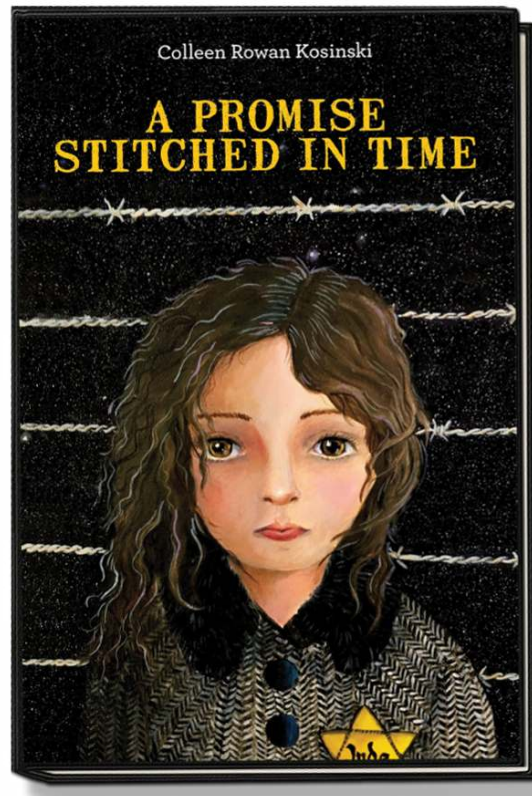


A PROMISE STITCHED IN TIME

written by COLLEEN ROWAN KOSINSKI

A TEACHER'S GUIDE



Published by Schiffer Publishing

Cover Art by Colleen Rowan Kosinski

ISBN-13: 978-0764355547

COLLEENROWANKOSINSKI.COM

TABLE OF CONTENTS

THE HOLOCAUST	4
CHAPTER SUMMARIES	5
(CHAPTERS 1-3) DETERMINING POINT OF VIEW RL.5.6	10
(CHAPTERS 1-3) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C WORDS/ ELA STATE TEST	11
(CHAPTERS 1-3) EXAMINING A CHARACTER RL.5.3.....	13
(CHAPTERS 1-3) TALKING ABOUT BYSTANDERS.....	14
(CHAPTERS 3-4) INTERPRETING THE TEXT RL.5.1, RL.5.2	15
(CHAPTERS 3-4) EXPLORING SIMILES RL.5.4, L.5.5	16
(CHAPTERS 5-7) INTERPRETING THE TEXT RL.5.1, RL.5.2	17
(CHAPTERS 5-7) UNDERSTANDING LITERARY DEVICES RL.5.5	17
(CHAPTERS 5-7) USING PUNCTUATION L.5.2	18
(CHAPTERS 5-7) IDENTIFYING CHARACTER TRAITS RL.5.1, RL.5.6.....	19
(CHAPTERS 5-7) TALKING ABOUT BYSTANDERS	20
(CHAPTERS 7-12) INTERPRETING THE TEXT RL.5.1, RL.5.2.....	21
(CHAPTERS 7-12) EXPANDING VOCABULARY RL.5.4, L.5.4A.....	22
(CHAPTERS 7-12) EXAMINING AN AUTHOR’S WORDS RL.5.4, L.5.4A.....	23
(CHAPTERS 7-12) TALKING ABOUT BYSTANDERS	24
(CHAPTERS 11-13) INTERPRETING THE TEXT RL.5.1, RL.5.2	24
(CHAPTERS 11-13) CONSIDERING POINT OF VIEW RL.5.6.....	25
(CHAPTERS 14-16) EXAMINING THREE PARTS OF SPEECH L.5.1A.....	26
(CHAPTERS 14-16) TALKING ABOUT BYSTANDERS.....	27
(CHAPTERS 17-18) INTERPRETING THE TEXT RL.5.1, RL.5.2	27
(CHAPTERS 17-18) EXAMINING FIGURATIVE LANGUAGE RL.5.4, L.5.5A.....	28
(CHAPTERS 17-18) SUMMARIZING THE TEXT RL.5.2; RL.5.5, W.5.....	29
(CHAPTERS 1-18) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C	30
(CHAPTERS 17-18) TALKING ABOUT BYSTANDERS.....	31
(CHAPTERS 19-20) INTERPRETING THE TEXT RL.5.1, RL.5.2	31
(CHAPTERS 21-22) EXAMINING LITERARY DEVICES: FLASHBACK AND SUSPENSE RL.5.5	32
(CHAPTERS 23-24) INTERPRETING THE TEXT RL.5.1, RL.5.2	33
(CHAPTER 25) WRITING FROM A DIFFERENT POINT OF VIEW RL.5.3, RL.5.6; W.5.9.....	33
CONNECTING WITH ART HISTORY RI.5.3	34
(CHAPTERS 26-27) INTERPRETING THE TEXT RL.5.1, RL.5.2	35
(CHAPTERS 26-27) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C.....	36
(CHAPTER 28) INTERPRETING THE TEXT RL.5.1, RL.5.2.....	37
(CHAPTER 28) ANALYZING A NOVEL’S THEMES RI.5.2.....	37
HISTORICAL EVENTS TEACHER’S GUIDE.....	38
THE DIARY.....	42

NOTES TO THE TEACHER

The activities in this Teacher's Guide are meant to supplement your students' reading of *A Promise Stitched In Time* (Colleen Rowan Kosinski, 2018). You are free to use the pages as you'd like and to copy them for your students. You are also welcome to share them with colleagues.

The pages have been designed for easy reproduction and distribution as individual activities ideal for both classroom work and homework assignments.

SUMMARY

Promises can be hard to keep, but Maggie McConnell is determined to keep the promise she made to her father before he died. She must win a scholarship to a prestigious art program, but her grief gets in the way as she struggles to find her artistic vision. When Maggie purchases an old tweed coat as inspiration, she never guesses this fur-collared coat will forever change the way she views life and her place in it. The coat awakens her muse, but also awakens something else: Maggie believes its previous owner haunts the coat. Dreams and visions give way to clues from the past, and then a Holocaust victim's tattoo appears on her arm. With the help of a steampunk-dressing school outcast named Taj, Maggie must decipher what the ghost wants her to discover, and in the process find herself.

ABOUT THE AUTHOR – COLLEEN ROWAN KOSINSKI

Colleen Rowan Kosinski received her B.A. from Rutgers University and is an alumna of Moore College of Art & Design. She rediscovered her love for writing after years as a freelance fine artist. Discovering children's book writing, she had found her passion. A seeker, Colleen has explored haunted houses, visited mediums and even visited a voodoo priestess in New Orleans. She lives in NJ with her husband and pets - and no ghosts, as far as she knows.



THE HOLOCAUST

After World War 1, in 1918 a political party who called themselves the Nazi party grew from a small group to be one of the most powerful parties in Germany by 1933. Adolf Hitler led them.

From 1933 to 1939, Hitler's power strengthened and the Nazi party controlled Germany's political, social, and economic structure.

Hitler first placed many Jewish people in ghettos starting in 1939, he then created concentration camps in 1941 to exterminate the Jewish people. They brought the prisoners to the concentration camps via windowless, overcrowded trains called "death trains." Hitler not only targeted Jews but also Gypsies, political enemies, Jehovah's Witnesses, homosexuals and people with disabilities.

Hitler created an atmosphere of terror that was maintained by force, and throughout the world "bystanders" stood by and stayed silent. But there were some courageous people who risked their lives to help the persecuted people and helped them to escape.

People retaliated and in 1945 the allies fighting the Nazis liberated the Jewish people from Nazi control.

After the war the Nazis faced punishment for their war crimes and people began to rebuild their lives.

It is estimated that six million Jews were killed during the Holocaust.

Bystanders were ordinary people who played it safe. As private citizens, they complied with the laws and tried to avoid the terrorizing activities of the Nazi regime. They wanted to get on with their daily lives. During the war, the collective world's response toward the murder of millions of people was minimal.

After the liberation of the death camps, residents from neighboring towns were forced to confront the horrors the camps inflicted. Young boys in the Hitler Youth Organization were brought to the camp and forced to look at the corpses on the Death Train.

For more information on bystanders and activities for the classroom go to:

<https://fcit.usf.edu/holocaust/people/bystand.htm>

CHAPTER SUMMARIES

CHAPTER 1

The opening chapter reveals that Maggie's father has died and she misses him terribly. She is an artist like he was and is looking for inspiration for her next painting. Maggie visits a thrift shop to find an object to paint and happens upon an old friend from pre school named Taj. Suddenly Maggie is drawn to an old, tweed coat that she is compelled to own. She steals it out of another person's cart, buys it, and rushes home.

CHAPTER 2

Maggie shows her sister Patty the coat. Her sister thinks it is ugly but Maggie explains she wants to paint it not wear it. She then notices that her father's chair is missing from the table. Patty explains that she threw it away because it was broken. Maggie gets upset and retreats to her bedroom. While visiting her Dad's studio next door to her room, she remembers the promise she made to him. She'd promised to win a scholarship to a prestigious art school called Peabody Academy. The painting of the coat would be her entry, but her attempt at painting the coat does not turn out as well as imagined. That night Maggie has a distressing dream of the former owner of the coat.

CHAPTER 3

Upon waking Maggie draws a portrait of the coat girl from her dream. Later at school Maggie witnesses Taj getting bullied. She wants to help him but her sister convinces her to stay out of the situation. Later, Taj joins her art class and becomes her seatmate. After school Maggie goes to her volunteer work at Silver Lake, a home for the aged. In the mirror of the home Maggie has a vision of herself in a skeletal form. The vision fades but leaves Maggie shaken. While knitting with her favorite resident, Miss Berk, Maggie tells her about the coat and Miss Berk has a strange reaction.

CHAPTER 4

At home Maggie has another vision in her bedroom mirror of floating lights and voices. Still worried about the contest entry, Maggie gets the idea to paint a portrait of the coat girl from her dream. The next morning Maggie wakes on the floor of her father's studio and discovers the start of a painting of the coat girl. She must have painted while sleeping and has no recollection of it. Scared, Maggie does an internet search on ghosts and discovers ghosts can haunt objects. She is beginning to think the coat's previous owner may haunt the coat. In art class Maggie has a strange reaction to a still life set up of boots. Maggie agrees to meet with Taj at lunch to talk about ghosts and hauntings

CHAPTER 5

Pressured by her sister and friends, Maggie ignores Taj at lunch. After lunch, when she is by herself he finds her and they talk about the coat and ghost connection. Taj also recounts to her how he was bullied in a previous school. Maggie and Taj go to study hall in the library. Maggie is nervous about being seen with the school outcast but still talks to him. Until she notices a barbed wire tattoo on the janitor's arm and passes out.

CHAPTER 6

Maggie and Taj make plans to meet in the cemetery and talk about the ghost. Before meeting Maggie stops at the thrift shop to gather more information about the coat. Maggie notices more of Taj's eccentricities but still likes being around him.

CHAPTER SUMMARIES

CHAPTER 7

Taj suggests they hold a séance to try to contact the ghost. This brings up bad memories of when Maggie tried to contact her father after his death. An uncontrollable fear overtakes Maggie. She panics just as a storm starts. She runs in the rain convinced a dog is chasing her and imagines it attacking her. Taj tries to help her but she takes off down the street. Her friend from Silver Lake, Suzie, almost hits her with her car. Suzie drives her home. When Suzi tries to discuss Maggie's father's death Maggie shuts down.

CHAPTER 8

Soaking wet and muddy, Maggie washes her clothes. In the clothes dryer window she sees a vision of the coat girl hanging sheets out on a line in a desolate place. The coat girl tells Maggie to "find Gittel." That evening Maggie tries to tell Patty about the ghost but Patty laughs at her. Patty then gets mad when she finds out Maggie has been discussing ghosts with Taj.

CHAPTER 9

Maggie works on her painting and it is coming along well. She thinks of the coat as her muse. The next morning Maggie wakes to an unseasonably cold day and finds handprints in the frost of her bedroom window. She discovers that her hands fit into the frosty handprints, which leaves her worrying about her own sanity. Maggie is still being pulled to the coat and grateful that it is helping her with her art, so she decides to wear it to school. This angers Patty who worries about their social standing with their classmates.

CHAPTER 10

On the way to school Maggie visits Miss Berk. Miss Berk who suffers from dementia, talks about her past and thinks Maggie is her childhood friend, Freyda. She tells Maggie the coat smells like Chanel #5. Another clue to the origin of the coat. At school, Maggie witnesses Taj getting tripped by a bully whilst a crowd of onlookers laugh or turn their heads. She stands up for Taj. Taj and Maggie meet at the cemetery again and Taj shows her the studio the groundskeeper lets him keep there. Inside he shows her the sculpture he is working on for he art contest. His concept of depicting Moroccan genocide moves her. They decide to try another séance.

CHAPTER 11

During the séance Maggie "sees" the coat girl and another girl run from bad men and hide in a cave. Maggie remembers the coat girl saying to "find Gittel" and that she must do so in order to finish her painting. Maggie is shook up but Taj comforts her.

CHAPTER 12

Maggie tries to paint but is physically unable. The coat girl makes her hand shake every time it nears the painting. Maggie is frustrated and throws the coat away in the outside garbage can. Maggie wakes to find the coat on top of her and her feet covered in mud, meaning she retrieved it during her sleep. That morning Patty decides to make Maggie over so that she has a better chance of being asked to the dance by the brother of the boy Patty likes. They head to school. Patty is on a mission to secure them both dates to the dance.

CHAPTER 13

Maggie leaves Patty while they are talking to the boys to go find Taj. Taj asks Maggie to the dance. Maggie is thrilled but also afraid to tell her sister. In class, Maggie finds herself compelled to draw fashion sketches that resemble those in Harpers Bazaar Magazine. As the day progresses the drawings turn into sketches with sewing instructions.

