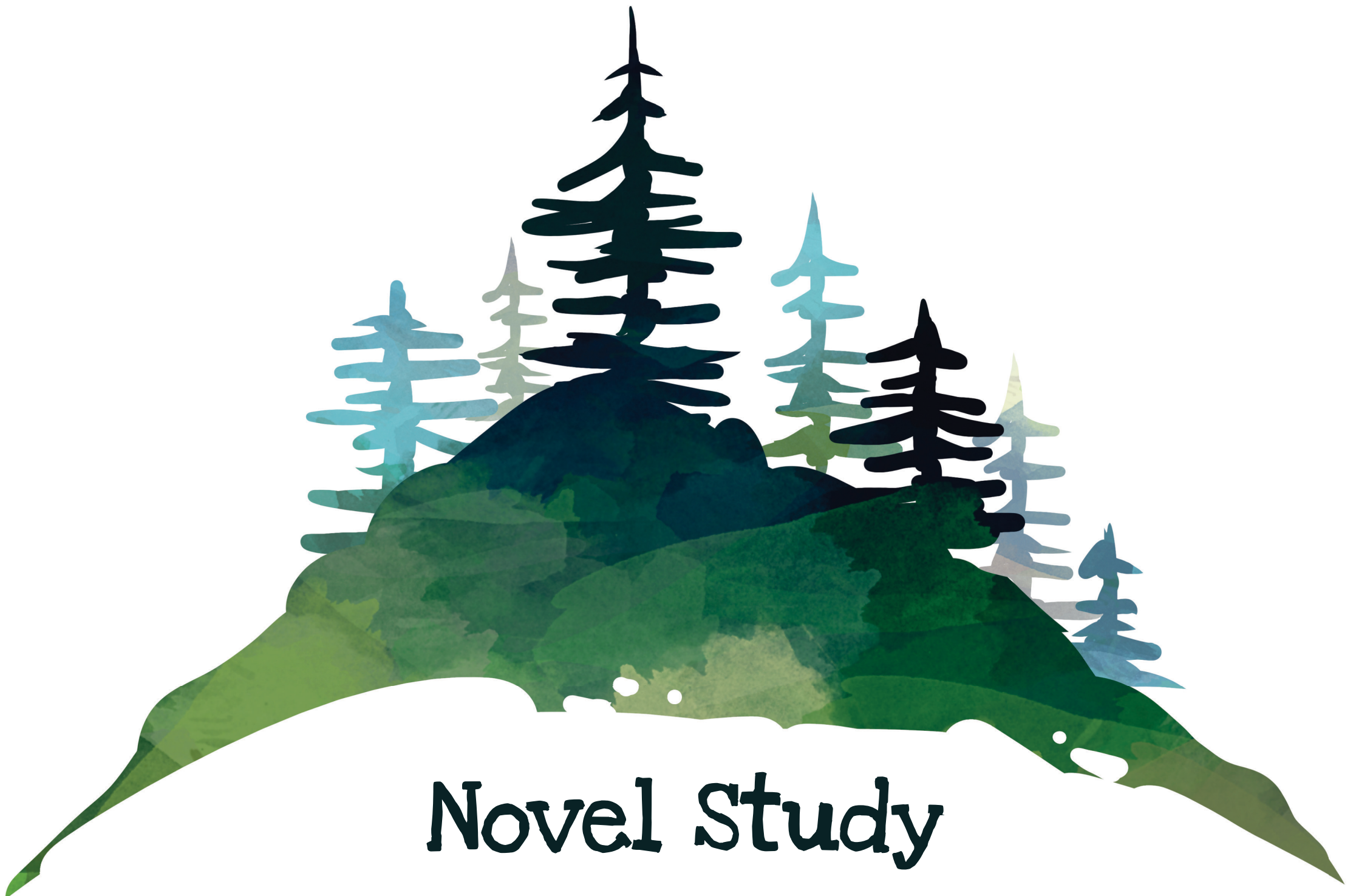


The Story That Cannot Be Told



Novel Study

Unit Contents

- 24 Comprehension Reading Response Assignments
- 24 Analysis Reading Response Assignments
- 24 Close Reading Assignments & 4 Novel Analysis Tasks
- Folktale Anticipation Activity & Novel Analysis Tasks
- History of Soviet Union & Soviet Bloc Resources
 - 14 Informational Texts – A & B Response Formats
 - 10 Extension Activities – Pair with Nonfiction Readings
- 24 Mini-Quizzes – Check for Understanding
- 3 Novel Quizzes – Comprehension & Analysis
- Final Novel Assessment – A & B Differentiated Format
- 6 Vocabulary Sets – Each Include Crossword Puzzle, Practice Assignment, Quiz
- Essay Choice Board & Project Choice Board
- Anticipation Guide, Activities & Readings
- Instructional Pacing Guide & 30 Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

Comprehension Guide

Comprehension Guide 1

Name: _____

Prologue-Chapter 1: Some Poetry About
Socialism

1. What is the "Prologue" mostly about? Summarize the reading with key details from the text and support with evidence.

2. When and where does the novel take place? What is life like in this setting? Describe the conditions under which the narrator and her family live. Support with evidence from the text.

3. What kind of leader does Romania have? How does the narrator describe this leader? Support with textual evidence.

4. What is the Securitate? What do they do? What is dangerous to do as a result of the Securitate's role in society? Support with textual evidence.

5. What happened to the narrator's first home? Why did this happen? Explain and support with evidence from the text.

➤ 24 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

Literary Analysis

Literary Analysis 1

Name: _____

Prologue-Chapter 1: Some Poetry About
Socialism

1. What two genres of storytelling does the author mix in the Prologue? Why might the author blend these two genres? How does it shape or influence your understanding of the text? Support with evidence from the text.

2. Describe the setting of the novel. What mood does the setting create? Explain at least two aspects of the setting that create this mood and support with evidence from the text.

