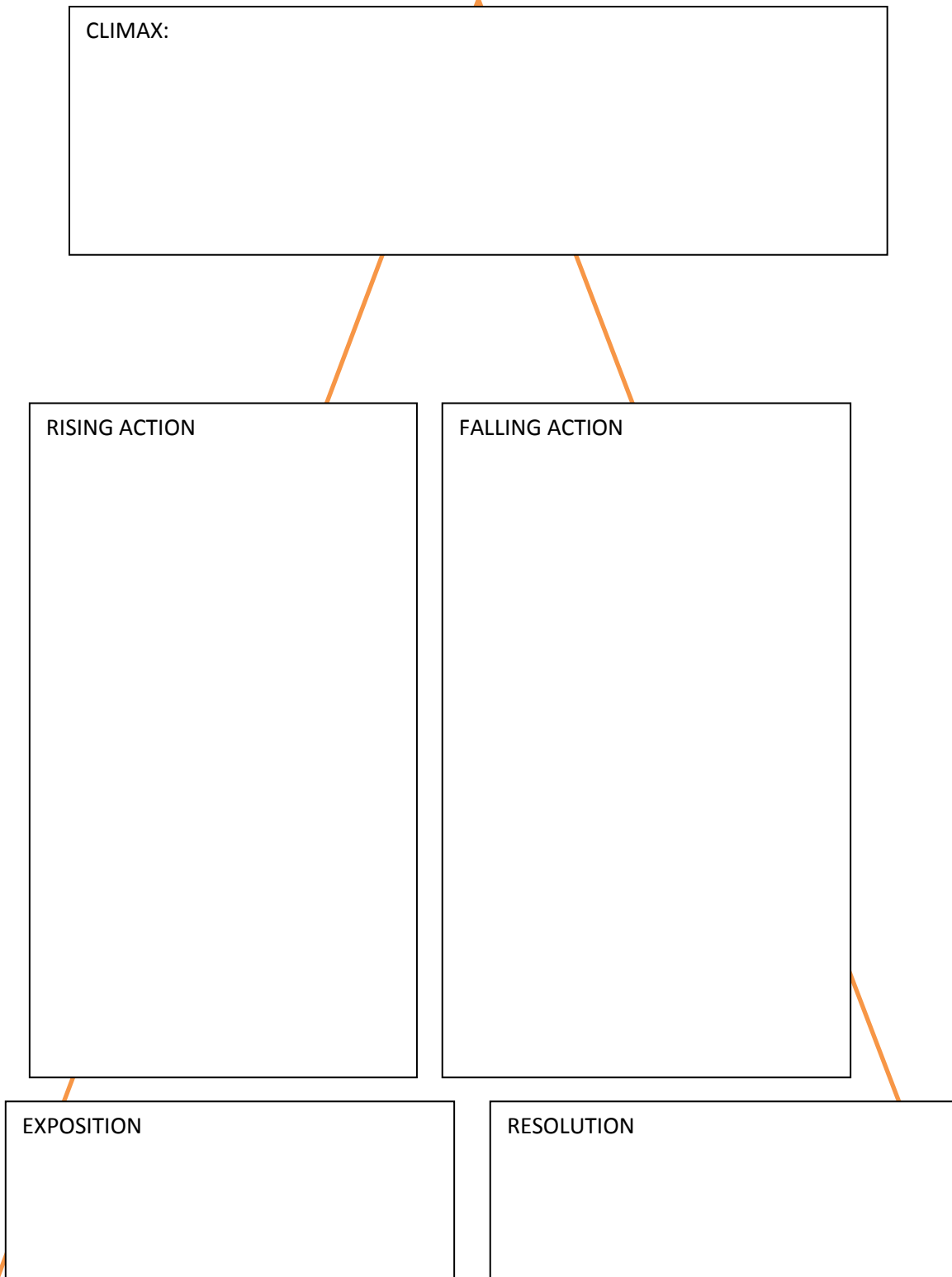
Plot refers to the sequence of events that create the action in a novel. To be effective, a good plot must have the following:

1. Exposition: background information on setting and characters
2. Rising action: development of complications
3. Climax: turning point when protagonist makes a decision that usually changes the direction of the story
4. Falling Action: action that occurs after the climax when the story begins to finish
5. Resolution or Denouement: conclusion

