INTRODUCTION: You’ve learned through our textbook chapter and my lecture that Denmark holds the unique position of being the only country in Europe that saved the majority of its Jewish population during the Holocaust. We’ve hypothesized some reasons for this. For homework, you’re going to read the chapter “Resistance Begins” in Ellen Levine’s Darkness Over Denmark: The Danish Resistance and the Rescue of the Jews (2000). You’ll find out some fascinating details and meet some heroic rescuers. This reading guide will help you comprehend the text and think about the topic and your reading process as you read.

DIRECTIONS: Stop at the end of each section (indicated in parentheses) and answer the questions before reading on.

AFTER SECTION ONE: Those conquered Danes who favored resistance felt that the policy of negotiation with the Nazis was the equivalent of collaboration. Do you see their point? Do you agree? Can you see how the gradual increase of concessions they had to make was making the Danish government “Danish in name only” (p. 30)? What questions do you have at this point? If you’re confused, reread this section before proceeding.

AFTER SECTION TWO: Why did medical student Jorgen Kielor join the student protest on November 21, 1941? What were the demonstrators protesting? What resulted from the newspaper pictures that showed the police beating and arresting fellow Danes? How are you feeling at this point? Can you imagine yourself there? Do you think you would have joined the protestors?

AFTER SECTION THREE: Why couldn’t the Danes trust official news reports in Danish papers? What other sources of information did they find? What were some examples of passive resistance the Danes used on an everyday basis? Do you think you would have printed or distributed the underground pamphlets urging resistance of your Nazi occupiers? How do you like this chapter so far? Think of a couple of questions you’d like answered in the next chapter, “Resistance Grows.”

Figure 5.1 Resources relating to close reading.

Figure 5.2 A reading guide using embedded questions.


**DIRECTIONS:** Before writing anything down, think of what comes to mind when you hear the word cloning. Then take a few minutes to brainstorm about the pros and cons of pet cloning. Fill in the chart provided below. If you need help getting started, here are some things to think about:

- the 55 million pet dogs in America
- the little girl whose cat just got hit by a car
- the numerous animals in shelters waiting to be adopted

**PROS**

- the boy whose favorite dog has become old and feeble
- the high costs of the cloning procedure
- the likelihood (or lack thereof) of successful cloning

**CONS**

Meet with a partner to share your lists. If one side is longer than the other, take on the perspective of someone who is in favor of or opposed to pet cloning, and imagine what arguments each would use. Also, try to categorize the specifics you have in the columns. Which are economic arguments? social? ethical? practical?

Now, read the article “CLONING—Copy Cat—The First Cloned Pet Sure Looks Harmless. Would a Cloned Human?” (Time, February 25, 2002, pp. 58–59). Add to your chart any new information you have obtained. Then, answer the following questions:

1. How might cloning eventually affect our society?

2. Would you be willing to spend $1,000 for a chance to get your pet cloned?

3. Assuming you or a friend answered yes to Question 2, how might you earn and budget the money for the procedure?

4. Think of other ways that cloning could relate to math. Make a list. You can collaborate with your partner on this.

5. List other procedures or policies where cost is a factor that sometimes affects decisions involving ethical or controversial issues.

6. Look for articles or Internet sites that tell you where pet cloning has gone since the time this article came out. How many pets have been cloned? What benefits or drawbacks have resulted? What’s the going rate to have a pet cloned?

—Erika Moshier

**Figure 5.3** A guide for applying dialogical thinking to the issue of pet cloning.
Figure 5.4 A three-level guide.
Directions: We have read *Bridge to Terabithia*, by Katherine Paterson (1977), and *Mick Harte Was Here*, by Barbara Park (1995). We have also read some excerpts from articles and nonfiction books from the school library on the topic of families grieving a child’s death. Now, it’s time for you to put it all together and talk with each other about what you’ve learned and how you’re feeling. Start by sharing your journal responses and asking each other any questions that are on your mind. Then, use any of the following questions to continue the discussion.

1. How does the type of relationship between the main character and the character who dies in each book affect the main character’s relationship with his or her family?

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

2. How does the way Phoebe’s parents cope with Mick’s death differ from the way Leslie’s parents cope with her death? What do you think might be reasons for the differences?

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

3. Both Jess and Phoebe go through a period of disbelief after being told of the deaths. What are some examples of their denial? How does this phenomenon connect to what we’ve learned about what the experts say about the grieving process?

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

4. Even though the deaths were accidental, both Jess and Phoebe blame themselves for the tragedies. How does each character resolve the feeling of guilt? Do you think they would have acted differently if the deaths were anticipated (if, for example, someone had died of cancer)?

_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

5. Which book did you like better? Why? What will you take away from each story? What would you say to Phoebe or Jess?

_________________________________________________________________________________________________________________

Figure 5.5 A preservice teacher’s guide to discussion using think-and-search and on-my-own questions.
I have attempted to teach my students to read their textbooks, and I devote several lessons to this each year. However, I am always disappointed with my results; my students seem to read their textbooks as they would a novel, but with much less comprehension. A technical text requires slow, repetitive reading that is frequently interrupted for the sake of self-monitoring. Perhaps, by asking them to immediately jump from the narrative or expository text they are accustomed to, and into technical text, I am asking them to do the impossible. By first starting with a novel that requires slow and careful reading, and later, through activities involving several types of technical genre, possibly my students can grow accustomed and even skilled in the area of technical reading.

The Phantom Tollbooth requires reading strategies similar to those required to read a math textbook. This novel contains so many clever puns, riddles, twists, and turns, that a “quick read” would enable students to glean little understanding of the full meaning of the book. For example, as Milo travels through The Lands Beyond, the first character he meets is the Whether man. In response to Milo’s question regarding the road to Dictionopolis, he replies:

“Well now, well now, well now, . . . I don’t know of any wrong road to Dictionopolis, so if this road goes to Dictionopolis, it must be the right road, and if it doesn’t it must be the right road to somewhere else, because there are no wrong roads to anywhere. Do you think it will rain?”

Actually, this strange little man has a very good point, but it would probably be lost on a reader who does not stop to reexamine the Whether Man’s words.

Not only is The Phantom Tollbooth an excellent exercise in detailed reading, but hopefully, it imparts to the students the value of math and its unique nature. When Milo questions the importance of numbers and problems, as do many of my students, the Dodecahedron replies:

“If you had high hopes, how would you know how high they were? And did you know that narrow escapes come in all different widths? Would you travel the whole wide world without knowing how wide it was? And how could you do anything at long last . . . without knowing how long the last was? Why, numbers are the most beautiful and valuable things in the world.”

In Digitopolis, the reader is challenged to comprehend the concept of averages, infinity, and fractions through physical descriptions and through careful reading.

The realization that there are different modes of reading only struck me in college; I wasted hours before that epiphany, reading things I did not understand. Through guidance, repeated modeling, and practice on increasingly technical texts, students can learn to be effective readers, and to employ appropriate reading strategies to any genre—even to math textbooks. The goal of Milo’s journey was to return Rhyme and Reason to the Kingdom of Knowledge. As teachers, it is our job to ensure that these two never depart from the knowledge that we try to impart to our students.

Figure 5.6 A teacher’s reflection after reading The Phantom Tollbooth.