3. According to the narrator, what is the most dangerous thing to do in her society? What events from the reading support her assertion? Explain and support with evidence from the text.

4. What is the Great Tome? Why is it important to the narrator? Although it is early in the novel, how might this object be symbolic? What could be its deeper meaning? Support with textual evidence.

5. What is the main conflict of the novel? What kind of conflict is it? How does this conflict affect the narrator and her family? Explain at least two effects and support with textual evidence.

➤ 24 Assignments
– 10 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

Literary Analysis

6. How does the author create an atmosphere of suspense in the first chapter? Explain at least two ways and support with evidence from the text.

7. What TV program does the narrator watch? What does the program reveal about the setting of the novel and the conditions under which she lives? Support with textual evidence.

8. Why does the narrator believe her uncle is dead? How might the narrator's inference about her uncle foreshadow danger for her? Support with textual evidence.

9. Interpret the narrator's comment: "But recognizing a lie and knowing the truth are two different things." (15) What does the narrator mean by this statement? Support with textual evidence.

10. What is the point of view of the novel? How is this point of view effective? How might it shape or change a reader's understanding of the narrator and her situation? Support with evidence from the text.

Quiz:

➤ Whole Novel Discussion Questions

➤ Use for Differentiation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

Close Readings

Point of View Analysis

Directions: Before we analyze Ileana's narration for its reliability and trustworthiness, let's document the events in "Infestation," paying close attention to her observations (or lack thereof) of the visitor. Reread the chapter and fill out the graphic organizer below, then complete the analysis that follows.

Ileana's Actions & Observations	Visitor's Actions
Visitor knocks on the door. She accuses the person of being a burglar, but lets him in because she does not want to call her parents and admit she has broken the rules.	The visitor asks if he can come into the apartment. He enters.

➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

Close Readings

Point of View Analysis

Directions: After you document Ileana's observations, complete the in-depth analysis of Ileana's point of view in "Infestation." Answer the questions that follow.

Trustworthiness

Evidence to prove Ileana's narration is trustworthy:

Evidence to prove Ileana's narration is **not** trustworthy:

On a scale of 1 to 10, how trustworthy do you consider Ileana? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

--	--	--	--	--	--	--	--	--	--

Reliability

Evidence to prove Ileana's narration is reliable:

Evidence to prove Ileana's narration is **not** reliable:

On a scale of 1 to 10, how reliable do you consider Ileana? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

--	--	--	--	--	--	--	--	--	--

Forthcoming

Evidence to prove Ileana tells too little:

Evidence to prove Ileana tells too much:

On a scale of 1 to 10, how forthcoming do you consider Ileana? Does she tell too little or too much? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

--	--	--	--	--	--	--	--	--	--

➤ Character Timelines to Track Stories

➤ Character Narratives Comparison Organizer

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

ASSESSMENTS

Reading Check 1 Name:

Prologue-Chapter 1 Prologue - Some Poetry About Socialism

1. Where does the story take place (country)?
2. What is the narrator's collection of stories called?
3. Who does the narrator fear is gone or dead?

Reading Check 2 Name:

Chapter 2 Infestation

1. What does Ileana's father typically do with Ileana every night?
2. When Ileana is alone in the apartment, what is the first rule she breaks?
3. Who comes to the apartment when Ileana is alone?

➤ 24 Mini-Quizzes – 3 Questions per Reading

➤ Google Forms for Easy Grading

Reading Check 3 Name:

Chapter 3 The Baker's Boy

1. What did Uncle Andrei give Ileana to read prior to his disappearance?
2. What happened to the Baker's Boy at the end of the story Ileana tells?
3. What does Ileana's father do to the Great Tome?

Reading Check 4 Name:

Chapters 4-5 Somewhere Safe - Cunning Ileana and the Three Princesses

1. What does Ileana find in her bedside table?
2. What kind of transportation will Ileana take to get away from her parents?
3. Who visits the three princesses at the castle in the mountains?

➤ Common Core-Aligned Materials

➤ Check for Understanding

ASSESSMENTS

Novel Quiz 1

Name: _____

Prologue-Chapter 11: Prologue - The One
About Old Constanta

SECTION I: Order the following events of the novel in chronological order

- _____ - In order to protect Ileana, her parents decide to send Ileana to her grandparents' village.
- _____ - Mamaie phones Ileana's mother and tells her about the story of Old Constanta.
- _____ - Ileana hears the story about how her mother and Old Constanta trekked up the mountain to the ancient monastery.
- _____ - Ileana lets in a man, posing as an electrician, to the apartment. He then installs listening devices throughout the home.
- _____ - The village children trap Ileana in the outhouse, and Ileana is stung by a wasp.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - Ileana enjoys rewriting the stories she reads and hears, especially by changing the endings.
- _____ - Ileana's mother helps Uncle Andrei write the dangerous poem, putting the family in danger.
- _____ - Ileana's father tries to protect Ileana by hiding her collection of stories at his workplace.
- _____ - After Ileana tells Mamaie she misses being a storyteller, Mamaie gives her a notepad and pen.
- _____ - To persuade the village children to play with her, Ileana promises to let them name her baby chicks.

SECTION III: Fill in the blank

1. After Ileana lets the "electrician" into the apartment, she imagines that he is actually a _____.
2. Ileana's calls her collection of stories the _____.
3. As Ileana travels to her grandparents' village, she discovers her mother left her a piece of _____ in her lunch bag.
4. When the children trap Ileana in the outhouse, _____ saves her.
5. Ileana's father takes her stories after she tells a revised version of the story, "_____."

SECTION IV: Multiple-choice

1. _____ Which aspect of the novel's setting influences the characters the most?
 - a. Remoteness of the village
 - b. Lack of electricity and hot water
 - c. Government surveillance and strict laws
 - d. Censorship of TV and radio programs

➤ 3 Novel Quizzes – 1 per Third of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

ASSESSMENTS

Read the passage and answer questions 1-5 that follow.