CHAPTER SUMMARIES

CHAPTER 14

Maggie heads to Silver Lake after school with plans to ask Miss Burk what the sewing terms jotted in her drawings mean. Miss Berk sees one of Maggie's fashion drawings and runs off crying. Maggie has a vision of eating horrible food in another time and place. Maggie discovers Miss Berk's first name is Gittel; but Miss Berk is too upset for Maggie to talk to her. Maggie also discovers the coat was donated to the thrift shop by the owner of Silver Lake. Maggie tells Suzi about the haunting. At home Maggie tries to paint again but an unknown force controls her arm and she writes "Tell Gittel" on the wall.

CHAPTER 15

Maggie tries to tell Patty about her feelings for Taj but makes no progress. That night Maggie has a dream about "Canada" and about the coat girl and the coat girl's friend in the attic sewing room. She learns the name of their tormentor is Frau Hoess.

CHAPTER 16

Maggie watches the movie *The Boy In The Striped Pajamas* and learns that Frau Hoess was the Auschwitz Commandants' wife. She goes to lunch with Taj and tells him what she's learned. When Maggie stops to visit Miss Berk she discovers she has been admitted to the hospital. At home Maggie has a hallucination about attack dogs and suffering people clawing for help.

CHAPTER 17

Maggie dreams she is the attic sewing and she is whipped by Frau Hoess. She awakes in pain and has visible slashes on her back. She meets Taj at the park and shows him. They go to the library in town to do more research about the coat and Frau Hoess. When Maggie finds a photo of the dress she was making in her dream she freaks out and runs into the woods behind the library. Taj catches up to her. They talk and Maggie finally confides in Taj her deepest secret about the death of her father. Taj shares a dark memory with her. Maggie gets her first kiss from Taj. Before leaving the park Taj remind her about the dance and tells her he found out a psychic would be there as one of the activities.

CHAPTER 18

Maggie and Patty form a truce concerning Taj. At the dance Maggie hallucinates about being made to undress in front of Nazi guards. Taj wakes her from her trance and she discovers she was actually starting to undress in the middle of the crowded dance floor. After the alarming incident they seek out the psychic. They are disappointed to discover that the psychic is their art teacher. They learn nothing new but while talking with her an Auschwitz tattoo appears on Maggie's arm.

CHAPTER 19

Determined to solve the mystery of what the coat girl wants from her and return her life to normal, Maggie and Suzi sneak into Miss Berk's room to hunt for clues to her past. They find a hidden diary written in another language and Maggie takes it home to decipher it.

CHAPTER 20

Maggie decodes the diary with a language translator. It appears to be written in Yiddish and Maggie discovers the coat girl's true name is Freyda—the name Miss Berk had always called Maggie when she was having one of her senior moments. Maggie thinks that the discovery of the girl's name will now make everything go back to normal and allow her to paint but she still unable. Maggie goes back to Silver Lake the next day to see if she can get more information about Miss Berk.

CHAPTER SUMMARIES

CHAPTER 21

Miss Berk is home from the hospital and wants to see Maggie. Maggie tells Miss Berk about Freyda's ghost. While talking Maggie has more visions from the past. She recounts out loud what is happening while having the visions. She talks of the escape from Frau Hoess's attic by Freyda and Gittel. Miss Berk tells Maggie that Freyda made a promise to Gittel to come back to her in her next lifetime. Miss Berk believes Maggie is Freyda reincarnated.

CHAPTER 22

Maggie does not want to accept this concept but on her way home cannot stop the "memories." She tells Patty what Miss Berk said but Patty is convinced that Maggie just needs to rest and she'll soon be back to normal. The tattoo disappears from Maggie's arm that night, leaving Maggie to question the real truth of her identity.

CHAPTER 23

Maggie feels much better the next morning and decides to get on with her life and forget about past life notions. Her painting goes well and she finishes her piece for the contest. Maggie and Taj deliver their artwork to their art teacher for the contest submission. Maggie has another vision she recounts out loud while with Taj and their art teacher. In this vision she remembers sewing a locket into the hem of the tweed coat in her last life.

CHAPTER 24

Maggie rushes home and finds the locket where she remembered it would be, and also a photo of Freyda. This spurs her to do her own research on reincarnation.

CHAPTER 25

Taj joins her at her home along with Patty. While discussing reincarnation, Maggie has a vision of her death as Freyda and how she'd made the promise to Gittel. Patty is visibly scared of Maggie's story.

CHAPTER 26

Patty reveals that when they were small children Maggie would call herself Freyda and Patty, Becca. She shows Maggie evidence of this in drawings Maggie made as a child that Patty saved. Maggie, Patty, and Taj are all convinced Maggie is Freyda reincarnated.

CHAPTER 27

It is the day of the art show and Maggie, Taj, Miss Berk and Suzi attend the event. The painting is received well. Miss Berk sees it and is brought to tears.

CHAPTER 28

Maggie receives notice that she has won a scholarship to Peabody Academy, thus fulfilling her promise to her father. She sees Miss Berk one last time before Miss Berk dies in her arms. Before dying Miss Berk promises to return to Maggie again. Maggie realizes that death is not a final goodbye and people are never lost from each other forever.

(CHAPTER 1-3) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

Who is Maggie?

What happened to Maggie's father?

Why is it so important?

Who does Maggie meet at the thrift shop?

What does Maggie buy at the thrift shop?

Why does Maggie get upset with her sister?

What does she try to paint?

Why is the painting so important?

Who is Mrs. Berk?

How did Maggie end up with Mrs. Berk at Silverlake?

(CHAPTERS 1-3) DETERMINING POINT OF VIEW RL.5.6

The point of view of a story refers to the perspective from which the story is told.

A Promise Stitched In Time is told in the first person point of view because the story is narrated by a character (Maggie).

We can see only her perspective, and the author uses the pronouns “I” and “me” when referring to her.

Write down a passage from the story that shows it is told from first person point of view.

Circle at least one word in that passage that tells us it is first person point of view.

Why do you think the author, Colleen Rowan Kosinski, chose to write this book from first person point of view?

As a reader, what do you gain from reading a story in first person?

What do you lose when you read a story that’s told in first person? (Hint: Think about who is telling the story and what limitations her viewpoint might have.)

(CHAPTERS 1-3) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C WORDS/ ELA STATE TEST

Read each sentence from *A Promise Stitched In Time*. Use the context of each sentence, and a dictionary if necessary, to decide which definition among the multiple choices provided makes the most sense to replace the word in **bold text**. Circle the correct answer. Write that definition in the blank. Then, complete the final comprehension question or task.

