



# Passage to Freedom

BUILD BACKGROUND  
Theme 1, Grade 6

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# California State Standards

## Reading

- Vocabulary and Concept Development 1.4
  - Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.3
  - Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.4
  - Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.



# California State Standards

## Reading

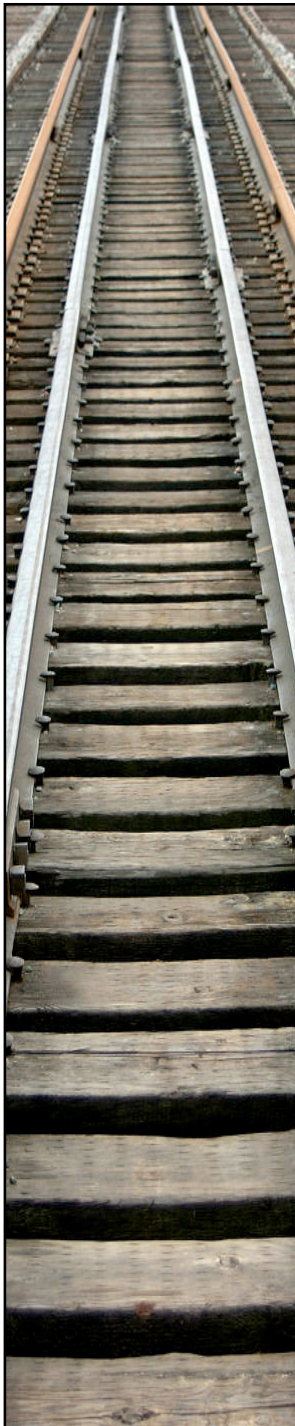
- Expository Critique 2.6
  - Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- Expository Critique 2.7
  - Make reasonable assertions about a text through accurate, supporting citations.
- Narrative Analysis of Grade-Level-Appropriate Text 3.5
  - Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).



## Connecting to the Theme “Passage to Freedom”

- This theme is about individuals who show courage.
- You will now read a true story about a diplomat who must decide between saving lives and obeying orders from his government.





## Connecting to the Theme “Passage to Freedom”

The next story takes place in eastern Europe during World War II.





## Connecting to the Theme

# “Passage to Freedom”

- Read aloud “Album for a Hero.”
- Discuss how Jewish people and other groups were persecuted by the German Nazis before and during World War II, and why some of these people fled.
- Explain the meanings of the Key Vocabulary and use these words to describe how Chiune Sugihara’s job gave him the power to help people.



# Key Vocabulary

- decision
- diplomat
- government
- permission
- refugees
- superiors
- visas

# decision

- John has a difficult **decision** to make about which college to attend.
- A **decision** is a choice that involves judgment.
- The Spanish cognate of **decision** is **decisión**.



# diplomat

- This **diplomat** is heading to his office at the capitol.
- A **diplomat** is one who is appointed to represent his or her government in its relations with other governments.
- The Spanish cognate of **diplomat** is diplomático.





# government

- The heads of **government** convene at the capitol to make important decisions.
- A **government** is the body or organization that manages a nation.
- The Spanish cognate of **government** is **gobierno**.





# permission

- Mike is raising his hand to ask **permission** to speak.
- **Permission** is necessary approval to do something.





# refugees

- These happy men are **refugees** who fled a war in their home country.
- **Refugees** are people who flee their homes in order to escape harm.
- The Spanish cognate of **refugees** is refugiados.





# superiors

- Soldiers follow the orders of their **superiors**.
- **Superiors** are those who have higher rank and more authority.





