**5th ELA and Social Studies Daily Assignments**

May 11- May 15

**Day 1** – *The Devil’s Arithmetic,* Ch. 16- Epilogue

**Directions:** Use the “click to type” boxes below to answer the questions. (Note: if the boxes are not working, you may need to open the document in Microsoft Word, online or desktop version).

1. What was the plan and who was included?

Click or tap here to enter text.

1. Was it successful?

Click or tap here to enter text.

1. What did Hannah notice about the Kommando that carried Fayge's body to Lilith's Cave?

Click or tap here to enter text.

1. What was Hannah trying to tell the girls when the new guard confronted them?

Click or tap here to enter text.

1. What does the new guard tell them?

Click or tap here to enter text.

1. Which three girls does he choose?

Click or tap here to enter text.

1. How does Hannah change the course of events?

Click or tap here to enter text.

1. Explain what happens after Hannah takes Rivka's place with the other girls.

Click or tap here to enter text.

1. Where does Hannah find herself after the dark resolves itself?

Click or tap here to enter text.

1. After she sits down at the table with her family, at what does Hannah stare?

Click or tap here to enter text.

1. What does Aunt Eva share with Hannah about her past when they were alone?

Click or tap here to enter text.

1. When the camps were liberated in 1945, who were the survivors?

Click or tap here to enter text.

**Day 2 – “Crack the Code”**

**Directions**: Complete the “crack the code” activity included with the weekly overview. (You can record your answers on paper if you want!) Then, use the chart at the bottom to decode the phrase, and record the phrase below:

Click or tap here to enter text.

**Journal Entry**On Monday last week, you created two documents that held different information about your identity and 10 things that were really important to you. After completing the novel, and reflecting on the discussions and questions, write a paragraph explaining what you think the importance of those two activities were, AND how they connect to our holocaust unit!

Click or tap here to enter text.

**Day 3 – Journal Reflection**

**Directions:** Use the space below to write a 2-paragraph response that answers the following questions: (1) What surprised you about Fred Korematsu’s story, and why did you find it surprising? (2) How would you feel if you were in Fred’s shoes?

Click or tap here to enter text.

Click or tap here to enter text.

**\*Day 4 work completed on Readworks.org!**

**Day 5** – “Mighty Times – The Children’s March” – Video Questions

**While Watching**

1. What was Birmingham’s nickname and why?

Click or tap here to enter text.

1. Why couldn’t the parents or adults protest? What would happen to them if they did protest?

Click or tap here to enter text.

1. Why were the kids told to say that they were 15 years old when they were arrested? Did it work?

Click or tap here to enter text.

1. There were 10 kids still standing after everyone else had been knocked down or dispersed by the fire hoses. What were they singing?

Click or tap here to enter text.

1. What did President Kennedy think of the photographs he saw of children being hosed on the second day of the march?

Click or tap here to enter text.

1. What were the conditions in the jails? Were they clean? What did the children get to eat? How long were they kept in jail?

Click or tap here to enter text.

**After Watching**

1. Have you ever seen a white tank anywhere before? What might a white tank symbolize to white people? What might it symbolize to black people?

Click or tap here to enter text.

1. What does it mean to “meet violence with nonviolence”? What would it look like?

Click or tap here to enter text.

1. Shelley “The Playboy” told the kids that “there’s going to be a party in the park today.” What did he mean?

Click or tap here to enter text.

1. Kelly Ingram Park was the big green buffer between black Birmingham and the white downtown. Do buffers exist between groups in your community?

Click or tap here to enter text.