Sometimes the front window display holds really **unique** or funky objects, fun things to paint like dolls with bristles for hair and marble eyes that follow you wherever you go, lamps dripping with way too many crystals, or wax fruit complete with bite marks from indiscriminate diners. –pg 6

From this sentence, **unique** might mean _____

Which of the following would probably be considered **unique** ?

a. a cat b. a dog c. a purple unicorn

His leather-scented aftershave still **lingers** in the corners. –pg 13

From this sentence, **lingers** might mean _____

Which of these would most likely **linger**?

a. perfume b. a rug c. smelly feet

By twenty-five, she orchestrated her final curtain call. **Massive** overdose. –pg 16

From this sentence, **massive** might mean _____

Name something else that is **massive** _____

With a fan brush I **manipulate** the paint to capture the appearance of fur. –pg 16

From this sentence, **manipulate** might mean _____

What other types of material can you **manipulate**? _____

I hope I'll run into him again so I can apologize for **abandoning** him today. –pg 16

From this sentence, **abandoning** might mean _____

Besides people, what else can be **abandoned**? _____

I try hard to capture the **effect** of the wind in her hair and the desperation on her face. –pg 17

From this sentence, **effect** might mean _____

Affect and effect often get confused. Affect is a verb. Effect is a noun. Write a short sentence using the word 'effect'

(CHAPTERS 1-3) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C WORDS/ ELA STATE TEST

Write a short sentence using the word 'affect'

The coat calls to me like a mournful moan as I get ready for school, but I ignore its pull and **reluctantly** leave it hidden beside my bed. –pg 17

From this sentence, **reluctantly** might mean _____

Name something that you might be reluctant to leave behind. _____

He runs back and forth, desperately trying to **retrieve** his hat. –pg 18

From this sentence **retrieve** might mean _____

What word would be an antonym of retrieve?

a. collect b. recover c. leave

Third period I have art class, my school **sanctuary**, a place where I can let go of numbers, dates, spelling, and anything else bothering me, and relax in a zone of creativity. –pg 18

From this sentence, **sanctuary** might mean _____

What place might be a sanctuary for wildlife?

a. park b. highway c. church

The turpentine-laced air **soothes** my senses. I've always been at my happiest when surrounded by the scent of paint and the dust of charcoal. –pg 18

From this sentence, **soothes** might mean _____

A good synonym for soothes might be?

a. calms b. aggravates c. excites

I make a sad face, wave goodbye to my **former** neighbor, and slump down into my chair. –pg 19

From this sentence, **former** might mean _____

A good antonym for former might be?

a. last b. current c. present

(CHAPTERS 1-3) EXAMINING A CHARACTER RL.5.3

Find three passages that give you new information about Maggie. These can be things about her appearance, her personality, her background, her family, or even her likes or dislikes. Then, explain what that passage tells you about Maggie.

Do Maggie and Patty seem more alike or different to you? Why?

Why might they enjoy hanging out together?

(CHAPTERS 1-3) TALKING ABOUT BYSTANDERS

Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it.

In *A Promise Stitched In Time* the author shows examples of “bystanders.” Read the following passages and discuss the questions.

He runs back and forth, desperately trying to retrieve his hat. Every so often, one of the kids will let him get close enough to let his fingertips graze the brim, before sending it just out of his reach again.

How is this a situation that would involve bystanders?

A look of desperation clouds his eyes. Without thinking, I start toward him.
“Stop.” Patty yanks me back.

Who is the bystander in this passage?

My heart drums and my hands shake. “I know him, Patty. From preschool. We should do something.”

Have you ever been in a similar situation? How did you respond?

She glances over at the scene, then straight ahead, as if she didn’t notice. “Like what? You want them to turn on us?”

Why does Patty want to be a bystander?

I stop, planting my feet. “It just doesn’t seem right to ignore—”
“The world’s not perfect, Maggie. Preschool was a long time ago.” She tugs on my arm, pulling me off-balance. “Let’s use the gym entrance.”

What should Maggie have done?

“Class, let’s welcome Taj Mabibbi to our circle,” Ms. Cherry says.
Bored mumbles of “Hi, Taj,” echo around the room, along with unkind comments that fill quiet corners.
Ch3

Who are the bystanders in this situation? Why? How do you think Taj feels?

(CHAPTERS 3-4) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

How does the coat affect Maggie?

When Maggie and Patty approach the school what is happening? How do they react?

Does Maggie treat Taj when he sees her in the classroom? How does she feel about her reaction?

Who is Miss Berk? What is her reaction to the description of the coat?

How does her reaction make Maggie feel?

(CHAPTERS 3-4) EXPLORING SIMILES RL.5.4, L.5.5

Authors use similes to compare two unlike things and create vivid images that readers can relate to. Similes use the words “like” or “as” in their comparisons.

Reread this sentence from page 6: The freckles generously sprinkled across my face look like cinnamon-colored stars in a magenta sky.

What two things are being compared?

Why do you think the author chose to use a simile to describe Maggie’s complexion, instead of simply saying something like, “You could see all her freckles when she blushed.”?

Reread this sentence from page 8: The herringbone pattern of gray and black weaves through my mind like M.C. Escher’s birds in his lithograph, *Liberation*, threading in and out in a blur of gray.

What two things are being compared in this sentence?

Describe why Maggie chooses to describe the coat this way.

(CHAPTERS 5-7) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

Where were Maggie and Taj going to meet? Why was Maggie nervous?

On page 18, Patty explains why Maggie should not have a friendship with Taj. Copy a passage that describes Patty's reasoning.

When Maggie and Taj meet in the courtyard (pg 33) what do they talk about? What happened to Taj in his previous school?

What does Maggie find in her locker (pg 36)? What does she plan to do?

(CHAPTERS 5-7) UNDERSTANDING LITERARY DEVICES RL.5.5

Authors have different ways of providing a reader information about a character in a story as well as creating excitement and suspense. One of these is called foreshadowing. This is an author's way of hinting at something that will happen later.

Read this example from page 42:

Desperate to apologize for leaving him and hoping to be able to say goodbye, I bought a Ouija board and planned on holding a séance to try to communicate with him. To tell him I was sorry. Mom found out and flipped. I'd never seen her so angry. When Taj said the word séance, I saw my mom making the sign of the cross and heard her voice ringing in my ear, "Jesus, Mary, and Joseph! I will not have you bringin' the devil into my house, Margaret May McConnell." She took my board out to the yard, dumped it in a metal trashcan, and burned it. As the flames licked the side of the can, my hopes of ever contacting Dad again floated away like ashes on the wind.

What is Taj suggesting to Maggie? After reading this passage, how do you think this is going to affect Maggie?

What kind of feeling does this passage create?

Read this second example from page 43:

A squeal like the howl of an injured animal causes me to look up. Lights blind me. *They've caught us.* The thought seeps through my mind and triggers panic. I scan the area, looking for a place to hide.

What does this passage foreshadow?

What kind of feeling does this passage create?

Why do you think the author uses foreshadowing here?

(CHAPTERS 5-7) USING PUNCTUATION L.5.2

Authors use commas a lot in their writing. Three of the ways you'll see commas used in *A Promise Stitched In Time* are:

To separate an introductory (or beginning) word from the rest of the sentence.

Ex: "Um, did you notice Dad's chair is missing?"

To set off a person's name in a direct address.

