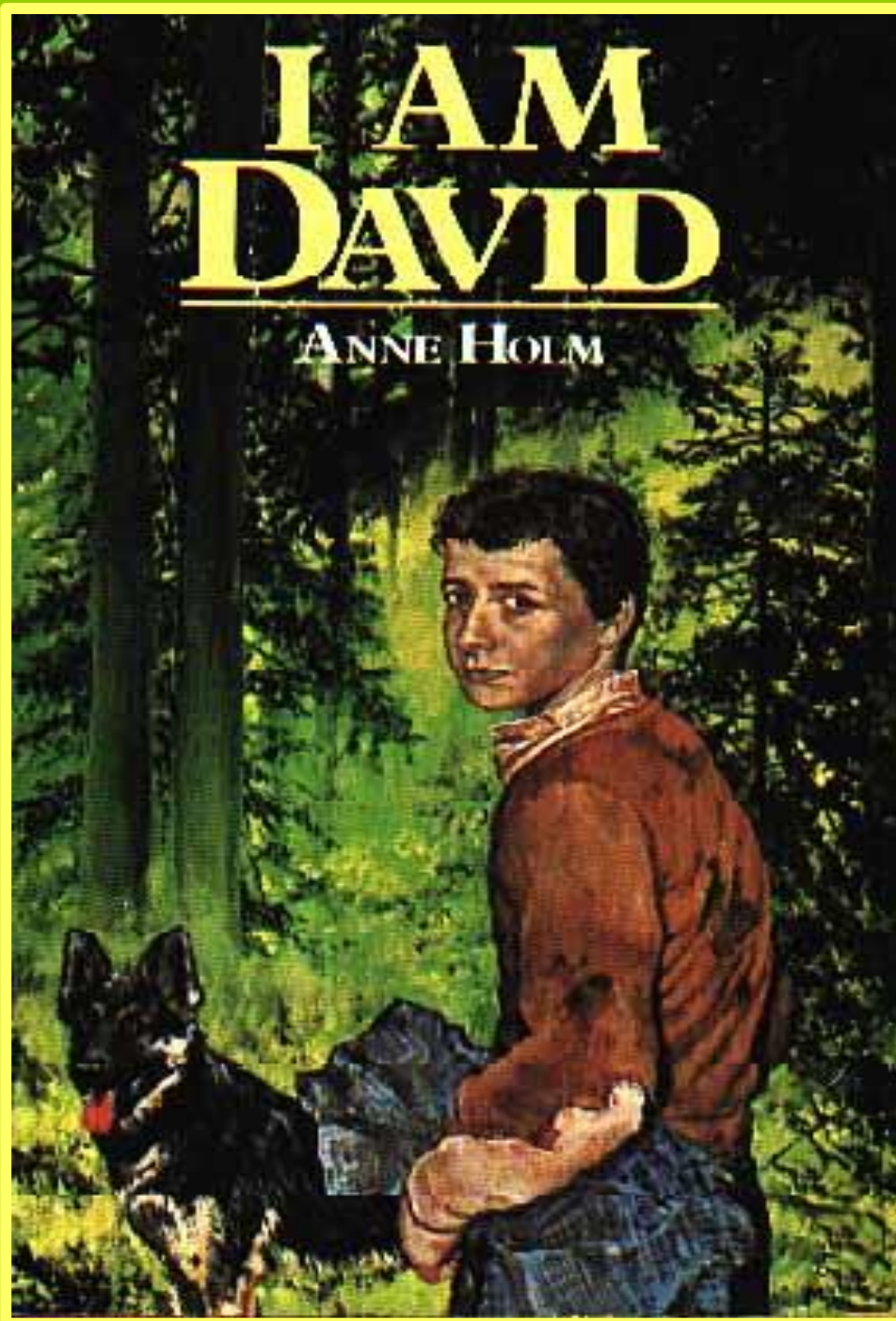


Grades 6-9  
Live with Purpose  
Strength, Work Ethic and Character  
Based on *I Am David* Author Anne Holm



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

<p><b>OBJECTIVES: NCSS, 2. Time, Continuity, and Change-</b>Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drawing/Coloring</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Write/Pair/Share</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>
<p><b>MATERIALS:</b></p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of <i>I Am David</i> Background Information; copies of Write/Pair/Share; copies of Vocabulary with definitions Chapters 1-8; copies of Listening Logs Chapters 1-8; copies of David's Journey, a Map of Europe in the 1950s; copies of Vocabulary Quizzes- Chapters 1 &amp; 2, Chapters 3 &amp; 4, Chapters 5 &amp; 6, Chapters 7 &amp; 8; copies of <i>I Am David</i> Setting Activity; copies of <i>I Am David</i> Setting and Mood; copies of <i>I Am David</i> Character Study; copies of Writing an I Am Poem for David; copies of Follow-up Discussion Questions</p>
<p><b>Engage:</b> Hook the students</p>	<p>Grades 6-7 read aloud-<i>I Am David</i> Background Information. Hand out copies of <i>I Am David</i> Background Information to grades 8-9 for them to read silently before starting the text. Hand out copies of Write/Pair/Share. <b>Write/Pair/Share:</b> You will have <b>5 minutes</b> to analyze the following: “years after being released, the Gulag’s inhabitants were often able to recognize former inmates on the street simply from ‘the look in their eyes.’” What did Anne Applebaum mean by this statement? Do you think she meant if literally or figuratively? Explain your answer. At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you.</p>
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<p>Hand out vocabulary terms and definitions. Assign dates for vocabulary quizzes by chapters: 1 &amp; 2, 3 &amp; 4, 5 &amp; 6, 7 &amp; 8. Hand out Chapter 1 Listening Log. Allow students time to complete the assignment after listening to Chapter 1. Hand out David’s Journey, a Map of Europe in the 1950s. Allow students to follow Davids journey through out the course of the book. Play the YouTube Read Aloud Book, I Am David, Author-Anne Holm. Chapter 1 <a href="https://youtu.be/a4LDMbCP8mk?si=rKyGZBW5dgZe3zYC">https://youtu.be/a4LDMbCP8mk?si=rKyGZBW5dgZe3zYC</a> (36:55) Hand out Chapter 2 Listening Log. Allow students time to complete the assignment after listening to Chapter 2. Chapter 2 <a href="https://youtu.be/jZxcl8fKGUE?si=GFWxsEIBmvl6PuCQ&amp;t=90">https://youtu.be/jZxcl8fKGUE?si=GFWxsEIBmvl6PuCQ&amp;t=90</a> (43:27) Hand out <i>I Am David</i> Setting and Mood Activity. Allow students time to complete the assignment. Hand out Chapter 3 Listening Log. Allow students time to complete the assignment after listening to Chapter 3. Chapter 3 <a href="https://youtu.be/VU0dl68OQ2w?si=pQb4ETtxA3wZ6Fqn&amp;t=17">https://youtu.be/VU0dl68OQ2w?si=pQb4ETtxA3wZ6Fqn&amp;t=17</a> (41:15) Hand out Chapter 4 Listening Log. Allow students time to complete the assignment after listening to Chapter 4. Chapter 4 <a href="https://youtu.be/Fdl8SuBUGvE?si=2liuAPtM9Z2dfcSm&amp;t=17">https://youtu.be/Fdl8SuBUGvE?si=2liuAPtM9Z2dfcSm&amp;t=17</a> (44:53)</p>

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

	<p>Hand out Chapter 5 Listening Log. Allow students time to complete the assignment after listening to Chapter 5.</p> <p>Chapter 5 <a href="https://youtu.be/8FCETx9cDoU?si=zLJfIU660dEOKHwX&amp;t=12">https://youtu.be/8FCETx9cDoU?si=zLJfIU660dEOKHwX&amp;t=12</a> (43:45)</p> <p>Hand out Chapter 6 Listening Log. Allow students time to complete the assignment after listening to Chapter 6.</p> <p>Chapter 6 <a href="https://youtu.be/xYJq-2UtHOk?si=wD0XhLkcxihxs0tZ&amp;t=5">https://youtu.be/xYJq-2UtHOk?si=wD0XhLkcxihxs0tZ&amp;t=5</a> (33:25)</p> <p>Hand out Chapter 7 Listening Log. Allow students time to complete the assignment after listening to Chapter 7.</p> <p>Chapter 7 <a href="https://youtu.be/kUBSIf5F1Co?si=Fj5iLiCBCeZJKEGT&amp;t=19">https://youtu.be/kUBSIf5F1Co?si=Fj5iLiCBCeZJKEGT&amp;t=19</a> (29:40)</p> <p>Hand out Chapter 8 Listening Log. Allow students time to complete the assignment after listening to Chapter 8.</p> <p>Chapter 8 <a href="https://youtu.be/waZrZxTXh0c?si=1jmsuMIH2JbiWbY0&amp;t=14">https://youtu.be/waZrZxTXh0c?si=1jmsuMIH2JbiWbY0&amp;t=14</a> (25:12)</p> <p>Hand out <i>I Am David</i> Setting and <i>I Am David</i> Character Study. Allow students time to complete the assignment.</p> <p>Hand out Writing an I Am Poem for David Activity. Allow students time to complete the assignment.</p> <p>Hand out Follow-up Discussion Questions. Students in Grades 6 &amp; 7 may be broken up into groups, each group answering one question then sharing their answer with the rest of the class.</p> <p>Grades 8 &amp; 9 may be allowed to select 5 out of the 7 questions to answer in paragraphs.</p> <p>Allow students to draw or paint their favorite part from the book. They may use computers or stickmen, but people should recognize their scene on sight.</p>
<b>Explain:</b> Teacher introduces formal vocabulary and language to students.	See attached vocabulary sheets by chapter. Quizzes are provided for each set of vocabulary by Chapters.
<b>Elaborate:</b> Students apply what they have learned.	Students examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.
<b>Evaluate:</b> assessment.	Teachers will select which activities to use as formal/informal assessments.
<b>Enrichment/Service-Learning Project</b>	<b>Explain:</b> April is the Month of the Military Child. Explain to students that children with parents who serve in the military have different sets of challenges. Their parents may be sent on deployments overseas, they move a lot, etc. Military children must learn the skills of strength, work ethic and good character from a young age to adjust to life as a military child. Hand out The Month of the Military Child Activity. Allow students time to complete. See a list of 50 potential projects provided by the United State Air Force on the last pages of this lesson plan. Print project completion certificates <a href="#">here</a> .

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

### *I Am David*-Background Information

The Bulgarian camp described in *I Am David* was part of the Gulag, a system of forced labor established by the Communist regime in the Soviet Union. Millions of people were imprisoned (and died) in the camps, which were instituted during the 1920s and reached their peak during and immediately following World War II, the time period in which *I Am David* is set. The Soviet government gradually disbanded the camps after the 1953 death of leader Joseph Stalin.

“The Communist takeovers in Eastern and Central Europe during World War II led to mass arrests of non-Communist politicians and people identified as class-enemies. Many of them were sentenced to forced labor camps. In 1952 the International League for the Rights of Man was able to document the existence of more than 400 forced labor camps in Central and Eastern Europe.” [From Forced Labor Camps: an on-line exhibition; Open Society Archives, “Introduction” For more information, see: <http://www.osa.ceu.hu/gulag/index.html>]

The Soviet labor camps went largely unnoticed by the rest of the world for many years. It took the publication of Alexander Solzhenitsyn’s *The Gulag Archipelago, 1918–1956* (1973) to attract attention to this cruel system. Thirty years after Solzhenitsyn’s revelations, Washington Post reporter Anne Applebaum took advantage of new access to Russian archives to compile a gripping, detailed account of life on the camps in *GULAG: A History*, winner of the 2004 Pulitzer Prize for general non-fiction. A number of Applebaum’s reviewers noted that many people are still unaware of the severity and scale of the Gulag system. *I Am David* provides an excellent opportunity to give young people insight into the “whole story.”

“The word GULAG is an acronym, meaning Glavnoe Upravlenie Lagerei or ‘Main Camp Administration.’ Over time, the word ‘Gulag’ has also come to signify not only the administration of the concentration camps but also the system of Soviet labor itself, in all its forms and varieties: labor camps, punishment camps, criminal and political camps, women’s camps, children’s camps, transit camps.

“Even more broadly, ‘Gulag’ has come to mean the Soviet repressive system itself, the set of procedures that prisoners once called the ‘meat-grinder’: the arrests, the interrogations, the transport in unheated cattle cars, the forced labor, the destruction of families, the years spent in exile, the early and unnecessary deaths....

“[The Gulag] continued to expand throughout the Second World War, and in the 1940s, reaching its apex in the early 1950s. The Gulag had its own laws, its own customs, its own morality, even its own slang.... [And] years after being released, the Gulag’s inhabitants were often able to recognize former inmates on the street simply from ‘the look in their eyes.’”

[Excerpted from *GULAG: A History* by Anne Applebaum New York: Anchor Books, 2003. Used by permission of the author.]

©2004 by Walden Media, LLC. This page may be reproduced for use in the classroom.

[https://www.walden.com/wp-content/uploads/2004/12/IAMDavid\\_Context.pdf](https://www.walden.com/wp-content/uploads/2004/12/IAMDavid_Context.pdf)

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### Write/Pair/Share

You will have **5 minutes** to analyze the following: “years after being released, the Gulag’s inhabitants were often able to recognize former inmates on the street simply from ‘the look in their eyes.’” What did Anne Applebaum mean by this statement? Do you think she meant if literally or figuratively? Explain your answer.

At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

---

---

---

---

---

---

---cut here-----cut here-----cut here---

Name \_\_\_\_\_

### Write/Pair/Share

You will have **5 minutes** to analyze the following: “years after being released, the Gulag’s inhabitants were often able to recognize former inmates on the street simply from ‘the look in their eyes.’” What did Anne Applebaum mean by this statement? Do you think she meant if literally or figuratively? Explain your answer.

At the end of 5 minutes, you will be paired with a partner, you will read your answer to your partner and they will read their response to you. Write on the back if necessary.

---

---

---

---

---

---

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### Vocabulary *I Am David*

#### Chapters 1 & 2

1. thicket-a dense growth of bushes
2. succession-a following of one thing after another in time
3. clench-squeeze together tightly
4. taut-pulled or drawn tight
5. stricken-grievously affected especially by disease
6. ember-a hot, smoldering fragment of wood left from a fire
7. catastrophe-an event resulting in great loss and misfortune
8. dwell-think moodily or anxiously about something
9. strive-attempt by employing effort
10. imperceptible-impossible or difficult to sense
11. foolhardy-marked by defiant disregard for danger or consequence
12. bask-derive or receive pleasure from
13. variegated-having an assortment of colors
14. whittle-cut small bits or pare shavings from
15. glisten-be very shiny, as if wet
16. lithe-moving and bending with ease
17. irksome-tedious or irritating
18. verge-a grass border along a road
19. ravine-a deep, narrow steep-sided valley
20. treachery-an act of deliberate betrayal
21. parcel-a wrapped package
22. intricate-having many complexly arranged elements, elaborate
23. hearty-showing warm and sincere friendliness
24. beset-assail or attack on all sides
25. venture-proceed somewhere despite the risk of possible dangers

#### Chapters 3 & 4

1. fret-worry unnecessarily or excessively
2. jut-extend out or project in space
3. peninsula-a large mass of land projecting into a body of water
4. rummage-search haphazardly
5. mutter-make complaining remarks or noises under one's breath
6. grope-feel about uncertainly or blindly
7. disconcerted-thrown into confusion
8. brevity-the attribute of being short or fleeting
9. clamber-climb awkwardly, as if by scrambling
10. embroider-add details to
11. undulate-move in a wavy pattern or with a rising and falling motion

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

12. gnarled-old and twisted and covered in lines
13. quiver-shake with fast tremulous movements
14. immense-unusually great in size
15. petrol-gasoline
16. situate-put something somewhere firmly
17. reckon-take account of
18. lapse-pass into a specified state or condition
19. muster-summon up, call forth or bring together
20. succumb-be fatally overwhelmed
21. lurk-lie in wait or behave in a sneaky or secretive manner
22. lustrous-reflecting light
23. earnestly-in a sincere and serious manner
24. ponder-reflect deeply on a subject
25. rouse-cause to be agitated or excited

### Chapters 5 & 6

1. ingrained-deeply rooted; firmly fixed or held
2. loathsome-highly offensive; arousing aversion or disgust
3. gracious-characterized by kindness and warm courtesy
4. wheedle-influence or urge by gentle urging, caressing, or flattering
5. divert-turn aside; turn away from
6. pluck-look for and gather
7. contrary-exact opposition
8. listless-marked by low spirits; showing no enthusiasm
9. pry-to be nosey
10. vital-urgently needed; absolutely necessary
11. indebted-owing gratitude to another for help or favors
12. ingratiate-gain favor with somebody by deliberate efforts
13. reticent-not inclined to talk or provide information
14. inclination-a characteristic likelihood of or natural disposition
15. jot-a slight but appreciable amount
16. obstinate-resistant to guidance or discipline
17. foreboding-a feeling of evil to come
18. perish-pass from physical life
19. epaulet-an ornamental cloth pad worn on the shoulder
20. wretched-characterized by physical misery

### Chapters 7 & 8

1. trudge-walk heavily and firmly, as when weary, or through mud
2. hurtle-move with or as if with a rushing sound
3. gale-a strong wind moving 34–40 knots

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

4. lavish-bestow or expend profusely
5. meddle-intrude in other people's affairs or business
6. tramp-travel on foot, especially on a walking expedition
7. pastime-an interest or pursuit that someone pursues regularly
8. berth-a place where a sailing vessel can be secured
9. befall-become of; happen to
- 10-retort-answer back
11. shirk-avoid one's assigned duties
- 12-blunt-not sharp (used of a knife or other blade)
13. trough-a long narrow shallow receptacle
14. spite-hurt the feelings of
15. dour-showing a brooding ill humor
16. frontier-a wilderness at the edge of a settled area of a country
17. frank-characterized by directness in manner or speech
18. apathetic-showing little or no emotion or animation
19. barrack-a building or group of buildings to house military personnel
- 20-kiosk-small area set off by walls for special use



# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

## David's Journey, a Map of Europe in the 1950s

Directions: Use this map to trace the journey of David. Historians & researchers believe the character started his journey in Bulgaria.



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### *I Am David* Chapters 1 & 2 Vocabulary Quiz

Directions: Place your answer in the space provided.

- \_\_\_\_\_ 1. squeeze together tightly
- \_\_\_\_\_ 2. pulled or drawn tight
- \_\_\_\_\_ 3. tedious or irritating
- \_\_\_\_\_ 4. grievously affected especially by disease
- \_\_\_\_\_ 5. a hot, smoldering fragment of wood left from a fire
- \_\_\_\_\_ 6. an act of deliberate betrayal
- \_\_\_\_\_ 7. assail or attack on all sides
- \_\_\_\_\_ 8. showing warm and sincere friendliness
- \_\_\_\_\_ 9. deep, narrow steep-sided valley
- \_\_\_\_\_ 10. think moodily or anxiously about something
- \_\_\_\_\_ 11. attempt by employing effort
- \_\_\_\_\_ 12. impossible or difficult to sense
- \_\_\_\_\_ 13. marked by defiant disregard for danger or consequence
- \_\_\_\_\_ 14. a dense growth of bushes
- \_\_\_\_\_ 15. having many complexly arranged elements, elaborate
- \_\_\_\_\_ 16. proceed somewhere despite the risk of possible dangers
- \_\_\_\_\_ 17. an event resulting in great loss and misfortune
- \_\_\_\_\_ 18. derive or receive pleasure from
- \_\_\_\_\_ 19. having an assortment of colors
- \_\_\_\_\_ 20. moving and bending with ease

- A. ember
- B. foolhardy
- C. glisten
- D. treachery
- E. clench
- F. verge
- G. dwell
- H. intricate
- I. succession
- J. ravine
- K. parcel
- L. stricken
- M. irksome
- N. venture
- O. whittle
- P. catastrophe
- Q. lithe
- R. imperceptible
- S. hearty
- T. variegated
- U. beset
- V. taut
- W. bask
- X. strive
- Y. thicket

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

### ANSWER KEY

Name \_\_\_\_\_

### *I Am David* Chapters 1 & 2 Vocabulary Quiz

Directions: Place your answer in the space provided.

- E 1. squeeze together tightly
- V 2. pulled or drawn tight
- M 3. tedious or irritating
- L 4. grievously affected especially by disease
- A 5. a hot, smoldering fragment of wood left from a fire
- D 6. an act of deliberate betrayal
- U 7. assail or attack on all sides
- S 8. showing warm and sincere friendliness
- J 9. deep, narrow steep-sided valley
- G 10. think moodily or anxiously about something
- X 11. attempt by employing effort
- R 12. impossible or difficult to sense
- B 13. marked by defiant disregard for danger or consequence
- Y 14. a dense growth of bushes
- H 15. having many complexly arranged elements, elaborate
- N 16. proceed somewhere despite the risk of possible dangers
- P 17. an event resulting in great loss and misfortune
- W 18. derive or receive pleasure from
- T 19. having an assortment of colors
- Q 20. moving and bending with ease

- A. ember
- B. foolhardy
- C. glisten
- D. treachery
- E. clench
- F. verge
- G. dwell
- H. intricate
- I. succession
- J. ravine
- K. parcel
- L. stricken
- M. irksome
- N. venture
- O. whittle
- P. catastrophe
- Q. lithe
- R. imperceptible
- S. hearty
- T. variegated
- U. beset
- V. taut
- W. bask
- X. strive
- Y. thicket

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### *I Am David* Chapters 3 & 4 Vocabulary Quiz

Directions: Place your answer in the space provided.

- \_\_\_\_\_ 1. worry unnecessarily or excessively
- \_\_\_\_\_ 2. extend out or project in space
- \_\_\_\_\_ 3. a large mass of land projecting into a body of water
- \_\_\_\_\_ 4. feel about uncertainly or blindly
- \_\_\_\_\_ 5. the attribute of being short or fleeting
- \_\_\_\_\_ 6. climb awkwardly, as if by scrambling
- \_\_\_\_\_ 7. add details to
- \_\_\_\_\_ 8. move in a wavy pattern or with a rising and falling motion
- \_\_\_\_\_ 9. old and twisted and covered in lines
- \_\_\_\_\_ 10. put something somewhere firmly
- \_\_\_\_\_ 11. take account of
- \_\_\_\_\_ 12. reflect deeply on a subject
- \_\_\_\_\_ 13. pass into a specified state or condition
- \_\_\_\_\_ 14. summon up, call forth or bring together
- \_\_\_\_\_ 15. fatally overwhelmed
- \_\_\_\_\_ 16. reflecting light
- \_\_\_\_\_ 17. in a sincere and serious manner
- \_\_\_\_\_ 18. cause to be agitated or excited
- \_\_\_\_\_ 19. search haphazardly
- \_\_\_\_\_ 20. thrown into confusion

- A. muster
- B. rouse
- C. fret
- D. succumb
- E. earnestly
- F. gnarled
- G. undulate
- H. situate
- I. ponder
- J. jut
- K. peninsula
- L. lustrous
- M. clamber
- N. lapse
- O. rummage
- P. brevity
- Q. embroider
- R. disconcerted
- S. grope
- T. reckon

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

### ANSWER KEY

Name \_\_\_\_\_

### *I Am David* Chapters 3 & 4 Vocabulary Quiz

Directions: Place your answer in the space provided.

- C 1. worry unnecessarily or excessively
- J 2. extend out or project in space
- K 3. a large mass of land projecting into a body of water
- S 4. feel about uncertainly or blindly
- P 5. the attribute of being short or fleeting
- M 6. climb awkwardly, as if by scrambling
- Q 7. add details to
- G 8. move in a wavy pattern or with a rising and falling motion
- F 9. old and twisted and covered in lines
- H 10. put something somewhere firmly
- T 11. take account of
- I 12. reflect deeply on a subject
- N 13. pass into a specified state or condition
- A 14. summon up, call forth or bring together
- D 15. be fatally overwhelmed
- L 16. reflecting light
- E 17. in a sincere and serious manner
- B 18. cause to be agitated or excited
- O 19. search haphazardly
- R 20. thrown into confusion

- A. muster
- B. rouse
- C. fret
- D. succumb
- E. earnestly
- F. gnarled
- G. undulate
- H. situate
- I. ponder
- J. jut
- K. peninsula
- L. lustrous
- M. clamber
- N. lapse
- O. rummage
- P. brevity
- Q. embroider
- R. disconcerted
- S. grope
- T. reckon

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### *I Am David* Chapters 5 & 6 Vocabulary Quiz

Directions: Place your answer in the space provided.

- \_\_\_\_\_ 1. deeply rooted; firmly fixed or held
- \_\_\_\_\_ 2. highly offensive; arousing aversion or disgust
- \_\_\_\_\_ 3. characterized by kindness and warm courtesy
- \_\_\_\_\_ 4. influence or urge by gentle urging, caressing, or flattering
- \_\_\_\_\_ 5. turn aside; turn away from
- \_\_\_\_\_ 6. look for and gather
- \_\_\_\_\_ 7. exact opposition
- \_\_\_\_\_ 8. marked by low spirits; showing no enthusiasm
- \_\_\_\_\_ 9. to be nosey
- \_\_\_\_\_ 10. urgently needed; absolutely necessary
- \_\_\_\_\_ 11. owing gratitude to another for help or favors
- \_\_\_\_\_ 12. gain favor with somebody by deliberate efforts
- \_\_\_\_\_ 13. not inclined to talk or provide information
- \_\_\_\_\_ 14. a characteristic likelihood of or natural disposition
- \_\_\_\_\_ 15. a slight but appreciable amount
- \_\_\_\_\_ 16. resistant to guidance or discipline
- \_\_\_\_\_ 17. a feeling of evil to come
- \_\_\_\_\_ 18. pass from physical life
- \_\_\_\_\_ 19. an ornamental cloth pad worn on the shoulder
- \_\_\_\_\_ 20. characterized by physical misery

- A. wretched
- B. jot
- C. vital
- D. divert
- E. ingrained
- F. epaulet
- G. inclination
- H. pry
- I. wheedle
- J. loathsome
- K. perish
- L. reticent
- M. listless
- N. gracious
- O. foreboding
- P. ingratiate
- Q. contrary
- R. pluck
- S. obstinate
- T. indebted

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

### ANSWER KEY

Name \_\_\_\_\_

### *I Am David* Chapters 5 & 6 Vocabulary Quiz

Directions: Place your answer in the space provided.

- E 1. deeply rooted; firmly fixed or held
- J 2. highly offensive; arousing aversion or disgust
- N 3. characterized by kindness and warm courtesy
- I 4. influence or urge by gentle urging, caressing, or flattering
- D 5. turn aside; turn away from
- R 6. look for and gather
- Q 7. exact opposition
- M 8. marked by low spirits; showing no enthusiasm
- H 9. to be nose-y
- C 10. urgently needed; absolutely necessary
- T 11. owing gratitude to another for help or favors
- P 12. gain favor with somebody by deliberate efforts
- L 13. not inclined to talk or provide information
- G 14. a characteristic likelihood of or natural disposition
- B 15. a slight but appreciable amount
- S 16. resistant to guidance or discipline
- O 17. a feeling of evil to come
- K 18. pass from physical life
- F 19. an ornamental cloth pad worn on the shoulder
- A 20. characterized by physical misery

- A. wretched
- B. jot
- C. vital
- D. divert
- E. ingrained
- F. epaulet
- G. inclination
- H. pry
- I. wheedle
- J. loathsome
- K. perish
- L. reticent
- M. listless
- N. gracious
- O. foreboding
- P. ingratiate
- Q. contrary
- R. pluck
- S. obstinate
- T. indebted

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### *I Am David* Chapters 7 & 8 Vocabulary Quiz

Directions: Place your answer in the space provided.

- \_\_\_\_\_ 1. walk heavily and firmly, as when weary, or through mud
- \_\_\_\_\_ 2. move with or as if with a rushing sound
- \_\_\_\_\_ 3. a strong wind moving 34–40 knots
- \_\_\_\_\_ 4. bestow or expend profusely
- \_\_\_\_\_ 5. intrude in other people's affairs or business
- \_\_\_\_\_ 6. travel on foot, especially on a walking expedition
- \_\_\_\_\_ 7. an interest or pursuit that someone pursues regularly
- \_\_\_\_\_ 8. a place where a sailing vessel can be secured
- \_\_\_\_\_ 9. become of; happen to
- \_\_\_\_\_ 10. answer back
- \_\_\_\_\_ 11. avoid one's assigned duties
- \_\_\_\_\_ 12. not sharp (used of a knife or other blade)
- \_\_\_\_\_ 13. a long narrow shallow receptacle
- \_\_\_\_\_ 14. hurt the feelings of
- \_\_\_\_\_ 15. showing a brooding ill humor
- \_\_\_\_\_ 16. a wilderness at the edge of a settled area of a country
- \_\_\_\_\_ 17. characterized by directness in manner or speech
- \_\_\_\_\_ 18. showing little or no emotion or animation
- \_\_\_\_\_ 19. a building or group of buildings to house military personnel
- \_\_\_\_\_ 20. small area set off by walls for special use

- A. shirk
- B. befall
- C. dour
- D. frank
- E. barrack
- F. trough
- G. trudge
- H. apathetic
- I. tramp
- J. frontier
- K. hurtle
- L. meddle
- M. kiosk
- N. berth
- O. lavish
- P. retort
- Q. gale
- R. blunt
- S. pastime
- T. spite



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

### ANSWER KEY

Name \_\_\_\_\_

### *I Am David* Chapters 7 & 8 Vocabulary Quiz

Directions: Place your answer in the space provided.

- G** 1. walk heavily and firmly, as when weary, or through mud
- K** 2. move with or as if with a rushing sound
- Q** 3. a strong wind moving 34–40 knots
- O** 4. bestow or expend profusely
- L** 5. intrude in other people's affairs or business
- I** 6. travel on foot, especially on a walking expedition
- S** 7. an interest or pursuit that someone pursues regularly
- N** 8. a place where a sailing vessel can be secured
- B** 9. become of; happen to
- P** 10. answer back
- A** 11. avoid one's assigned duties
- R** 12. not sharp (used of a knife or other blade)
- F** 13. a long narrow shallow receptacle
- T** 14. hurt the feelings of
- C** 15. showing a brooding ill humor
- J** 16. a wilderness at the edge of a settled area of a country
- D** 17. characterized by directness in manner or speech
- H** 18. showing little or no emotion or animation
- E** 19. a building or group of buildings to house military personnel
- M** 20. small area set off by walls for special use

- A. shirk
- B. befall
- C. dour
- D. frank
- E. barrack
- F. trough
- G. trudge
- H. apathetic
- I. tramp
- J. frontier
- K. hurtle
- L. meddle
- M. kiosk
- N. berth
- O. lavish
- P. retort
- Q. gale
- R. blunt
- S. pastime
- T. spite

# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

## Listening Log *I Am David*

Chapter 1

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

**Listening Log / *I Am David***

Chapter 2

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

**Listening Log / *I Am David***

Chapter 3

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

**Listening Log / *I Am David***

Chapter 4

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

**Listening Log / *I Am David***

Chapter 5

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

**Listening Log / *I Am David***

Chapter 6

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

## Listening Log *I Am David*

Chapter 7

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	



**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

**Listening Log / *I Am David***

Chapter 8

<b>Characters</b>	
<b>Setting</b>	
<b>Action</b>	
<b>Summary</b>	

# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

NAME \_\_\_\_\_

## *I Am David* Setting

The **setting** of a story is the **time** and **place** in which the events happen. It includes the physical, historical, political, and cultural settings of a story. It includes the *situation* in which a character or characters find themselves. There might be one, or multiple settings in a story. The setting affects the plot, or events, of the story. In *I Am David*, the environment acts as a force to shape David's character and his actions.

Where does the story take place? <b>Beginning-</b>  <b>Middle-</b>  <b>End-</b>
When does the story take place?
How would the story change if the setting changed?
Is the setting important in this story? Why or Why Not?

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### *I Am David* Setting and Creating Mood

In the following passages from the book, the author describes the setting and creates a particular mood. Read each passage and answer the questions that follow.

#### **Chapter 1- Passage 1**

... Every night he ran, and he ran all night long. Once he slipped into a waterhole and the mud caked on him as it dried. Once he was so torn by branches that blood oozed from the scratches on his face, hands, and legs. He would never forget that night. He had come to a close thicket of thorn bushes, and the needle of his compass indicated that he should go straight through it. So, he plunged into the thicket, elbows up to protect his face. The first branch that struck him hurt painfully, and so did the first gash along his arm, but after that he noticed nothing and just crashed his way through...

1. Select a single word that would best describe the mood created by the setting.
2. List two details that contribute to the mood of the passage.

#### **Chapter 1- Passage 2**

... And so, the days passed. David lost count of them, for it was dark all the time and there was nothing to distinguish day from night. Once he woke, he picked up the strange bottle by mistake for his own, and after that he took a drink from it every time staying awake any longer grew too much for him, for he discovered that drinking from it soon made him feel sleepy. It tasted good, too-a little strong perhaps but not unpleasant and then he could sleep a while longer.

1. Select a single word that would best describe the mood created by the setting.
2. List two details that contribute to the mood of the passage.

#### **Chapter 2 - Passage 3**

Far below him lay the sea, a sea bluer than any sky he had ever seen, The land curved in and out along its edge: in and out, up, and down, all green and golden, with here and there the red of flowers too far off to be clearly seen. Down by the sea a road ran along the foot of the mountain, and near it lay villages whose bright colors gleamed dazzlingly. There were trees with many changing tints of green, and over it all shone the warming sun, not white hot and spiteful and scorching, as the sun had shone upon the camp in the summertime, but with a warm golden loveliness.

1. Select a single word that would best describe the mood created by the setting.
2. How does the mood differ in this passage from the first two passages? What creates this different mood?

# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

## Character Study *I Am David*

This story is told in a third-person-limited narrator, a narrator who is not a character in the story but who shares with us the innermost thoughts and feelings of one of the story's main characters.

Directions: Drawing from the text, write 4-character traits describing the following characters.

### Character 1

**THE MAN**

---

---

---

---

---

### Character 2

**JOHANNES**

---

---

---

---

---

### Character 3

**CARLO**

---

---

---

---

---

### Character 4

**MARIA**

---

---

---

---

---

### Character 5

**THE FATHER**

---

---

---

---

---

### Character 6

**THE MOTHER**

---

---

---

---

---

# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

## Character 7

**SIGNORA HARTMANN**

## Character 8

**THE FARMER**

## Character 9

**A CHARACTER of YOUR CHOOSING**

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------	-------------------

The narrator of *I Am David* tells us how David's feelings and beliefs change during his journey. Summarize how David's feelings and beliefs change throughout his journey in the space provided.

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

Name \_\_\_\_\_

### Writing an I Am Poem for David

An "I Am" poem is a type of personal poem in which the author describes themselves through a series of prompts. This poem is composed of: • 3 stanzas • Each stanza contains 6 lines. • Each stanza ends by repeating the very first line of the poem. So, Lines 1, 6, 12 and 18 are identical. No changing them in any way. Whatever you write in Line 1, every line thereafter is about Line 1. Using the book I Am David, write this poem as if David is writing it.

**I am** \_\_\_\_\_

(One special characteristic)

I wonder \_\_\_\_\_

(Something you are curious about)

I hear \_\_\_\_\_

(An imaginary sound)

I see \_\_\_\_\_

(An imaginary sight)

I want \_\_\_\_\_

(A desire you have)

**I am** \_\_\_\_\_

(The first line of the poem repeated)

I pretend \_\_\_\_\_

(Something you pretend to do)

I feel \_\_\_\_\_

(A feeling about something imaginary)

I touch \_\_\_\_\_

(An imaginary touch)

I worry \_\_\_\_\_

(Something that bothers you)

I cry \_\_\_\_\_

(Something that makes you sad)

**I am** \_\_\_\_\_

(The first line of the poem repeated)

I understand \_\_\_\_\_

(Something you know is true)

I say \_\_\_\_\_

(Something you believe in)

I dream \_\_\_\_\_

(Something you dream about)

I try \_\_\_\_\_

(Something you make an effort on)

I hope \_\_\_\_\_

(Something you hope for)

**I am** \_\_\_\_\_

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup> -9 <sup>th</sup>	Lesson: Live with Purpose-Strength, Work Ethic and Character

### Follow-up Discussion Questions

1. What do you think of David as a person? Is the character realistic? Take into consideration, following World War II, there were millions of displaced persons, including many children. Discuss.
2. How does David's perception of the world differ from most of the people he meets during his journey? What is the greatest influence on his perception? Explain.
3. Originally the title of this novel was North to Freedom. Do you think I Am David is a better title for the book? Why or why not?
4. What strengths does David possess that allow him to survive the journey to Denmark? Describe them in detail.
5. Many people say the theme of this story is the power of hope. Do you agree or disagree? If you agree, explain using information from the text to defend your answer. If you disagree, what do you see as the central theme in the story? Use information from the text to defend your answer.
6. Some readers think that there are too many coincidences in this story and that the ending is unbelievable. Do you think the story is realistic and rings true, or did you find it unbelievable in parts? Discuss.
7. I Am David, is required reading in many European schools today. Do you think it should be required reading in American schools? Why or why not?