Multiple-Choice: Section I

The train lurched forward before I was settled, and I almost fell over – almost dropped my letter. The compartment listed on my ticket had eight seats in two rows facing each other. Since I was the last to arrive, I had to squeeze into an empty one in the middle, and when I finally sat down, the weight of everything that had happened flooded in, unexpected.

My father had betrayed me. My mother's life was in danger. My uncle was probably dead.

I was traveling alone to the other side of the country – to a place that I knew only from pictures. With nothing more than a letter, I'd have to convince people who'd never met me to take me in and use their rations to feed me. I'd have to convince them to keep me a secret.

My heart sank. It felt as if a chunk had been gouged out of its middle. I thought it was fitting: a hollow heart to match hollow bones.

Outside, the tower blocks stretched on forever. Somber morning light reflected off thousands of dark glass balcony doors. The first drops of rain speckled our window, and it looked like the buildings were melting. The factories came next, smokestacks puffing behind chain-linked fences with rusted NO TRESPASSING signs. The grays and browns and blacks of the city blurred. Then the buildings grew older and shorter. Red brick peeked from between concrete structures. Blue shutters, green ones, yellow ones too, patterned the fronts of homes built long before we were all told to look the same. Somewhere beneath the weary plaster and wood, there was still color. This was the part of town where my father's parents had lived – the last familiar place I would see.

The train sped up outside the city limits, droplets of water streaking the glass. Buildings distorted, then vanished, replaced by rolling hills and empty fields. I checked the directions my mother had given me. I clutched the letter in my hands.

1. _____ Part One: Which of the following best describes the setting in the above passage?
 - a. A train traveling through the city
 - b. A train heading to the rural countryside
 - c. A train returning to the city
 - d. A train heading to another country
2. _____ Part Two: Which detail best supports your answer to Part One? (Choose **two** answers)
 - a. "The train lurched forward before I was settled, and I almost fell over – almost dropped my letter."
 - b. "The factories came next, smokestacks puffing behind chain-linked fences with rusted NO TRESPASSING signs."
 - c. "The train sped up outside the city limits, droplets of water streaking the glass. Buildings distorted, then vanished, replaced by rolling hills and empty fields."
 - d. "Blue shutters, green ones, yellow ones too, patterned the fronts of homes built long before we were all told to look the same."
3. _____ What conflict does Ileana face in the above passage?
 - a. Ileana is nervous about sitting on a train next to strangers
 - b. Ileana is hungry and needs to eat before she gets sick
 - c. Ileana is distraught that she has to leave her family and escape the danger she faces
 - d. Ileana is panicked because she cannot remember the directions to the village
4. _____ Which of the following best describes the point of view of the passage?
 - a. First person from an unknown narrator's perspective
 - b. First person from Ileana's perspective
 - c. Third person from Ileana's perspective
 - d. Second person from Ileana's perspective
5. _____ Which word best represents Ileana's overall tone of the above passage?
 - a. Hopeful
 - b. Frustrated
 - c. Excited
 - d. Anxious

