

A TEACHER'S GUIDE FOR

Chance

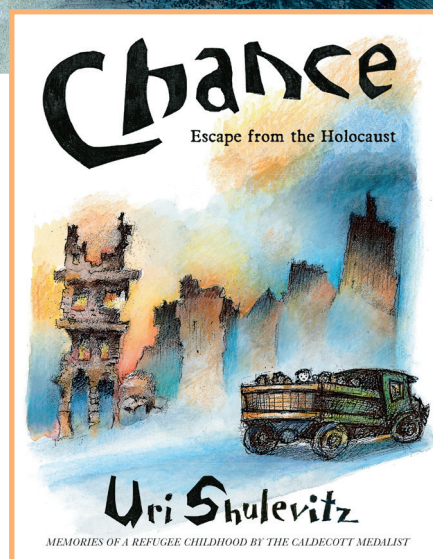
Escape from the Holocaust

FOR USE
WITH COMMON
CORE STATE
STANDARDS

About the Book

With backlist sales of more than 2.3 million copies, Uri Shulevitz, one of Farrar Straus Giroux Books for Young Readers' most acclaimed picture-book creators, details the eight-year odyssey of how he and his Jewish family escaped the terrors of the Nazis by fleeing Warsaw for the Soviet Union in *Chance: Escape from the Holocaust*.

It was during those years, with threats at every turn, that the young Uri experienced his awakening as an artist, an experience that played a key role during this difficult time. By turns dreamlike and nightmarish, this heavily illustrated account of determination, courage, family loyalty, and the luck of coincidence is a true publishing event.



978-0-374-31371-5 | AGES 8-14

About the Author



Uri Shulevitz won the Caldecott Medal as the illustrator for *The Fool of the World and the Flying Ship*, written by Arthur Ransome, and received three Caldecott Honors as the author/illustrator of *The Treasure, Snow*, and *How I Learned Geography*. His other books include *One Monday Morning*, *Dawn*, *So Sleepy Story*, and the instructional guide *Writing with Pictures: How to Write and Illustrate Children's Books*. He lives in New York City.

This guide is intended to support your classroom instruction. The standards listed throughout are aligned with the NCSS C3 Framework for Social Studies State Standards and Common Core State Standards for grade eight, but the activities and questions can be applied to multiple grade levels. Please adapt the activities and questions to meet the needs of your students. You know your students better than anyone else!

Before Reading

1. Create a map of Europe making sure to include Poland, Turkestan, Russia, Germany, and France to build background knowledge on the locations discussed in the book. As you read, add the details of Uri and his family's journey to your map.
D2.Geo.1.6-8 Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
2. Research the major events of World War II and construct a timeline of these events. Explain why each event was a necessary addition to your timeline.
CCSS.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past.

During Reading

1. “Dazed, I watched, frozen in place. The distance between life and death had vanished. One second life, the next death” (page 13). How does this line help the reader understand Uri and what life was like for him?
CCSS.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
2. “When the war came, everything changed. I no longer had two concerns. Only one: how to survive” (page 23). What were Uri's original two concerns, and how did the war coming make him shift to only being concerned with survival?
CCSS.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Define “refugee” and explain why this word is key to understanding the text.
CCSS.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4. Why did Uri's name prove to be such an issue in Russian-occupied Poland?
CCSS.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5. On page 63 we learn more about Soviet ideology. How does the story shared there help us understand what life was like under Soviet control?
CCSS.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
6. How was the Nazi invasion of Russia a turning point not only in the war but also for Uri and his family?
CCSS.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
7. How did the daily lives of Uri and his family change while living in Turkestan?
CCSS.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8. What was one of Uri's most painful memories, and how did the event impact his relationship with his mother?
CCSS.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
9. Why did Uri form such a strong connection to the novel *The Wizard of Oz*?
CCSS.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
10. What was the consequence of Uri telling his aunt Ida no, and how did the incident impact him?
CCSS.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

During Reading (Continued)

11. How did the books of Alexandre Dumas change Uri's life?

CCSS.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

12. Why did Uri and his family decide to immigrate to Israel?

CCSS.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

After Reading

1. "My only refuge was drawing. Always drawing, drawing, drawing. I drew stick figures. Stick figures marching back and forth on pieces of Father's old newspapers, filling up any empty space on the page I could find" (page 6). How did drawing help Uri cope with the traumatizing events of his childhood? Create a visual to connect to your written response.

CCSS.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

2. *Chance* is an illustrated novel that uses text, visuals, and drawings to tell the story of Uri and his family and their fight for survival during the Holocaust. Compare and contrast the various structures within the novel and explain how these structures contribute to the power of the novel.

CCSS.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

3. "She told me stories. Stories she remembered, sometimes half remembered, to which she would add her own plot twists and endings. I didn't care. Anything would do. Greek myths, fairy tales, stories she had read or heard, films she'd seen. I was grateful for her stories, I loved them. They fired my imagination and inspired my lifelong love of stories, and belief in their importance, with their ability to transport me to faraway places, to experience other people's lives" (page 131). Uri's mother told him stories when times were tough and that had a profound impact on him. Describe both the short-term and long-term effects of these stories on his life. How did the variety of stories help Uri persevere during times of unspeakable horror?

CCSS.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

4. How did the Soviet Union use propaganda to maintain control not only of the people living in occupied lands but also of Soviet citizens? How did Soviet propaganda, including films, impact the lives of Uri and his family?

CCSS.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

5. "It goes to show that our survival had little to do with our own decisions. Rather, it was blind chance deciding our fate" (page 249). Do you agree with Uri's assessment of his survival? Why or why not?

CCSS.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

6. Part of Uri and his family's journey was living in the Leipheim displaced-persons (DP) camp. DP camps were an important step in supporting survivors of the Holocaust. To learn more about these camps, research DP camps and create an infographic to share what you've learned.

CCSS.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Nicole Woulfe has a bachelor of arts in history and a master of arts in secondary education from the University of New Hampshire. She is currently teaching at Sanborn Regional Middle School and was named the 2018 New Hampshire History Teacher of the Year.