# visas

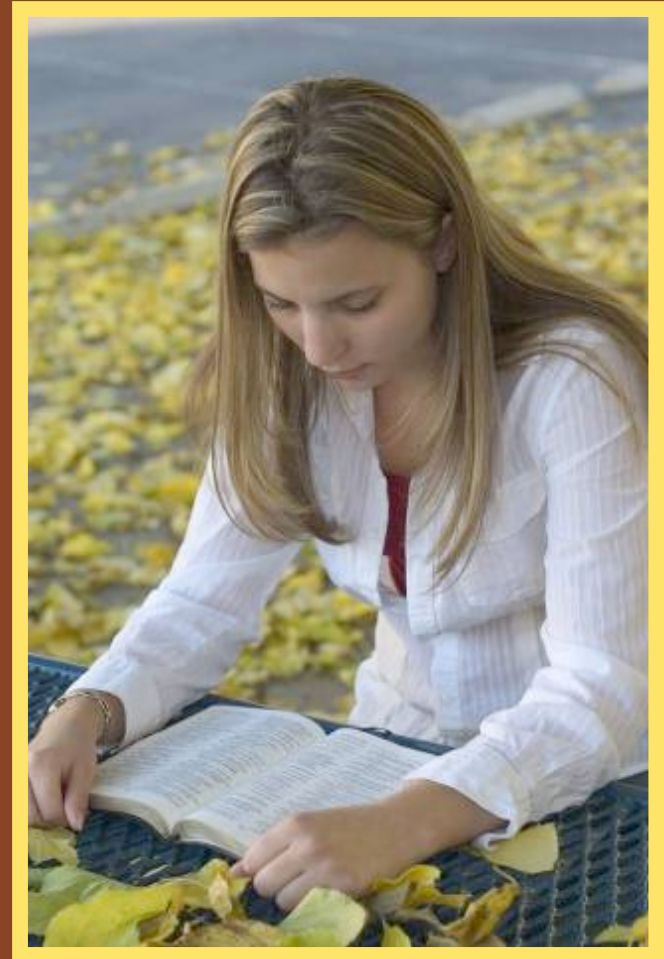
- This is a passport and **visas** to travel from the United Kingdom.
- **Visas** are documents that give people permission to travel through a specific country.
- The Spanish cognate of **visas** is visas.

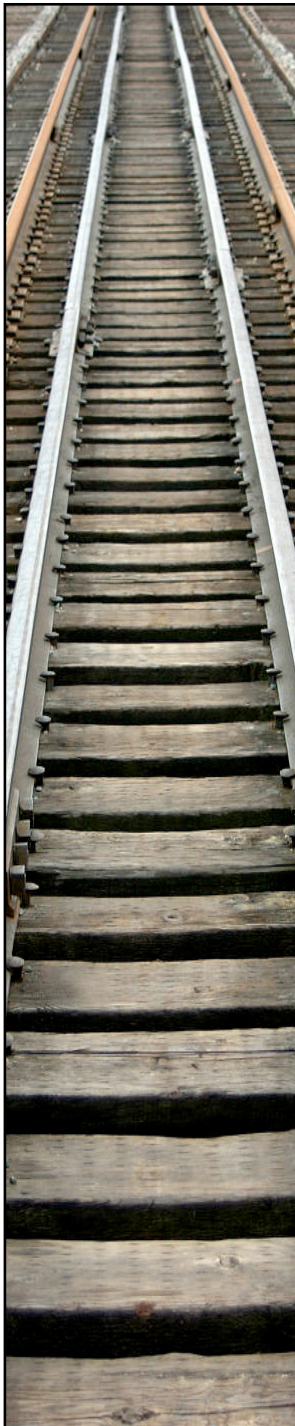




## Strategy Focus: Evaluate “Passage to Freedom”

- Turn to page 52 and read the title of the selection and the author’s name.
- Read the Strategy Focus.





## Strategy Focus: Evaluate “Passage to Freedom”

- Read the first two paragraphs on page 53.
- What does this incident reveal about Chiune Sugihara’s personality?
- Evaluate whether this incident is an effective way for the author to introduce Mr. Sugihara to readers.





## Making Judgments

# “Passage to Freedom”

- As you read this selection, you will focus on making judgments about Mr. Sugihara’s character and values, and whether his decisions and actions were right.
- To develop the skill, you will record the judgments you make as you read on a graphic organizer in your Practice Book.





## Focus Questions

# “Passage to Freedom”

- Turn to Responding on page 66.
- Read the questions.
- Keep these questions in mind as you read “Passage to Freedom.”