➤ Final Literary Tests

➤ A & B Format – Accommodate ALL Learners

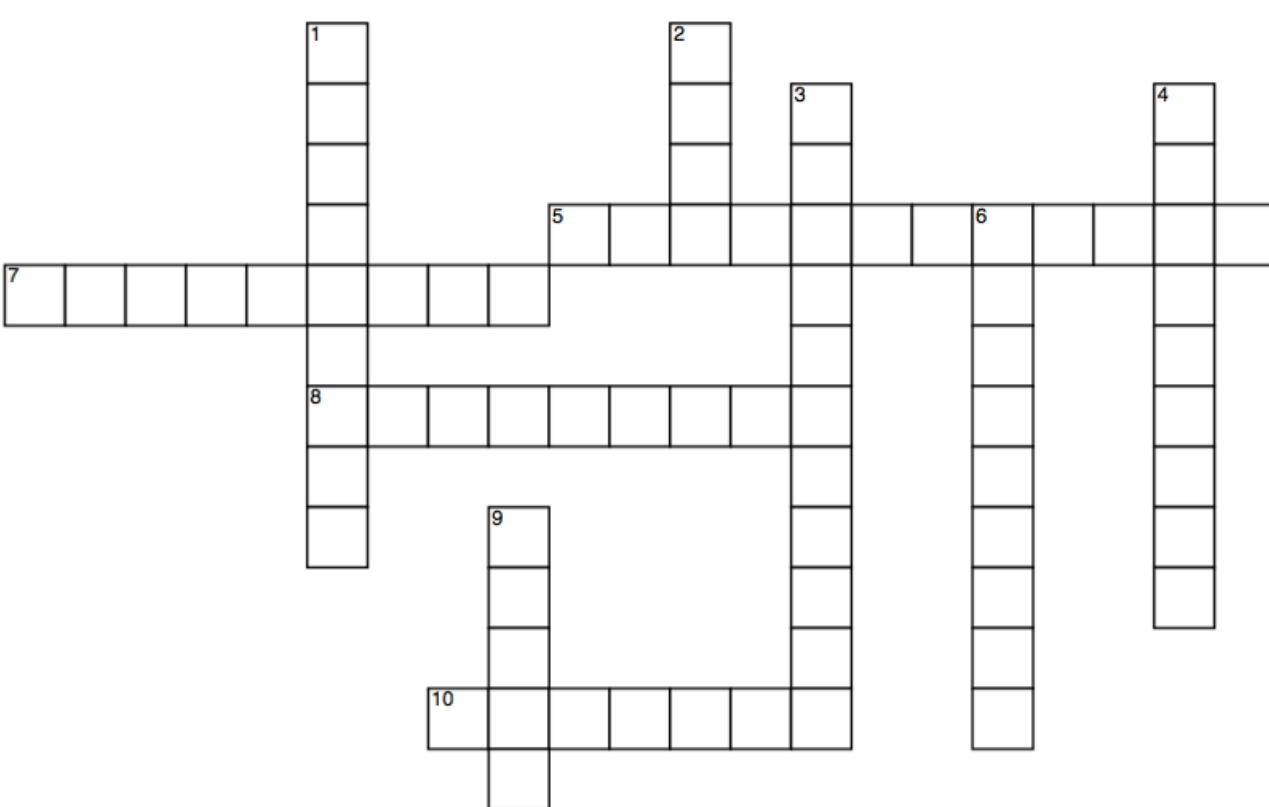
➤ Flexible Implementation

➤ Answer Keys & Google Forms™ Links for ALL Resources

Vocabulary

Crossword Puzzle Name: _____ Set 1

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

5 Synonym: Oddly or unusually

7 Antonym: Luxurious or extravagance

8 He was such an _____ shopper. He would see something he wanted and buy it without much thought.

10 Very good or very clever at using special knowledge or skills or at getting something done

DOWN

1 Unbeknownst to the community, the mayor is _____ funds for education in order to give pay increases to his staff.

2 At the art museum's exhibit on the history of medicine, one of the cases displayed a great _____ of medical procedures and scholarly work from the 17th century.

3 Forcibly put an end to; prevent the development, action, or expression of

4 Synonym: Ration or share

6 Antonym: Quiet or harmony

9 A day before the hurricane's predicted landfall, the _____ at the gas station was so long, my mom had to wait five hours to fill her tank.

WORD BANK: ALLOTMENT, AUSTERITY, CACOPHONY, CUNNING, DIVERTING, IMPULSIVE, INEXPLICABLY, QUEUE, SUPPRESSING, TOME

Puzzle made at puzzle-maker.com © 2019 LIT Lessons 16

➤ 6 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 6 Vocabulary Crossword Puzzles

➤ Multi-Model & Engaging

Vocabulary

Vocabulary Practice

Name: _____

Set 1

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- _____ - At the beginning of the year, the teacher provided each student with an allotment of five pencils.
- _____ - Instead of suppressing their feelings, they kept all their feelings to themselves.
- _____ - Due to the economy's collapse, the leader enforced austerity measures to try to prevent further decline.
- _____ - The orchestra's cacophony of sound brought the audience to their feet. Every patron wanted to show their appreciation for such a beautiful concert.
- _____ - The young student was so cunning, there was no riddle she could not solve.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Diverting – SYNONYMS	Impulsive – ANTONYMS
Reroute Directions Redirect	Rash Cautious Emotional
Journey Alter	Confused Deliberate
Assistance Deflect Maintain	Sensible Embarrassed Considered
Queue – SYNONYMS	Tome – SYNONYMS
Line Row Cluster	Draft Volume Poem
Disorder Column	Word Book
Assemble Series Scatter	Work Writing Instrument

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

- Inexplicably** – _____

- Austerity** – _____

- Allotment** – _____

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 6 Vocabulary Practice Tasks – Check for Understanding

Vocabulary

Vocabulary Check

Name: _____

Set 1

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Tome	a. Synonym: Subdue, restrain, or control
2. _____ Suppressing	b. Definition: A line or sequence of people or vehicles awaiting their turn to be attended to or to proceed
3. _____ Queue	c. Antonym: Luxurious or extravagance
4. _____ Diverting	d. Definition: A book, especially a large, heavy, scholarly one
5. _____ Austerity	e. Synonym: Reroute or redirect

SECTION II: Fill in the blank with the correct word

1. As I was about to go to sleep, there was a sudden _____ of noise outside my window that kept me awake for another hour.
2. The company put aside an _____ of funds every month so they could give bonuses to deserving employees at the end of the year.
3. Every year his friends devised a plan to trick him on April Fool's Day. Yet, he was so _____, he would figure out the trick and turn it against his friends.
4. For reasons unknown, our car would _____ stall and shut off if the temperature outside went above 100°.
5. While looking in the mirror at her multi-colored hair, she immediately regretted her _____ choice.

INEXPLICABLY – ALLOTMENT – CUNNING – CACOPHONY – IMPULSIVE

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- 6 Vocabulary Quizzes – Check for Understanding
- Use for Centers or Rotation Model
- Graphic Organizers & Activity
- Answer Key & Google Slides™ & Forms™ Links

Informational Texts

Topics

- Communism & Its Rise
- The Iron Curtain Descends
- The Expansion of the Soviet Bloc
- Case Study: Romania & the Soviet Bloc
- New Leaders Lead to New Eras
- Case Study: Nicolae Ceaușescu
- Soviet Bloc Economy
- Soviet Bloc Law Enforcement
- Soviet Bloc Censorship & Propaganda
- Soviet Bloc Society
- Case Study: Life in Romania
- Soviet Decline & Revolutions
- Case Study: Romanian Revolution
- The Collapse of Communism

Informational Texts

1

Communism & Its Rise

The period from the late 18th century to early 19th century was a time of great change throughout the world. Political, social, and economic forces reshaped countries, leading to dramatic impacts on their people. The Industrial Revolution, or the first period of rapid growth of manufacturing and industry, had changed many countries' very fabric. Nations that previously relied on agriculture as their predominant economic engine suddenly fueled their economies from textile, iron, and other manufacturing industries. At the same time, demand for labor in those industries altered people's relationship to employment and industry. It also influenced society and political philosophy since the working class' quality of life did not necessarily improve as economies grew. In addition, revolutions in this time of flux¹ influenced larger political forces that reshaped many countries, especially in Europe.