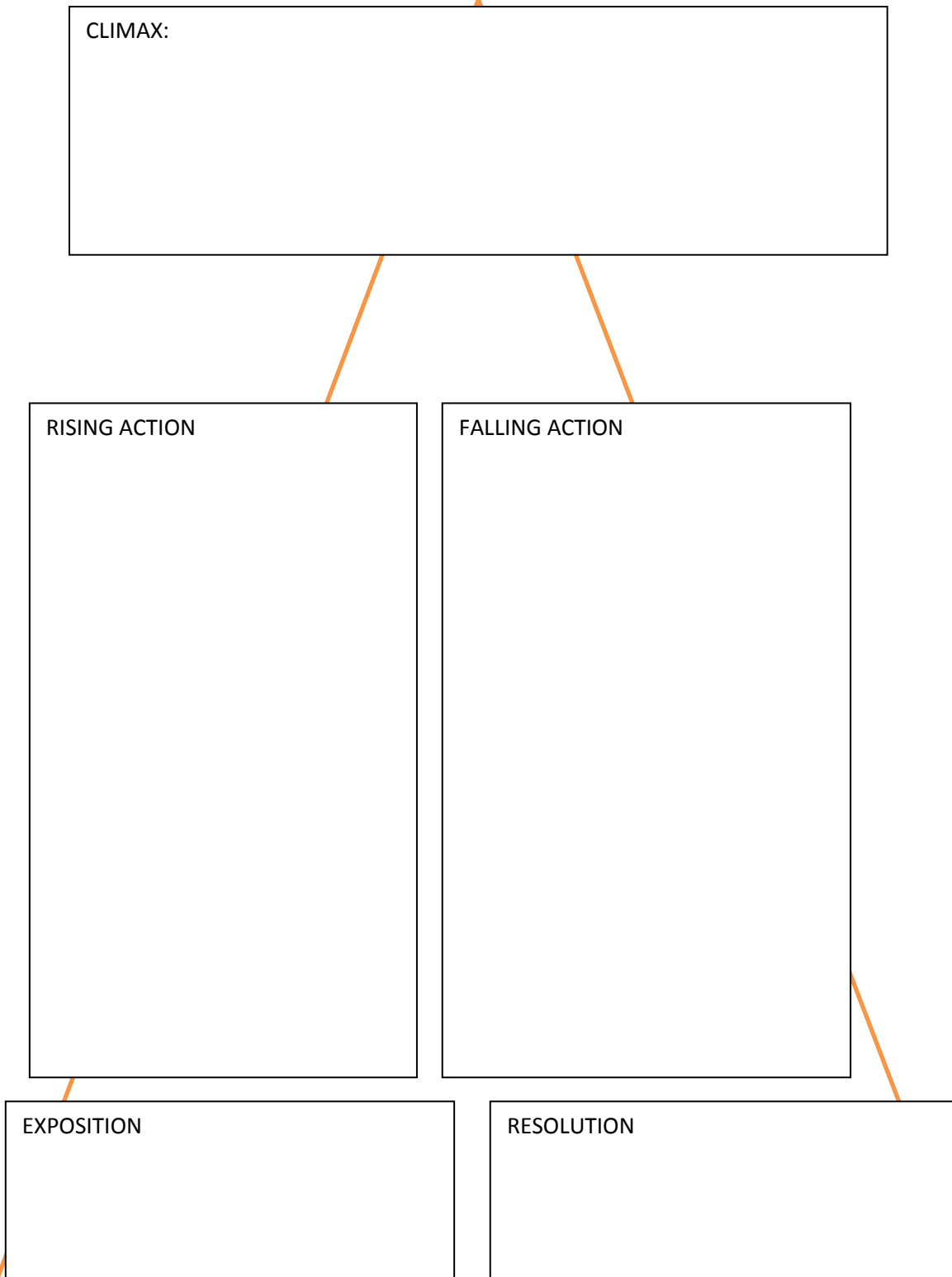
Below is an image of Freytag's Pyramid, which offers an excellent way to visualize plot.



Fill in the boxes, in point form, with the plot from Rachel's Point of View



Fill in the boxes, in point form, with the plot from Sergei's Point of View



Chapters Twenty Six –Twenty Eight

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 for bad grammar, poor spelling, or plots that don't make sense, can make a huge difference in your success. Read the following Self-Editing Tips then write a short piece using the prompt below.