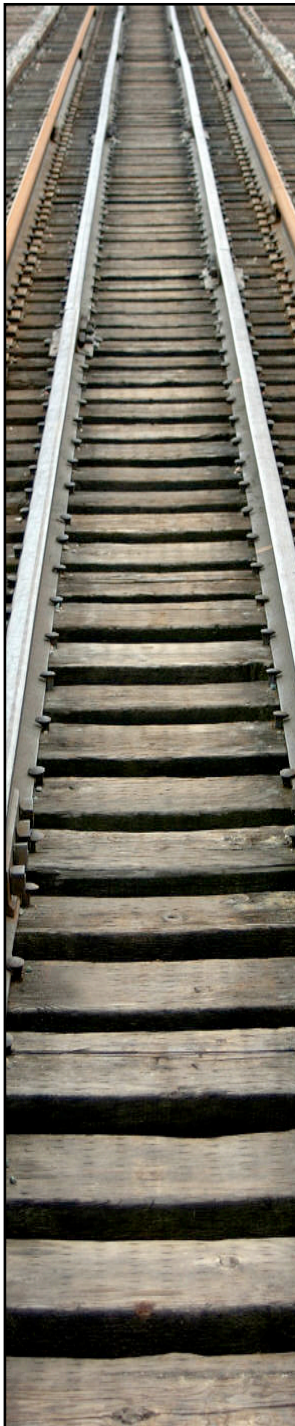


## Purpose Setting

# “Passage to Freedom”

- Recall the strategy focus – the Sugihara family is faced with a problem involving many lives.
- Predict what the problem may be, and then read the selection to find out.





## Supporting Comprehension “Passage to Freedom”

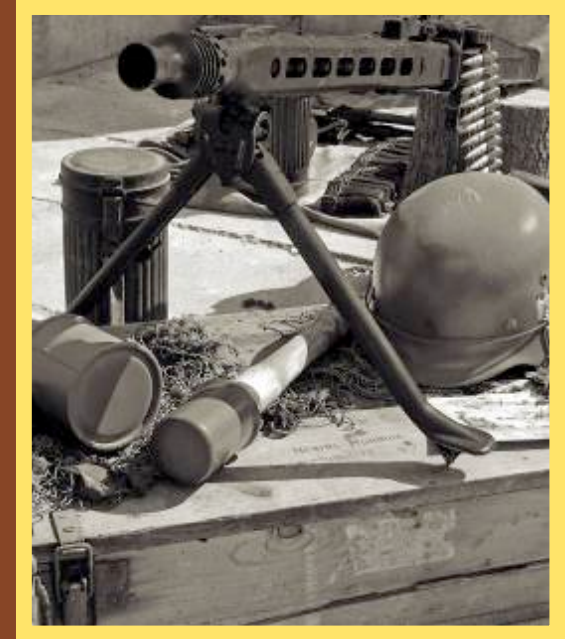
- Why do you think the author used Hiroki’s voice to tell this story?
- How would you describe Hiroki’s life in Lithuania before war broke out?





## Supporting Comprehension “Passage to Freedom”

- Why does the author change the mood of the selection when the war begins?
- What are some unusual things Hiroki notices about the people at the gate?





## Cross-Curricular Connection “Passage to Freedom”

- Locate Germany, Poland, and Lithuania on a map of Europe or the world.
- Germany started World War II by invading Poland in 1939.
- When this happened, some Jewish residents of Poland fled eastward to Lithuania, to escape persecution and death.





## Strategy Focus: Evaluate “Passage to Freedom”

- How well do you think the author has communicated the difficulty of Chiune Sugihara’s decision?
- Identify selection details that support your responses.





## Supporting Comprehension “Passage to Freedom”

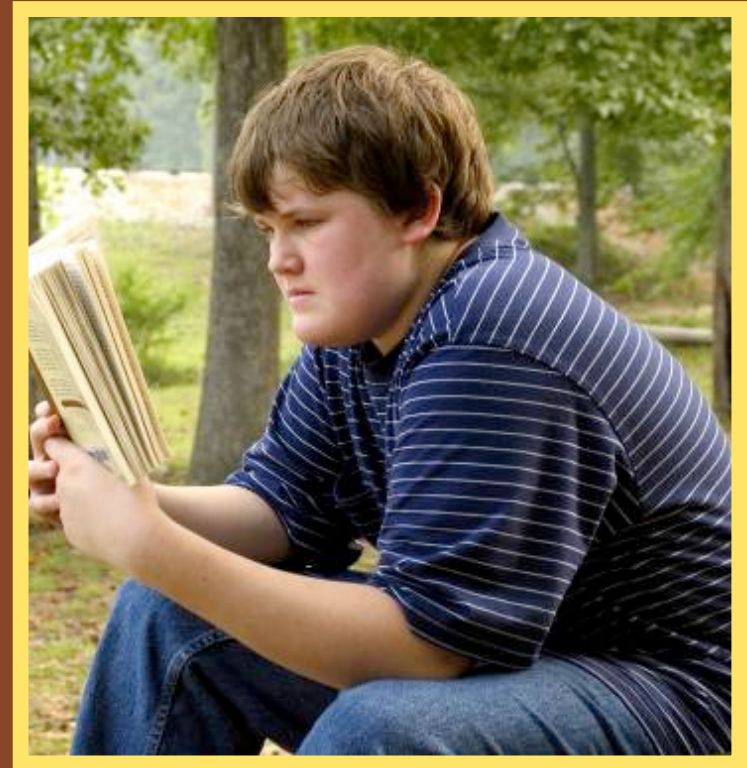
- How does the author’s use of Hiroki’s point of view add to the story?
- What facts does the author present that explain things Hiroki found mysterious?