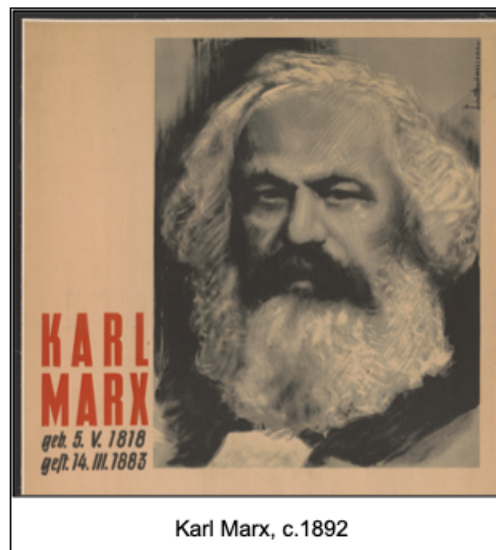
“The Communist Manifesto”

Karl Marx and Friedrich Engels, two prominent political philosophers, examined the changes to society and industry to develop ideas about their deeper meaning. They viewed the conflicts and inequalities that emerged from the changes as a class struggle, one between wealthier capitalists² and those in the working class that provided labor. In the 1840s, Marx and Engels collaborated with one another and refined their political philosophy into what became known as communism. They soon lead a working class movement that quickly spread across Europe. Then, in 1848,

Marx and Engels published “**The Communist Manifesto**,” arguably one of the most influential political documents ever written.

“The Communist Manifesto” theorized³ that significant historical changes and developments were a result of a series class struggles. These conflicts occurred when one class exploited another class in the capitalist economy, leading to revolution. Then, after a revolution, a new ruling class would take control. According to Marx's and Engels' philosophy, the current bourgeoisie (the wealthy class) was exploiting the proletariat (working class). Therefore, they theorized the proletariat was poised to lead a revolution and assert itself as a ruling class. However, they also believed this particular revolution would be different.

The theorized differences about the aftermath of the proletariat revolution outlined the goals of their



Karl Marx, c.1892

Library of Congress, LC-DIG-pprnca-46544

- 14 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- 3-4 Pages Per Reading

Informational Texts

WORKERS OF THE WORLD UNITE, YOU HAVE NOTHING TO LOSE BUT YOUR CHAINS.

~ KARL MARX

communist philosophy. Marx and Engels believed that when the proletariat revolted against the bourgeoisie and established themselves as the ruling class, they would not be able to redistribute all the land. As a result, the proletariat would need to do away with all private property ownership and eliminate the class system. These steps – the dissolution⁴ of private property rights and the destruction of class structures – would end capitalism,⁵ an economic system Marx and Engels viewed as unsustainable. They also thought such systemic change would only be possible through revolution.

Communist Ideas Spread

Soon after *The Communist Manifesto* was published in 1848, working class revolutions spread across Europe. During early conflicts, Marx advocated for the uprisings, but the bourgeoisie quickly worked to stop the revolution. The bourgeoisie succeeded and Marx was forced to continue organizing and writing to sustain momentum for his movement. In 1864 Marx founded the International Workingmen's Association, or the First International, a group dedicated to bringing together various socialist, communist, and trade groups focused on the working class struggle. Then, Marx began to work on *Das Kapital*, which would become the foundational work of communist theory.

Marx published the first part of *Das Kapital* in 1867. Again, Marx outlines the history of class struggles, the need for revolution, and the dissolution of capitalism and the class system. Yet, in this writing, Marx does not explain the economic and social system that would replace capitalism. While he continued to write about his ideas for decades, much of his later work would not be published until after his death in 1883.

However, the ideas underlying Marx's communist movement lived on. They continued to spread throughout Europe, and eventually inspired the first communist revolution in Russia.

Revolution Follows

Even as the rest of Europe dramatically industrialized in the 19th century, Russia's development occurred at a slower pace. When it finally industrialized in the early 20th century, the country was still confronting the



1917.
Дни революции.
Воинка на Литейном проспекте.
Title: Days of revolution - troops on the Liteinyi Prospect
(Photograph shows soldiers on a street in Saint Petersburg)

- Appropriate Spacing to Allow for Annotation
- Common Core-Aligned
- Informational Texts and History Standards
- Critical Thinking Opportunities

Informational Texts

effects of costly wars, food shortages, and frequent working class protests. Amidst this environment, in early 1917, demonstrators took to the streets of Petrograd (St. Petersburg) and clashed with troops. After this conflict, called the **February Revolution**, ended, the czar, or imperial leader, abdicated⁶ the throne, and a temporary government formed. Still, unrest simmered as food and supply shortages grew. Near the end of 1917, communist revolutionaries of the Bolshevik Party (later becoming the Communist Party), led by Vladimir Lenin, launched another revolution to overthrow the temporary government set up by the country's elite capitalists. Lenin subscribed to Marx's theories, but the systems that took hold as he asserted power were different from those Marx thought might develop.

A civil war followed 1917's upheaval. Amidst it, Lenin nationalized industry, used military force to consolidate⁷ power, and established the first secret police. As the Communist Party's Red Army fought against the opposition's White Army, the secret police killed thousands of people suspected of disloyalty to Lenin's Communist Party, established prisoner-of-war labor camps, and used other brutal tactics to silence opposition. When civil war finally ended in 1922, Lenin signed treaties with neighboring countries and established the United Socialist Soviet Republics, or USSR. The power Lenin consolidated while using the communist label inspired others in other countries to establish communist parties. Over the next several decades, communism and communist governments spread, oftentimes by force, across the globe. The revolution Marx predicted seemed to be taking hold and becoming a reality. However, the ultimate result of those revolutions created government systems that deviated⁸ from the ideal Marx's communist theories proposed.



