

BEAMINSTER SCHOOL

English Department

Year 6 into Year 7

Transition Booklet

This booklet's purpose is to get you secondary ready so you make a flying start to secondary English. (Did you spot the metaphorical language?)

Beaminster School is a reading school. We value reading: reading for pleasure and reading for learning.

*In English, you will read a novel each Autumn term from Year 7 through to Year 11. You will read several of Shakespeare's plays. Your weekly English homework will consist of termly booklets that have a wide range of reading extracts to include both fiction and non-fiction texts. You will be expected to have your own reading book with you every day. **Reading is the key to success and your success is our priority.***

Over the summer break, aim to read all six of the texts in this booklet and complete any tasks that follow. You will need to bring this booklet with you on your first day at Beaminster School where it will be collected and given to your Year 7 English teacher.



Name: _____

READING TEXT 1: Can Animals Predict Disasters?

Natural disasters like earthquakes, tsunamis, and hurricanes happen all over the world and cause huge amounts of damage. In this article, Marcia Amidon Lusted wonders if watching animals closely would help us better predict when these disasters will happen. As you read, take notice about whether animals are better able to predict natural disasters than humans.

Those of us who have dogs and cats learn how our pets behave before and during bad weather. You may have a dog that starts to pace hours before a thunderstorm hits, or a cat that gets nervous when the wind suddenly rises. But can animals really predict weather disasters before they happen?

Scientists have been arguing for years about the ability of animals to predict storms and other kinds of natural disasters. People all over the world have reported seeing animals behaving oddly before a major disaster occurs. A huge earthquake and tsunami hit Indonesia in 2004, killing 225,000 people. So many died because there was no early warning system, and the disaster took them by surprise. But before the huge tsunami wave hit, there were eyewitness accounts (1) of elephants running for higher ground and dogs refusing to go indoors. In one coastal village, a herd of buffalo was grazing on the beach. Suddenly they all seemed to look out to sea. Then the entire herd stampeded to the top of a hill nearby just minutes before the tsunami struck. Many of the people who managed to survive (2) the sudden tsunami ran with these animals or followed them quickly.

Stories of animals sensing that a disaster was coming are not new. In 373 BCE, a Greek historian wrote that rats, dogs, and snakes deserted the city of Helice in the days leading up to a catastrophic (3) earthquake. Minutes before an earthquake hit Naples, Italy in 1805, witnesses claimed that sheep, dogs, and geese began baaing, barking, and honking at the same time.

But why are scientists interested in the idea that animals could predict disasters? In many parts of the world, there aren't very good early warning systems to let people know when a disaster is about to strike. Early warning systems usually include things like public warning sirens, smartphone emergency notifications, and TV and radio broadcasts. Modern (4) weather stations with satellite connections (5) can monitor storms before they hit.

But even with modern technology, earthquakes are especially difficult to predict because scientists haven't found any common signals that occur before they take place. If animals really are good predictors of disasters, they could warn people in places where technology isn't available.

In 2017, a team of scientists from Germany studied the movement patterns of cows, sheep, and dogs using special collars with computer chips. They discovered that these farm animals began to change their behaviour hours before an earthquake took place. And if the animals were very active (6) for more than 45 minutes at a time, the scientists predicted that a strong earthquake would happen. Their prediction was right 7 out of 8 times.

However, not all scientists are convinced that animals can really predict disasters. Animals can be more sensitive (7) to differences they feel in the vibrations (8) of the earth or pressure in the air or water. But animals change their behaviour for many different reasons. And even if they are sending a signal that something is going to happen, there is no reliable (9) way to create a warning system using their behaviour. This is simply because different animals do not all behave in the same way.

But while science does not have any solid, proven evidence of animals predicting disasters, it seems clear from the eyewitness accounts over the years that animals are more in tune with their environment than people are. They might not know why they're sensing a change. But it triggers (10) something in them that tells them to move to a safer area. So, if your dog starts running around and acting strangely, and your cat can't be found anywhere, you might want to pay a little extra attention. Just in case.

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1. An eyewitness account is when a person who was present at an event describes what happened.
 2. survive (verb) to continue to live
 3. causing great ruin
 4. present; current
 5. a spacecraft that is sent into orbit around a planet or other heavenly body to gather or send back information
 6. **active** (adjective) always doing something; full of energy
 7. having the ability to sense and respond to
 8. **vibration** (noun) a movement that goes back and forth very quickly and steadily
 9. **reliable** (adjective) able to be trusted or believed
 10. **trigger** (verb) to cause another action to take place

YOUR TASK: The author suggests that "animals are more in tune with their environment than people are" (final paragraph). Do you agree with this statement? Thinking about this text, who is in control, humans or nature? What makes you think that?

READING TEXT 2: "The Boy Who Cried Wolf"

by Aesop
620-560 BCE

Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables," which did not survive in writing but were passed down by people retelling them. They have deeply influenced children's literature and modern storytelling culture. As you read, notice the details in the text that shape the main character, and how readers can learn from him.

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf,' shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?" An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

YOUR TASK: Now that you have read the short tale, answer the questions below to check your reading comprehension.

1. Why did the boy first call out "wolf" in paragraph 1?
 - A. He was afraid
 - B. He was bored
 - C. He wanted to see what he could get away with
 - D. He was practicing
2. In the end of the story, why didn't the villagers come help the boy chase off the wolf?
 - A. They were mad at him.
 - B. They thought he deserved his fate.
 - C. They didn't believe him.
 - D. They were tired from running back and forth all day.
3. How does the boy's relationship with the villagers change over time?
 - A. At first, the villagers support the boy, but by the end, they lose their trust in him.
 - B. At first, the boy disrespects the villagers, but in the end, he gains their trust.
 - C. In the beginning, the boy works with the villagers to protect the sheep, but in the end, he is left all alone.
 - D. At first, the villagers love the boy, but in the end, they refuse to support him.

READING TEXT 3: What is Earth

by NASA

2015

This informational text explores what makes up the planet Earth, how it supports life, and its movement within the solar system. As you read, take notice of what Earth is made of and how scientists are able to study it.

Earth is our home planet. Scientists believe Earth and its moon formed around the same time as the rest of the solar system. They think that was about 4.5 billion years ago. Earth is the fifth-largest planet in the solar system. Its diameter is about 8,000 miles. And Earth is the third-closest planet to the sun. Its average distance from the sun is about 93 million miles. Only Mercury and Venus are closer.

Earth has been called the "Goldilocks planet." In the story of "Goldilocks and the Three Bears," a little girl named Goldilocks liked everything just right. Her porridge couldn't be too hot or too cold. And her bed couldn't be too hard or too soft. On Earth, everything is just right for life to exist. It's warm, but not too warm. And it has water, but not too much water.

Earth is the only planet known to have large amounts of liquid water. Liquid water is essential for life. Earth is the only planet where life is known to exist.

What Does Earth Look Like?

From space, Earth looks like a blue marble with white swirls and areas of brown, yellow, green and white. The blue is water, which covers about 71 percent of Earth's surface. The white swirls are clouds. The areas of brown, yellow and green are land. And the areas of white are ice and snow.

The equator is an imaginary circle that divides Earth into two halves. The northern half is called the Northern Hemisphere. The southern half is called the Southern Hemisphere. The northernmost point on Earth is called the North Pole. The southernmost point on Earth is called the South Pole.

How Does Earth Move?

Earth orbits the sun once every 365 days, or one year. The shape of its orbit is not quite a perfect circle. It's more like an oval, which causes Earth's distance from the sun to vary during the year. Earth is nearest the sun, or at "perihelion," in January when it's about 91 million miles away. Earth is farthest from the sun, or at "aphelion," in July when it's about 95 million miles away.

At the equator, Earth spins at just over 1,000 miles per hour. Earth makes a full spin around its axis once every 24 hours, or one day. The axis is an imaginary line through the centre of the planet from the North Pole to the South Pole. Rather than straight up and down, Earth's axis is tilted at an angle of 23.5 degrees.

Why Do We Have Day and Night?

At all times, half of Earth is lighted by the sun and half is in darkness. Areas facing toward the sun experience daytime. Areas facing away from the sun experience night-time. As the planet spins, most places on Earth cycle through day and night once every 24 hours. The North Pole and South Pole have continuous (1) daylight or darkness depending on the time of year.

Why Does Earth Have Seasons?

Earth has seasons because its axis (2) is tilted. Thus, the sun's rays hit different parts of the planet more directly depending on the time of year.

From June to August, the sun's rays hit the Northern Hemisphere more directly than the Southern Hemisphere. The result is warm (summer) weather in the Northern Hemisphere and cold (winter) weather in the Southern Hemisphere.

From December to February, the sun's rays hit the Northern Hemisphere less directly than the Southern Hemisphere. The result is cold (winter) weather in the Northern Hemisphere and warm (summer) weather in the Southern Hemisphere.

From September to November, the sun shines equally on both hemispheres. The result is fall in the Northern Hemisphere and spring in the Southern Hemisphere. The sun also shines equally on both hemispheres from March to May. The result is spring in the Northern Hemisphere and fall in the Southern Hemisphere.

What Are Earth's Different Parts?

Earth consists of land, air, water and life. The land contains mountains, valleys, and flat areas. The air is made up of different gases, mainly nitrogen and oxygen. The water includes oceans, lakes, rivers, streams, rain, snow and ice. Life consists of people, animals and plants. There are millions of species, or kinds of life, on Earth. Their sizes range from very tiny to very large.

Below Earth's surface are layers of rock and metal. Temperatures increase with depth, all the way to about 12,000 degrees Fahrenheit at Earth's inner core.

Earth's parts once were seen as largely separate from each other. But now they are viewed together as the "Earth system." Each part connects to and affects each of the other parts. For example:

- Clouds in the air drop rain and snow on land.
- Water gives life to plants and animals.
- Volcanoes on land send gas and dust into the air.
- People breathe air and drink water.

Earth system science is the study of interactions between and among Earth's different parts.

Why and How Does NASA Study Earth?

NASA studies Earth to learn about how the planet changes. Earth's parts — land, air, water and life — are always changing. Some of the changes are natural and some are caused by humans. Scientists want to understand how Earth has changed in the past and how it is changing now. This information helps them predict how Earth might change in the future.

NASA studies Earth using satellites. (3) Satellites look toward Earth from space. They take pictures of, and collect information about, all of Earth's parts. NASA satellites are especially good for observing clouds, oceans, land and ice. They also measure gases in the atmosphere, such as ozone and carbon dioxide. They measure how much energy enters and leaves Earth's atmosphere. And they monitor wildfires, volcanoes and their smoke.

Information gathered by NASA satellites helps scientists predict weather and climate. It also helps public health officials track disease and famine (4). It helps farmers decide when to plant crops and what kinds to plant. And it helps emergency workers respond to natural disasters.

The more people know about Earth and its current and predicted changes, the better decisions they can make.

1. **continuous** (adjective) continuing without being stopped or interrupted
2. the imaginary straight line that something (such as the Earth) turns around
3. an object placed in orbit around the Earth, moon, or other planet that collects information or is used for communication
4. extreme lack of food

YOUR TASK: Now that you have read the text, answer the questions below to check your reading comprehension.

1. Which statement best identifies one of the central ideas of the text?
 - A. The Earth's natural elements and distance from the sun allow humans and animals to live successfully on Earth.
 - B. Scientists' observations of Earth show that the planet may be habitable for humans in the future.
 - C. The Earth's placement in the universe guarantees that humans will always be able to live comfortably there.
 - D. Scientists' understanding of Earth's makeup and movements is still limited, but it is becoming more advanced through satellites.
2. Which of the following describes the author's purpose for referencing "Goldilocks and the Three Bears" in paragraph 2?
 - A. to help students understand that Earth needs certain conditions to be "just right" for life to exist
 - B. to teach students the origins of the fairy-tale and how it can be applied to real life
 - C. to emphasize how impossible it is for a "Goldilocks planet" like Earth to exist
 - D. to show students what humans need to live comfortably in their daily lives

READING TEXT 4: Rumpelstiltskin

by The Brothers Grimm

1812

Jacob Grimm (1785-1863) and Wilhelm Grimm (1786-1859) are known as the Brothers Grimm. They were German authors famous for collecting and publishing folklore. In this story, a young woman must complete an impossible task: spinning straw into gold. As you read, notice what the king and Rumpelstiltskin have in common.

By the side of a wood, in a country a long way off, ran a fine stream of water; and upon the stream there stood a mill. (1) The miller's house was close by, and the miller, you must know, had a very beautiful daughter. She was, moreover, very shrewd (2) and clever; and the miller was so proud of her, that he one day told the king of the land, who used to come and hunt in the wood, that his daughter could spin gold out of straw. Now this king was very fond of money; and when he heard the miller's boast his greediness was raised, and he sent for the girl to be brought before him. Then he led her to a chamber in his palace where there was a great heap of straw, and gave her a spinning-wheel, and said, "All this must be spun into gold before morning, as you love your life." It was in vain (3) that the poor maiden (4) said that it was only a silly boast of her father, for that she could do no such thing as spin straw into gold: the chamber door was locked, and she was left alone.

She sat down in one corner of the room, and began to bewail (5) her hard fate; when on a sudden the door opened, and a droll-looking (6) imp (7) hobbled in, and said, "Good morrow to you, my good lass; what are you weeping for?"

“Alas!” said she, “I must spin this straw into gold, and I know not how.”

“What will you give me,” said the imp, “to do it for you?”

“My necklace,” replied the maiden.

He took her at her word, and sat himself down to the wheel, and whistled and sang:

“Round about, round about,
Lo and behold!
Reel away, reel away,
Straw into gold!”

and round about the wheel went merrily; the work was quickly done, and the straw was all spun into gold.

When the king came and saw this, he was greatly astonished and pleased; but his heart grew still more greedy of gain, and he shut up the poor miller’s daughter again with a fresh task. Then she knew not what to do, and sat down once more to weep; but the imp soon opened the door, and said, “What will you give me to do your task?”

“The ring on my finger,” said she.

So the imp took the ring, and began to work at the wheel again, and whistled and sang:

“Round about, round about,
Lo and behold!
Reel away, reel away,
Straw into gold!”

till, long before morning, all was done again.

The king was greatly delighted to see all this glittering treasure; but still he had not enough: so he took the miller’s daughter to a yet larger heap, and said, “All this must be spun tonight; and if it is, you shall be my queen.”

As soon as she was alone that imp came in, and said, “What will you give me to spin gold for you this third time?”

“I have nothing left,” said she.

“Then say you will give me,” said the imp, “the first little child that you may have when you are queen.”

“That may never be,” thought the miller’s daughter: and as she knew no other way to get her task done, she said she would do what he asked. Round went the wheel again to the old song, and the imp once more spun the heap into gold.

The king came in the morning, and, finding all he wanted, was forced to keep his word; so he married the miller’s daughter, and she really became queen.

At the birth of her first little child she was very glad, and forgot the imp, and what she had said. But one day he came into her room, where she was sitting playing with her baby, and put her in mind of it. Then she grieved sorely (8) at her misfortune, and said she would give him all the wealth of the kingdom if he would let her off, but in vain; till at last her tears softened him, and he said, “I will give you three days’ grace, and if during that time you tell me my name, you shall keep your child.”

Now the queen lay awake all night, thinking of all the odd names that she had ever heard; and she sent messengers all over the land to find out new ones. The next day the imp came, and she began with Timothy, Ichabod, Benjamin, Jeremiah, and all the names she could remember; but to all and each of them he said, “Madam, that is not my name.”

The second day she began with all the comical (9) names she could hear of, Bandy-Legs, Hunchback, CrookShanks, and so on; but the imp still said to every one of them, “Madam, that is not my name.”

The third day one of the messengers came back, and said, “I have travelled two days without hearing of any other names; but yesterday, as I was climbing a high hill, among the trees of the forest where the fox and the hare bid each other good night, I saw a little hut; and before the hut burnt a fire; and round about the fire a funny little imp was dancing upon one leg, and singing:

'Merrily the feast I'll make.
Today I'll brew, tomorrow bake;
Merrily I'll dance and sing,
For next day will a stranger bring.
Little does my lady dream
Rumpelstiltskin is my name!'"

When the queen heard this she jumped for joy, and as soon as the imp came she sat down upon her throne, and called all her court round to enjoy the fun; and the nurse stood by her side with the baby in her arms, as if it was quite ready to be given up. Then the imp began to chuckle at the thought of having the poor child, to take home with him to his hut in the woods; and he cried out, "Now, lady, what is my name?"

"Is it John?" asked she.

"No, madam!"

"Is it Tom?"

"No, madam!"

"Is it Jemmy?"

"It is not."

"Can your name be Rumpelstiltskin?" said the lady slyly. (10)

"Some witch told you that! Some witch told you that!" cried the imp, and dashed (11) his right foot in a rage so deep into the floor, that he was forced to lay hold of it with both hands to pull it out.

Then he made the best of his way off, while the nurse laughed and the baby crowed; and all the court jeered (12) at him for having had so much trouble for nothing, and said, "We wish you a very good morning, and a merry feast, Mr. Rumpelstiltskin!"

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1. A "mill" is a machine for grinding grain into flour.
 2. **shrewd** (adjective) clever or sharp; able to make good judgments
 3. without success
 4. a girl or young woman, especially one who is not married
 5. **bewail** (verb) to express great sadness or disappointment
 6. **droll** (adjective) curious or unusual in a way that causes amusement
 7. a small, troublesome magical creature
 8. greatly
 9. **comical** (adjective) funny
 10. **slyly** (adverb) craftily
 11. struck with great force
 12. **jeer** (verb) to make rude and mocking remarks

YOUR TASK: Now that you have read the text, answer the questions below to check your reading comprehension.

1. Which statement best identifies the main theme of the story?
 - A. Kindness is always rewarded.
 - B. Boasting can lead to troubles later.
 - C. Friendship can grow in unlikely places.
 - D. Falling in love can happen when you least expect it.
2. How do the king and the maiden react to the miller's boast in paragraph 1?
 - A. The king is eager to prove the miller's claim, while the maiden is upset by her father's boast.
 - B. The king doubts the miller's words, while the maiden proves that her father's boast is true.

- C. The king is angered by the miller's lie, while the maiden is embarrassed by her father's boast.
- D. The king is excited by the miller's claim, while the maiden tries to explain that it is Rumpelstiltskin who can spin gold.

3. What is the meaning of "misfortune" as it is used in paragraph 16?

- A. blame
- B. mood
- C. problem
- D. wealth

4. Which detail from the text best identifies the maiden's "misfortune"?

- A. "As soon as she was alone that imp came in, and said, 'What will you give me to spin gold for you this third time?'" (Paragraph 11)
- B. "'Then say you will give me,' said the imp, 'the first little child that you may have when you are queen.'" (Paragraph 13)
- C. "At the birth of her first little child she was very glad, and forgot the imp" (Paragraph 16)
- D. "she would give him all the wealth of the kingdom" (Paragraph 16)

READING TEXT 5: Women in Ancient Rome

The Roman Empire (27 BCE – 476 CE) was one of the ancient world's largest empires, covering most of Europe and parts of Africa and Asia at its height. This informational text discusses what life was like for women in this empire. As you read, can you identify the ways in which women could create change?

There's something tricky about history. That is, it's always a story. Depending on who's telling the story, the story can change. Most of history has been written by very few people. We often do not get to hear from smaller groups or from women. So, here's a question: What were women doing during Roman times? (1) Unfortunately, we don't know much about them, especially if they were poor. None of the "important" people cared enough about them to write too much about them. You can think of women as one of the missing puzzle pieces of Roman history. The picture isn't complete without them, but maybe we can look at the pieces that are around them and figure out what that piece looks like. We can try to figure out what women were up to in the Roman Empire.

Let's start in the home. A **domus** was a Roman upper-class house that also acted as a sort of church and meeting house. They could be as small as a shack or they could take up a whole city block. Some were very beautiful with gardens and fountains. For safety, they had no windows facing the streets. As you might expect, Roman men made all of the choices under their roofs, but women took care of the domus, either for a day while their husbands were at work, or for many years, while their husbands were away at war.

So how did the women spend their time in the home? Well, whatever the man told them to do, unfortunately. That usually depended on how rich they were. If they were poor, a woman's day was likely spent washing laundry with lye, buying food, sweeping with twig brooms and scrubbing with animal hair brushes. If the family had a lot of money, then the women could eat and get massaged and oiled all day while the slaves did all the work. That is unless she was young. The **pater familias** was the oldest male and head of a family in Rome. He controlled everything the people in the household did, from daily chores to when they were married. The legal marrying age for a girl was only twelve! So was that it? Were women in Rome just hanging out or given away to be married and hang out in or take care of yet another house? Let's see what's going on outside the home...

In the city, the laws of the land were made by men. **Political office** is any job with power that chooses the laws of the land. Even though women were thought of as citizens, Roman law said they could not be in office and they could not vote. Women were just as smart and able to make decisions as the men, and they had just as much, if not more, at stake than the men did. They just could not make decisions or vote like the men could.

Not so fun fact! Even though they could sit in on councils, if women became too involved or spoke up too much they could be considered treasonous and a law could be created to keep them out.

Just because you cannot vote, does not mean you cannot be powerful. What if you couldn't vote for what your school would serve for lunch, but you had a friend who could? What would you do? If you wanted to eat healthy food that day, you could tell your friend that the carrots and apples will make everyone feel better and be less gassy so the classrooms would not smell as bad. Maybe this friend who could vote would listen to your ideas and vote the way you'd like. Even though they had no legal power over political office, Roman women still had powerful friends. **Auctoritas** is the Roman word for power or authority. In simple words, this meant they had power over other people. Women could own businesses and could make deals in private with important people. This is not the same as voting and passing laws, but they were still able to change some things that they wanted to, if they were good at convincing people to do what they wanted! If a woman had a son or husband in high political office, she could, and often would, tell him what to do. Even though the law stated that the power was out of their hands, women still found a way to change votes.

It's hard to know what women were up to during the Roman Empire. This is because history was written by men who thought their side of the story was the only right one. It was this kind of thinking that kept women inside the home, taking care of the domus and away from political office where they could make choices about laws, putting all of the power into the hands of the men. Still women used their auctoritas, or power over others, to change the men around them to vote for the things the women believed in. Just because we cannot find many mentions of women in the history books, does not mean the words there weren't changed by their choices.

1. Rome was the capital of the great Roman Empire, which stretched across the entire Mediterranean Sea and much of Europe and the Middle East. The Roman Empire ruled this part of the world after the fall of the Greek Empire. When Rome fell, Europe entered the Dark Ages.

YOUR TASK: Now that you have read the text, consider the question below and write at least ten sentences in response.

How would you feel living in a society that treated you the way ancient Rome treated women? What might be the first change that you would make?

READING TEXT 6: Learning about the Holocaust

by Michael A. Signal

During World War II, six million European Jews were murdered in an event known as the Holocaust. In this informational text, Signal discusses the background of the Holocaust and the importance of remembering this dark moment in history. As you read, aim to identify how Jewish people were treated differently than other groups in Europe.

“The purpose of Majdanek was an extermination camp, an extermination factory. So the purpose, the existence of it was to kill people.” Estelle Laughlin, Holocaust survivor

Hitler and the Nazis

In the quote above, Laughlin describes Majdanek: a Nazi concentration camp in Poland. Laughlin was sent to Majdanek when she was a child simply because she was Jewish. Millions of Jewish children and adults during World War II were forced into these camps to die. Laughlin survived to tell her story of being imprisoned in a Nazi concentration camp. The six million Jewish people who died during the Holocaust did not.

Adolf Hitler was the engineer (1) behind these concentration camps. Hitler was the Chancellor of Germany. He ruled the country from 1933 until 1945 and led the National Socialist German Workers Party, otherwise known as the Nazi party. Nazis believed that Germany should be a strong and powerful state. They also believed that one group of white Europeans, known as Aryans, were superior to all other people on Earth. One group of people that Hitler and the Nazis singled out as being inferior (2) were Jewish people. Hitler had big plans for Germany, but he had dire (3) plans for the Jews.

Jewish Persecution

Jewish people practice the religion of Judaism, one of the world’s oldest major religions. It predates Christianity by over 1,000 years. Jews have often been persecuted (4) throughout history. For centuries, Jewish families were forced to live in only certain areas. They were only allowed to work in certain professions, and they were often turned into scapegoats, being wrongfully blamed for many social problems. In the Middle Ages, Jewish people were even expelled from entire countries in Europe, like England and France.

In the 17th century, Jewish people were allowed back into the countries that had driven them away hundreds of years earlier. This does not mean that Jews were accepted across Europe. They were still treated poorly, shunned, and blamed for many problems in society. And there were lots of problems in 1930s Germany. Millions of Germans were jobless. Many of the people that had jobs still couldn’t afford food or basic necessities. Of course, Jewish people did not cause Germany’s problems, but they became scapegoats once again.

When Hitler came to power, he claimed to have the solutions to Germany’s problems. One of his solutions was to take land from other countries. He started by invading Poland in 1939. France and England declared war on Germany soon after. This marked the start of World War II. The United States entered the war two years later.

The Final Solution

Hitler saw the Jews as a major problem, not just in Germany but all across Europe. This problem, Hitler thought, needed a “Final Solution.” His Final Solution was a plan to exterminate the entire Jewish population of Europe. As the Nazis invaded more countries, they captured and imprisoned Jews in concentration camps. Many prisoners were forced to perform hard labour. They were held in brutal, unsanitary conditions. They would often starve or die from disease. Countless Jewish men, women, and children were killed in these camps, often with poison gas. This organized process of capturing, imprisoning, torturing, and murdering millions of Jewish Europeans was known as the Holocaust.

By the mid-1940s, it was clear that Germany would lose the war. But Nazis continued to operate concentration camps until the very end of the war. Germany’s ultimate surrender came in 1945. It wasn’t until then that the remaining Holocaust survivors were liberated. (5) By the end of the Holocaust, more than 10 million people had been killed, including Romani people (sometimes referred to as “Gypsies” (6), people with disabilities, and members of political and religious groups the Nazis hated.

How We Remember Today

For someone who experienced the Holocaust, remembering these horrible events from their past can be very difficult. Yet that is just what many Holocaust survivors feel they must do. Famous author Elie Wiesel survived two Nazi concentration camps. After the war, he travelled the world to speak out against hatred and persecution. In 1986, he

won the Nobel Peace Prize. Wiesel encouraged people to speak out against oppression and mistreatment in his acceptance speech. "Silence encourages the tormentor, never the tormented," he said.

In 1993, the United States Holocaust Memorial Museum opened to honour and remember the millions of Jewish people who were murdered during the Holocaust. The museum serves as a resource that accurately documents this dark chapter in history and teaches the public about the tragedy of the Holocaust. Remembering and understanding these episodes from the past are ways to help ensure they are never repeated.

1. a person who designs or builds something
2. **inferior** (adjective) lower in rank, status, or quality
3. **dire** (adjective) extremely serious, terrible
4. **persecuted** (verb) to be subjected to poor treatment because of one's race or political or religious beliefs
5. **liberate** (verb) to set someone free from a situation
6. A derogatory term for someone of Roma/Romani descent. This term is now considered outdated and offensive.

YOUR TASK: Now that you have read the text, answer the questions below to check your reading comprehension.

1. What is the relationship between studying the Holocaust and the future?
 - A. People can educate future generations about the Holocaust and how far the world has come.
 - B. People can see how one leader was corrupted by power and ensure that no one has that much power again.
 - C. People can study how good people were convinced to do evil things and help people do the right thing in difficult situations.
 - D. People can learn from the mistakes that led to the Holocaust and work to create a better future.
2. Which statement describes the central idea of the text?
 - A. During World War II, Hitler blamed Jewish people for Germany's problems and kept them in camps where they were likely to die or be killed.
 - B. Hitler imprisoned Jews in hopes of ending the conflict between Jewish and Aryan people that had been going on for decades.
 - C. The Nazis continued to operate concentration camps despite knowing that they were losing the war.
 - D. Today not many people talk about the Holocaust as it is considered a shameful moment in history.

Which text(s) did you enjoy? Explain why writing in full sentences.

What book would you like to read? Explain why this particular book.