## Predicting Outcomes “Passage to Freedom”

How do you predict what will happen next as you read?





## Predicting Outcomes

# “Passage to Freedom”

- What do you think Chiune Sugihara will decide about issuing visas?
- What kind of person is Mr. Sugihara, based on story details?
- What, in your experience, might a kind and compassionate person do when faced with helping others at personal risk to himself?





## Predicting Outcomes “Passage to Freedom”

- Share with a partner your predictions from other points in the selection.
- Identify the details and personal experiences that helped you make these predictions.





# Passage to Freedom

SEGMENT 2

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## Purpose Setting

# “Passage to Freedom”

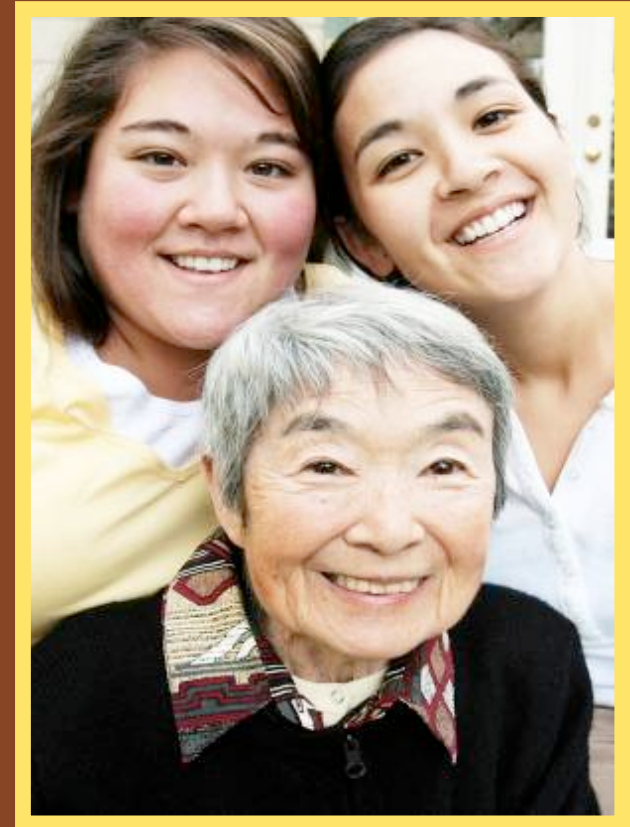
- Recall the predictions you made in Wrapping Up Segment 1.
- Read the next part of the selection to confirm or revise predictions as the story unfolds.

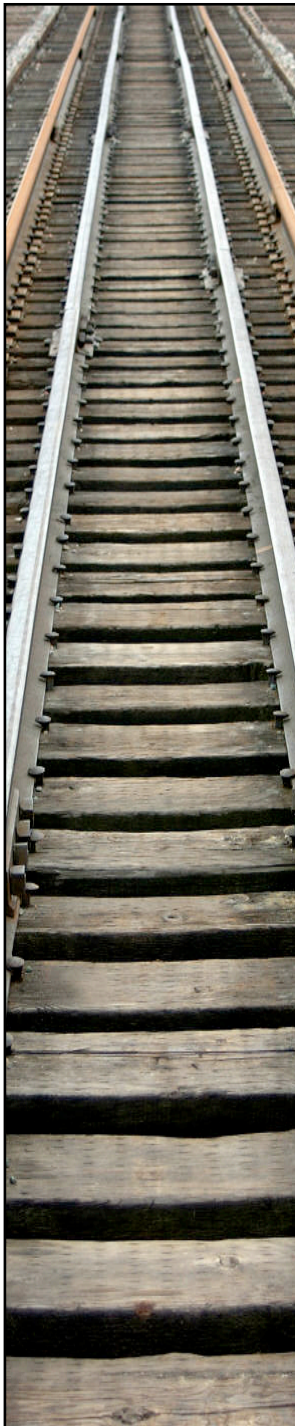




## Strategy Focus: Evaluate “Passage to Freedom”

- How well do you think the author explains the factors that convinced Chiune Sugihara to help the refugees?
- How does Mr. Sugihara let his family know he values their opinions?