Bolshevik prisoners working at a labor camp. (c. February 1919)

GLOSSARY OF TERMS

¹ Flux: continuous change

² Capitalists: a wealthy person who uses money to invest in trade and industry for profit in accordance with the principles of capitalism

³ Theorized: form a theory about something

⁴ Dissolution: the closing down or dismissal of an assembly, partnership, or official body

⁵ Capitalism: an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state

⁶ Abdicated: renounce one's throne

⁷ Consolidate: combine into a single more effective whole

⁸ Deviated: to turn aside from a course, principle, standard, or topic

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

Informational Texts

1 a		Nonfiction Text Analysis		Communism & Its Rise	
Name:					
Nonfiction Text Features		Directions: Fill out the following organizer, identifying the key features of the informational text.			
Feature 1: Quote		Feature 2: Image 3			
What is it? Name/describe the feature.		What is it? Name/describe the feature.			
How does this feature contribute to your understanding of the whole article?		How does this feature contribute to your understanding of the whole article?			
Key Terms		Directions: Define the key terms below by using context clues from the text.			
Karl Marx					
Communist Manifesto					
February Revolution					
Main Idea & Key Details		Directions: Fill out the graphic organizer below in order to determine the main idea of the text.			
Title:					
Key Detail 1:		Key Detail 2:		Key Detail 3:	
Main Idea: What is the article mostly about?					

- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links

Extension Activities Topics

- Eliminating Dissent (Historical Document Analysis)
- Warsaw Pact (Historical Document Analysis)
- Socialist Realism in Art
- Soviet Response to U-2 Spy Plane (Historical Document Analysis)
- Secret Police Report (Historical Document Analysis)
- Soviet Propaganda (Image Analysis)
- U.S. International Broadcasting (Historical Document Analysis)
- *Chuck Norris vs Communism* Documentary (*Film Not Provided*)
- “Trial” of the Ceaușescus
- Essay – Historical Analysis of Novel
- Final Project – Perspectives of the Past

Extension Activities

Extension Activity 1 Name:

Eliminating Dissent

Primary Source Analysis

In 1938, author Marietta Shaginian published the novel *Ticket to History: Part I*. While the book initially received rave reviews, the Communist Party viewed the work much differently. The Central Committee, an organization that gave the Communist Party the right to control literature, drafted the following memo in response to its publication and proposed action steps to deal with its presence.

GUIDING QUESTION: Why did the government go to such lengths to limit the novel's influence? What did the government fear?

Memo on Marietta Shaginian's Novel

Regarding Marietta Shaginian's novel, *Ticket to history*, part one, the Ul'ianov family

...the Central Committee has determined that as a biographical-documentary novel about the life of the Ul'ianov family, and also about the childhood and youth of Lenin, it appears to be a politically harmful, ideologically hostile work. One should consider it a gross political error on the part of the book's editor, Comrade Ermilov, and those in charge who permitted Shaginian's novel to be printed.

One condemns the behavior of Comrade Krupskaja, who having received a draft copy of Shaginian's novel not only did not prevent the novel's publication, but instead, encouraged Shaginian in every way possible, reviewed the draft positively and advised Shaginian on the facts of the Ul'ianov family's life. One should also consider Comrade Krupskaja completely responsible for this book.

One should consider the behavior of Comrade Krupskaja all the more intolerable and tactless, since Comrade Krupskaja was in charge of Shaginian's task of writing a novel about Lenin without the knowledge and approval of the Central Committee, behind the back of the Central Committee, turning the very same all-party matter of composing a literary work about Lenin into a private and family affair, appearing in the role of sole exploiter of the circumstances of the social and personal life and works of Lenin and his family, for which the Central Committee never granted anyone exclusive rights.

1. What is Shaginian's novel about?

2. Why does the Central Committee believe the book's publication is problematic?

3. Who does the Central Committee blame for the novel's publication? Why?

4. According to the Central Committee, what mistakes did Krupskaja make?

5. Which mistake do you think got Krupskaja in the most trouble? Why?

➤ 10 Extension Activities

➤ Variety of Materials – Memo, Video, Trial

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

Extension Activities

Extension Activity 4

Name: _____

Soviet Response to U-2 Spy Plane

Primary Source Analysis

On May 1, 1960, the Soviet Union shot down an American U-2 spy plane. The plane was conducting an espionage mission over USSR territory, but the U.S. released a statement claiming it was a weather plane. The plane was supposed to self-destruct but did not, and the U.S. had to retract their statement, admitting to the plane's true purpose. The following excerpt is the Soviet Union's reply to the United States' weather plane statement.

GUIDING QUESTION: What is the Soviet Union's tone towards the United States? How does the language of the speech convey this attitude?

Excerpt from Malinovsky Speech – May 9, 1960

UNCLASSIFIED
- 12 -

Annex I Document No. 2

Excerpt from Malinovsky Speech of May 9

We reply to you firmly, gentlemen American imperialists: no you will not fly over our land! ¹We are not your Guatemala, Turkey, Pakistan or South Korea. ²We shot down and will shoot down any violator who dares to violate our airspace and will adopt all measures necessary for protecting the integrity of our state frontiers! ³We also warn the countries countenancing* these evil doings, lending their territory and airfields for the flights of similar pirate planes over our country's borders -- think before it is too late. ⁴Technology is now so perfected that it can show us without fail the airfields from which such violators are flying. ⁵We have the right to take any measures in such a case against those bases and airfields and can raze these bases, so that nothing remains of them. ⁶

