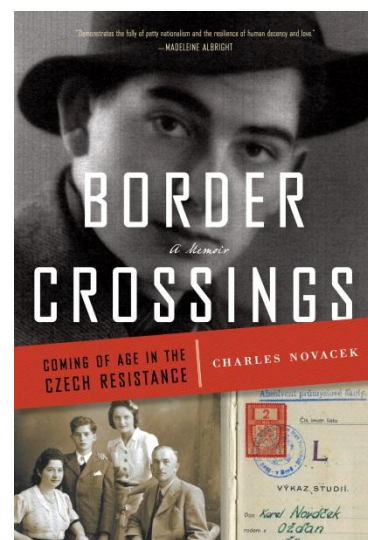


A Common Core State Standards Aligned
Educator's Guide for

BORDER CROSSINGS: COMING OF AGE IN THE CZECH RESISTANCE



A MEMOIR WRITTEN BY CHARLES NOVACEK
PUBLISHED BY TENZI PRESS

Charles Novacek's free-roaming childhood came to an end in 1939, as war raged across the continent and the Nazis occupied Czechoslovakia. Charles and his sister were inducted into the Czech Resistance. At an age most children were learning how to diagram sentences, they were learning how to resist torture, handle phobias, and to control pain, hunger and thirst. Reflecting the desperation of the times, they were warned to trust no one.

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Publisher website: www.ten21press.com

Guide Created by Debbie Gonzales

Guide Creator's Website: www.debbiegonzales.com

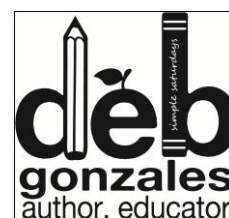


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Personal Bookmarks: The Educator's Guide Format

To allow for a deep study of *Border Crossings: Coming of Age in the Czech Republic*, the book has been divided into four sections. Each section is comprised of discussion questions followed by projects and activities.

Personal bookmarks are printed on the following page. Listed on these bookmarks are the four designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

Procedure:

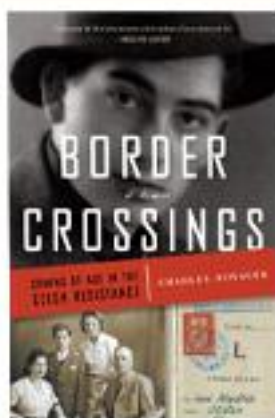
- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
 - Write their name on it.
 - Copy Target Completion Dates in designated space below assigned chapters to be read.
 - Keep the bookmark in the book for reference through the course of the novel study.



Ruins of Nueva Cadiz II
Painted By Charles Novacek

Bookmarks

A Guided Reading
Bookmark for:



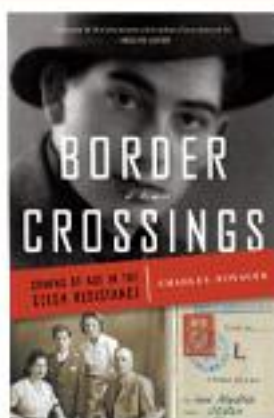
Chapters 1 to 3

Chapter 4

Chapters 5 to 7

Chapter 8 to Epilogue

A Guided Reading
Bookmark for:



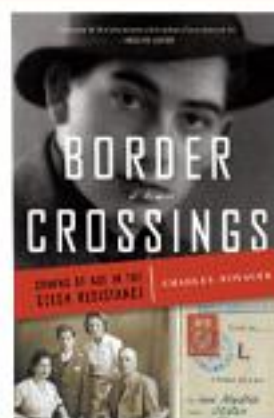
Chapters 1 to 3

Chapter 4

Chapters 5 to 7

Chapter 8 to Epilogue

A Guided Reading
Bookmark for:



Chapters 1 to 3

Chapter 4

Chapters 5 to 7

Chapter 8 to Epilogue

Reference Map – Partition of Czechoslovakia (1938-1939)

"The love of one's country is a splendid thing

But why should love stop at the border?"

~ Pablo Casals (235)



Discussion Questions—Chapters 1 to 3

It seemed apparent to me, as time moved forward, that the war was rife with little betrayals, and many solutions were not solutions at all; despite all the battles won and lost, our true war had only just begun – our fight would go on and on (38-9).

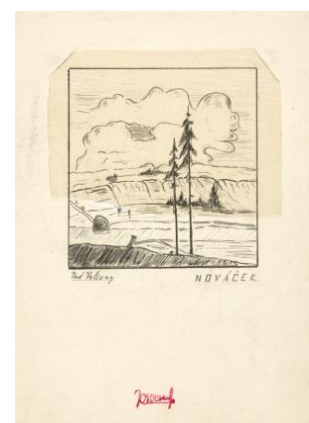
- The word “rife” is defined as being abundant, overflowing, and prevailing. Explore how an abundance of “little” betrayals can accumulate to become a war.
- Explain what Charles means when he states that “...many solutions were not solutions at all.” Tell how “solutions” can be contradictory.
- The term “resistance” is defined as opposition, obstruction, and a battle. Consider Charles’s statement “-our fight would go on and on.” Explain how he is defining the term “resistance” in his own words.

“We will not stand idle and be slaves to the Nazis,” Father said, his jaw set. “We will fight. (51)”

- Is it possible for a person to be controlled, as if enslaved, and yet maintain a spirit of inner freedom? How so?
- Describe Antonin Novacek, Charles’s father. Explore his commitment to family and his love of country. Consider how Antonin’s influence guided Charles’s character.
- Explain the price of surrender. What is lost? What is gained? Is there a time when surrendering is the responsible thing to do? How so?
- Explain why Antonin vowed to resist the Nazis, at all cost.

I discovered different viewpoints of the popular subject (55).

- In the statement above Charles was referencing his attempt to develop his artistic style. However, consider how these words can serve as a metaphor for the way Charles lived his life.
 - Tell how discovering and understanding different points of view helped give Charles insight into the minds of his oppressors.
 - Explain how understanding various points of views helped to keep his spirit and mind fresh and live.
 - Describe how the willingness to see things differently helped to keep Charles’s spirit vibrant and alive.
- Explore the need for artistic expression in Charles’s life. Tell how the need to create served as a type of salvation for Charles.



Ex Libris

A Drawing By Charles
Novacek

I also had to prove there was no Jewish blood in the six previous generations of my family (64).

- Describe how being mandated to prove the integrity of one's heritage could be unsettling for a child of thirteen, Charles's age.
- Describe how Charles must have felt knowing that, in order to attend the engineering college, his age had to be falsified. Predict the consequences he'd be forced to endure should the Nazis discover his secret.
- The word "discrimination" is defined as inequity, injustice, and intolerance. Explain how discrimination's unbalanced nature breeds fear and contempt in others.

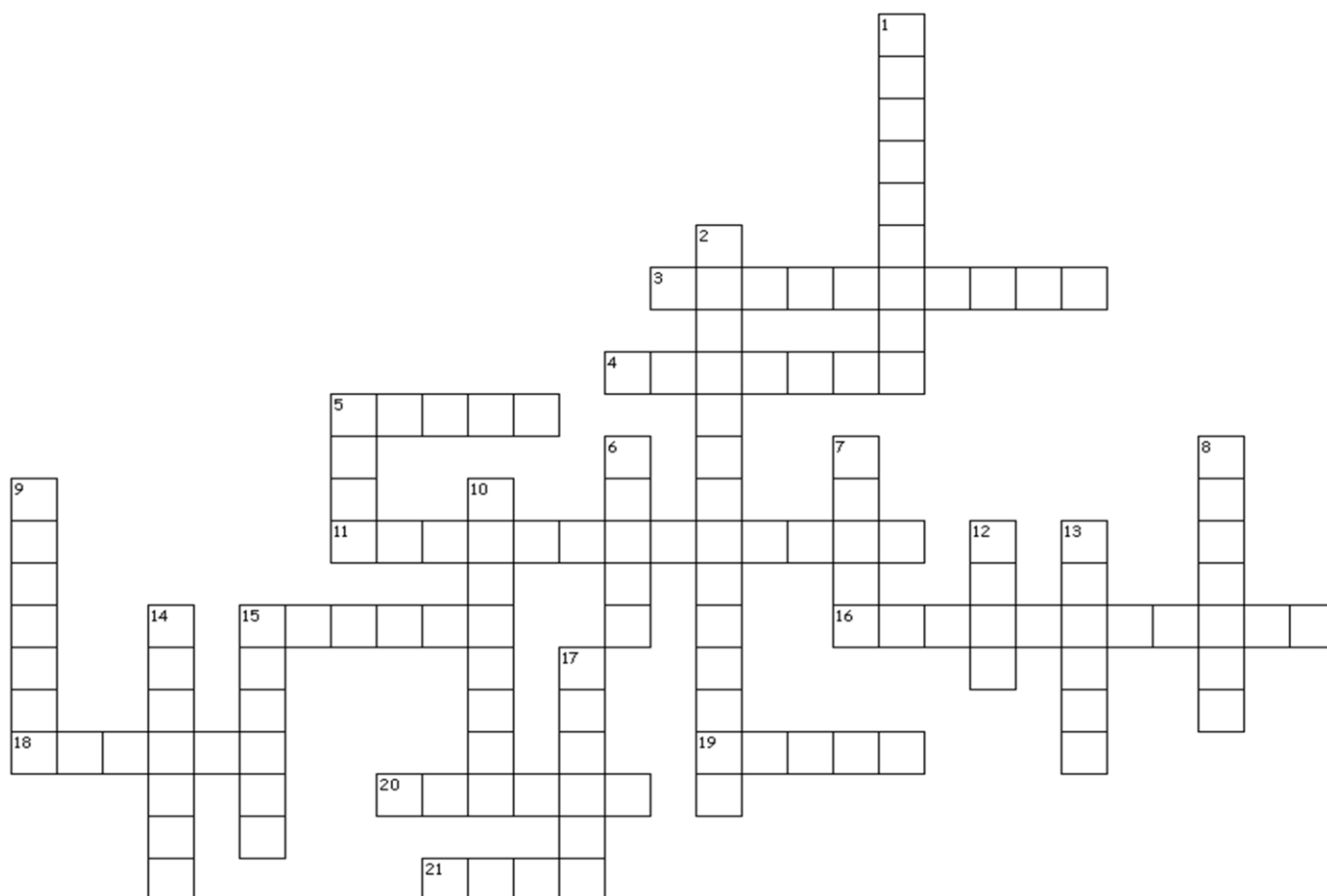
I saw her silhouette there; her frightened form tight against the glass seemed to reflect a saintly image. She recognized me and she saw what I did (75).

- In the scene referenced above, Charles's mother witnessed him stealing a rifle from a truck owned by the Soviets. Explain why they did not, or could not, acknowledge one another.
- Consider how the bond between a child and his mother can be a dangerous thing.
- The chapter in which this scene occurs is entitled "Life Calls the Child to Become a Man." Explore the connection between the title and this scene.
- The word "border" is both a noun and a verb. As a noun, it is defined as the outermost edge, limit, or perimeter. As a verb, the word border is defined as to surround, enclose, or define. Consider how one definition can be understood in the literal, physical sense and the other can be interpreted on an emotional level.
- Explain how, in the scene above, war forced Charles to construct a border around his emotions.



The Novacek Family

Border Crossings Crossword Puzzle



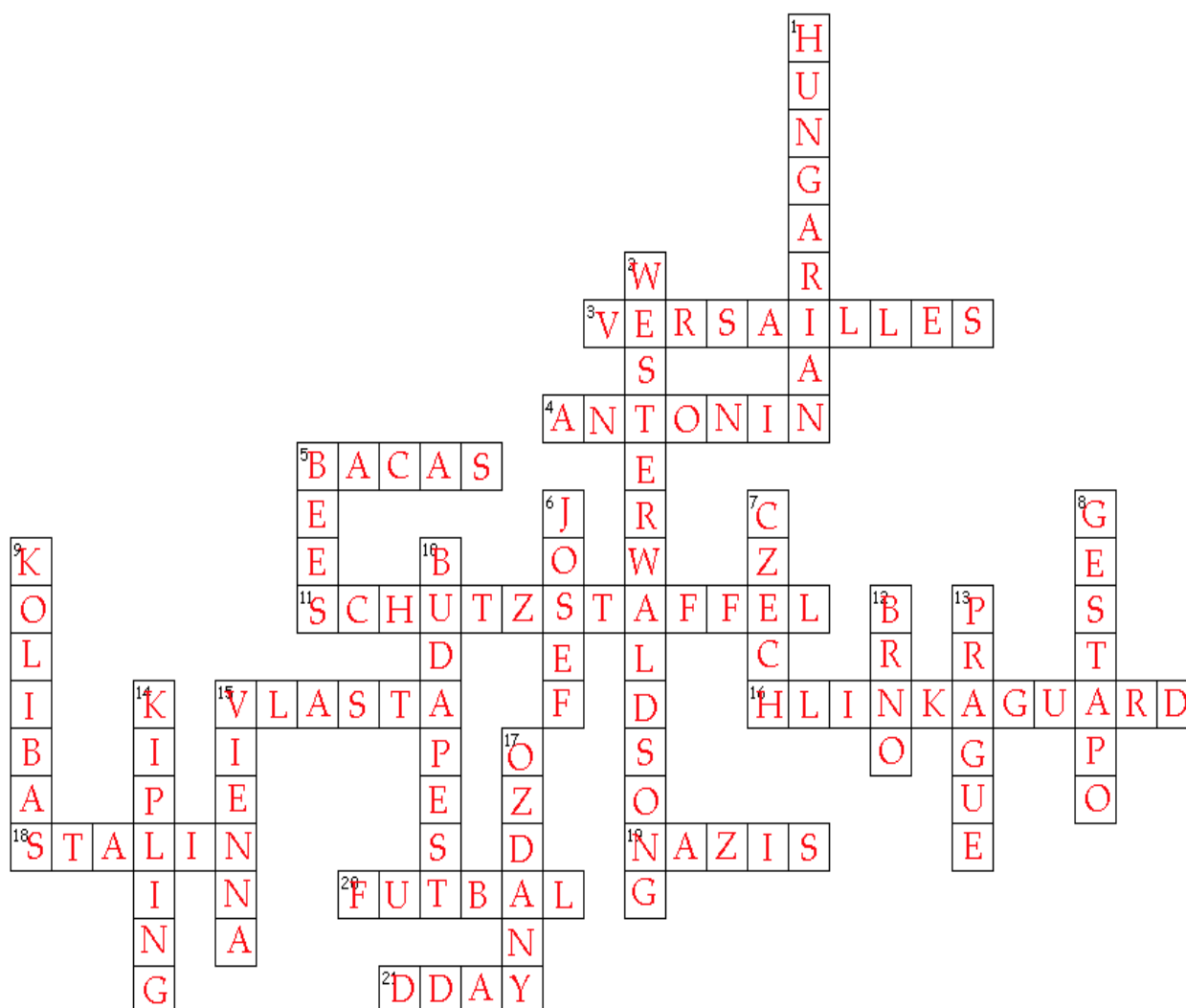
Across:

- 3. Germans violated this treaty
- 4. Charles's father
- 5. Sheep herders
- 11. (SS) Nazi paramilitary organization
- 15. Charles's sister
- 16. Slovak Fascist Organization
- 18. Leader of the Soviet Union
- 19. Controlled by Adolf Hitler and his National Socialist German Workers' Party (NSDAP)
- 20. Soccer
- 21. The Invasion of Normandy

Down:

- 1. Mother's nationality
- 2. German Military Tune
- 5. Charles's father kept ...
- 6. Charles's uncle
- 7. Father's nationality
- 8. Secret police of Nazi Germany
- 9. One-room cottages
- 10. Capital of Hungary
- 12. Largest Moravian City
- 13. Capital of the Czech Republic
- 14. Wrote the poem "If"
- 15. Capital of Austria
- 17. Charles's village birthplace

Border Crossings Crossword Puzzle Answers



Discussion Questions – Chapter 4

I could not stop myself from asking, “Why me? (98)”

- From Janousek’s point of view, explain why Charles was chosen to be beaten.
- Explain the sources through which Charles was able to gather the stamina to survive this ordeal. Where did he find the strength to do so?
- Consider how surviving brutality served as a metaphorical border crossing.

I thought that freedom would be the strongest motivational force in the minds of people subjected to tyranny; freedom thus had to soar as a priority in the unification movement (114).

- Define freedom.
- Define tyranny.
- Define unification.
- Explain why freedom is not a motivating force for all people.
- Describe your value of freedom.

As he straightened up from the pain, I tore his Adam’s apple with a right hook and let him collapse on the floor (120).

- Consider Charles’s actions in the scene above. Explain why he acted in this manner.
- Describe how Charles crossed a metaphorical border when he killed the man referred to above.
- Tell how Charles’s life is filled with dualities and inhumanities, and yet he able to maintain his integrity in the chaotic time of war.

I had come to terms with death somehow, for it would be always at my heels from that moment on. I could not fear it (138).

- Describe the relationship between fear and respect. Which response to death would most benefit Charles at this time? How so?
- Charles was a very young man when had to “come to terms” with death being his reality. Explain how he is able to keep his heart soft when he is surrounded with nothing but death and despair?
- What role does love of family play in Charles’s survival methods? Love of country? Art?

“If”

My father taught me a poem – “If,” by Rudyard Kipling. At the time, it stirred my childish soul and made me yearn to be brave and noble, so much so that I memorized it – but how could I know its message would become the cornerstone for how I would live and shape my life, and refuge when I was oppressed (48)?

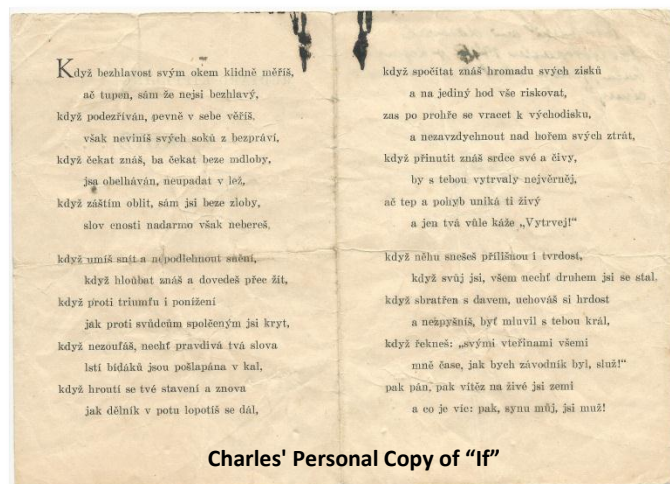
Objective: To analyze the meaning of words and phrases and apply them in a contextual manner.

Materials:

- *Border Crossings: Coming of Age in the Czech Resistance*
- Pencil
- If (Guide, pg. 11)
- List of Character Traits (Guide, pg. 12)
- Character Trait Graphic Organizer (Guide, pg. 13)

Procedure:

- Print a copy of the poem “If”, the List of Character Traits, and the Character Traits Graphic Organizer for each student.
- Read the poem aloud for the group.
- Instruct students to circle each ‘if’ in the poem.
- Using the List of Character Traits sheet, have the students circle a corresponding character trait for each ‘if’ referenced in the poem.
- Using the Character Trait Graphic Organizer, instruct the student to choose three of character traits that best define Charles Norvacek.
 - Identify character trait in space provided.
 - Cite page reference in book.
 - Find a quote from the text that best illustrates character trait.
 - Interpret how quote best illustrates character trait.
- Using completed Character Trait Graphic Organizer as reference, chose one character trait as the subject for an informative essay analyzing how that specific trait served as a strength assisting in Charles Norvacek’s survival.



Charles' Personal Copy of “If”

“If”

Written by Rudyard Kipling (1865-1936)

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

List of Character Traits

Accountable	Assertive	Calm	Comradeship	Cooperative	Diplomatic
Adaptable	Attentive	Clear	Compassion	Courageous	Disciplined
Adventurous	Authentic	Certain	Conscious	Creative	Dynamic
Ambitious	Aware	Committed	Considerate	Dedicated	Effective
Appropriate	Bravery	Communicator	Consistent	Determined	Empathetic
Empowers	Energetic	Enthusiastic	Ethical	Excited	Fairness
Faithful	Fearless	Flexible	Friendly	Generosity	Gratitude
Happy	Hard Working	Honest	Honorable	Humorous	Imaginative
Independent	Innovative	Inquiring	Integrity	Intelligent	Interested
Joyful	Knowledgeable	Listener	Lively	Logical	Loving
Loyal	Nurturing	Open-Minded	Optimism	Patient	Peaceful
Practical	Powerful	Polite	Problem-Solver	Reliable	Responsible
Self-confident	Self-reliant	Serves Others	Sincere	Skillful	Spiritual
Spontaneous	Stable	Strong	Successful	Supportive	Tactful
Trustworthy	Truthful	Warm	Willing	Wise	Kindness

Character Trait Graphic Organizer

Reference #1:

Trait:

Quotation:

Citation:

Interpretation:

Reference #2:

Trait:

Quotation:

Citation:

Interpretation:

Reference #3:

Trait:

Quotation:

Citation:

Interpretation:

Discussion Questions – Chapters 5 to 7

Crossing the border near Vimperk, in the Bohemian forest, would not be difficult – or so I thought, having already passed over so many borders (140).

- Explain why Charles seemed less concerned about crossing the border into the Bohemian forest.
- Describe the difficulty Charles faces as he moves on in his travels.
- What about you? Describe how you would feel if you were faced with the trials Charles faced? Would you surrender to adversity or not?

We had little experience with how to make life bearable in such distasteful settings, but we learned quickly; we tried to maintain good physical and mental health, to stay out of trouble, to earn money to afford better food, and to see, if possible, an occasional movie, opera, or concert (173).

- Tell why Charles and Valentina found their new home to be an unsettling place. Tell how it differed from the homes they once knew.
- Do you think Charles and Valentina were lonely? If so, what did they yearn for?
- Explain how the arts helped to make life bearable.

When I said that I was from Czechoslovakia, he began to speak of the Czechoslovakian experiment in democracy... (189).

- Explain why the President of the Republic of Venezuela's demeanor changed when Charles stated that he was from Czechoslovakia. Tell why he seemed more willing to speak with Charles in a friendly manner after he knew of Charles's background and heritage.
- Define democracy.
- Discuss the Czechoslovakian "experiment in democracy." Explain the strong suits and pitfalls of this experiment.

"I will be a good American. (197)"

- Explain what a "good American" is.
- Is a good American different than a good Czechoslovakian? Are the two similar in any way? How so?
- Describe what it means to be "good."
- Consider the correlation between borders and the notion of good citizenship.

Displaced Person's Camp – Free Verse Poetry

The camp had been a small air base for the German armed forces; it had been destroyed as a base near the war's end. We were told it was the best place for people who were to stay a long time (159).

Objective: To use poetry as a tool for analysis, point of view, and reflection.

Materials:

- *Border Crossings: Coming of Age in the Czech Resistance* – Chapter 6 (157-171)
- Displaced Person's Camp – Six Room Poetry Graphic Organizer (Guide, pg. 17)
- Venezia (A Six Room Free Verse Poem (Guide, pg. 16)
- Paper
- Pencil

Procedure:

- Reread the selected section – Chapter 6 (157-171) – in *Border Crossings: Coming of Age in the Czech Resistance* aloud. Encourage students to articulate their responses to the experience described in the selection.
- Explain that, in this lesson, they will describe the Displaced Person's Camp in six different ways from Charles' point of view, or as Six-Rooms. In this lesson, students will imagine and describe:
 - **Room 1: Physical Description** – Imagine and describe what you think the physical layout of the Displaced Person's Camp might be.
 - **Room 2: Quality of Light** - Imagine and describe what you think the lighting of the Displaced Person's Camp might be.
 - **Room 3: Sounds** - Imagine and describe the sounds that Charles would hear in the Displaced Person's Camp.
 - **Room 4: Questions** - Imagine and describe the confusion and questions that Charles might be asking himself while in the Displaced Person's Camp.
 - **Room 5: Feelings** - Imagine and describe what you think Charles would be feeling while in the Displaced Person's Camp.
 - **Room 6: Repeated Phrase** – Choose one line from the selected section that you feel best sums up Charles' experience in the Displaced Person' Camp.
- Using the Displaced Person's Camp – Six Room Poetry Graphic Organizer, instruct students to brainstorm ideas for each category. Short phrases are most desirable.
- As an example of A Six-Room Free Verse Poem, read "Venezia" (A Six Room Free Verse Poem). Note that each stanza has three lines. Room 1 consists of two three-lined stanzas while the rest are created of one three-lined stanza. Also note that the Room 6 is comprised of the repeated phrase as all three stanzas.
- Use the references listed above and write a free verse poem!

“Venezia” (A Six-Room Free Verse Poem Example)

Room 1	<p>Tiny ancient bricks Peak through ochre and sienna sun-baked facades That have shed their skin under years of pollution</p> <p>Smooth, white marble windowsills support small pots of red, cascading geraniums laced with silver green sage</p>
Room 2	<p>Dark blue-green still canals swirl into open doorways gurgling through strings of moss and mold</p>
Room 3	<p>Pale morning light touches the cobblestone bridges warming their arched backs</p>
Room 4	<p>What secrets and celebrations has she known? How many more generations can she tolerate? How long will she survive?</p>
Room 5	<p>I admire her history her art and heritage I hate to see her die</p>
Room 6	<p>She drowns a slow death She drowns a slow death She drowns a slow death</p>

~ Camille A. Allen (The Multigenre Research Paper, pgs. 48-50)

Displaced Person's Camp – Six Room Poetry Graphic Organizer

Room 1: Physical Description

Room 2: Quality of Light

Room 3: Sounds

Room 4: Questions

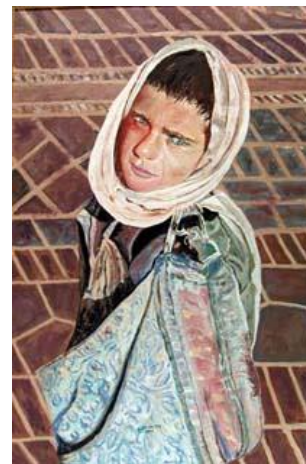
Room 5: Feelings

Room 6: Repeated Phrase

Discussion Questions – Chapters 8 to Epilogue

*I grew up with “diversity”
And always liked to meet different people.
When I crossed borders,
I was also “the other”
And count myself among the different ones (199).*

- Diversity is defined as variety, distinction, and differences. Explain how embracing diverse cultures and people can enrich and/or challenge one’s life.
- Trace Charles’s life journey. Where, if anywhere, did he live where he did not count himself as a “different one.”



Uzbek Child
Painted By Charles Novacek

*Ironically, the family now had one American citizen and four foreigners; the two girls were Venezuelans; Valentina, who was Russian/Latvian; and I, a Czechoslovakian.
Our own family epitomized the American melting pot (205).*

- Explain how Charles’s family reflects the notion of diversity.
- Consider how, within Charles’s family, the concept of being an outsider, or “the other,” is addressed. Explain how devotion and commitment to others eliminates the limitation of such borders.
- Tell of ways that Charles’s nature has become much like Antonin Novacek’s, his father.

When I had been locked up and tortured in the Czech prison, and infected with vermin in Camp Lechfeld in Bavaria, these verses held me up and helped me to dare to hope; they still had the same effect in the New World (208).

- Explain what “dare to hope” means. Tell why the feeling of hope can be considered a daring or risky thing to do.
- Examine how Charles found salvation in the arts – poetry, painting, music, and performances.
- Review the poem “If” (Guide, pg. 11). Discuss phrases that you think most helped to empower Charles in his times of trouble.
- Review the poem. Which lines offer you inspiration, vision, strength and hope?