Strategy Focus: Evaluate

## “Passage to Freedom”

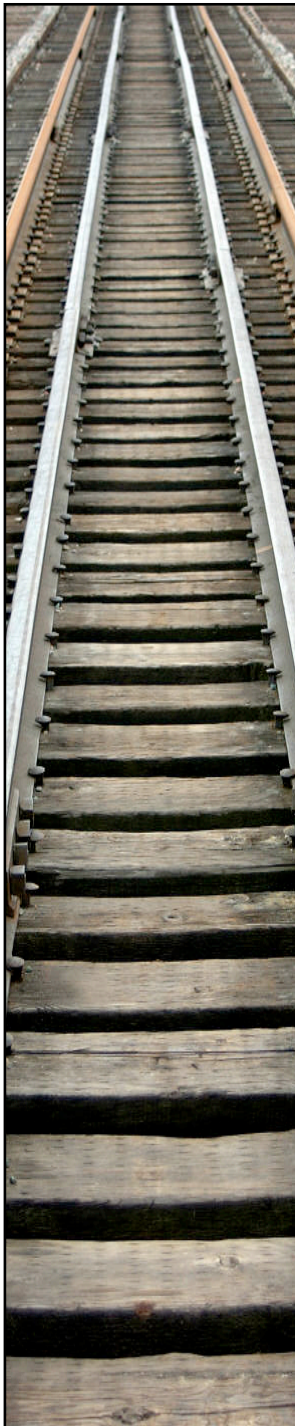
- What do you think he would have done if the family had not wanted to help the refugees? What words in the selection help you know?
- Could the author have done a better job representing the family members’ respect for each other? If so, how?



## Supporting Comprehension “Passage to Freedom”

- Why do you think the author and the publisher decided to include a picture but no words on these pages?
- How do you think the Sugihara family felt at this moment?





## Fact and Opinion

# “Passage to Freedom”

- Volunteer to read aloud the first two paragraphs on page 59.
- What did Hiroki, his mother, and his aunt think about the refugees?

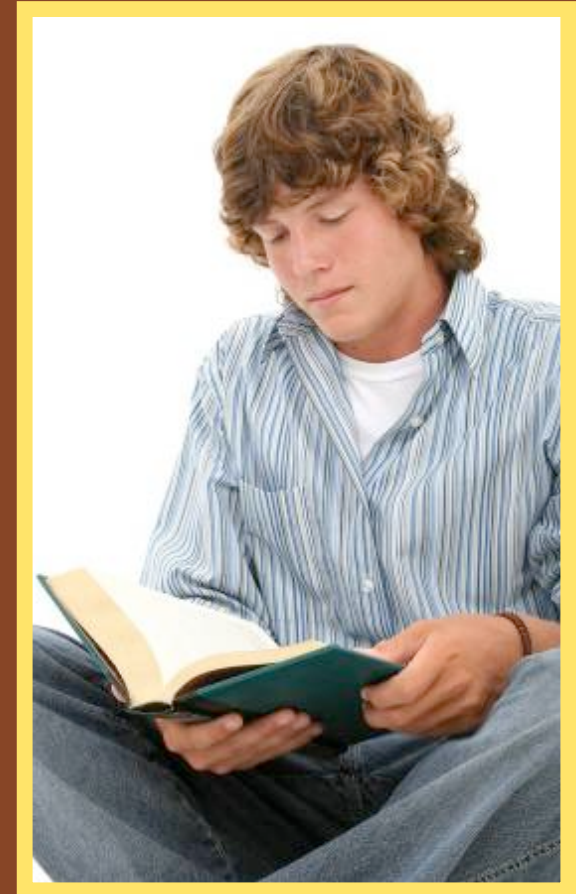




## Fact and Opinion

# “Passage to Freedom”

- An **opinion** is a statement that tells what someone thinks or how someone feels; an **opinion** can't be proven.
- Read the first sentence of the third paragraph on page 59 and tell whether it is an opinion, and why or why not.





## Fact and Opinion

# “Passage to Freedom”

- A **fact** is a statement that can be proven.
- Skim pages 56-59 and identify facts about Chiune Sugihara’s efforts to obtain permission to issue visas.