* countenancing: allowing

3. What warning does the Soviet government sending in the fourth sentence?

4. What point does the Soviet government try to make in the fifth sentence?

5. Based on the last sentence, what right does the Soviet government have?

➤ Allows for Differentiation

➤ Standards-aligned – Informational & History Texts

➤ Pair with Nonfiction Readings

➤ Make Connections Between Texts

Extension Activities

Extension Activity 6

Name: _____

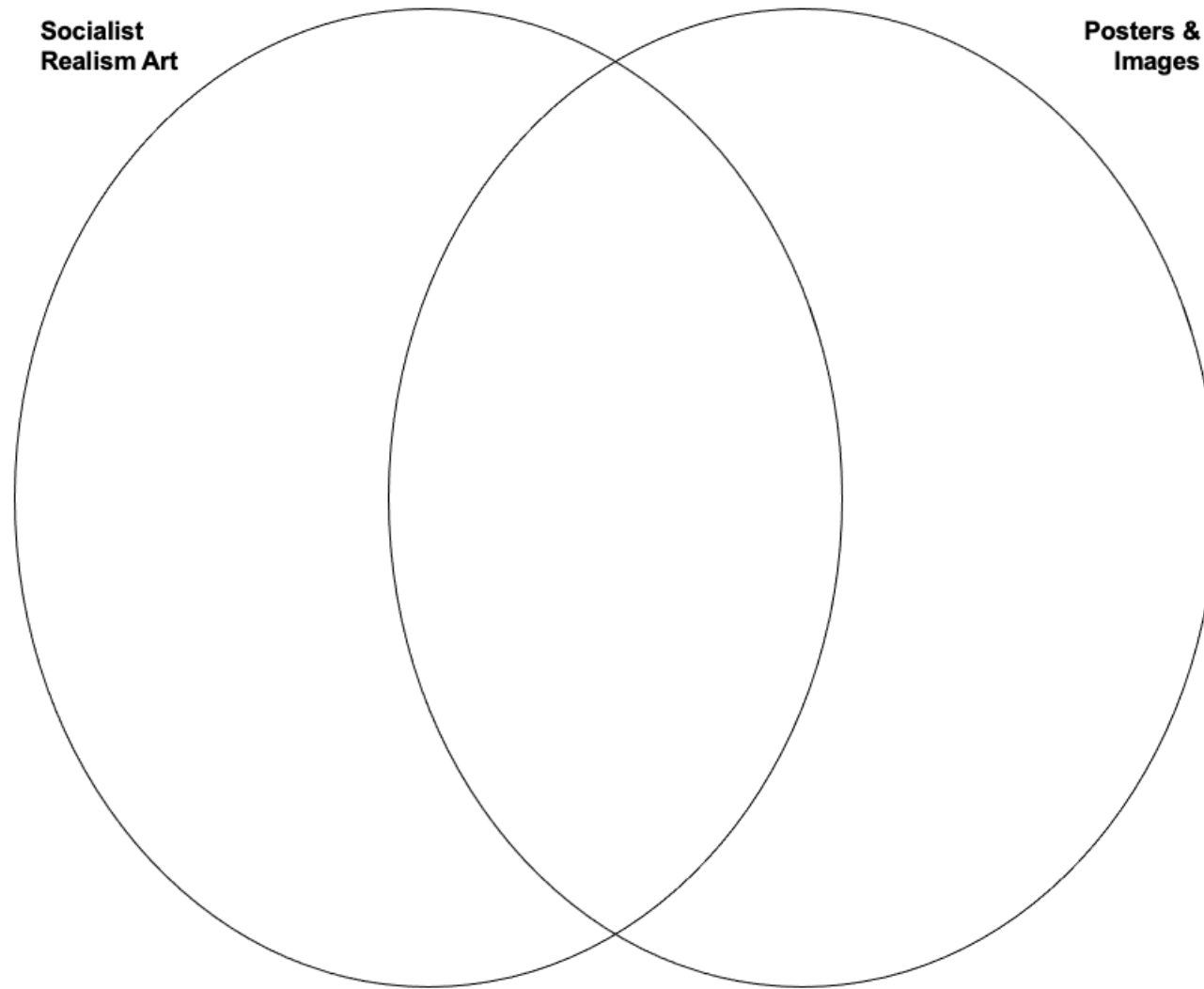
Comparing Art & Soviet Propaganda

Comparing & Contrasting Soviet Works

You have studied the socialist realism art of the Soviet Union and the propaganda images and posters the state used to influence its people. Now, you will examine your analyses of both mediums to determine the purpose and effect of both types of images. Compare and contrast the socialist realism art with the propaganda posters. Determine their similarities and differences in the Venn diagram below.

Socialist
Realism Art

Posters &
Images



1. Review the Venn diagram above. What sticks out to you about the similarities and differences? What do you notice? Support with evidence from the image.

- Foster Rich Discussion
- Comprehensive Examination of History
- Prompts Require Evidence-based Responses
- Cross-curricular Learning

Extension Activities

Final Project

Name:

Perspectives of the Past

Project Overview

Learning about history seems like it should be black and white. On the one hand, it often includes facts, dates, people, and events. However, the perspective from which students of history learn about such events can alter their understanding and interpretation of any historical moment.

Consider the Revolutionary War. Students from the United States may learn that the war was one of the most significant moments in history, a time when colonists refused to be subjected to unfair practices by the British. On the other hand, students across the Atlantic may learn that the war was one of the most significant moments in history, a time when colonists committed treason and acted in a disloyal manner toward the nation that helped them succeed in an unforgiving land. As you can see, perspective matters.

Whether studying the Civil War, World War II, or the Cold War, we, as students of history, must approach our studies with an open mind. We must remain aware that our place in the present can affect the way we interpret the past. Such an approach is called multiperspectivity in history. When we examine history from multiple perspectives, we are able to gain a deeper understanding of the past.

For this project, you will examine a topic related to the Cold War through the lens of multiperspectivity. Specifically, you will study important events during the conflict from the points of view of the two superpowers engaged in the "cold" war: the United States and the Soviet Union. The project will include several steps listed below.

Step 1

- Topic selection
- Choose an event or issue that most interests you

Step 2

- Topic research
- Conduct research to build background knowledge on the topic

Step 3

- Perspective research
- Conduct research on the United States' perspective and the Soviet Union's perspective on the topic
- Utilize primary sources (when possible) to develop a deeper understanding of the time period, free from present interpretation

Step 4

- Presentation creation
- Create a presentation that provides multiperspectivity of the event or topic: one objective point of view, one from the United States' point of view, and one from the Soviet Union's point of view

Step 5

- History Fair
- Participate in a history fair to learn about other events and topics from the Cold War

Overall Project Elements – Presentation Must-Haves

- You will have a lot of freedom and flexibility to create your presentation! However, the following elements must be included: images, a timeline, a map, and a 3D element (like a diorama, artifact, or other).

