

Unit 2/Week 8

Title: Passage to Freedom

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.4, RI.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9;
SL.5.1, L.5.1, L.5.2, L.5.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

One brave person can make a huge difference in many lives. Sometimes doing what is right means going against what others say and do.

Synopsis

The family of a Japanese diplomat, Mr. Sugihara, living in Lithuania in 1940, is confronted by Jewish refugees asking for Japanese visas to escape the German Nazis. Without his country's permission, Mr. Sugihara issues thousands of visas. Even today, years after his death, Japanese and Jewish families alike honor Mr. Sugihara for his bravery.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
We learn that the narrator's father was a diplomat. A diplomat is a person who works for a government. They can live in their home country or outside of it. Their job is to manage relations between nations and issue travelers' visas as needed. For what country is the narrator's father a diplomat?	He represents the country of Japan.
The narrator and his brother play with toy German soldiers, tanks and planes. He states, "In our room, Chaiki and I played with toy German soldiers, tanks, and planes. Little did we know the real ones were coming our way." What real soldiers were coming their way?	The German soldiers.
Using specific language from the text, what is a refugee? And	A refugee is someone who leaves their country in order to

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why did the refugees crowd outside Mr. Sugihara's house?	escape war, death, etc. The people were escaping from Nazi Soliders who had taken over their country of Poland. They wanted to travel through Russia in order to end up in Japan and avoid the Nazis. They heard that Mr. Sugihara was the diplomat for Japan who could write travelers' visas which would allow them to follow their plan.
Initially, Mr. Sugihara says he could only issue a few visas. Why can't he write more?	He needed permission from Japan.
Using specific language from the text, why did the narrator think this one of the worst nights of his dad's life?	"He had to make a decision. If he helped these people, would he put our family in danger? If the Nazis found out, what would they do? But if he did not help these people, they could all die."
The Japanese government denied Mr. Sugihara's first request for visas for the Jewish refugees. Why did he send a second message and third message to them?	More refugees were crowding outside his house by the house, and he was hoping their answer would change.
What does Mr. Sugihara mean when he says, "I may have to disobey my government, but if I don't I will be disobeying my conscience"?	If he doesn't write the visas, it will be on his conscience and he will feel guilty about it. He knows that he is doing the right thing, even if he has to disobey his orders from his superiors in Japan.
Why did Mr. Sugihara bring his family together? Why was this a "big deal" in the narrator's eyes?	He brought them together to ask them what he should do. "This was the first time ever to asked all of us to help him with anything."
What does Mr. Sugihara do after he finishes each visa?	He looks into the eyes of each people and says, "Good luck."
Describe how hard Mr. Sugihara worked to write the visas.	"Every day, from early in the morning till late at night, my father tried to write three hundred visas. He watered down the ink to make it last...His eyes were always read and he could hardly talk. While he slept, my mother massaged his arm, stiff and cramping from writing all day."

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<p>Mr. Sugihara had to write hundreds of visas. Why did he refuse the help of his wife?</p>	<p>He didn't want anyone else to get in trouble by writing the visas.</p>
<p>The author writes, "Soon my father grew tired, he wanted to quit writing the visas." Why didn't he quit?</p>	<p>He did not quit because his wife encouraged him to continue by saying, "Many people are still waiting. Let's issue some more visas and save as many lives as we can."</p>
<p>Mr. Sugihara continued to write visas until it was time to leave Lithuania. Refugees followed him to the hotel where the family stayed for two days, others slept at the train station, and still others followed the train as it pulled out of the station. Give two examples of how Mr. Sugihara tried to make sure as many refugees got a visa as possible.</p>	<ol style="list-style-type: none"> 1. He issued permission papers with signatures-blank pieces of paper with his signature. 2. As the train pulled away, he handed permission papers out the window. 3. As the train Picked up speed, he threw them out to waiting hands.
<p>What happened to the Sugiharas after they left Lithuania and before they returned to Japan?</p>	<p>They were imprisoned in a Soviet internment camp for eighteen months.</p>
<p>Why was Mr. Sugihara asked to resign from diplomatic service?</p>	<p>He disobeyed orders.</p>
<p>In what ways was Mr. Sugihara honored for his actions?</p>	<p>He was invited to Israel and taken to the Holocaust memorial, received the "Righteous Among Nations" award, and had a monument dedicated to him in Japan in 1992 and rededicated to him in 1994.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	diplomat translated, Nazi representative constantly, conscience Soviet, Holocaust, internment camp	cable incident, deed
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	refugee, clung visa, issue government, superior, agreement	peer often embrace

Culminating Task

- Re-Read, Think, Discuss, Write

Hiroki Sugihara's account of his father emphasizes the fact that Mr. Sugihara showed great courage when dealing with the Jewish refugees in Lithuania. Using specific details and quotes from the text, explain how Mr. Sugihara's actions are a display of bravery and courage.

Answer: Students' answers should include specific language from the text. Their examples of courage will vary, but could include some of the following: Mr. Sugihara disobeyed his order from his superiors in order to do what he thought was right. He refused to let anyone else write the visas in fear that they would be punished. He worked from early in the morning until late at night with aching muscles. He wanted to quit but didn't. He issued permission papers with just his signature in an effort to provide as many visas as possible.

Additional Tasks

- Mr. Sugihara displayed great courage when putting the refugees' needs and safety ahead of his own. Have students research another historical figure who showed similar bravery.

Note to Teacher

- After finishing the question sequence and culminating task, this would be a good time to provide students with additional information on World War II. While the text provides enough background information to answer the questions and complete the

accompanying tasks successfully, this additional information would enrich students' understanding of the narrator and his family's experience, particularly his father's.