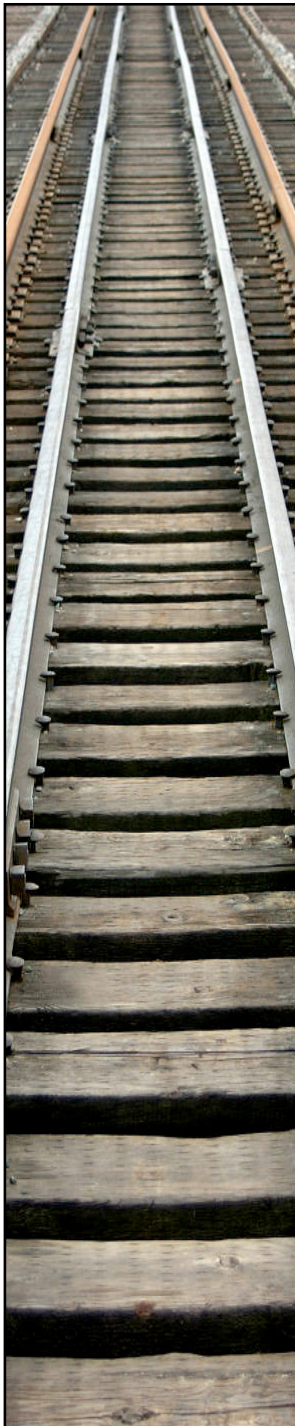


## Fact and Opinion

# “Passage to Freedom”

- Identify additional facts and opinions.
- Record your responses on the graphic organizer on the next slide.







## Fact and Opinion

# “Passage to Freedom”

**“Passage to Freedom”**  
Fact and Opinion

 Fact	 Opinion

Download this graphic organizer at [www.curriculumcompanion.org](http://www.curriculumcompanion.org)



## Supporting Comprehension

# “Passage to Freedom”

- In your opinion, how well does Chiune Sugihara fulfill his promise to the refugees?
- How do the other members of the Sugihara family help the refugees?
- How effectively do you think the author communicates the excitement, anxiety, and fatigue of family members during this period? Give examples to support your opinion.



## Making Judgments

# “Passage to Freedom”

- Describe times when you had to decide what was the right thing to do in a difficult situation.
- Students also have to make judgments when you read nonfiction.
- When you read, you should use selection details as well as your own opinions to make judgments about whether something is good or bad, right or wrong, true or false.

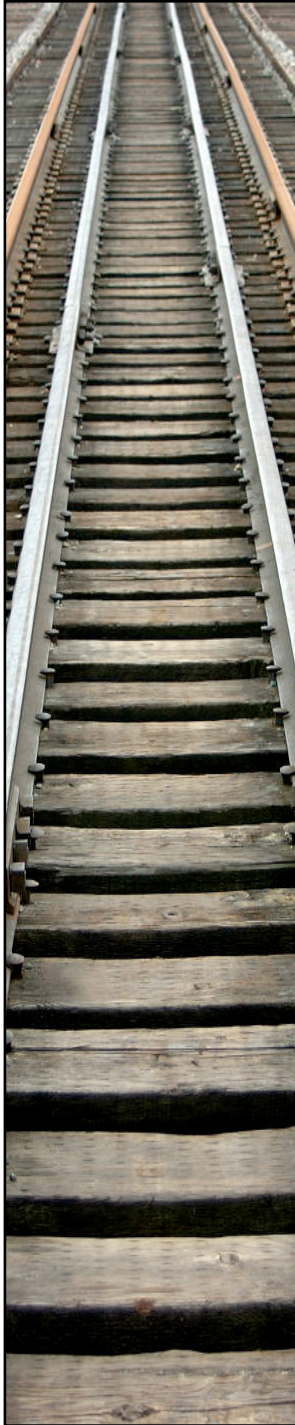


## Making Judgments

# “Passage to Freedom”

- Volunteer to read aloud the last three paragraphs on page 63.
- Do you think Chiune Sugihara acted properly when he continued to issue visas after he was reassigned?





## Making Judgments

# “Passage to Freedom”

- To make sound judgments, you need to have evidence that supports your opinions.
- Write a list of reasons for your judgments on a piece of paper.





## Making Judgments

# “Passage to Freedom”

- What else could Mr. Sugihara have done in that situation? Would any of these actions have been better?
- What do Mr. Sugihara’s actions after his reassignment tell you about his personality?





## Supporting Comprehension

# “Passage to Freedom”

- Why do you think the author includes the refugees’ words as he describes the Sugiharas’ departure?
- Do you think Mr. Sugihara was punished for issuing the visas? What makes you think this?
- What do you wish the author had told you that he left out?