➤ Foster Critical Thinking

➤ Scaffold Learning with Graphic Organizers

➤ Google Slides™
Links for Google Drive™

➤ Answer Keys for Applicable Resources

Teaching Resources

IMPLEMENTATION NOTES

The close reading resources provide you with numerous avenues to develop, and challenge your students' comprehension and literary analysis skills using *The Story That Cannot Be Told*. The assignments can be used in a variety of ways to best suit your classroom context and needs. The following are suggestions for implementation and use.

• Comprehension Guides

- Use the assignments as whole group mini-lessons, as part of a rotation model, for review, or even homework. The assignments provide an excellent opportunity to engage with the reading while having students practice comprehension skills in a productive way.
- The assignments can also be used as a consistent homework assignment to prepare students for the next class. Students can read and complete the comprehension guide at home, and then engage with the literary analysis assignments in class.
- Feel free to complete some of the questions as a class then release more responsibility to the students for the rest.

• Literary Analysis Assignments

- Use the assignments as whole group mini-lessons, as part of a rotation model, for review, or even homework. The assignments provide an excellent opportunity to *deeply* engage with the reading while having students practice essential literary skills.
- Feel free to complete some of the assignments as a class then release more responsibility to the students for the rest.
- If you are short on time, consider selecting a couple of questions and use as a springboard for discussion.

• Discussion Questions

- These questions can be used as a way for students to engage with the entire novel while sharpening their literary skills. They can be used as a springboard for discussion, an essay, or another culminating activity.

• Mini-Quizzes

- The quizzes can be used as a quick assessment to gauge whether students completed the reading, either in class or for homework.

• Standards Covered

- RL.8.1, 2, 3, 4, 5, 6, 9, 10

- Implementation Notes for All Resources
- Informational Texts & Extension Activities Pairing Guide
- Answer Keys with Suggested Responses

★ Bonus Resources ★

Storytelling Ad Lib Name: _____

Story Creation

Directions: The story below is incomplete! As you read the parts of the narrative that are finished, fill in the gaps with your own creative ideas.

Title: _____ (Name of Your Story)

Once upon a time something happened. If it had not happened, it would not be told. A young girl named Gabi lived in a place where the _____ (entity) watched everything. They monitored the TV shows families enjoyed after dinner, the stories children wrote in school, and the food they bought at shops in the city. The one place the _____ (entity) did not watch so closely was the home. Besides TV shows, mail, and other trackable things, families found solace in the semi-privacy of their homes. Gabi surely did as she had a terrible habit of criticizing the _____ (entity). Each time she spoke harshly of the _____'s (entity) leaders, her parents would scold her and remind her of the consequences of her loose tongue. If anyone associated with the _____ (entity) heard Gabi, the _____ (entity) could _____ (action), _____ (action), or worse yet _____ (action).

One day, after a particularly bad night of criticism and punishment from her parents, Gabi left the apartment for school. As she walked down the hallway, she noticed a _____ (person) lingering _____ (place). Thinking nothing of the encounter, she went about her day as she normally did, returned home in the late afternoon, and plopped down on the couch to watch TV. Yet, no matter the channel, all the TV would show was static. Frustrated, Gabi went to her room to _____ (action). When she opened her desk drawer and reached for a pencil, her hand brushed cold, sharp metal. She recoiled at the sensation. When Gabi gingerly reached back in, she pulled out a _____ (object). She immediately felt _____ (emotion). Her parents were due to arrive home any minute, so she decided to _____ (action) the _____ (object).

When Gabi's parents arrived home from work, she _____ (action). She wanted to _____ (motivation for action). Gabi's parents immediately _____ (action) because _____ (motivation for action). For the rest of the evening, the family _____ (action), and it wasn't until they found _____ (objects) that their suspicions were confirmed.

➤ 6-WEEK Unit with Implementation Suggestions

➤ Standards Alignment

➤ Anticipation Activities

➤ 30 Instructional Lesson Plans

➤ Pacing Guide

★ Bonus Resources ★

Project Choice Board

Name:

The Story That Cannot Be Told

Directions: Below you will find 9 project options. Each project is assigned a point value. To complete the choice board, you must finish enough projects to reach _____ points. Ask your teacher for additional directions.

Choice 1	Choice 2	Choice 3
Debate on banned books: Should schools be allowed to ban specific books? Pick a side and write an argumentative essay on your stance.	Make a comic of the forces that work to censor Ileana (what she knows and what she says). In the graphic be sure to include whether or not you think the choices of others are justified.	Create a found poem from the novel that captures the theme of censorship.
1 Point	1 Point	1 Point
Choice 4	Choice 5	Choice 6
Write a narrative about a time you felt you were censored.	Research books schools have banned. Write a summary of a book you have read that has been banned and argue whether or not the decision is justified.	Create a political cartoon about censorship that captures your position on it.
2 Points	2 Points	2 Points
Choice 7	Choice 8	Choice 9
Write an argumentative essay about a piece of media that you think an authoritarian government would find dangerous and why.	Create a script between Romanian leader Nicolae Ceaușescu and Uncle Andrei. Have the two debate censorship of literary works.	Pick a situation from the novel where a character is presented with a conflict about revealing information that could be perceived as important. Narrate their internal deliberation. What are the pros and cons of their potential choices? What choice did they make and why?
3 Points	3 Points	3 Points

➤ Implementation Notes for All Resources

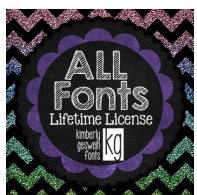
➤ Project Choice Board

➤ Anticipation Guide & Final Essay

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