Ex: My table partner, Kathy Lundy, nudges me with her elbow and whispers in my ear, "Oh my God, follow fashion much?"

To separate a tag question from the rest of the sentence.

"I know, right?"

Add commas to the following sentences. Then, turn to the page provided, find the sentence, and see if you put it in the right spot!

Plus my stomach is still not quite right. (pg 30)

So everyone can hear, she says, "By the way Sugar told me that she heard from Mary Feltman that Aiden Wilson might like me." (pg 31)

"Anyway, once I start going out with Aiden, I'll hook you up with his younger brother Ethan. (pg 32)

As we enter the library side by side Sugar, resident gossip queen, casts a squinty eye at me. (pg 34)

I want to talk to him, but the librarian Mrs. Finch, watches us, her finger itching to cover her pursed lips. (pg 34)

"I can't believe you fell for that. I was just messing with you. You didn't think I was serious did you?" (pg 35)

I am about to confide in him when I catch sight of the school custodian Mr. McHale, climbing a ladder, spare light bulbs in hand. (pg 35)

"Um do you know where she is?" (pg.37)

"What's wrong honey?" (pg 38)

"Whoa what the heck—" Patty yells. (pg 39)

(CHAPTERS 5-7) IDENTIFYING CHARACTER TRAITS RL.5.1, RL.5.6

In Chapter 5, we learn a lot about Taj from his actions, his words, and the way Maggie describes him. Answer the following with specific passages from the book that show something about Taj's character.

His character is shown with something he does.

His character is shown with something he says.

His character is shown with something Maggie says about him.

(CHAPTERS 5-7) TALKING ABOUT BYSTANDERS

Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:

- ~Pressure to participate in the bullying
- ~Anxiety about speaking to anyone about the bullying
- ~Powerlessness to stop bullying
- ~Vulnerability to becoming victimized
- ~Fear of associating with the victim, the bully, or the bully's pals
- ~Guilt for not having defended the victim

Read the following passages and discuss the questions.

"Who do you keep looking at?"

"Huh?" Am I that obvious? "That boy over there. The one with the hat. He's the guy I went to preschool with." I nod in Taj's direction. "I feel bad for him. He must be lonely."

"The new guy?" She glances his way. "Look at him."

"What's up with the hats?" Sugar asks. "I mean, someone new to our school should try to blend in and not deliberately wear weird stuff to make himself stick out."

Everyone at our table looks over and nods in agreement.

How are the people at the table acting like bystanders?

As soon as Sugar gets up to grab a straw for her juice, Patty says, "Stay clear of him, Mags. You hang with him and before you know it, people will think you're weird, too. It sucks, but that's how it works around here."

Discuss these issues and associate it with what Patty says.

When I walked by, they'd say something like, 'do you smell that?' death just walked by.' Or they'd hold their noses when they were around me. I've got a thicker skin now, but it really bothered me as a little kid.

Were the children holding their noses bystanders or bullies?

(CHAPTERS 7-12) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

Copy 1 to 2 passages from the text that describe Taj. From these passages, what do you learn about this character?

Do you think Maggie can trust Taj? Why or why not?

The coat girl appears in chapter 8. Where do you think she is and what do you think happened to her?

Choose three people from *A Promise Stitched In Time* that you think share a common trait. What do these people have in common?

(CHAPTERS 7-12) EXPANDING VOCABULARY RL.5.4, L.5.4A

Use the page numbers to look up each word in *A Promise Stitched In Time*. From the clues in each sentence, match the vocabulary word on the left with the correct definition on the right.

Match vocabulary words with definitions.

- | | |
|-----------------------------|---------------|
| 1. _____ barren (p. 39) | a. streams |
| 2. _____ genre (p. 41) | b. cloak |
| 3. _____ inhalation (p. 46) | c. holes |
| 4. _____ ripples (p. 49) | d. calming |
| 5. _____ glowers (p. 51) | e. skinny |
| 6. _____ mojo (p. 54) | f. shell |
| 7. _____ dreary (p. 55) | g. eyeglass |
| 8. _____ monocle (p. 55) | h. depressing |
| 9. _____ carapace (p. 56) | i. magic |
| 10. _____ gaunt (p. 57) | j. a scowls |
| 11. _____ sedative (p. 60) | k. waves |
| 12. _____ sockets (p. 60) | l. intake |
| 13. _____ shroud (p. 64) | m. category |
| 14. _____ rivulets (p. 64) | n. lifeless |

Now, find a vocabulary term on the left that fits in each sentence below.

Mysteries were her favorite _____ to read.

Leaves twirled on tiny _____ in the puddle.

After suffering a week with the flu, her face appeared _____.

We screwed the light bulb into it's _____.

The freshly fallen snow looked like a white _____ covering the landscape.

Her tears fell in tiny _____ down her face.

Classical music had a _____ effect on her nerves.

After they scooped out all the red fruit of the watermelon all that was left was its _____.

The man with the fancy top hat wore a _____ in his eye.

The sky was gray and _____ as the rain fell.

The new player was feeling great when her sport's _____ returned and she scored a goal.

The angry teacher _____ at me behind green spectacles.

The wildfires burned the land and it was left _____ and dry.

Before diving underwater I took a deep _____ and held my breath.

(CHAPTERS 7-12) EXAMINING AN AUTHOR'S WORDS RL.5.4, L.5.4A

Authors try to create vivid images in readers' minds. Sometimes, they do this using similes, comparisons using "like" or "as."

Reread the following simile from page 50 and answer the questions that follow:

Like little fires, my worries are snuffed out as calm envelopes me.

What two things is the author comparing?

How are these things similar?

Do you agree with this comparison? Why or why not?

Authors also use personification—giving nonhuman objects human qualities—to better describe something or to emphasize a point.

Read the underlined example of personification from pages 59:

"Are you with us, girl who owned this coat?" I ask in my most serious voice, as wax melts and drips down the candle's sides like hot tears.

Look at the underlined phrase. Draw the image that comes to mind when you read this.

What are the candles doing that they really can't do?

(CHAPTERS 7-12) TALKING ABOUT BYSTANDERS

Read the following passage from the novel and answer the questions that follow.

Taj lay in a heap on the floor. The laughter around him starts as a light patter and then turns into a full-fledged downpour. Not everyone laughs, but when I catch their eyes, they hurry away.

The kids watching and laughing are all bystanders.

How do you think their actions support the bully?

What should they have done?

(CHAPTERS 11-13) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

Who shows up in Maggie's vision at the séance? What does she want?

How does it make Maggie feel?

After the séance when Maggie goes home to paint, what happens? How does she react to this? What does she do with the coat?

What happens the next morning? How does Maggie react?

(CHAPTERS 11-13) CONSIDERING POINT OF VIEW RL.5.6

As readers, we get to experience this story through Maggie's eyes only. This affects how we view other characters because we only get to know what Maggie is seeing, hearing, feeling, or experiencing.

On pages 68, Taj sees Maggie for the first time with the makeup Patty put on her. Using a specific example from the book, describe Maggie after Taj sees her.

What are two things we DON'T get to learn about Taj since this story is told through Maggie's eyes?

Write a paragraph from the point of view of Taj describing his encounter with Maggie. Be creative—imagine what Taj might think about Maggie's appearance, her responses to him, and his odd behavior concerning the tweed coat.

(CHAPTERS 14-16) EXAMINING THREE PARTS OF SPEECH L.5.1A

English is made up of eight parts of speech. Three of those are conjunctions, prepositions, and interjections. Conjunctions are words that join ideas, sentences, or parts of a sentence together. There are only seven of them and together, the first letter of these words spell out FANBOYS. For And Nor But Or Yet So

Notice how the conjunctions in this sentence connects two actions:

I lean my head back against the sofa **and** open my mouth to answer, **but** the smell of chicken soup drifts in from the kitchen **and** my mind twists toward another time.

Prepositions are words that link things together in a sentence. Often, prepositions indicate some kind of time, space, or other relationship. Some examples of prepositions are: above, across, below, under, and in.

My hand splats my loaded paintbrush **onto** the wall and starts moving.

Interjections show emotion. They are usually followed with an exclamation mark.

Notice how the interjection in this sentence from the story is used to show excitement.

“Stop!” The lights snap back on. (pg 85)

Identify whether the bolded word in each sentence below is a conjunction, an interjection, or a preposition. Then, under each sentence explain what purpose the word serves in the sentence (what does it add or do?). The first one has been done for you.

My hands are rough on the delicate fabric, and I am afraid my ragged cuticles might snag it.

___conjunction___ This word joins two things that the subject, I, needs to do in the sentence.

I twist my head to look at a clock hanging **over** the doorway. _____

SMACK! Pinpricks of pain flash across my back, and I drop to my knees. _____

A shiver shakes my body **and** I sink to the floor. _____

(CHAPTERS 14-16) TALKING ABOUT BYSTANDERS

Read this passage and answer the question that follows.

“Bet you didn’t know his dad is a mortician and he actually lives above the funeral home. Sugar told me that he may even sleep in the same room as cadavers!”

How does spreading rumors contribute to being a bystander?

(CHAPTERS 17-18) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

How does Maggie feel when she tells Taj about her father’s death? Why do you think she feels this way?

How does Patty treat Maggie when she learns Maggie is going to the dance with Taj? How does she change?

What do Maggie, and Taj hope to learn from the psychic?

What does Patty do when Sugar spies Maggie and Taj at the dance? Do you think this is important? Why?

What happens that causes Maggie and Taj to believe they are closer to finding out the identity of the coat girl?

(CHAPTERS 17-18) EXAMINING FIGURATIVE LANGUAGE RL.5.4, L.5.5A

Each of the following sentences contains an example of a simile or personification, two types of figurative language.

Underline the example and then write what it is in the blank, using an **S** for a simile or a **P** for personification. Complete the task that follows.

Will my feelings and emotions drain away from me like water through a sieve, floating away just like Dad? _____

Based on this sentence, how does Maggie feel?

Inside, the gymnasium has been transformed into a garden of pink, yellow, and green crepe paper and glitter.

Draw a simple sketch of the image this sentence creates in your mind.

Fear clutched me with sharp bony fingers.

Use one or two words to describe how Maggie is feeling.

(CHAPTERS 17-18) SUMMARIZING THE TEXT RL.5.2; RL5.5, W.5.

Since the beginning of the story, a number of events have occurred that have led Maggie to the moment where the tattoo appears on her arm.

Fill in the blanks in the sentences below.

Maggie buys the tweed _____ from the thrift shop.

Maggie dreams of _____.

Maggie shows the coat to _____ and they conduct a _____.

Maggie sees a vision in the _____, and learns that she must remember her _____ and ask _____.

Maggie watches the film, *The Boy In The Striped Pajamas* and learns the name, _____.

Maggie and Taj go to the library and Maggie finds a picture of _____ in a book.

She dreams about coat girl and then takes the coat girl's place at the sewing machine. When she doesn't finish two _____ in time, she gets three _____.

Taj and Maggie decide to see the _____ at the dance to see if she can give them any clues.

During the psychic reading a _____ appears on Maggie's arm.

Using these main events to guide you, write a one-paragraph summary of what has happened to Maggie so far.

Make sure that your summary includes:

- ~a topic sentence with the title and author of the book
- ~the main character
- ~a very short description of who he is
- ~the overall problem the main character encounters and must now solve
- ~the major events of the story
- ~complete sentences and correctly spelled words.

(CHAPTERS 1-18) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C

Throughout *A Promise Stitched In Time*, Maggie uses interesting colors to describe things. Below are some of the colors mentioned in the book and their definitions. Take a look and then find the colors in the word search.

COLORS WORD SEARCH

Ultramarine - a brilliant deep blue pigment

Cerulean - deep blue in color like a clear sky

Carnelian - orange-red color

Ochre - a pale brownish yellow color

Sienna - a pale brownish yellow color

Magenta - a light purplish red

Burgundy - a purplish red

Ebony - a very dark brown or black color

Saffron - the orange-yellow color

Tawny - an orange-brown or yellowish-brown color

Crimson - of a rich deep red color inclining to purple

Aubergine - a dark purple color

Fuchsia - a vivid purplish-red color

Dioxazine purple - deep bluish purple

Cobalt - a deep blue to greenish-blue color

Raw umber - a natural pigment resembling but darker than ocher, normally dark yellowish-brown in color

Burnt sienna - deep reddish-brown

Violet - a bluish-purple color

Bronze - a yellowish-brown color

Cadmium red - a very strong, warm red

Titanium white - brilliant white

Azure - bright blue

Scarlet - a brilliant red color

Viridian Green - dark bluish green

```

A N N E I S B U R G U N D Y E T M
C B L N Y A E H N S C A R L E T A
A Q F N E Z R U D C T O P U N A G
R L O Z N U G R A S S R U O R W E
N B B O R R I X M I U O R N A N N
E S R A T E O O A P T R P I I Y T
L B U R N T S I E N N A L V A T A
I X I T I T A N I U M W H I T E I
A U B E R G I N E P L U T O A N N
N T N P O Z E R H C O M B L I O O
U L T R A M A R I N E B A E H R S
T N B X P N A E L V R E C T C F M
L C O B A L T F U S C R O A S F I
A I C A D M I U M R E D B R U A R
D V I R I D I A N G R E E N F S C

```

(CHAPTERS 17-18) TALKING ABOUT BYSTANDERS

Sugar and some other girls rush over, giggling, until their eyes land on Taj. They freeze, and their laughter falls away.

Why do you think they stopped laughing?

(CHAPTERS 19-20) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

Maggie and Suzi search Miss Berk's room and find her diary. List at least two new things we learn about Miss Berk from the diary.

What did Suzi want Maggie to do when they found the diary? How did Maggie feel about it? Do you think she did the right thing?

How do the passages in the diary relate to what Maggie had been experiencing?

Why is Miss Berk so important to Maggie?

(CHAPTERS 21-22) EXAMINING LITERARY DEVICES: FLASHBACK AND SUSPENSE RL.5.5

Authors have different tools they use to keep a story engaging. One tool, or device, they use is called a flashback. Remember that this is when a narrator goes back in time to tell the reader something that happened before the story. The flashbacks in *A Promise Stitched In Time* happened many years before the story.

There is a flashback in Chapter 21. Reread this flashback on pages 107-108

How is the text different in the flashbacks? Was this a good device to use to show a flashback?

What is the purpose of the flashback? (In other words, what do we learn about Maggie (Freyda and) and Miss Berk (Gittel)?)

Do you think it was an effective or useful way for the author to share new information with the reader? Why?

Another way that authors try to keep readers interested is by building suspense. Suspense is the feeling readers get when they are waiting for the outcome of an event. Suspense can leave a reader feeling anxious or nervous, and hopefully wanting to turn to the next page quickly.

Chapter 21 ends with this passage:

My mind unravels. Thoughts fly loose then tangle again. Who is Maggie? Has Maggie been replaced?

How do the last sentences of this chapter make you feel when you read them?

How does the author create suspense with these sentences?

(CHAPTERS 23-24) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

Why does Maggie run home in the beginning of Chapter 23? Why is this important?

What does she discover about herself?

Who betrayed Freyda in Chapter 23. Would you call this person a bystander?

What happens at the end of this chapter? What do you think will happen next?

(CHAPTER 25) WRITING FROM A DIFFERENT POINT OF VIEW RL.5.3, RL.5.6; W.5.9

At the end of Chapter 25, Maggie experiences a very important flashback.

How would Taj describe the scene in a journal? From his eyes, how would Maggie and Patty appear to him?

Write a short journal entry from the perspective of Taj. Tell about the tow people you were with on the day Maggie discovered the locket; how they sounded; their expressions; and how it affected you.

Your journal should:

~be written in first person (using the pronoun "I") from the point of view of Taj.

~include a thorough description of each character: Maggie and Patty.

~explain how Taj might have felt

~be free of spelling and grammatical errors.

CONNECTING WITH ART HISTORY RI.5.3

Maggie is an artist and often references artists and famous paintings.

How many of the artists or painting do you know?

See if you can match the artists and paintings on the left with the descriptions of what they painted or what the paintings looked like on the right. Write the correct letter in the blank.

- | | |
|---------------------------|---|
| 1. _____ M.C. Escher | a. paint splatters |
| 2. _____ Degas | b. painted portraits whose faces were long and mournful |
| 3. _____ Jackson Pollack | c. Liberation |
| 4. _____ Georges Seurat | d. an eagle eating the liver out of a chained man |
| 5. _____ Edvard Munch | e. La Grande Jatte |
| 6. _____ Prometheus Bound | f. paintings inspired by ballerinas |
| 7. _____ Modigliani | g. The Scream |

Challenge Question: what kinds of subjects did Georgia O'Keefe paint?

(CHAPTERS 26-27) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

What was Patty saving in the box under her bed that she shows Patty?

What does Maggie think it proves? Why?

How does Miss Berk react when she sees Maggie's painting?

Reread this last sentence on page 126:

She squeezes back and whispers, "Our souls will always be free."

What do you think Gittel (Miss Berk) meant by this?

What might the author be foreshadowing here?

(CHAPTERS 26-27) EXPANDING VOCABULARY RL.5.4, L.5.4A, L.5.5C

Read the sentence from *A Promise Stitched In Time*. Use the context of each sentence, and a dictionary if necessary, to determine the best definition of the underlined word. Write that definition in the blank. Then, complete the final comprehension question or task.

I click to the page of a reincarnation expert I bookmarked, and read: “Most of my subjects started talking of past-life experiences around the age of three. By the time they reach age five or six, the memories seem to recede until they are practically gone.” (pg. 123)

From this sentence, recede might mean?

_____.

Which of these things might recede?

- a. tides b. a tree c. a box

You refused to call me Patty.” Her voice trembles. “You said my real name was Rebecca and yours was Freyda. You said my nickname was Becca.” (pg. 123)

From this sentence, nickname might mean?

_____.

A good example of a nickname for Michael might be?

- a. Bob b. Mike c. Danny

You look great,” I say.

“I couldn't look like a *meshugana* at my best friend's art debut,” she answers with a smile. (pg. 125)

From this sentence, meshugana might mean?

_____.

Which of these might a synonym for meshugana?

- a. an opera singer b. a crazy person c. an aristocrat

The show is being held in the private home of one of the art school's professors. We coast up a long drive flanked by tall oak trees. (p. 126)

From this passage, flanked might mean?

_____.

A good antonym for flanked might be?

- a. lining b. over c. unbounded.

She raises her fingers to her mouth and mimics locking it with a key. “Not a word. It's a powerful piece on its own.” (pg. 126)

From this passage, mimic might mean? _____.

A good job for someone who mimics well might be a _____? Why?

(CHAPTER 28) INTERPRETING THE TEXT RL.5.1, RL.5.2

Answer the following questions.

What does the letter Maggie receives say?

How does she feel?

Who does Gittel see in her room besides Maggie?

What does Gittel promise?

What happens to Gittel?

How does Maggie feel? Why?

What does Maggie do with the tweed coat?

What does she do with the black dress?

Why does she keep one and donate the other?

How does she feel about her father's death now?

(CHAPTER 28) ANALYZING A NOVEL'S THEMES RI.5.2

The author, Colleen Rowan Kosinski, develops several themes in this novel: the role of bystanders (silent bullying), and treating others as you'd want to be treated.

Find at least one specific passage from the story that shows how each theme was developed. Explain what you think the author's message is regarding these themes?

What other themes do you think are present in the story?

HISTORICAL EVENTS TEACHER'S GUIDE

A Promise Stitched In Time is a work of fiction but weaves in historical information about the Holocaust. The following are passages from the novel (“In the story:”) and their relation to historical events (“In history:”).

In the story:

The left lapel has loose threads hanging from it as if a patch had been sewn on long ago. For some strange reason these threads *really* bother me. I am in the middle of the street but I have to get them out, *now*.

In History:

Patches were part of the system of identification in Nazi camps. They were used in the concentration camps to identify the reason the prisoners had been placed there. The patches were made of fabric and were sewn on jackets and trousers of the prisoners. They had specific meanings indicated by their color and shape. Such emblems helped guards assign tasks to the detainees

In the story:

I catch a glimpse of my reflection and my body fills with ice. My image is changing. My face thins out, the skin draws taught over my skull. My cheeks hollow and my eyes sink deep into their sockets. Knobby elbows protrude from skeletal arms. I try to hide their ghastly appearance by pulling down my sweater sleeves.

In History:

Lack of food, horrible conditions, disease, and tireless work reduced the prisoners in the concentration camps to skin and bones. Many starved to death.

In the story:

That’s when I notice the still-life display in the center of the room: tall black boots.