1. **Don't overuse adverbs.** One of the most common errors is using too many words that end in -ly...lightly, brightly, quietly. 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 and plurals.** Probably the biggest confusion amongst writers comes from contractions—*It is* can also be written as *It's*. When *it's* is written, this refers to the possessive form, like hers and his, which also don't use apostrophes. Plurals never need apostrophes. A dozen girls appeared in the park. The girl's hair was in a ponytail.
4. **Make sure you don't repeat words on a page.** 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.** And 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. Write about a time you were embarrassed.
2. If you won \$1,000, what would you do?
3. The perfect day would be...

Chapter Twenty 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 Thirty: 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 Thirty 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?)

Chapters Twenty Nine-Thirty One

Comprehension Review

Chapter Twenty Nine

1. How many people were killed and wounded in the march with Gapon?
2. Who betrayed the members of the Combat Organization?
3. Why does Sergei jump from the trolley?
4. Summarize Sergei's difficulty in deciding whether to flee Russia or stay and keep fighting.

Chapter Thirty

1. Describe the bow of the ship that takes Rachel to America.
2. How does Rachel feel about her time in Shanghai?
3. During the voyage, how do the passengers in Rachel's section start to act? Explain.
4. What does Rachel's excursion to the upper-class deck reveal about her character?

Chapter Thirty One

1. Why aren't they allowed off the ship as soon as they arrive in San Francisco?
2. Rachel and Nucia still disagree about one thing. What is it?
3. What do you think will be the biggest challenges for Rachel in San Francisco?

Chapters Twenty Nine- Thirty One

Literature Standards: Reflection

Now that you've finished *Rachel's Promise*, 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? Do you want to know what happens next?

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. Rewrite the reflection.

OUTLINE

- I. Overall opinion or thesis taking into account plot, setting, characters etc. (paragraph)

- A. First point you wish to make (eg. The Russian and Shanghai settings were significant influences on the characters) (paragraph)

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

2. Second example (paragraph)

- B. Second point (paragraph)

1. First example (paragraph)

2. Second example (paragraph)

C. Third point (paragraph)_____

1. First example (paragraph)_____

2. Second example (paragraph)_____

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

Write the first draft of your reflection, giving it a title, on lined paper.

Review the first draft, edit it taking into account grammar, punctuation, spelling, and sentence structure. Rewrite the piece on lined paper.

Chapters Twenty Nine-Thirty One

Technique Assessment: Elements of Style

The more you read, the more you'll notice that different authors have different styles. Earnest Hemmingway, for example, is known for his short, clean sentences and authentic dialogue. Lewis Lowry uses a lot of symbolism, sensory images and repetition. Elements of style include the following:

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 Promise*, Shelly Sanders uses a variety of these elements to create her own style. Read the passages below, identify the elements of style found in each one, and explain the impact of this element.

1. Rachel and Nucia stood in the crowded aisle of the train headed to Vladivostok, pressed together like herrings stacked in tins at the fish market back home in their town of Kishinev.

Elements of style: _____

Impact: _____

2. Outside, on the dimly-lit platform, the Cossack dropped the children and rubbed his hands together as if he'd just taken out the rubbish.

Elements of style: _____

Impact: _____

3. The buttery sky set off the area like a brilliant canvas, with buildings and streets illuminated under the soft light. Fluffy clouds hung overhead, adorning the sky with their purplish-blue haze.

Elements of style: _____

Impact: _____

4. Lev sat back, crossed his arms, and gave Sergei a disappointed look. “Let me know when you change your mind.”
“I won’t. I can’t.”
“We’ll see.”

Elements of style: _____

Impact: _____

5. Though the rain had stopped, the humidity sheathed Rachel like a second clammy skin as she made her way up to the deck. A diminutive woman in a black sarafan, caked with grime, cradled a baby in one arm and held onto a small child with the other. Rachel examined her own long brown cotton skirt: stains blotted the fabric and the frayed hem hung limply around her ankles. Her blouse, ripped under the arms, stuck to her moist, unwashed skin.

Elements of style: _____

Impact: _____

6. “A robin would starve on what we get at the hostel.”

Elements of style: _____

Impact: _____

7. *There is no way out. Maybe Papa was right. Maybe I am a coward.*

Elements of style: _____

Impact: _____

FINAL EXAM

Part A: Matching

Match the following characters with the correct description or action.