Kuwait
Painted By Charles Novacek

This was our first journey behind the Iron Curtain, and everywhere we went we found perversions and scars of the past, remnants of the Nazis and the Soviets. Saddened by all of this, when we returned home I kissed the ground in my Southfield backyard (223).

- A scar is a mark left by a healed wound. Though the physical pain is gone, the fibrous skin that covered the wound remains as a visual reminder of the injury endured. Explain why Charles desired to return to this scar-like place of pain and suffering.
- Can healing of a memory represent an emotional border crossing? How so?
- Tell how embracing one's past helps to enlighten the future.



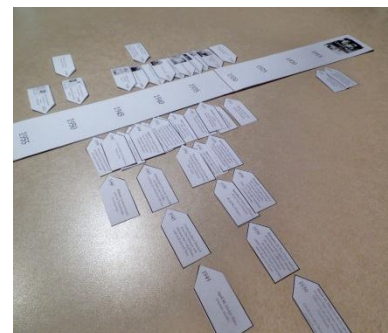
Charles in the New World - Detroit, MI
Painted By Charles Novacek

Border Crossings Timeline

Objective: To present and interpret key details of text in a visual manner.

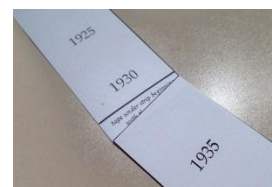
Materials:

- Timeline strips (Guide, pgs. 21-22)
- Timeline tabs (Guide, pgs. 23-26)
 - Historical Event Tabs
 - Charles Novacek Historical Event Tabs
- Tape
- Scissors
- *Border Crossings: Coming of Age in the Czech Resistance*



Procedure:

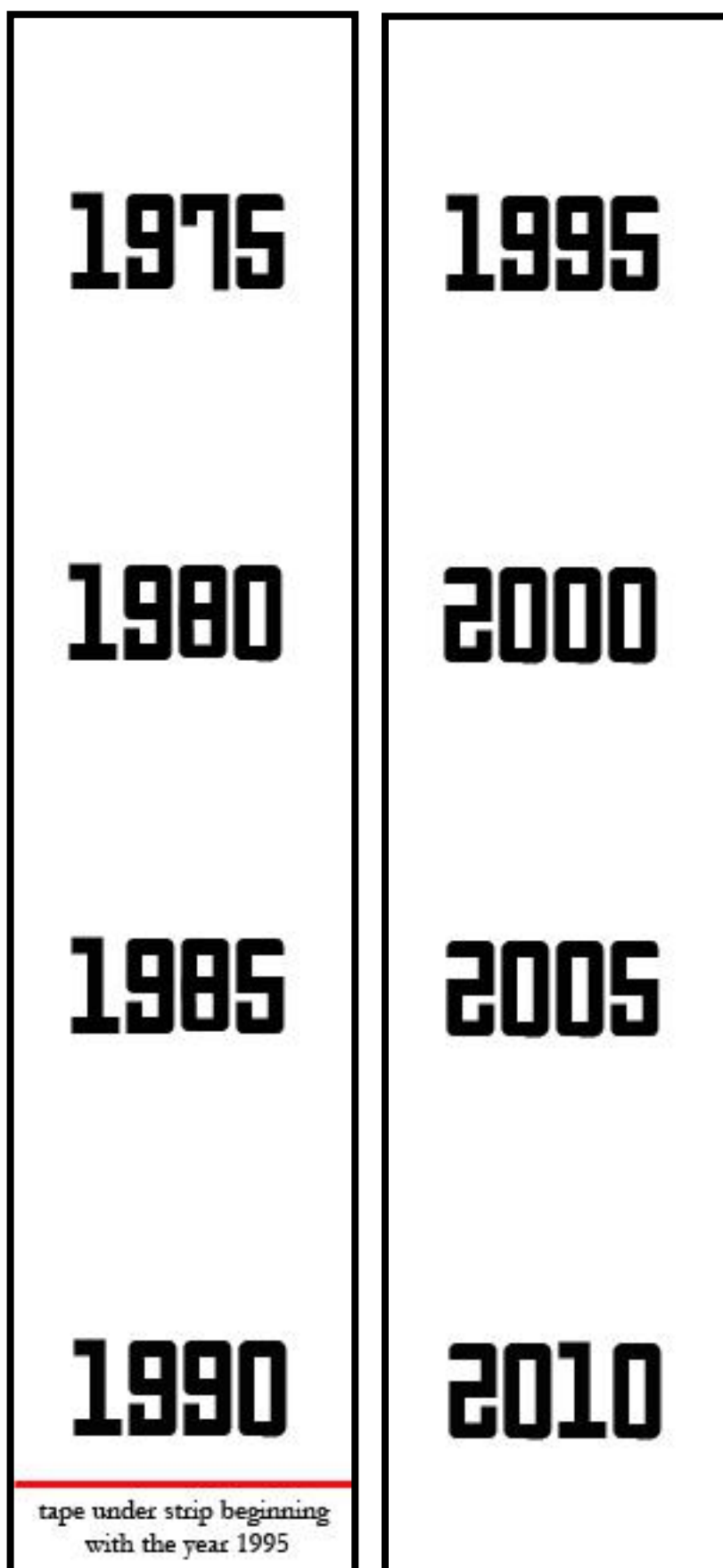
- Using scissors, trim around the borders of the Timeline and Historical Event tabs.
- Using tape, construct timeline by securing strips together in a sequential order.
- Lay Timeline on a flat surface.
- Match the dates printed on the timeline tabs close to the associating date along the Timeline:
 - Refer to the photographs (*Border Crossings*, pgs. 145-155) and Timeline section (*Border Crossings*, pgs. 237-242) in the book for deeper study of the information printed on tabs.
 - Place the Charles Novacek Historical Event tabs along the left side of the Timeline.
 - Place the Historical Events tabs along the right side of the Timeline.
- Closely observe the matched tabs alongside the Timeline:
 - Notice the placement in which a number of the tabs are clustered together at specific times in history. Consider how the tabs on both sides of the Timeline represent the political tension of the times and the effect on Charles's coming of age.
 - Compare the placement of the Charles Novacek Historical Event tabs and the Historical Events tabs. Tell how the placements of the two sets of tabs are similar.
 - Contrast the placement of the Charles Novacek Historical Event tabs and the Historical Events tabs. Tell how the placements of the two sets of tabs differ.



Writing Prompt: The term “coming of age” defines when an individual makes the transitions from childhood into adulthood. Use the information gained from closely studying the arrangements of tabs along both sides of the Timeline to write an informative essay examining the effect historical events – growing up during the Czech Resistance – had upon Charles Novacek’s coming of age.

Timeline Strips

1915	1935	1955
1920	1940	1960
1925	1945	1965
1930	1950	1970
tape under strip beginning with the year 1935	tape under strip beginning with the year 1955	tape under strip beginning with the year 1975



Historical Event Tabs

1993

January 1: Czechoslovakia split into two independent countries - Czech Republic and Slovakia.

1948

June: Klement Gottwald becomes president. He institutes a series of purges to eliminate Czech nationalists and prominent Czech Communists who oppose Russian rule.

1989

November: The Velvet Revolution brings an end to communism.

1947

Czech resistance to Communism begins to form.

1989

Vlasta is "rehabilitated" and receives recognition for her service to Czechoslovakia.

1946

Degrees of Nationalism are declared by Czech President Edvard Benes, resulting in most people of German background being expelled to Germany.

1989

November 8: Berlin Wall is torn down, as communism crumbles in Eastern Europe.

1945

May 8: Germany surrenders to the Allies.

1968

August 21: Five Warsaw Pact member countries invade Czechoslovakia; troops continue to occupy the country.

1945

May 10: Russian troops "liberate" (occupy) Prague.

1948

February: Communists seize power in Czechoslovakia in a coup d'etat.

1945

April 30: Adolph Hitler commits suicide.

1945 February 4-11: Roosevelt, Churchill, and Stalin meet at Yalta to discuss the direction of the war.

1941 December 11: United States enters World War II.

1945 Czechoslovakia is liberated from Nazi Germany with help from the United States and the Soviet red Army.

1939 September 1: Germany invades Poland.

1944 August 29: The Slovak National Uprising occurs, centered in the city of Banska Bystrica, against the Nazi regime installed in Bratislava.

1939 October 28: Medical student Jan Opletal is wounded in anti-Nazi demonstration in Prague and later dies on November 11.

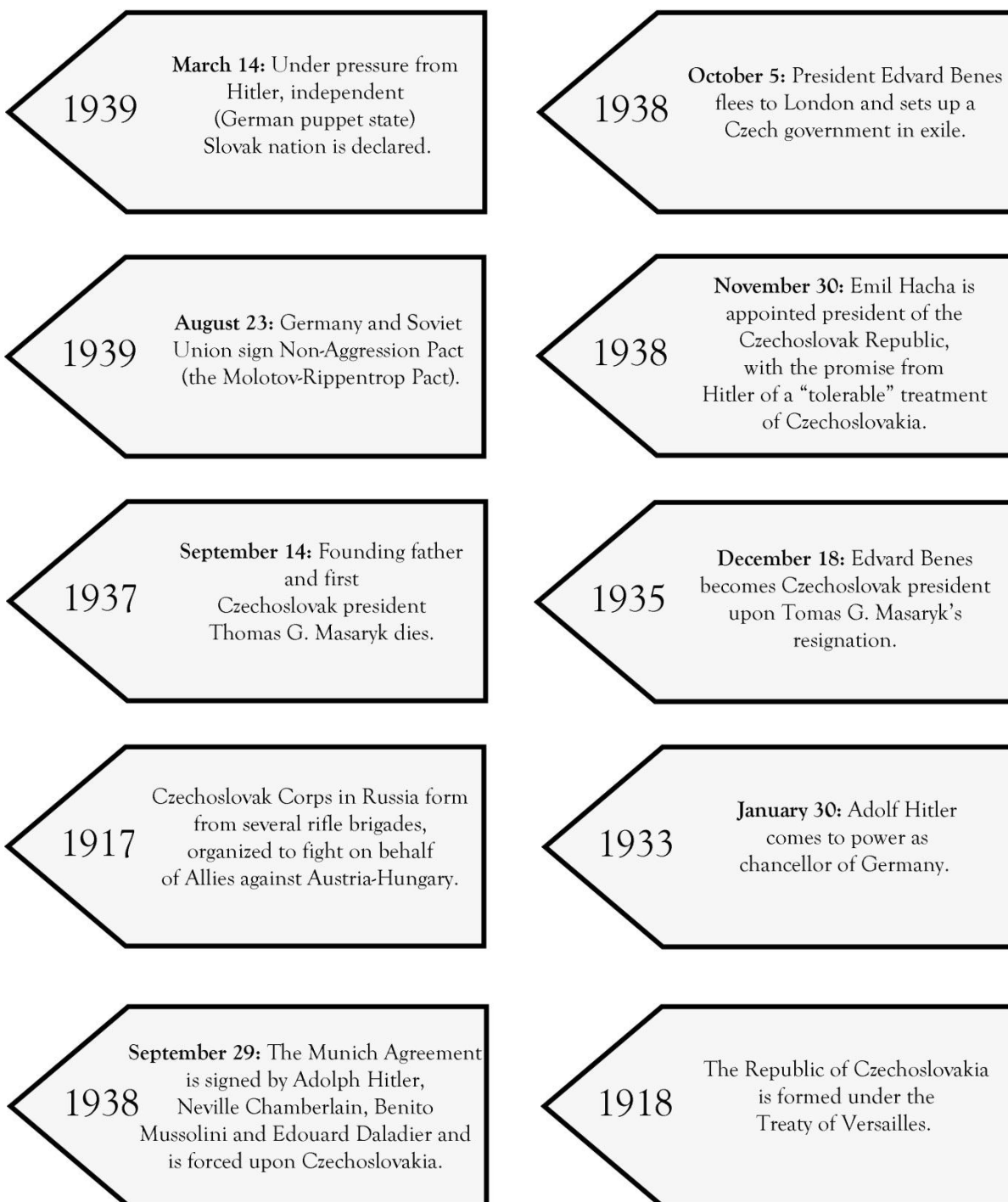
1943 December 12: Edvard Benes signs a friendship treaty with the Soviet Union creating closer economic and military relations.

1939 September 3: Britain and France declare war on Germany.
World War II begins.

1942 May 27: Nazi Protectorate head Reinhard Heydrich is attacked by the Czech Resistance and dies from blood poisoning. In June, villages in East Bohemia are destroyed by the Nazi's in retaliation for Heydrich's assassination.

1939 November 17: Nine Czech students protesting at Jan Opletal's funeral are executed, 1,200 students are sent to concentration camps, and many Czech universities and colleges are closed.

1941 September 27: Reinhard Heydrich is appointed Protector of Bohemia and Moravia, tightening Nazi control.



Charles Novacek Historical Event Tabs

July 13: Charles Novacek
dies in Detroit, Michigan

2007



Charles and Sandra
Novacek
at an art
show opening.

1997



Charles in front of a plaque
honoring
Josef Robotka
for his work in the
Czech Resistance.

1997

Charles becomes citizen
of the U.S.A.

1962



Charles and Valentina
Novacek's
documents
for
travel.

1951



Student identification
for State School
of
Industrial Engineering
in Brno.

1948

Charles arrested in Prague,
imprisoned and rescued.

1948



A still life painted
by Charles
at age 13.

1941



Charles wearing a suit. 1940

October: Novacek family expelled
from Slovakia to Moravia.

1938

May 11: Charles Novacek is
born in
Ozdany, Slovakia.

1928



Charles next to one
of his father's
beehives.

1930



Charles and Vlasta. 1932



Charles as a boy. 1934



Novacek family
camping near
Brusno. 1933



Charles as a boy. 1937

November 2: Vienna Arbitration is
forced upon Czechoslovakia.

The Novaceks are expelled to
Namest nad Oslavou in Moravia,
near the birthplace of Charles's father.

1938

Nov. 12: Charles escapes
Czechoslovakia
by crossing the border
into Germany.

1948

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Common Core State Standards Alignment

English Language Arts Standards » Reading: Informational Text		Discussion Questions	Crossword Puzzle	If	Free Verse Poetry	Timeline
CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	x	x	x
CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	x		x	x	x
CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	x		x	x	x
CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.			x		
CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	x	x	x	x
CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	x	x	x	x	x
CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	x		x	x	x
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	x		x	x	x
CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	x	x	x	x	x
CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	x		x	x	x
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	x	x	x	x	x
CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	x		x	x	x

English Language Arts Standards » Writing		Discussion Questions	Crossword Puzzle	If	Free Verse Poetry	Timeline
CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✕		✕
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✕	
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✕	✕	✕
CCSS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✕	✕	✕
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✕		✕
CCSS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			✕	✕	✕
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✕	
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✕	✕	✕
CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			✕		✕
CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				✕	
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✕	✕	✕
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			✕		✕

English Language Arts Standards » Writing (cont.)

		Discussion Questions	Crossword Puzzle	If	Free Verse Poetry	Timeline
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				✕	
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✕	✕	✕

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✕		✕		
CCSS.ELA-Literacy.SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✕		✕		✕
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✕		✕		✕
CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	✕		✕		✕
CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					✕
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✕		✕		
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✕		✕		✕
CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✕		✕		✕

English Language Arts Standards » Speaking & Listening
(cont.)

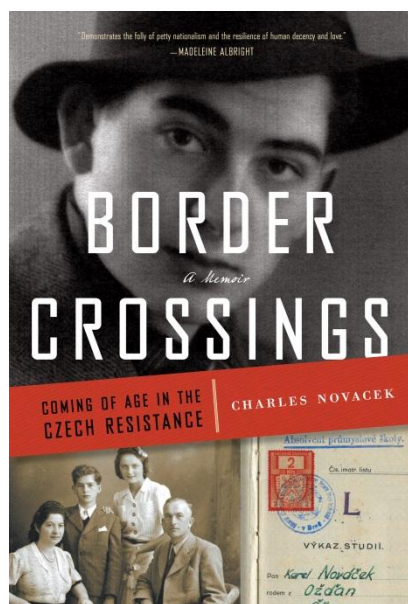
		Discussion Questions	Crossword Puzzle	If	Free Verse Poetry	Timeline
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	x		x		x
CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	x		x		x
CCSS.ELA-Literacy.SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	x		x		x
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	x		x		x
CCSS.ELA-Literacy.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	x		x		x

English Language Arts Standards » History/Social Studies

CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	x				x
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.					x
CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	x	x	x	x	x
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.					x

CCSS.ELA-Literacy.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	x	x	x	x	x
CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	x	x	x	x	x

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