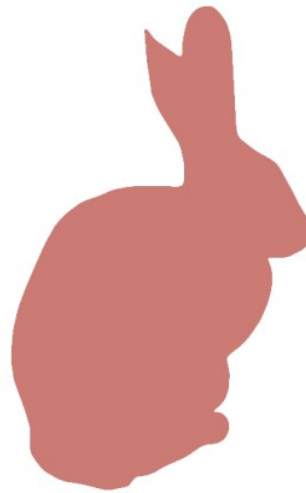


When Hitler Stole Pink Rabbit



By

Judith Kerr

A Novel Study
by Nat Reed

When Hitler Stole Pink Rabbit

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This 77 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of *When Hitler Stole Pink Rabbit* and is comprised of these different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include bigotry and persecution (anti-Semitism), Nazism and Adolf Hitler, refugees, the Great Depression, the importance of family and friends and overcoming difficulty.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Determining anagrams.
7. Identify *personification*.
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of *cliffhangers*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel.
4. Five W's Chart

Character Activities

1. Determine character traits
2. Protagonists and antagonists
3. Relating personal experiences
4. Comparing two Characters

Creative and Critical Thinking

1. Research
2. Complete a KWS Chart
3. Write a book review
4. Conduct an interview
5. Write a description of personal feelings
6. Complete an Observation Chart

Art Activities

1. A Storyboard
2. Design an Information Card
3. Design a cover for the novel

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Synopsis

Anna is too busy with schoolwork and tobogganing to listen to the talk of Hitler. But one day she and her brother are rushed out of Germany in alarming secrecy, away from everything they know. Their father is wanted by the Nazis – dead or alive. This is the start of a huge adventure, sometimes frightening, very often funny, and always, always exciting.

Author Biography

Judith Kerr

Judith Kerr was born on 14 June 1923 in Berlin but escaped from Hitler's Germany with her parents and brother in 1933 when she was nine years old. Her father was a drama critic and a distinguished writer whose books were burned by the Nazis. The family passed through Switzerland and France before arriving finally in England in 1936. Judith went to eleven different schools, worked in the Red Cross during the war, and won a scholarship to the Central School of Arts and Crafts in 1945. She then worked as an artist, a BBC television scriptwriter and, for thirty years, as author and illustrator of children's books.

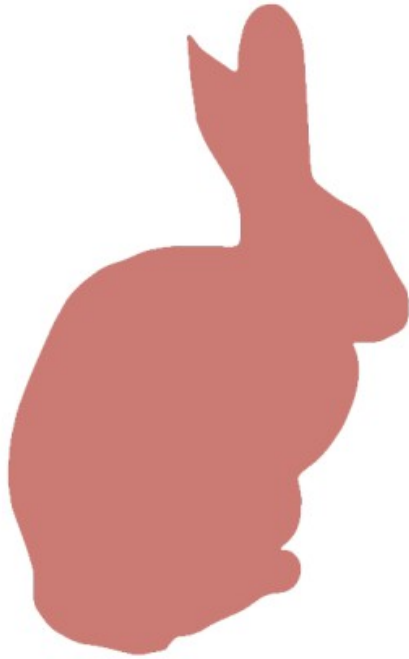


Her three autobiographical novels are based on her early wandering years. The stories have been internationally acclaimed and, to the author's considerable satisfaction, have done particularly well in Germany where they are sometimes used as an easy introduction to a difficult period of Germany history.

Sadly, Judith Kerr passed away in 2019.

[Harper Collins website: <http://www.harpercollins.co.uk/Authors/3128/judith-kerr>]

When Hitler Stole Pink Rabbit



By Judith Kerr

Name: _____

When Hitler Stole Pink Rabbit

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Chapters 1 - 2



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *When Hitler Stole Pink Rabbit* is a very likable girl, Anna Kerr, whose life goes through some dramatic changes as the story unfolds. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting protagonist?

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Vocabulary:

Choose a word from the list to complete each sentence.

| | | | | |
|---------------|------------|------------|------------|-----------|
| provoke | remedy | linger | feverishly | doleful |
| concentration | compendium | apologetic | illuminate | confident |

1. It is very pleasant to _____ over dinner with friends.
2. No one has found a sure-fire _____ for the common cold.
3. Matilda was very _____ she could get the ball into the basket.
4. My grandfather brought the _____ down from the bookshelf.
5. Sammy looked very _____ when told that his bike had been stolen.
6. It is important that a watch repair-person has strong _____ skills.
7. Jessie was most _____ after spiling the toner all over my desk.
8. “Please turn on the light so the room can be _____,” the colonel ordered.
9. The construction workers toiled _____ on the project all day.
10. The boys decided to _____ the dog until he attacked them.

Questions



1. What is the setting of Chapter One?

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2. Elisabeth confesses to Anna that she thought all Jews had bent noses. This, of course, is an example of **stereotyping**. Define **stereotyping** and explain why this is such a harmful practice.

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3. Why was Anna's father famous in Germany?

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4. What is your impression of Fräulein Lambeck?

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5. Anna offers the following opinion: "One snag about having a famous father is that you almost never become famous yourself." Can you think of one example to disprove this statement?

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6. Chapter One ends with a literary device known as a **cliffhanger**. What is a cliffhanger, and why is it a popular device used by many novelists?

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7. Describe why Papa thought it important to leave Germany right away.

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8. What part did the children play to make sure that their neighbors didn't know Anna's father had left the country?

