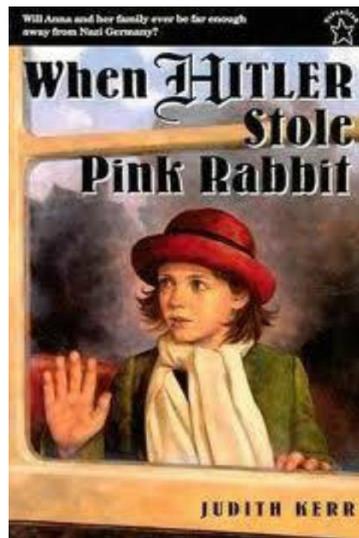


# When Hitler Stole Pink Rabbit



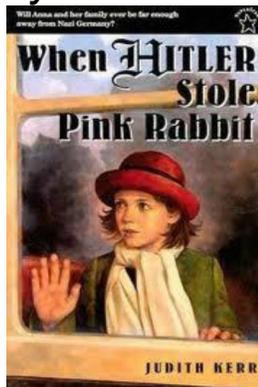
By

Judith Kerr

A Novel Study  
by Nat Reed

# When Hitler Stole Pink Rabbit

By Judith Kerr



## Table of Contents

Suggestions and Expectations .....	3
List of Skills .....	4
Synopsis / Author Biography .....	5
Student Checklist .....	6
Reproducible Student Booklet .....	7
Answer Key .....	60

**About the author:** Nat Reed has been a member of the teaching profession for more than 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program. For more information on his work and literature, please visit the websites [www.reedpublications.org](http://www.reedpublications.org) and [www.novelstudies.org](http://www.novelstudies.org).

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# When Hitler Stole Pink Rabbit

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## Suggestions and Expectations

This 65 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 four different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking.

### 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.**

Students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included as well as a **Student Checklist**.

**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.

Additional icons provided by <http://www.iconka.com>

# When Hitler Stole Pink Rabbit

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## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
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

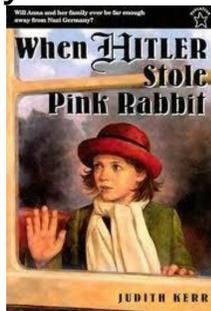
1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

### Art Activities

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

# When Hitler Stole Pink Rabbit

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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. [The Publisher]

## 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. Since then she has worked as an artist, a BBC television scriptwriter and, for the past thirty years, as author and illustrator of children's books.

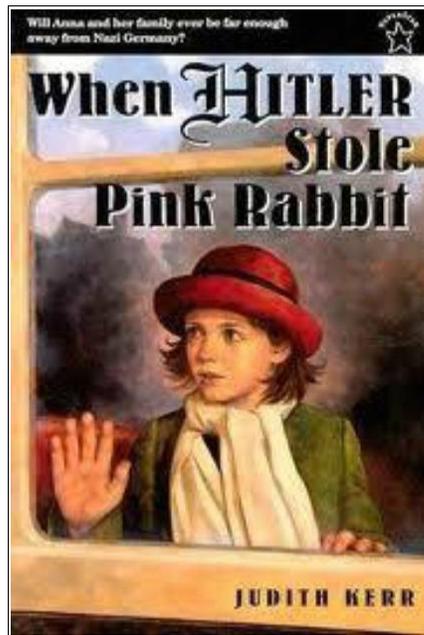


Her three autobiographical novels are based on her early wandering years (which against all the odds she greatly enjoyed), her adolescence in London during the war, and finally on a brief return to Berlin as a young married woman. The stories have been internationally acclaimed and, to the author's considerable satisfaction, have done particularly well in Germany where they are sometimes used as an easy introduction to a difficult period of Germany history.

Judith lives in London and has a daughter who is a designer and a son who is a writer. [Harper Collins website: <http://www.harpercollins.co.uk/Authors/3128/judith-kerr>]



# When Hitler Stole Pink Rabbit

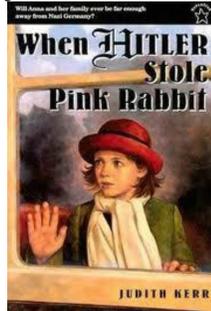


*By Judith Kerr*

Name: \_\_\_\_\_

# When Hitler Stole Pink Rabbit

By Judith Kerr



## 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 likeable 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?




### 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 would be able to get the ball into the basket.
4. My grandfather brought the \_\_\_\_\_ down from the bookshelf and drew our attention to the chapter on trout fishing.
5. Little Sammy looked very \_\_\_\_\_ when we told him his bike had been stolen.

6. It is important that a watch repair-person has strong \_\_\_\_\_ skills.
7. Jessie was most \_\_\_\_\_ after she spilled the toner all over the principal's desk.
8. "Please turn on the light so the room can be \_\_\_\_\_," the colonel ordered.
9. The construction workers toiled \_\_\_\_\_ on the project until they were all exhausted.
10. The boys decided to \_\_\_\_\_ the dog until he attacked them.

## Questions



1. What is the setting of Chapter One?


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.


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


4. What is your impression of Fräulein Lambeck?


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?

--

6. The novel mentions that the swastika was the symbol of the Nazis. Which of the following three symbols is a swastika?

A		B		C	
---	---	---	--	---	---

7. 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?


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


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




## Language Activities

### A. Adolf Hitler

Adolf Hitler, who was to rule Germany for more than a decade, is probably the most hated man who ever lived. Who was this man? Using resources in your school library or on the Internet, research a few basic facts about Hitler's early life (i.e. where and when he was born; who were his parents; what did he do before going into politics; what were some of his interests and talents, etc.) Below record three fascinating facts from your research.




**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?


b) Create your own example of personification.


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


## 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