A tingle starts under my left collarbone, then spreads, pinging from my birthmark to my eyeballs and blurring my vision. My ears fill with the crunch of boots marching.

In History:

A part of the Nazi uniform was black leather boots, often referred to as jack boots.

In the story:

She takes a huge bite, a flurry of crumbs sprinkle the front of her pale blue sweater like ashes falling across a clear blue sky.

Ashes. Smoke stacks. The thought makes me shudder.

In History:

Crematorium I operated at Auschwitz from August 15, 1940 until July 1943. According to calculations by the German authorities, 340 corpses could be burned every 24 hours.

HISTORICAL EVENTS TEACHER'S GUIDE

In the story:

I am about to confide in him when I catch sight of the school custodian, Mr. McHale, climbing a ladder, spare light bulbs in hand. A barbed wire tattoo encircles his bicep. A fence. *My God, not the barbed wire fence!*

In History:

Electrically charged barbed wire surrounded the concentration camp.

In the story:

She shakes her head and furrows her brow. “Have they told you not to come to class anymore? I heard that was happening.”

In History:

During the rise of the Nazi Party, all teachers had to join the “Nazi Teachers’ Association”. Jewish children were humiliated at school and then, in 1938, banned from education.

In the story:

I hold a crust of dried bread in one hand and a tin bowl of gray soup in the other. My lips touch the metal bowl and I drink the horrible-tasting liquid, following it with the tasteless bread. I want more, but know there will be no more until tomorrow.

In History:

Prisoners explain the extremely meager and unhealthy amounts of food they are given each day. There is no choice or variation. Everyday the prisoners are given the same type of food for each meal. Food ranges from coffee, soup, meat, bread, water and sometimes milk.

In the story:

I am in a vast, chilly warehouse. Silverware, musical instruments, hats, shoes, and clothing are strewn about, and there is an odd jumble of scents in the air—cologne, sweat, mothballs. I turn around and find myself in a different building, where I am seated in a dusty attic, coughing. Folded clothing is stacked high against one wall, and a pair of old-fashioned black sewing machines hums as the coat girl and another young girl pump the cast iron treadles.

In History:

The Auschwitz commandant’s wife, Hedwig Hoess, had two Polish seamstresses sewing clothes for her and her family in her villa overlooking the concentration camp. The fabric for the fashions were selected from the mounds of plunder being processed in vast warehouses in the camp, called Canada.

HISTORICAL EVENTS TEACHER'S GUIDE

In the story:

Remember, even your own can turn on you, a ghostly voice whispers inside my head.

In History:

The concentration camps depended on the on the cooperation of inmates who supervised the prisoners. Known as Kapos, they carried out the will of the camp commandants and guards, and were often as brutal as the Nazis. Some of these Kapos were Jewish, but still inflicted harsh treatment on their fellow prisoners.

In the story:

Growls. Snapping jaws. Sharp, deep barks. Out of the blackness, German shepherds with huge teeth creep toward me and their cold eyes bore into me. They inch closer, surrounding me, and I have nowhere to run.

In History:

German Shepherds were used by the Nazis to control prisoners and guard concentration camps.

In the story:

I pull the last stitch, tie off the thread, and look up. The woman stares at me. Proudly, I hang my new creation on the dress form next to the blue silk dress.

SMACK!

Pinpricks of pain flash across my back, and I drop to my knees. Two more sharp blows follow.

In History:

A design and tailoring shop was opened on the concentration camp's grounds to make clothes for the wives of SS officers and the camp's female guards. Each inmate had to produce two custom-made dresses per week. Every Saturday, exactly at noon, SS officials come to the studio to pick up the new garments.

In the story:

How could he expect us to undress in public? In front of men? I watch as the SS soldier shoves the woman closest to him. She falls to her knees but doesn't make a move to undress. He kicks her in the gut. She rolls to the side, clutching her belly. He approaches her again and she scrambles to untie her shoelaces.

"Clothes to the left. Shoes to the right." He smirks as if proud to have intimidated the poor, defenseless woman.

In History:

On arrival at concentration camps prisoners had their clothing taken away. They would then be issued a striped uniform. Men would wear a vest, trousers, hat and coat. Women would be supplied a smock type dress. On their feet prisoners wore wooden or leather clogs. As socks were not supplied, clogs would rub on feet and ankles, causing foot sores.

HISTORICAL EVENTS TEACHER'S GUIDE

In the story:

My left forearm burns, stinging over and over like a knife stabbing me. Sticking, twisting, red-hot pain. I yank up my sleeve. "My arm!"

Taj and Ms. Cherry lean in close.

First the letter "A," then numerals, 1 . . . 8 . . . 3 . . . 3 . . . 7 flow across my left forearm, light green at first, then darkening to a deep teal.

In History:

A single-needle device pierced the outlines of serial-number digits onto the skin. The site of this tattoo was on the outer side of the left forearm. However, prisoners from several transports in 1943 had their numbers tattooed on the inner side of their left upper forearms. Tattooing was generally performed during registration when each prisoner was assigned a camp serial number.

THE DIARY

Read these fictional diary entries from the novel and answer the questions that follow.

November 20th, 1942

At night I dream of my family, then I wake to this living hell. How could this happen? I want my old life back desperately. Perhaps my waking life is just a bad dream.

November 27th, 1942

I look at the guards. The men in dark coats with skulls on their caps. Their eyes are cold like balls of ice. Were they always so? Some seem to fleetingly melt and I'll see a trace of humanity. Then the moment passes and they become like their comrades.

December 5th, 1942

They shaved our heads, but bugs still crawl over our skin and bite us in our sleep. Rats and mice are constant bedtime companions. If only Minka were here to keep guard over me.

Minka. Gittel's cat.

December 10th, 1942

Today I am assigned to work as a laundress. I am so pleased that my best friend Freyda was sent along with me.

Freyda? Freyda is the name Miss Berk always calls me when she's out of it.

It means no more hours of roll call out in the freezing cold. Only thirty or so girls work in the laundry facility and the Kapo takes roll call inside.

She seems nicer than the last guard, but I still don't trust her. Kapos are Jews but even your own can turn on you in this horrid place.

They feed us better here. We need our strength to do our job. We wash the clothes of the officers and their families.

My hands are so dry and sore from the blisters that never seem to heal.

We have to dunk the clothes in steaming hot water and then hang them up outside.

The temperature in the yard is freezing and the change from hot to cold makes my hands burn with pain.

Yes. I saw this in the dryer vision.

Ech, my lips are chapped and bleeding from the freezing cold, but I know I have it much better than others.

January 2nd, 1942

There was an announcement today. Frau Hoess needs two girls to design and sew dresses for her. They will live in the Hoess's attic.

I am not sure if that is a good or bad thing. To sleep under the same roof as the Monster.

How would you feel if you were in this situation? How would you cope?

Think about what we learned about bystanders and everything that was happening during the time prisoners were kept at Auschwitz. Keep in mind that people still went about their lives and lived in towns surrounding Auschwitz. Discuss how this relates to bystanders.