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Language Activities



A. Caviar Words

The author of this novel is noted for her use of elegant, tasteful words. Someone once stated that some words have the sound of **caviar** (rich and elegant) and others are more are common (**peanut butter** words). With a colleague come up with 5 examples of each type of word. You may use any chapter of the novel to find these words.



| Caviar Words | Peanut Butter Words |
|--------------|---------------------|
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B. Personification is giving human qualities to something that is not human. An example from Chapter 1: .. *it (snow) had lain for weeks in sad, greying heaps*. In this example the **snow** is personified - it is **sad**, an attribute more often given to a person.

a) Why do you think personification is a literary device used by many authors?

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b) Create your own example of personification.

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c) Bonus: Keep your eyes open for another example of personification. When you find one, come back to this page and record it below.

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C. My 02¢ About Chapters 1-2.

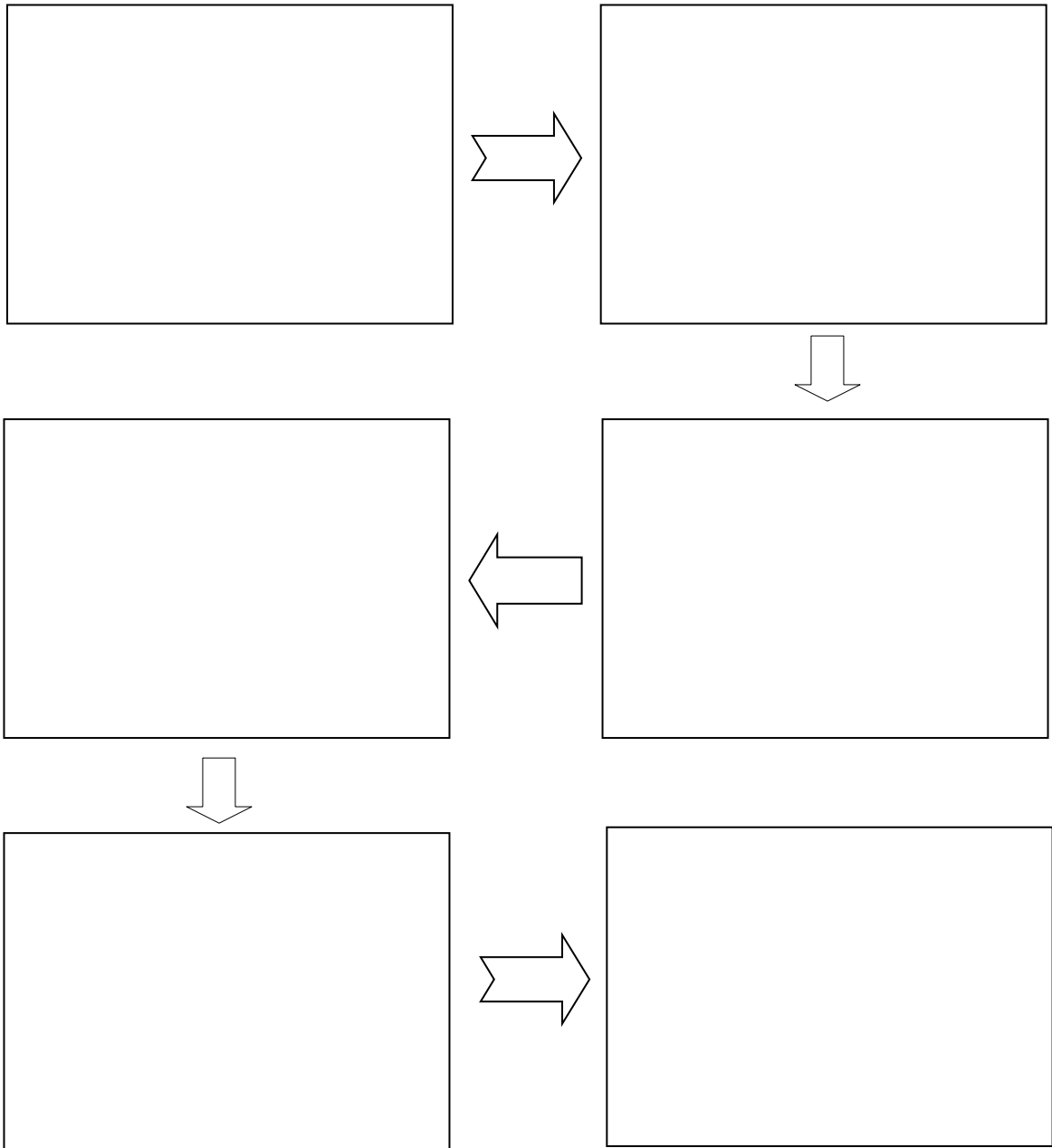
| |
|---------------------------|
| What I Liked Best: |
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|--------------------------------|
| I Didn't Like The Part: |
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|----------------------------------|
| I Didn't Like It Because: |
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| |

D. Sequence Chart

Choose what you consider to be the six most important events in these chapters. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



E. Cinquain Poems

A Cinquain poem has five lines and most often does not rhyme. Write two Cinquain poems describing two of the characters from *When Hitler Stole Pink Rabbit* using what you know about them from this novel. With your teacher's permission you may wish to collaborate with a colleague in the creation of these poems.

| | |
|--|--|
| Line 1 is one word. Line 2 is two words. Line 3 is three words. Line 4 is four words. Line five is one word. | <i>Santa Saint Nick Long white beard Christmas Eve present-giver Jolly</i> |
|--|--|

Character 1 _____

Character 2 _____

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.



Complete the storyboard below illustrating the events described in the first two chapters of ***When Hitler Stole Pink Rabbit***. You may wish to practice your drawings on a separate piece of paper.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |