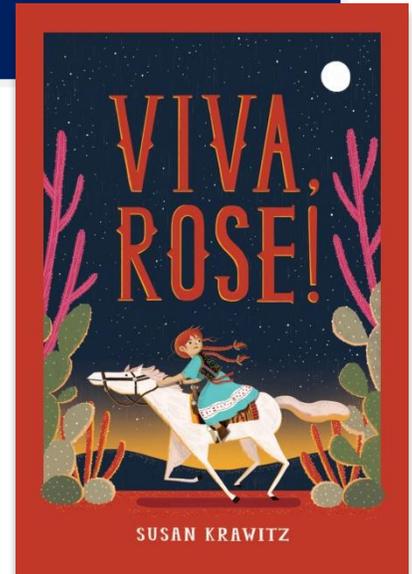


EDUCATOR'S GUIDE

VIVA, ROSE!

Susan Krawitz

When Rose, a young Jewish immigrant from Russia, decides to find her older brother who has joined Pancho Villa, a Mexican revolutionary, her life takes a turn. She learns about the commonality among different people and cultures in the desire for freedom and equality, and what she is willing to risk to get hers back.



9780823437566 • Ages 10 up • E-book available

Guided Reading Level: U

Grade: 5

Interest Level: Grades 4–8

Instructional Standards

Reading Literature: RL.5-6.1,2,3,4,5,6,10

Writing: W.5-6. 2,3,4,6,7,8,9,9a,10

Speaking and Listening: SL.5-4.1,4,5,6

Language: L.5-6.3,4,5,6

“If you have never known bondage, then you cannot know how great a gift is freedom.”

What does this quote from *Viva, Rose!* mean? What significance does this quote have in the story?

SETTING

1. Describe the details of place and time. What is the atmosphere and mood during the course of action, including during the conflict and at the climax?
2. How does the author use visualization to enhance the meaning and tone of the setting?

PLOT STRUCTURE AND DEVICES FROM *VIVA, ROSE!*

1. Using evidence from the text, describe one important event in the book and explain why it is significant to the story.

Exposition: How does the author give background information about the characters, setting, and situation?

Complication: When does the first problem arise and develop? What other problems begin to arise and continue to develop?

Crisis: What is the moment of decision for Rose? When is she faced with her internal conflict and realizes she must make a decision?

Climax: When does Rose make her decision and act on it? What is the highest point of interest? When is the suspense over?

Resolution: How does the author tie up loose ends?



Foreshadowing: Looking back to the beginning of the story, what is Susan Krawitz’s purpose for writing, “I hope you know what a truly great cause your brother is aiding. Truly, truly great” (page 38). How did that make you feel when you read the paragraph? Find other examples of how the author uses foreshadowing.

CHARACTERIZATION

1. Compare and contrast Rose and Dorotea.
2. How does the author let you get to know Rose’s character? Find examples from the story. Write about her beliefs, dreams, fears, strengths and weaknesses, vices, and talents.
3. Describe the other important characters in the book. What kinds of people are they? (Abe, father, Dorotea, Jack, Mr. Pickens, Juanita, Al, Miss Polly . . .)
4. How do the characters conduct themselves? What do they say and do to reveal themselves?
5. How do other characters in the story feel about them? Discuss how the feelings about characters change from the beginning to the end of the story.
6. How do the characters have different points of view about the Mexican Revolution and Pancho Villa?
7. As the plot progresses, characters in the story have nicknames. Discuss some of the names in the story and their significance (La cucaracha, Rosala, Dotty, Ugly).

THEMES

1. In your own words, explain the central message(s) in *Viva, Rose!* (freedom, lying, family, culture, friendship, perseverance).
2. What point about human values or experiences is she trying to make? What do you think is her attitude toward these ideas?
3. How were the themes reflected through the setting, plot, and character development?
4. What did you come away with as a reader?
5. What were you thinking about as you closed the book?

CONFLICT

1. Discuss the people, forces, ideas, interests, and values that oppose each other in the story. What important decisions do the characters have to make? What do these things represent?
2. What are the different types of conflict in *Viva, Rose!?*
 - Man vs man
 - Man vs self
 - Man vs nature
 - Man vs society
 - Man vs fate
3. Word work: Go back to the book. As you read, find a minimum of 25 words that are new or unfamiliar to you. Include words in Yiddish and Spanish. For each word, write:
 - the page number on which you find it
 - the context in which you find it (copy the sentence or phrase from the book and underline the word)
 - your best guess of the word’s meaning based on the clues available
 - the dictionary definition of the word and any other common forms of the word
 - your own original sentence using the word or form of the word that demonstrates an understanding



WRITING CONNECTIONS

1. Write a prequel to the story (one chapter that took place before the novel started).
2. How is the main character of the novel similar to a person that you know? Discuss your answer in an essay.
3. What is the role of the media in the story? How is it the same or different from today?
4. Pretend that you are the author and you have been asked to explain which parts of the novel were the easiest and the hardest for you to write.
5. This story integrates different cultures (Mexican, Russian). Explain what most fascinated you.
6. Write a poem that describes the moment when Rose and Abe connect.
7. Write an essay describing changes that the main character underwent through the novel.
8. Write about why you like the ending or how you would change it.
9. Interview one of the characters and ask him/her to explain some of the actions in the novel.
10. Write a newspaper article for the local paper from the beginning, middle, and end of the story.
11. How does the Author's Note help make connections? How does it support specific events in the story?

Choose a topic, research it, and create a PowerPoint Presentation in small groups.

- Mexican Revolution and Pancho Villa
- Immigration of Jewish people from Russia and Poland into Galveston, Texas

FIGURATIVE LANGUAGE

What did the following mean in the book? Who said it and why?

- "He'll be home eventually, safe and sound."—page 13
- "The vild vest"—page 23
- "Hated by thousands, and loved by millions"—page 219
- "My stomach went heavy, like it was full of rotten fruit."—page 29
- "If a man is destined to drown, he can drown in even a spoonful of water."—page 31
- "To hide in plain sight works only if no one sees you."—page 49
- "It was like a pile of manure had been heaped between them and they were taking turns shoveling it back and forth."—page 61
- "A fight for justice is a call to every valiant soul."—page 86
- "She seemed completely deaf to the language of my eyes."—page 114
- "It is difference they fear."—page 120
- "Pancho Villa's eyes looked dark as the deep middle of a pond."—page 141
- "And when he said my name in a voice of wonder, my heart burst into a thousand flaming pieces."—page 158

Guide written by Marla Conn, reading/literacy specialist and educational consultant

ABOUT THE AUTHOR

Susan Krawitz is a freelance writer and editor who lives with her daughter, two orange cats, and a small flock of affectionate chickens on an old farmstead in New York's Hudson Valley. This is her first novel.