- | | |
|--------------------|---|
| 1. _____ Rachel | a. hoists Menahem on his shoulders |
| 2. _____ Sergei | b. orphan from Kishinev |
| 3. _____ Nucia | c. detests needlework |
| 4. _____ Ita | d. has a baby in Shanghai |
| 5. _____ Isaac | e. hurts his hand in the factory |
| 6. _____ Shprintze | f. Rachel's older sister |
| 7. _____ Menahem | g. diagnosed with consumption |
| 8. _____ Lev | h. receives letters from husband in war |
| 9. _____ Anna | i. pockmarked skin |
| 10. _____ Jacob | j. married to Shprintze |

Part B: True/False

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

- | | |
|-----------|--|
| 11. _____ | Rachel isn't sure she can take care of Menahem |
| 12. _____ | Nucia doesn't mind letting go of Jewish traditions |
| 13. _____ | Two hundred kopecks a week are taken from Sergei's wages |
| 14. _____ | Rachel's mother became ill during the long journey from Russia |
| 15. _____ | Pavel convinces Sergei to join the Combat Organization |
| 16. _____ | The Baghdad Jews feel threatened by the Russian Jews in Shanghai |
| 17. _____ | Sergei agrees to strike so that the other men will like him |
| 18. _____ | Rachel tells Menahem stories about her father |
| 19. _____ | Sergei is recruited to the Combat Organization because he is young |
| 20. _____ | Pavel is fired because he didn't do a good job |

Part C: Vocabulary

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

- | | |
|-------------------------|--|
| 21. _____ pogrom | a. commanding personality |
| 22. _____ troika | b. sticky |
| 23. _____ formidable | c. violent massacre of an ethnic or religious group |
| 24. _____ elusive | d. important, slow, deliberate |
| 25. _____ authoritative | e. carriage driven by three horses, harnessed side-by-side |
| 26. _____ murky | f. hard to overcome |
| 27. _____ boisterous | g. obscure |
| 28. _____ furtively | h. transparent |
| 29. _____ solemnly | i. avoid pursuit |
| 30. _____ viscous | j. noisily cheerful |
| 31. _____ chiding | k. done secretly |
| 32. _____ translucent | l. indefinite number |
| 33. _____ tersely | m. expressing sorrow |
| 34. _____ myriad | n. curt |
| 35. _____ rueful | o. scolding |

Part D: Multiple Choice

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

36. _____ Which of the following is NOT a reason that Sergei has left Kishinev?
- | | |
|--------------------------|--------------------------|
| a. abuse from his father | c. to support his family |
| b. exiled | d. no jobs in Kishinev |
37. _____ Menahem
- | | |
|------------------------|----------------------------------|
| a. is Sergei's brother | c. is an orphan |
| b. is not Jewish | d. is badly behaved on the train |
38. _____ Which of the following is NOT true about Shanghai?
- | | |
|----------------------------------|--|
| a. the Chinese live behind walls | c. Nanking Road has signs written in Chinese |
| b. men work like horses | d. it is hot and humid |

39. _____ Which of the following is NOT a trait of Rachel's character?
- a. stubborn
 - b. observant
 - c. intelligent
 - d. feeble
40. _____ Which of the following is NOT a rule Sergei must follow at work?
- a. wear identity tag
 - b. attend church
 - c. complain about poor equipment
 - d. avoid fights
41. _____ Which of the following is NOT included in Rachel's first published article?
- a. tin whistle
 - b. skullcap
 - c. samovar
 - d. Sabbath candles
42. _____ Rachel and Nucia argue about
- a. money
 - b. going to America
 - d. Jacob
 - e. breaking Jewish traditions
43. _____ Which of the following is NOT true about the Combat Organization?
- a. meticulous planning
 - b. secretive group
 - c. not afraid to resort to violence
 - d. striking is their major goal
44. _____ Which of the following is NOT a reason von Pleheve is executed?
- a. he put innocent people in dungeons
 - b. he insulted Boris Savinkov
 - c. he supported pogroms
 - d. he ordered harsh persecutions
45. _____ Which of the following is NOT true about travelling in steerage?
- a. it's in the bottom of the ship
 - b. roomy
 - c. not enough food
 - d. smelly and noisy

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. Explain why the train journey across Russia is tense for passengers. Give examples in your response.
47. Sergei could be described as fervent. Using incidents from the text, show how this description fits.
48. Compare Sergei's life in Petersburg to Rachel's life in Shanghai.

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.

Show how either Rachel or Sergei's character has evolved through the novel. Use examples from the text in your essay.

Or

Martin Luther King Jr. said, "We are not makers of history. We are made by history." Explain how *Rachel's Promise* reflects this quote.

TEACHER GUIDE

Rachel's Promise: SYNOPSIS

In late 1903, Rachel Paskar and her family are forced to leave Russia to escape the murderous riots against Jews. They travel across the country on the Trans-Siberian Railway to the coast where they board a ship for Shanghai. Though China offers refuge, life is difficult, especially when Rachel's mother dies of consumption. Rachel can only find work in a laundry, where she toils away for long hours with little pay. The burden of caring for Menahem, the orphan they've taken with them from Russia, also weighs on her as time goes by.

Rachel is determined to ensure her family's survival, and to save money for their passage to America, but this is difficult under such dire conditions. Her situation improves when she gets the chance to write for a Jewish newspaper in Shanghai. When the publisher gruffly admits she has talent, her dream of becoming a writer seems like a real possibility.

Still in Russia, Sergei takes a job in a St. Petersburg factory to help support his family. He discovers city life is not what he expected, and that workers are forced to work in an unsafe environment for minimal wages. At first, Sergei resists the idea of joining a group of rebellious workers who strike for better conditions and pay, the Combat Organization, but when his hand is injured on the job and his future is uncertain, he begins to take part.

Sergei starts drinking to numb his senses and to forget about his dire circumstances. He finds, to his dismay, that he is becoming much like the person he most wants to forget—his drunken father who lost his job as police chief in Kishinev for his complicity in the riots. Sergei gets more involved in the radical group that wants to overthrow the Tsar and bring about change for the common people.

Even though they're separated by thousands of miles, Rachel and Sergei cannot forget one another. They maintain their connection through letters which also serve to boost their spirits and provide hope for their futures. When Rachel finally realizes her dream of going to America, she wonders if she will ever see Sergei again. And Sergei, who had planned to make his way to America, discovers he is in too deep within the Combat Organization to leave Russia. He must finish what he started before he can try to find Rachel in America.

VOCABULARY WITH DEFINITIONS

Chapters One-Two

22. *pogrom* (4) * a violent massacre or persecution of an ethnic or religious group
23. *russet* (4) reddish brown color
24. *observant* (4) very attentive
25. *tersely* (4) smooth, concise, curt
26. *lozenge* (6) small tablet of flavored sugar or medicine
27. *Cossacks* (7)* predominantly slavic people; members of democratic, semi-military
28. *Provodnitze* (9)*female train conductor on Russian trains
29. *agape* (11) open-mouthed with wonder
30. *lurched* (11) sudden lean to one side
31. *kopecks* (12)* a Russian coin; Russia was first country in the world to introduce a decimal monetary system
32. *refugees* (13) people escaping religious or political persecution
33. *skullcaps* (13) * brimless, close-fitting cap worn by Jewish men
34. *affably* (14) approachable demeanor
35. *vestibule* (16) small entry hall
36. *intervened* (18) come between to prevent or modify the results
37. *fumed* (19) fit of anger
38. *aimlessly* (23) without purpose or direction
39. *seamlessly* (23) smoothly continuous
40. *pirozhki* (25) * baked or fried buns stuffed with either fruit, vegetables or meat
41. *kvass* (25) * non-alcoholic, fermented drink in Russia made of black or rye bread
42. *decrepit* (28) worn out

Chapters Three-Four

20. *formidable* (30) hard to overcome; dreaded
21. *feebly* (30) acting weakly in strength or character
22. *conscripted* (31) compulsory enlistment for service
23. *babushkas* (33) *a woman's scarf, often triangular; elderly Russian women

24. *fitfully* (33) irregular periods of activity; inconsistent moods
25. *blini* (35) * Russian term for small pancakes
26. *steerage* (37) part of ship given to passengers travelling at cheapest rate
27. *rubles* (41) * Russian coin or note worth 100 kopecks
28. *scrutinized* (41) examine in detail
29. *troika* (45) * carriage driven by three horses harnessed side-by-side
30. *denominations* (46) religious group
31. *monastery* (46) residence of a community living under religious vows
32. *pontoons* (46) cylinder used to support a temporary bridge
33. *viscous* (48) sticky
34. *lathe* (48) machine for shaping wood or metal
35. *stodgy* (49) heavy, dull, drab
36. *rudimentary* (51) basic
37. *wry* (52) expression that shows disgust, disappointment or mockery
38. *Socialist* (54) a person who is against profit and for direct consumption of goods and services

