

The Devil's Arithmetic

Anticipation Guide

To be used with Chapters 15-19

Purpose The purpose of the anticipation guide is to prepare students for reading the text by helping them consider some of the issues they will encounter while reading. This not only helps them better consider the novel's themes, but also helps them anticipate what will happen next as they consider, given prior experience with the novel, what attitudes and events the author is most likely to depict. This exercise also provides a wonderful opportunity for teachers to introduce other reading or writing activities that would involve a consideration of the issues addressed in the anticipation guide.

Materials Copies of Anticipation Guide worksheet for each student, transparency copy of Anticipation Guide, tape with which to mark the center of the room.

Procedure

Step One Distribute copies of the anticipation guide.

Step Two Tell students to carefully consider each statement, and decide whether they agree or disagree with the statement *in general*. Emphasize that they may not completely agree or disagree – they will have the chance to talk about this in a minute.

Step Three After students have had the chance to read the statements on the Anticipation Guide and decide whether or not they agree with them, ask them to help push the desks to opposite sides of the room, leaving two opposite walls clear.

Step Four Mark the center point between the unobstructed walls with an X of masking tape on the floor and put transparency of Anticipation Guide on overhead for easy reference.

Step Five Explain to students that the distance between one wall and the X is the “agree” zone. The distance between the X and the other wall is the “disagree” zone.

Step Six Explain that you are going to read the statements from the Anticipation Guide one at a time. When you read a statement, students should position themselves in the classroom according to whether or not and how much they agree or disagree. The closer they are to the wall, the more strongly they agree or disagree; the closer they are to the tape, the more mixed their feelings are.

Step Seven As time permits, discuss each question with the students as they stand in their chosen spot. Why do those against the wall feel strongly? Why do those near the X have mixed feelings?

Step Eight Ask students to help put the room back in order. Then, as they take a few moments to write down some thoughts they may have had on some of the statements, explaining why they agree, disagree, or both.

Step Nine Ask students to retain this sheet, and refer to it after finishing the final three chapters of the book, when Hannah proves that she is willing to die for her friend, and returns home with a new understanding of both her relatives' experiences and her own heritage. Ask them if any of their opinions have changed.

Assessment This type of activity provides both students and teacher to determine how students feel about certain issues before exploring them via the text. As students read, they may encounter ideas on these issues that they had not considered, and may find that they wish to modify their original opinions. Having recorded their initial reaction to and opinions on these issues, students and teacher can better analyze and discuss how the text influences or fails to influence the students' ideas.

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Anticipation Guide Worksheet

Instructions

Read through each statement carefully. Decide whether or not you agree or disagree with each one. Remember – you may not completely agree or disagree with some statements. You will have time to think about and discuss this later; for now, simply decide whether or not you agree in general.

Agree Disagree

_____ _____
When in a life-threatening situation, people should look out for themselves first because if they don't, who will?

_____ _____
You cannot fully understand why a person behaves the way he or she does if you do not learn about his or her past.

_____ _____
If you are ordered under penalty of death to do something, you should try to preserve your life at whatever cost by doing what you are told.

_____ _____
There are worse things than death.

_____ _____
You should stand up for what you believe in no matter what the cost.

_____ _____
Allowing something horrible to happen is as bad as making something horrible happen.

Comments/Reflection:
