Directions: As you come across words in bold in “The Boy Who Fought Hitler,” ask yourself if you know them or if you can figure them out from context. Check their meanings here. Then complete the activity on the following page.

1. anti-Semitism: “Anti-Semitism—prejudice against Jewish people—is a fact of life in Warsaw, as it is in many European cities.” (p. 6)
   Meaning: prejudice and discrimination against Jewish people

2. humiliated: “The German people felt humiliated, tired, and bitter.” (p. 6)
   Meaning: ashamed or embarrassed

3. political party: “Hitler and his political party—the Nazis—gained power by tapping into these feelings.” (p. 6)
   Meaning: an organization of people who have similar beliefs and ideas about government and who work to have their members elected

4. rituals: “But their unique religion and rituals often kept them separate.” (p. 6)
   Meaning: acts that are always performed in the same way, usually as part of a religious or social ceremony

5. inferior: “He said they were ‘subhuman’ and ‘an inferior race.’” (p. 6)
   Meaning: of less importance or value

6. eliminate: “Eliminate the Jews,” Hitler proclaimed, “and you eliminate will all of Germany’s problems!” (p. 6)
   Meaning: get rid of

7. synagogues: “Synagogues were destroyed. Jewish-owned businesses were vandalized or burned to the ground.” (p. 6)
   Meaning: special buildings where Jews meet to worship and learn about their religion

8. ghetto: “The area, which became known as the Warsaw ghetto, was surrounded by a 10-foot wall topped with barbed wire and broken glass.” (p. 7)
   Meaning: a small section of a European city where Jewish people were once forced to live

9. epidemic: “An epidemic of the deadly illness typhus swept through the crowded apartments, killing thousands.” (p. 8)
   Meaning: a situation in which a serious disease spreads quickly among many people
Words to Know, p. 2

10. sabotaged: “They blew up factories, sabotaged railroads, stole weapons shipments, and upset the flow of supplies to German troops.” (p. 8)
   Meaning: damaged or destroyed on purpose

11. executed: “Many of the Nazis who helped murder Ben’s family were executed for their crimes.” (p. 9)
   Meaning: put to death

Directions: For each statement below, fill in the circle to show whether you think it’s true or false. Briefly explain your choice.

1. If your short story were to win the first prize in a writing contest, you would probably feel **humiliated**.
   A true     B false
   Explain:__________________________________________
   ______________________________________________
   ______________________________________________

2. During a flu **epidemic**, doctors might see many more patients each day than usual.
   A true     B false
   Explain:__________________________________________
   ______________________________________________
   ______________________________________________

3. A campaign to **eliminate** litter in your neighborhood would likely lead the streets to become filled with garbage.
   A true     B false
   Explain:__________________________________________
   ______________________________________________
   ______________________________________________
Think About It!

Close-Reading Questions: After reading “The Boy Who Fought Hitler,” go back and reread sections to answer the questions below.

1. Reread the first line of the article. Why do you think the author describes Ben Kamm as someone you might know?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
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________________________________________________________________________________________________________

2. Reread the section “Hateful Lies.” How did Hitler convince Germans and other Europeans to turn against the Jewish people around them? What happened as a result?

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3. In the section “Nazi Invasion,” what happened on October 12, 1940? How did this affect Ben and his family?

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________________________________________________________________________________________________________

Continued on next page >
4. Reread “Jewish Fighters.” What does this section header refer to?

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________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

5. Based on “Terrible Rumors,” what do you learn about the kind of person Ben was?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

6. In “Luck and Sorrow,” what was the partisan base where Ben lived like?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
Think About It! p. 3

7. What happened to Hitler and the Nazis when the war ended? What happened to Ben?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

8. In the end, Ben says he considers himself lucky because he’s “alive and can tell the story.” Why is telling the story important?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
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9. Some stories have more than one main idea. In this article, what is a main idea about what happened during World War II? What is a main idea about Ben and the partisans?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Directions: After reading “The Boy Who Fought Hitler,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:
1. Reread the first line of the article. Why do you think the author describes Ben Kamm as someone you might know?
2. Reread the section “Hateful Lies.” How did Hitler convince Germans and other Europeans to turn against the Jewish people around them? What happened as a result?
3. In the section “Nazi Invasion,” what happened on October 12, 1940? How did this affect Ben and his family?
4. Reread “Jewish Fighters.” What does this section header refer to?
5. Based on “Terrible Rumors,” what do you learn about the kind of person Ben was?
6. In “Luck and Sorrow,” what was the partisan base where Ben lived like?
7. What happened to Hitler and the Nazis when the war ended? What happened to Ben?

Critical-Thinking Questions:
8. In the end, Ben says he considers himself lucky because he’s “alive and can tell the story.” Why is telling the story important?
9. Some stories have more than one main idea. In this article, what is a main idea about what happened during World War II? What is a main idea about Ben and the partisans?
Think About It!

Close-Reading Questions: Read “The Boy Who Fought Hitler.” Then go back and reread sections of the article to answer the questions below. We’ve started the first answer for you.

1. In the first section of the article, the author describes Ben Kamm as a kid like you. In what ways might you be similar to Ben?

   Like Ben Kamm, I
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________

2. Reread the section “Hateful Lies.” What were some of the “hateful lies” that Adolf Hitler told about Jewish people?

   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
   ______________________________________________________________
   
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   ______________________________________________________________
   
   ______________________________________________________________
   
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Continued on next page >
3. What happened on October 12, 1940? How were Ben and the other Jews of Warsaw treated on that day?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

4. What were conditions like in the Warsaw ghetto?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It! p. 3

5. Reread the section "Jewish Fighters." What did the partisans do?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

6. Based on "Terrible Rumors" and "Luck and Sorrow," what can you conclude about what Ben was like? Give examples to support your answer.

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Critical-Thinking Question (big question about the whole story):

7. The end of the article says Ben considered himself lucky because he “can tell the story.” Why do you think he wanted to tell his story?

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Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article “The Boy Who Fought Hitler.”

1. Look at the headline, subhead, and illustration on pages 4-5. How do these features help get you interested in the article?

2. Look at the photograph and read the caption at the top of page 7. What can you infer about how the people were feeling at the moment this picture was taken?

3. What information does the map on page 7 add to the article? What does it tell you about Europe in 1942?

4. Why do you think the photo and caption “The End of War” on page 9 were included?

5. Study the photo and caption of Ben Kamm on page 9 and read the section “Luck and Sorrow.” How does the text explain why Ben might be smiling?

Storyworks S-T-R-E-T-C-H Compare the photographs of the Nazi soldiers on page 6 and the rebel fighters on page 8. Describe the differences you see, and explain what these differences tell you about each group.
Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of “The Boy Who Fought Hitler”

“The Boy Who Fought Hitler” is about ______________________________________________________

____________________________________________________________________________________

It tells the story of Ben Kamm, a Jewish boy who ____________________________________________

____________________________________________________________________________________

Ben, his family, and all the Jewish people in the area ________________________________________

____________________________________________________________________________________

Conditions in the ghetto were horrible. For example, _______________________________________

____________________________________________________________________________________

One day, Ben escaped the ghetto and _____________________________________________________

____________________________________________________________________________________

By the time the Nazis were defeated in 1945, ___________________________________________

____________________________________________________________________________________

Determined to rebuild his life, Ben _________________________________________________________

____________________________________________________________________________________
Quick, Tell Me What Happened!

Your friend Sophie was absent from school and didn’t get to read “The Boy Who Fought Hitler” in Storyworks. You call her to tell her about it, but she has only one minute before she must leave to go on a family hike. Quick, give her a short summary!

Directions: Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Think about:

   What do the headline and subhead on pages 4-5 suggest the article is about? __________________________
   What appears in the pictures in the article? ____________________________________________________
   What main problems does the article tell you about? ____________________________________________
   _______________________________________________________________________________________

   Use what you wrote to write a topic sentence for your summary:
   _______________________________________________________________________________________

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don’t have to be complete sentences. We’ve given you some examples (and crossed out what does not belong).

   Opening Section
   _______________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________
   Ben was Jewish boy, lived with family in Warsaw, Poland
   Ben zigzagged around fruit sellers.
   Jews faced prejudice in Warsaw and in other European cities.

   “Hateful Lies”
   _______________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________

   “Nazi Invasion”
   _______________________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________
Quick, Tell Me What Happened! p. 2

“Jewish Fighters”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Terrible Rumors”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

“Luck and Sorrow”

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that’s missing.
   Ask yourself:
   * Did I include information about what happened? Where and when it happened? Why it happened? Who was involved? How it ended?
   * Is there a detail or two describing what the main events were like?
   * Did I write down details that aren’t essential for understanding the main events? Get rid of those! (See example on page 1.)

4. Number your notes above so you can retell them in an order that makes sense.

5. Use your topic sentence and your notes to write your one-paragraph summary on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it’s clear and that it sums up what’s important in the article. Then you can share your summary with your friend Sophie!
Finding the Main Ideas

Books and articles often have more than one main idea. In “The Boy Who Fought Hitler,” the author presents one main idea about Ben Kamm and the other partisans, and another main idea about Adolf Hitler and the events of World War II. This activity will help you identify these main ideas.

Directions: Answer the questions below with details from the article “The Boy Who Fought Hitler.” You will then put the details together to figure out the main ideas.

I. Main Idea About Ben and the Other Partisans

1. What was Ben Kamm’s life like before World War II? Include details from the article in your answer.

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

2. How did Ben respond to the lack of food in the Warsaw ghetto? What does this tell you about him?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

How does the way Ben got food in the ghetto compare with what you read about his life before the war?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

3. What are some things the partisans did to fight back against the Nazis?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Did many of the partisans have experience as soldiers? What does this tell you about them?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Continued on next page >
Finding the Main Ideas, p. 2

4. What did Ben do as a partisan? How does this compare to his life before the war?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Main Idea: Think about your answers to questions 1-4. What is a main idea about Ben and the partisans?

II. Main Idea About Adolf Hitler and the Events of World War II

5. How did some Europeans feel about Jews? How did Adolf Hitler use these feelings to turn people against Jewish neighbors, families, and business owners?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

6. In what ways did hateful thoughts and words lead to horrible actions against Jewish people?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

7. How was Ben’s family affected by Hitler’s plans?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Main Idea: Think about your answers to questions 5-7. What is a main idea about Hitler and the events of World War II?
Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about “The Boy Who Fought Hitler.”

1. What is the main purpose of the article? ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  

   Which overall text structure does the author use to achieve this purpose?  
   ____________________________________________  

2. In the first three paragraphs of the opening section, the author compares Ben Kamm to “you and your friends.” What are some examples of this?  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  

   Why do you think the author opens the article this way?  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  
   ____________________________________________  

   **Description**  
   Includes details to help you picture or get to know a person, place, thing, or idea.  

   **Cause and Effect**  
   Explains why something happened (cause) and what happened as a result (effect).  

   **Problem and Solution**  
   Presents a problem and explains how it is solved.  

   **Compare and Contrast**  
   Presents the similarities and/or differences between two items, such as events, time periods, or places.  

   **Sequence of Events**  
   Describes events in the order in which they happen. This is also called chronological order.
3. In the section “Hateful Lies,” the author uses a cause-and-effect structure to explain a series of events that led to Hitler’s rise to power in Germany and what happened after. For the cause given, write three effects on the lines below. (You may quote lines from the article or rewrite them in your own words.)

**Cause:** Hitler blamed the Jews for Germany’s problems.

**Effect 1:**

________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

**Effect 2:**

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

**Effect 3:**

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

4. The author uses sequence of events as the text structure for the section “Luck and Sorrow.” Which phrases show you that this is a sequence-of-events structure?

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_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
“The Boy Who Fought Hitler” Quiz

Directions: Read the article “The Boy Who Fought Hitler” in the May/June 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which word best describes Ben Kamm’s life before the Holocaust?
   A) fearful  B) happy  C) difficult  D) dangerous

2. What effect did Hitler’s lies about Jewish people have in Warsaw and other European cities?
   A) People refused to believe Hitler’s words.
   B) Everyone worked together to end the Warsaw ghetto.
   C) People protected the Jews.
   D) Many turned against their Jewish neighbors.

3. Which line below supports the answer to question 2?
   A) “Many died in prisons known as concentration camps.”
   B) “Jewish-owned businesses were burned to the ground.”
   C) “Hitler’s words spread from Germany to other countries in Europe.”
   D) “Jewish people had lived in Germany and throughout Europe for centuries.”

4. What does sabotaged mean in the line “They blew up factories, sabotaged railroads, stole weapons shipments . . .”
   A) protected  B) captured  C) destroyed  D) built

5. Which statement about the partisan camp is false?
   A) Life in the camp was dangerous.
   B) The camp was like a small town.
   C) The camp was in a forest.
   D) German soldiers destroyed the camp.

6. “The Boy Who Fought Hitler” is mainly about . . .
   A) Ben Kamm’s experiences in Poland during World War II.
   B) the end of World War II.
   C) the rise of Hitler.
   D) the German army.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. What are two details in the article that describe the Warsaw ghetto?

8. What details in the article support the idea that Ben Kamm was brave?
“The Boy Who Fought Hitler” Quiz

Directions: Read the article “The Boy Who Fought Hitler” in the May/June 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What serious problem did Ben Kamm face in Warsaw before World War II?
   - A. overcrowded streets
   - B. homelessness
   - C. poverty
   - D. anti-Semitism

2. Why did many people believe the lies Adolf Hitler told about Jewish people?
   - A. They believed everything they heard.
   - B. They were already suspicious of Jewish people because they didn’t understand their religion.
   - C. Jews had only recently moved to Europe.
   - D. Hitler controlled most of Europe.

3. Which line from the article supports your answer to question 2?
   - A. “Hitler rose to power in Germany during a time when the country was struggling.”
   - B. “Hitler’s words spread from Germany to other countries in Europe.”
   - C. “His lies fanned the flames of centuries-old prejudice against Jewish people.”
   - D. “By 1945, 6 million Jewish men, women, and children would be dead.”

4. You can infer that Ben felt _____ as he and his family were forced into the ghetto.
   - A. weak
   - B. terrified
   - C. resigned
   - D. curious

5. Which line from the article supports your answer to question 4?
   - A. “Ben’s family moved into one small room.”
   - B. “Roughly 400,000 Jewish people were crammed into the ghetto.”
   - C. “No one was permitted to bring more than a few belongings.”
   - D. “Ben gripped his younger brother’s hand, his heart pounding with fear and horror.”

6. What does Ben’s decision to join the partisans show about him?
   - A. He was friendly.
   - B. He was foolish.
   - C. He was brave.
   - D. He was fearful.

7. In the sentence “Many of the Nazis who helped murder Ben’s family were executed for their crimes,” executed means _____.
   - A. put to death
   - B. sent to prison
   - C. killed in battle
   - D. released from jail

8. This article is mainly about . . .
   - A. the German invasion of Poland at the beginning of World War II.
   - B. Ben Kamm’s life before the war.
   - C. how Hitler rose to power.
   - D. Ben’s experiences in Poland during World War II.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. How do key details in the article help you understand what it was like to live in the Warsaw ghetto? Give three examples.

10. What do the map, photographs, and captions in the article tell you about life in Europe during World War II?
The Boy Who Fought Hitler

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Either/Or Questions</th>
<th>Short-Answer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>These questions allow students who are new to English to show their understanding with a simple answer.</strong></td>
<td><em>These questions allow students to use the language in the question to support their answer.</em></td>
<td></td>
</tr>
<tr>
<td>1. Were many Germans prejudiced against Jewish people before Hitler came to power? (Yes, they were.)</td>
<td>1. Were the German people struggling or doing well when Hitler came into power? (They were struggling.)</td>
<td></td>
</tr>
<tr>
<td>2. Did the Nazis control most of Europe in 1942? (Yes, they did.)</td>
<td>2. Was it easy or difficult to get out of the Warsaw ghetto? (It was difficult.)</td>
<td></td>
</tr>
<tr>
<td>3. Did Ben face danger when he snuck out of the ghetto? (Yes, he did.)</td>
<td>3. Was Ben a brave person or a coward? (He was a brave person.)</td>
<td></td>
</tr>
<tr>
<td>4. Were the partisans on Hitler’s side? (No, they weren’t.)</td>
<td>4. Were the partisans all experienced fighters, or were some just teenagers? (Some of the partisans were just teenagers.)</td>
<td></td>
</tr>
<tr>
<td>5. Did the partisans save people’s lives? (Yes, they did.)</td>
<td>5. Did Ben take any of his brothers to the partisan base, or did they stay in the ghetto? (Ben’s brothers stayed in the ghetto.)</td>
<td></td>
</tr>
<tr>
<td>6. Was Ben able to save his family members’ lives? (No, he wasn’t.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ben Kamm Contest

My name: ____________________________________________
Teacher's name: ______________________________________
School name: _________________________________________
School address: _______________________________________
(Remember to include city, state, and ZIP code!)
School phone: _________________________________________
Parent’s name and email (optional): __________________________

See page 9 of the May/June 2018 issue of Storyworks for more information about this contest.

My Response

Write a speech for a Holocaust remembrance ceremony explaining the brave actions Ben Kamm took and why they were necessary.

Entries will be judged on:

➤ a clearly stated main idea
➤ good organization and transitions
➤ effective use of supporting evidence
➤ grammar, spelling, and punctuation

________________________________________
________________________________________
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Continue on another piece of paper if you need more room.