Chapters Five-Seven

16. *receded* (56) shrink back; withdraw
17. *melancholy* (58) sad or depressed behavior
18. *translucent* (59) transparent
19. *consumption* (60) another name for pulmonary tuberculosis
20. *quarantined* (60) isolation forced on people who have been exposed to contagious diseases
21. *contorted* (61) twist out of a normal shape
22. *diminutive* (63) remarkably small or tiny
23. *sarafan* (63) * traditional Russian long, trapeze-shaped jumper dress (pinafore)
24. *resigned* (72) accept the consequences; to quit
25. *typhoon* (72) violent hurricane
26. *myriad* (74) an indefinite number
27. *Shalom* (77) * Hebrew word meaning peace
28. *challah* (79) * special Shabbat bread
29. *elusive* (80) to avoid grasp or pursuit

Chapters Eight-Nine

6. *chortled* (90) loud, gleeful chuckle
7. *ascension* (92) climbing up, going up
8. *Zionism* (92) * movement that sought to re-establish a Jewish homeland in Israel
9. *condescending* (97) a behavior or tone that makes people feel inferior
10. *apprentice* (99) a beginner who learns a craft or skill from someone experienced

Chapters Ten-Twelve

12. *mikveh* (103) * a bath used for ritual immersion in Judaism, to regain purity
13. *Sabbath* (103) * weekly day of rest or time of worship
14. *Shul* (103) * Yiddish word from the Greek word for school; place of learning and prayer
15. *shabes* (103) * most important day of the week (Friday) for Jews
16. *cheder* (105) * Hebrew word for room; traditional elementary school teaching the basics of Judaism and the Hebrew language
17. *sampans* (107) long, flat-bottomed boat with ends that curve up
18. *foreboding* (108) sense of evil
19. *fraudulent* (115) false, a misrepresentation
20. *samovar* (117) * heated container used to boil water for tea; symbol of Russian generosity
21. *tallis* (118) * shawl with knotted fringe at four corners, worn by Jewish men
22. *nostalgia* (121) regretful or wistful memory

Chapters Thirteen-Fourteen

9. *stealthily* (125) moving secretly
10. *shetl* (129) * Yiddish word for a small town with a significant Jewish population
11. *cracknels* (137) * light, crisp biscuit
12. *pastils* (137) * small candies
13. *sobornik* (137) * Christmas Eve holy supper for Orthodox Russians
14. *kuetya* (138) * sweet grain pudding made of wheat berries, poppy seeds, honey and nuts
15. *incongruous* (140) out of place, absurd
16. *strike* (141) employees' refusal to work until grievance is resolved

Chapters Fifteen-Seventeen

10. *stave* (144) avert, defer
11. *infantry* (146) soldiers marching and fighting on foot
12. *austere* (152) harsh, stern, unusually simple
13. *fervent* (158) hot, glowing, intense
14. *furrier* (160) dealer of furs
15. *drafting* (163) forced service in the military
16. *parasites* (163) animals or plants living off others
17. *discrimination* (165) make an unreasonable distinction based on race, color or sex
18. *fathoms* (167) measure of the depth of water

Chapters Eighteen-Nineteen

9. *squadron* (173) division of cavalry regiment consisting of two troops; detachment of warships
10. *saturating* (175) filled with moisture
11. *indecipherable* (179) cannot be figured out
12. *shaft* (179) vertical passage
13. *segregate* (180) put apart from the rest
14. *excruciating* (185) torment, torture mentally
15. *rueful* (186) expressing sorrow or compassion
16. *kaddish* (188) * prayer recited by mourners after the death of a loved one

Chapters Twenty-Twenty Two

12. *disdain* (196) think with scorn or contempt
13. *profound* (198) having or showing great knowledge or insight
14. *formidable* (199) hard to overcome
15. *precariously* (201) uncertain, dependant on chance
16. *exile* (203) being expelled or long absence from place of birth
17. *icons* (205) tempura pictures of religious scenes and figures that adorn church walls
18. *pious* (205) devout, religious
19. *nondescript* (207) person or thing not easily described
20. *tentatively* (207) not definite
21. *predecessor* (209) former holder of office or position

22. *flinched* (210) give way, draw back, wince

Chapters Twenty Three-Twenty Five

18. *authoritative* (212) commanding personality
19. *boisterous* (212) violent, rough, noisily cheerful
20. *mignonette* (213) Mediterranean plant with dense, spike-like fragrant clusters
21. *oleander* (213) evergreen shrub or tree that is poisonous
22. *saccharine* (213) unpleasantly over-polite
23. *undercurrent* (214) current below the surface; feeling that something is different
24. *persecutions* (214) harassed or charged on the grounds of religious or political beliefs
25. *surveillance* (215) close observation
26. *swarthy* (217) dark-complexioned
27. *chiding* (220) scolding
28. *solitude* (222) a lonely place
29. *chupab* (222) * canopy under which a Jewish bride and groom stand during wedding ceremony
30. *overshadowed* (226) to be considered less important than another
31. *parterres* (227) level spaces in a garden filled with flower beds
32. *embodied* (227) give concrete form to ideas
33. *disproportionate* (230) relatively too large or too small

Chapters Twenty Six-Twenty Eight

8. *furtively* (232) done secretly, to escape notice
9. *blacklisted* (233) to be put under suspicion, liable to punishment and unfavorable conditions
10. *demeanor* (233) outward behavior
11. *commiserating* (235) feeling or expressing pity
12. *rooks* (241) chess piece with battlement-shaped top
13. *Zay gezunt* (243) *Yiddish for “be well”
14. *provocation* (251) cause of annoyance

Chapters Twenty Nine-Thirty One

8. *murky* (257) gloomy, suspiciously obscure
9. *berets* (258) round, flat cloth or felt caps

10. *bow* (259) front end of a boat or ship
11. *intolerably* (262) something that cannot be endured
12. *embellished* (265) beautify, adorn
13. *plummeted* (267) fall rapidly
14. *solemnly* (270) important, slow, deliberate

PRE-READING ACTIVITIES

1. Interview a grandparent and ask him or her to tell you stories about their childhood. Also, ask if they remember any stories that his parents told him. Write a memoir using this information.
2. Research Shanghai's history, especially with regard to Jews. Prepare a Power Point Presentation using visuals to show what this city was like in the early 1900's.
3. Research Bloody Sunday in St. Petersburg, Russia. In particular, look at Father Gapon and the Tsar. Prepare a Power Point Presentation using visuals to show what happened on this momentous day.
4. Read the newspaper and use the Internet to find one of the following:
 - a. examples of places today where freedom is not allowed
 - b. countries where slave labor is the norm
 - c. cities where the people have stood up to the government to demand fairness

Prepare an oral presentation about your chosen topic, using facts, photos and quotes within your narrative.

5. In small groups, brainstorm ways you have changed as a person over the last three years, using specific examples that led to these changes. Using poster board, create a visual display that shows how the members of your group have evolved.

POST-READING EXTENSION ACTIVITIES

1. Read *The Giver* by Lois Lowry, a science fiction novel that shows a society which has undergone a major change. Create a chart listing the differences and similarities between science fiction and historical fiction genres. Prepare an oral report based on this chart.
2. Write the first chapter of the third book in the Rachel trilogy. Use both Rachel and Sergei's points of views and develop an outline first, to ensure your chapter is logical and well-written.
3. Create a book jacket for Rachel's Promise. This must have an original picture on the front cover as well as a summary of the novel on the back cover. Include an author biography, written in your words.
4. Look back at predictions you made for two chapters in the Note Taking and Summary pages. Choose one prediction where you were correct and another where you were not. Assess why you made these predictions.
5. Create a map of Shanghai based on Rachel's descriptions throughout the text.

ESSAY/WRITING ACTIVITIES

1. Read *Rachel's Secret* by Shelly Sanders. Write an essay comparing and contrasting it to *Rachel's Promise*.
2. Research two or three early female journalists who were able to break into a predominantly men's world and be successful. Write an essay about these women noting their backgrounds, areas of expertise, and how they were role models for other women.
3. Compare and contrast Rachel and Sergei as protagonists. How are they alike and how are they different? How are they impacted by setting and other characters? How likeable are they and why?
4. Albert Einstein said, "It is harder to crack a prejudice than an atom." Explain how this is true for Jews who have been persecuted in Russian pogroms and the Holocaust.
5. Research immigration in your city, state or province. Where are people coming from and why? What is the impact on your community? How have immigrants' lives changed after coming?
6. Both Rachel and Sergei are forced to leave their homes. Write a poem about home and what it means or doesn't mean to you.

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