Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students match each word in the numbered list with the correct set in the lettered list.

1. **barracks** [*c*]
2. **compressed** [*b*]
3. **hysterically** [*a*]

a. uncontrollably, frantically
b. flattened by pressure
c. base, living quarters

Language Coach

Use **Language Coach** to help English-language learners to acquire word-attack skills. ***Answers:*** de– *"to press down,* im– *"to apply with pressure,"* ob– *"to press against,"* re– *"to press again"*

Informational Text Focus

Give students a copy of the Informational Text Focus graphic organizer before they read. (See **Collection 8 Resources**.) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record whether the details are subjective or objective ideas in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online

Send students to **Word Watch** for audio pronunciations, synonyms and antonyms, and brief histories of word origins. Preview at **go.hrw.com**.

go.hrw.com L8-948 Go

ESSAY

Preparing to Read

Walking with Living Feet

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Informational Text Focus

Treatment and Scope Writings on the Holocaust take many forms. The **treatment** of their ideas is also varied. For example, writings such as memoirs are **subjective,** containing opinions and personal biases. Subjective details allow us to more fully understand the emotional experiences of the writers. Other writings, such as histories, are usually **objective,** based on fact. Objective writing usually serves to report or instruct.

Texts about the Holocaust also have different **scopes,** or coverage of topics and ideas. For example, a history of the Nazi's treatment of the Jewish people might have a **broad** scope, whereas an essay about a specific prison camp will have a more **narrow** scope.

Into Action Use a chart like the one below to help you identify the treatment and scope of the two informational pieces.

A Tragedy Revealed	Walking with Living Feet
Treatment: both subjective and objective	Treatment:
Subjective detail: "... her spirit remained to stir the conscience of the world."	Detail:
Objective detail:	Detail:
Scope:	Scope:

Writing Focus

Preparing for **Constructed Response**

As you read this text, jot down your ideas about whether the details the writer includes are subjective or objective and whether the scope is broad or narrow.

Vocabulary

hysterically (hihs TEHR uh klee) *adv.:* in an uncontrolled or wild manner. *When she thought about the horrors of the Holocaust, she began crying hysterically.*

barracks (BAR ehks) *n.:* large buildings or groups of buildings in which many people live. *At the Nazi concentration camps, Jews were forced to live in crowded barracks.*

compressed (kuhm PREHST) *v.:* constricted; stifled, as if squeezed. *The gas chamber compressed the visitor until she felt she could no longer breathe.*

Language Coach

Affixes The word *press* has many meanings, such as "push," "squeeze," "force," "urge," and "emphasize." When you add a prefix, as in *compress,* you create a word with a new meaning. Think about how these prefixes change the meaning of *press* in the words *depression, impress, oppressive,* and *repression.* How do the different suffixes change the meanings? Consult a dictionary if you need help.

Learn It Online

Expand your vocabulary with Word Watch at:

go.hrw.com L8-948 Go

Selection Readability	
Easily Accessible **Accessible** Challenging	selection builds on background information; familiar syntax; chronological order; accessible vocabulary; accessible theme
Lexile	**1040**

Selection Summary

A Jewish high school student visits a Nazi concentration camp during her fifteenth birthday celebration. The author connects to the victims while standing amidst piles of discarded shoes once worn by them.

PERSONAL ESSAY

Walking with Living Feet

by **Dara Horn,** Millburn High School
Millburn, New Jersey

Read with a Purpose

Read this selection to learn more about the effects of the Holocaust.

I had a very unusual fifteenth birthday. During my birthday week, at the end of April, I was traveling with five thousand high school students from around the world, visiting concentration camps in Poland. I learned more there than I learned during my entire life in school; once I stepped out of a gas chamber, I became a different person. When I turned fifteen, I discovered that no matter how much you read about the Holocaust, nothing can ever be like seeing it with your own eyes. The day after my fifteenth birthday was the turning point of my life. I was at Majdanek, one of the largest Nazi concentration camps. And I will never forget it. A

Majdanek has been left exactly as it was when it was in use, so intact that if it were to be "plugged in," it could start gassing people tomorrow.

I stood in a gas chamber there, at Majdanek. I saw the blue stains of Zyklon B streaking the ceilings and walls, the poison used to kill the people who were crushed into this tiny, gray cement room. I could see how their fingers had scraped off the white paint, trying to escape. The cement floor that I sat on was cold and clammy; the air in the room seemed made of chills. When I first sat down, I did not notice, but soon those chilling waves were seeping into my skin, like so many tiny fingers trying to pull at my nerves and make my bones quiver. All around me, kids were crying hysterically, yet the chills that rankled the air around me hadn't reached my mind, and I could not

A **Informational Focus** **Treatment** Does this first paragraph indicate a subjective or an objective treatment?

Vocabulary **hysterically** (hihs TEHR uh klee) *adv.:* in an uncontrolled or wild manner.

Differentiating Instruction

English-Language Learners

Students may struggle with figurative language in the essay. As students read these troublesome phrases, help them paraphrase the text's meaning. Examples include "the crawling air made my lungs tighten," "ocean of death," and "the air was savagely alive."

Advanced Learners

Acceleration Students can present an oral retelling of the selection by assuming the role of the author and delivering a monologue. If students wish, they can work together to add appropriate musical accompaniment and other supporting details to fully communicate the mood and meaning of the text.

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Point out that students should look for effects of the Holocaust. Explain that students should consider whether the selection has a subjective or objective treatment when considering the effects. Are the effects for one person in particular or for a group of people?

Analysis

A Informational Focus

Possible response: *The first paragraph indicates a subjective treatment. The author describes her personal opinion and emotional experience; "… I became a different person . . . the turning point of my life."*

? Extend the Discussion

Determining Author's Purpose In the first paragraph, the author says she learned more at Majdanek than she learned during her entire life in school. What does she mean by that statement? ***Possible response:*** *The author is trying to explain that even though she learned about the Holocaust in school, she learned more about it and connected more with it when she visited the concentration camp.*

Finding the Main Idea What is the main idea of the first paragraph? ***Possible response:*** *The author's life changed after visiting Majdanek on her fifteenth birthday.*

Guided Practice

Model and Apply

- Model for students how to determine a text's **treatment** by thinking aloud as you read the last paragraph on p. 950 and continue on p. 951. The paragraph begins "About five of the barracks…" Explain that the author gives both **objective** and **subjective details**; however, the focus of the paragraph is on the author's personal opinion and the emotional response she had while in the barracks. The treatment of the text is primarily subjective.
- Explain that considering the treatment of the text is helpful in understanding an author's purpose. Good readers think critically about a text, especially a subjective one, before deciding the validity of the text.
- As students continue reading, have them identify additional examples of subjective details that the author uses.

feel. I hated myself for it. Anger, fear, pain, and shock—I could have felt all of those and more, but instead I felt nothing. That void was far worse: All the other emotions around me showed the presence of human hearts, but I was almost not there at all. I wanted to feel; I hated the guilt I had at my lack of reaction as much as I hated what happened there. Only my squirming skin could attest to my surroundings, and the crawling air made my lungs tighten. I wished I could cry, but I couldn't break down my mental blockade. Why? B

The camp of Majdanek extends for miles, but one of the worst things about it is that it's right in a town, almost a city, called Lublin. There are actually houses right next to the barbed wire, the fence with its thorns that stabbed my frightened eyes, enough to separate a universe. The people of that city would have had to be dead not to notice the death which struck daily, right behind their backyards, where I saw children playing. People marched through Lublin from the train station, entered through the same barbed wire gate that I did, and left through the chimney. Nobody in Lublin noticed, because if they had, their fate would have been the same. And today the camp's long gray, barnlike barracks still extend forever, in endless rows, the sky a leaden weight blocking the colors that grace free life. Gray is the color of hell.

Inside each of the barracks is a new horror. Some are museum exhibits, with collections of people's toothbrushes (they were told that they were being "relocated" and to bring one suitcase, the contents of which were confiscated) and people's hair. All of the walls in one barracks are covered with people's hats, hanging in rows. But the worst were the shoes.

About five of the barracks are filled with nothing but the shoes of some of the people who were killed there—over 850,000 pairs. In one barracks, I sat on a platform about five feet off the ground, and surrounding it was an ocean of shoes, five feet deep. In the gas chamber I could not feel, but in that room filled with shoes, my mental blockade cracked. The photographs meant nothing to me, the history lessons and names and numbers were never strong enough. But here each shoe is different, a different size and shape: a high heel, a sandal, a baby's shoe

B **Read and Discuss** What is going on here?

Vocabulary **barracks** (BAR ehks) *n.*: large buildings or groups of buildings in which many people live.

Cross-Curricular Connection

MATH: Estimating and Visualizing

The text provides an opportunity to enhance students' estimating and visualizing skills. The text describes five barracks containing over 850,000 pairs of shoes. To help students visualize this amount, have them first identify the number of pairs of shoes there are on the feet of all the students in the class. Students should be able to visualize how much space these shoes would take up in the classroom. Then, increase the amount of visualization. Have students imagine five classrooms of students' shoes, then the entire school. Students should begin to understand the enormity and the impact of 850,000 pairs of shoes, each belonging to a victim of the Holocaust.

so tiny that its owner couldn't have been old enough to walk, and shoes like mine. Each pair of those shoes walked a path all its own, guided its owner through his or her life and to all of their deaths. Thousands and thousands of shoes, each pair different, each pair silently screaming someone's murdered dreams. No book can teach me what I saw there with my own eyes!

I glanced at my own shoe, expecting it to be far different from those in that ocean of death, and my breath caught in my throat as I saw that my shoe seemed to be almost the same style as one, no, two, three, of the shoes I saw; it seemed as if every shoe there was my shoe. I touched the toe of one nearby and felt its dusty texture, certain that mine would be different. But as I touched my own toe, tears welled in my eyes as my fingers traced the edges of my dusty, living shoes. Eight hundred and fifty thousand pairs of shoes, but now I understood: They weren't numbers; they were people.



Shoes taken from prisoners at the Auschwitz Concentration Camp.

Soon I was crying, but for someone else: for the child whose mother's sandals rested on that pile, for the woman whose husband's shoes swam motionless in that sea, like the tears that streaked my face, for the girl whose best friend's slippers were buried in that ocean of grayness and silence. I was lost to the shoes there. I wished I could throw my shoes into that pile, to grasp and feel each shoe, to jump into the sea of shoes, to become a part of it, to take it with me. I wanted to add my own shoes to that ocean, but all I could leave there were my salty tears. My feet clumped on the wooden platform as I left, and

Think About/Talk About

Comprehension

B Read and Discuss

Possible response: *The author is remembering the guilt she felt while in the gas chamber. While others around her felt the anger, fear, pain, and shock of the victims who were once gassed there, she felt nothing. She had expected to feel the same emotions the others did.*

? Extend the Discussion

Interpreting The author describes the town of Lublin and its residents. She says they would "have to be dead not to notice" what was happening but yet they did not notice the death around them. What does she mean by this contradiction?

Possible response: *The author means that while the residents certainly were aware of the events taking place at the concentration camp, they said nothing because they feared the Nazis would kill them as well.*

Differentiating Instruction

Readers Gaining Proficiency

Reinforce the distinction between a narrow and a broad scope. Revisit previously read texts in the book and have students identify the scope. Ask students to support their decision with details from the text. Clarify any misunderstandings. Then, discuss the scope of this text. What details make the text narrow in scope?

Learners with Diverse Needs

Students may benefit from hearing the text read aloud. Pair students with proficient readers or read the text aloud yourself.

You may wish to play the **Holt Audio Library** recording of "Walking with Living Feet."

Think About/Talk About

Analysis

C Informational Focus

Possible response: *The author's focus on a particular camp and the victims' discarded shoes tell us this essay has a narrow scope.*

Extend the Discussion

Determining Author's Purpose Now that you have read the entire text, how would you explain the title "Walking with Living Feet"? ***Possible response:*** *The author is moved by the discarded shoes in the barracks. She becomes aware of her own shoes on her "living feet." She understands that the people who once wore the shoes were killed. The emotional impact makes her aware that she is alive, thus walking with "living feet."*

Check for Understanding

Monitor Students Progress To check students' understanding of text structures, ask them to identify this selection as subjective or objective, narrow or broad. [*The treatment is subjective; the scope is narrow.*]

I had never been more conscious of how my shoes fit my living feet. C

At the very end of the camp was another gas chamber and the crematorium, its smokestack jutting through the leaden sky. This gas chamber did not have the blue poison stains that streaked the walls in the one I saw first, or maybe it did: The only light in that cement room was from dozens of memorial candles. It was too dark to see. The air inside was damp and suffocating, like a burial cave, and yet the air was savagely alive. It crawled down my neck and compressed me as the walls and ceiling seemed to move closer. No words can express how it felt to step out of that gas chamber alive, wearing my living shoes.

And I saw the crematorium where the corpses were burned, ovens shaped to fit a person. As I touched the brick furnaces with trembling fingers, my tears froze in my eyes and I could not cry. It was here that I felt my soul go up in flames, leaving me an empty shell.

Majdanek reeks of death everywhere. Even the reminders and signs of life that exist in a cemetery, like a footprint or rustling leaves, are absent here, every image of life erased. Even the wind does not ruffle the grass, which never used to grow here because the prisoners would eat it. But in the crematorium, I felt something I cannot express. No words exist to describe how I felt. It was someone else's nightmare, a nightmare that turned real before I even noticed it. It was a stark and chilling reality that struck me there, standing where people were slaughtered and burned, and my mind simply stopped. Have you ever been to Planet Hell? My people are numbers here, struck from a list and sent out the chimney, their children's bodies roasting. And I was there. You cannot visit this planet through any film or book; photographs cannot bring you here. Planet Hell is beyond the realm of tears. This is why I could not cry.

I left the camp. How many people, who had walked in those 850,000 pairs of shoes, once dreamed of doing what I had just done? And did they, too, forget how to cry?

In Israel I planted a tree with soil I had taken from concentration camps. In the soil were white specks, human bone ash. I am fifteen years old, and I know I can never forget.

C **Informational Focus** **Scope** What does the author's focus on shoes say about the scope of the essay?

Vocabulary **compressed** (kuhm PREHST) *v.*: constricted; stifled, as if squeezed.

Compare and Contrast

After students have read the selections and answered the Applying Your Skills questions, have them compare "A Tragedy Revealed: A Heroine's Last Days" and "Walking with Living Feet." Use the following discussion questions:

- In "A Tragedy Revealed," Ernst Schnabel says that death was the "final anonymity" for Holocaust victims. How is that comment echoed in "Walking with Living Feet"?
- Compare and contrast the treatment and scope of the two selections.
- Schnabel says that Anne Frank's voice makes it impossible for people to forget the Holocaust. Her diary stirs people's consciences and forces them to confront the humanity of the victims. What does it take for the author of "Walking with Living Feet" to make a connection with these victims?
- In what ways are the two selections alike?

MAGAZINE ARTICLE/ESSAY

Applying Your Skills

A Tragedy Revealed / Walking with Living Feet

Practicing the Standards

Informational Text and Vocabulary

1. Which of the following statements about the **scope** of the two selections is *not* true?
   - **A** "Walking with Living Feet" has a broader scope than "A Tragedy Revealed."
   - **B** "A Tragedy Revealed" has a broader scope than "Walking with Living Feet."
   - **C** The scope of "A Tragedy Revealed" is broad because it describes many events.
   - **D** "Walking with Living Feet" has a narrow scope because it describes one event.

2. What is the main difference in the **treatment** of the two pieces?
   - **A** "Walking with Living Feet" is more detailed than "A Tragedy Revealed."
   - **B** "Walking with Living Feet" discusses a more painful event than "A Tragedy Revealed."
   - **C** "Walking with Living Feet" is objective, whereas "A Tragedy Revealed" is subjective.
   - **D** "Walking with Living Feet" is subjective, whereas "A Tragedy Revealed" is both subjective and objective.

3. Which statement accurately describes a similarity between the texts?
   - **A** Both texts focus on the causes of World War II.
   - **B** Both texts focus on a girl's experiences.
   - **C** Both texts call for changes in society.
   - **D** Both texts present details about the operation of gas chambers.

4. When a person is laughing *hysterically,* it means that he or she is laughing —
   - **A** rudely
   - **B** softly
   - **C** uncontrollably
   - **D** meanly

5. People are *compressed* in a small space when they are —
   - **A** crowded together
   - **B** spread out
   - **C** good friends
   - **D** comfortable

6. If you lived in a *barracks,* your building would be —
   - **A** large
   - **B** small
   - **C** dirty
   - **D** clean

Writing Focus — Constructed Response

Write two paragraphs describing the same event from your life. Write one paragraph with a subjective treatment, and make the other one objective.

What Do You Think Now?

How do historical tragedies continue to shape our world view?

SKILLS FOCUS p. 953

Informational Reading Skills
- Compare treatment, scope, and organization of ideas.

Vocabulary Skills
- Demonstrate knowledge of literal meanings of words and their usage.

Review

Independent Practice

Answers and Explanations

1. ***A*** *B, C, and D are true.*
2. ***D*** *"Walking with Living Feet" is subjective because it is told from one person's point of view. "A Tragedy Revealed" includes both individual points of view and objective facts.*
3. ***B*** *Each piece focuses on the experience of a young girl.*
4. ***C*** Hysterically *means "uncontrollably."*
5. ***A*** Compressed *means "crowded together."*
6. ***A*** *Barracks are large buildings.*

Writing Focus

Responses will vary, but one of the paragraphs must be told from a subjective point of view and the other from an objective point of view.

What Do You Think Now?

Ask students to discuss this question in small-group format. Then, have groups share their ideas with the class. Remind students to use examples from the text as well as their own knowledge to support their answers.

Assess

Collection 8 Resources, Selection Test, p. 37

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation