



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 7

Language Arts 707

The Hiding Place: A Study Guide

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The Hiding Place: A Study Guide

Introduction

Note: To complete this LIFE PAC®, you will need the following book (paperback edition recommended): *The Hiding Place* by Corrie ten Boom with John and Elizabeth Sherrill. The learning activities and test items in this LIFE PAC are taken both from the reading assignments in the book and from the LIFE PAC itself.

In *The Hiding Place*, Corrie ten Boom shares with the reader the wonderful way that God used her family during World War II. The ten Boom family helped hundreds of Jews escape certain death at the hands of the Nazis. Members of the ten Boom family were willing to risk their own lives to help those persecuted people—and several members of the family did pay that high sacrifice. Corrie’s family had great faith in God. Whatever happened, they knew it was His will. Their attitude should be a message to each of us: If we are willing to face whatever God has for us, He will use us to His honor and glory.

As you read *The Hiding Place* and work on several activities centered around the book, you will study the different types of personality traits that the authors describe in their books. You will learn how to decide if these characters are favorable or unfavorable. You will learn how to look for both the strengths and the weaknesses of characters and will also have the opportunity to write your own character sketch.

As you read, listen, or speak, you need to know how to find main facts and the essential details that support them. You will also study the different reasons an author writes and will have the opportunity to explain Corrie ten Boom’s purpose for writing.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Relate and arrange events in proper chronological sequence.
2. Explain some of the significant historical facts of World War II as a background for *The Hiding Place*.
3. Describe the impact of Nazi imprisonment upon the lives of the major characters.
4. Identify personality traits, both strengths and weaknesses, in characters.
5. Identify main points and essential details in your reading and speaking.
6. Write a character sketch.
7. Discriminate between biography and autobiography.
8. Explain five purposes of writing.
9. Explain the importance of Christian faith in the lives of the characters in *The Hiding Place*.
10. Identify and define new words and use them correctly.
11. Spell correctly several new words.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

A large rectangular area with horizontal ruling lines for writing questions. The lines are evenly spaced and extend across the width of the area.

1. NORMAL LIFE

The Hiding Place is **set** in Holland in the late 1930s and early 1940s—the period of history leading up to, and including, World War II. This section of the LIFE PAC deals with chapters 1–5 of *The Hiding Place*. As you read each of these

chapters of *The Hiding Place*, you will complete the accompanying exercises provided in this LIFE PAC.

You will learn to recognize the sequence of events in *The Hiding Place*.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Relate and arrange events in proper chronological sequence.
2. Explain some of the significant historical facts of World War II as a background for *The Hiding Place*.
9. Explain the importance of Christian faith in the lives of the characters in *The Hiding Place*.
10. Identify and define new words and use them correctly.
11. Spell correctly several new words.

VOCABULARY

Study these words to enhance your learning success in this section.

characters (kar' ik turs). Persons in a play, story, and so forth.

fiction (fik' shun). Imaginative prose, something made up.

flashback (flash' bak). To return to some event or scene of a previous time.

foreshadowing (fôr shad' ô ing). To indicate before hand.

nonfiction (non fik' shun). A work that is factual in content.

set (set). Place where a story takes place.

Note: All vocabulary words in this LIFE PAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

SEQUENCE OF EVENTS

As the story begins, the ten Booms are preparing for a celebration. It has been a hundred years since their watch shop opened. It seems that nearly all of Haarlem has come to see them on this day and to celebrate with them. It is a day of great happiness, although it is

slightly shadowed by the things that will come soon.

As you read this assignment, you will need to pay particular attention to the characters and to their relationships to one another.

**Read chapter 1 of
The Hiding Place.**





Match these items (you may use your book).

- | | | | | |
|-----|-------|----------------|----|---|
| 1.1 | _____ | Herman Sluring | a. | saleslady-bookkeeper for the ten Booms |
| 1.2 | _____ | Toos | b. | owner of the other watch shop in town |
| 1.3 | _____ | Nollie | c. | called Pickwick because he looked like a Dicken's character |
| 1.4 | _____ | Herr Gutlieber | d. | a city in Holland |
| 1.5 | _____ | Peter | e. | Corrie's nephew |
| 1.6 | _____ | the Beje | f. | the Jew Willem brought to the party |
| 1.7 | _____ | Haarlem | g. | the house lived in by Corrie's family |
| 1.8 | _____ | Willem | h. | Corrie's brother |
| | | | i. | Corrie's sister |

The sunny January day described in the first chapter seems to represent the happy life enjoyed by Corrie's family. The day starts with Corrie's getting-up routine. The doorbell announces the arrival of the delivery boy and a bouquet of flowers for the party. As Corrie describes each event of the day, she reveals information about herself, her family, and her life.

In the middle of this holiday mood and description, comes a hint of disaster. The Jewish man who comes to the party with Willem has been injured—a victim of the growing persecution of the Jews. The appearance of this guest introduces the conflict of the story—the persecution of the Jews by the Nazis.

An author often uses clues or hints to suggest that something is going to happen in the future. This technique is called **foreshadowing**. Corrie ten Boom uses foreshadowing in this chapter. When she asks, "How could I foresee ... that ... I ... would ... (dare) to go no closer for fear of what was taking place behind Nollie's starched curtains?"



| Hiding Place in the ten Boom House

**Complete this activity.**

1.9 Near the end of the first chapter find an example of foreshadowing. _____

In this chapter you will learn about the early life of the author, Corrie ten Boom, and about her family at that time. Corrie was six years old, and her sister Betsie was thirteen.

Read chapter 2 in
The Hiding Place.

**Write true or false.**

- 1.10 _____ The word *Tante* means *aunt*.
- 1.11 _____ Corrie's family was quite close.
- 1.12 _____ Corrie's father always answered Corrie's questions directly.
- 1.13 _____ Mr. ten Boom usually tucked his children in bed nightly.
- 1.14 _____ Corrie was always strong and unafraid.

The second chapter begins with a **flashback**. You may remember from your study of the biography selection about Dolley Madison (Language Arts LIFEPAC 703) that the flashback technique is used to explain something that happened before the time of the story.

Corrie's flashback in this chapter describes events from 1898 when Corrie was six years old and Betsie was thirteen.

Corrie reflects over these happy years of her life. She has tried everything she can think of to avoid going to school when she becomes six, but her father takes her to school anyway. Corrie has wonderful memories of her father and

times she has spent with him. On Mondays in the summer, she goes to Amsterdam with him. They buy watches and parts and get the correct time from the Naval Observatory. At this time she can ask her father questions and talk to him without anyone interrupting them. He always has the right answer for her, whether he gives Corrie the answer directly or indirectly.

Corrie reveals one of her fears in this chapter after she has gone with her mother to call on a poor family. She is upset by the sight of the dead baby and suddenly becomes afraid that her father will die too.



Answer these questions.

1.15 What were Corrie's feelings about death? _____

1.16 What did her father tell her that took away her fear? _____

A reading skill necessary for good understanding is ordering, or sequencing, chronological events. This skill simply involves being able to tell when each event happened in relationship to the other events. You should pay particular

**Read chapter 3 in
The Hiding Place.**



attention to the order of important events as you read this chapter.



Complete this activity.

1.17 Number these events in chronological order.

- a. _____ Tine and Willem marry
- b. _____ Tante Bep develops tuberculosis
- c. _____ Karel introduces his fiancée
- d. _____ Tante Jans discovers she has diabetes
- e. _____ Corrie meets Karel
- f. _____ President Wilson announces that he will send troops to France

Corrie has her first experience with love in this chapter. She and Karel enjoy each other's company. Corrie assumes they will marry some day. Her brother warns her that Karel plans to

"marry well." She is hurt when Karel announces he is engaged to another. Her father helps her deal with her feelings.

**Answer these questions.**

1.18 According to Corrie's father, what is the strongest force in the world?

1.19 What are two choices her father says a person has when he is hurt by love?

a. _____

b. _____

The fourth chapter takes place after World War I has ended. It is also a part of the flashback Corrie used to explain her early life.

Corrie's mother becomes very ill. She has a cerebral hemorrhage and goes into a coma. She regains consciousness after two months and gradually recovers limited use of her arms and legs. She is able to move around with help. Her speech, however, does not return. She is

Read chapter 4.

able to communicate with her family for the three years before she dies, and through them she continues the good works that she has always done for the town.

**Complete these statements from your reading of the chapter.**

1.20 Corrie and her mother were able to communicate by using a game similar to

_____.

1.21 At the wedding Corrie was able to pray for a. _____ and

b. _____.

1.22 According to Corrie a miracle happened at Nollie's wedding when their mother _____

1.23 Four weeks later Corrie's mother _____.

1.24 Three years later Corrie became the first _____

_____ in Holland.



Answer these questions about chapter 4.

1.25 What were the three words that Corrie's mother could say during the last few years of her life? _____

1.26 What was the one joyous occasion that words came from her mother's lips again?

1.27 Corrie had a very special relationship with her father. What do you think was responsible for this relationship? Where did he get his wisdom? _____

When Betsie comes down with a cold, Corrie begins working in the watch shop. She finds that she loves making order out of the chaos there; and Betsie discovers that she loves housework. All those years they had been doing the wrong job! So the sisters trade jobs and are much happier.

Their father becomes ill with hepatitis. When he returns home he receives a radio from the

people of Haarlem who had gotten together and bought it for him. This radio becomes a family treasure through which they can hear concerts and world news. Through the radio they discover that Peter, Corrie's nephew, has musical talent, and Corrie's father makes the discovery that Big Ben always keeps correct time. He begins to set the astronomical clock by it.



Answer these questions about chapter 4.

1.28 What was the difference in Corrie's housekeeping and Betsie's? _____

1.29 What was the difference in Corrie's bookkeeping and Betsie's? _____

The problems in Germany begin to grow closer. A young German watchmaker named Otto comes to work at their watch shop. He shows that he has no respect for the elderly, the

Jews, or the Dutch. He is indeed one of Hitler's youths! When Father tries to reason with him, Otto only shows contempt.



Answer these questions.

1.30 How did Otto persecute Christoffels? _____

1.31 What incident led to Otto's dismissal? _____

In the fifth chapter the political situation becomes much clearer to the reader. Corrie describes the fears of the Dutch as the invasion progresses.

Read chapter 5.



Write true or false for these statements about the fifth chapter.

1.32 _____ The ten Booms found out about the invasion from radio broadcasts.

1.33 _____ Betsie was nearly killed by the bombing.

1.34 _____ Corrie described the radio broadcasts as "Haarlem's eyes and ears and very pulse-rate..."

1.35 _____ Mr. ten Boom became very angry about the prime minister's speech.

1.36 _____ The Dutch people welcomed the Germans.

One night the family listens to the prime minister over the radio as he assures the Dutch people that they will not be involved in the war. Her father said it is wrong to give people false hope. Five hours later the country of Holland is bombed by the Germans. The country falls in only five days.

The first year of German occupation is not terribly difficult, but things gradually begin to change. Persecution of the Jews increases.

Many are arrested. The Jewish furrier who has a shop across the street from the Beje is thrown out of his shop. The ten Booms help him up and send for Willem, who takes him away that night. They find out that Willem is connected with the underground. The increasing arrests and disappearances of neighbors upsets the ten Booms, and Corrie offers herself to God to be used to help His people in any way she can. She does not realize what the future will hold.



**Complete these activities from chapter 5.**

1.37 After the Germans occupied Holland, Corrie might have been killed one night if she had not gone downstairs to join Betsie for a cup of tea. What happened? _____

1.38 Find, in your copy of *The Hiding Place*, two times that Corrie “sees” a future view of life. _____

Complete these activities.

1.39 Have a panel discussion with several of your classmates. You might consider such ideas as these:

How should a Christian act when evil is in power?

What do you think will happen next?

What do you think it would be like to live in an invaded country?

TEACHER CHECK

_____ initials

_____ date

1.40 Do some research about World War II to broaden your understanding of the events influencing Corrie’s life. Use encyclopedias, history books, and maps. Write a paper containing this information and present it as a class report or give it to your teacher. You might like to collect the class reports in a booklet for the entire class to read.

TEACHER CHECK

_____ initials

_____ date

FACTS ABOUT CHARACTERS

One of the most important parts of any story or book is the **characters** that are found in it. The author's description of a person causes a visual picture to be created in the reader's mind so that he can visualize the *setting* by the way the author describes the place where the story occurs. Sometimes the story will be **fiction** and the author will make up both the characters and the setting. A good author can almost convince the reader that all these descriptions are of real people and actual places. In a book of fiction, the author is stating his opinion of the characters, but in **nonfiction** the author presents factual details to guide the reader's impression of the characters. In *The Hiding Place* the characters are real and the description of them is factual. The author described them exactly as she saw them.

Before an author can describe the setting or a character, he must do some very careful observation. The author should have a very clear mental picture of the character and must use very precise adjectives and descriptions to help you, the reader, to receive the same picture as you read. Some of the things the author will describe are these:

1. Physical features (which include hair and eye color, height, build, complexion, facial expression, and so forth),
2. Conduct (which includes actions, habits, inward traits, personality characteristics, and all behavior), and
3. Outward appearance (which includes posture and clothing).

In *The Hiding Place*, Corrie presented both people she liked and those she did not like. She loved all her family members. In her

descriptions of them, she related things about them that would bring them clearly to the reader's mind. She also revealed things about them that would show their good qualities.

Father's hair and beard were now as white as the best tablecloth Betsie had laid for this special day. But his blue eyes behind the thick round spectacles were as mild and merry as ever, and he gazed from one of us to the other with frank delight.

Corrie also wrote some descriptions of people who had undesirable personalities and characteristics. For example, the following quotation describes Otto, the young man from Germany.

From the very first I had been baffled by his brusqueness with the old man. It wasn't anything he did—not in our presence anyway—but what he didn't do. No standing back to let the older man go first, no helping on with a coat, no picking up a dropped tool. It was hard to pin down. One Sunday when Father, Betsie, and I were having dinner at Hilversum I commented on what I had concluded was simple thoughtlessness.

Willem shook his head. "It's very deliberate," he said. "It's because Christoffels is old. The old have no value to the State. They're also harder to train in the new ways of thinking. Germany is systematically teaching disrespect for old age."

As you continue reading *The Hiding Place*, look for Corrie's descriptions of the various people in her book. What kind of mental picture do these descriptions bring to your mind? Are they true to life and realistic? The following activities are based on the information you have learned in this section about characters.

*All quotations in this LIFE PAC are taken from *The Hiding Place* by Corrie ten Boom with John and Elizabeth Sherrill, Copyright © 1971. Published by Chosen Books Ltd., Lincoln, VA used by Permission.*

**Match these items.**

- 1.41 _____ characters
- 1.42 _____ setting
- 1.43 _____ fiction
- 1.44 _____ nonfiction
- a. chronological sequence
- b. a work that is factual in content
- c. persons in a play or story
- d. a mental picture
- e. imaginative prose, something made-up
- f. surroundings, place where a story takes place

Complete these statements.

- 1.45 The three main things an author will describe about a character are his
a. _____, b. _____,
and c. _____.
- 1.46 Conduct includes actions, a. _____, inward traits,
b. _____ characteristics, and all c. _____.
- 1.47 Before an author can describe the setting or a character, he must do some very careful
_____.

Now you are ready to apply this information to *The Hiding Place*.

**Complete these activities.**

- 1.48 Choose one favorable and one unfavorable character's description from *The Hiding Place*. Write the name of the character and list some of the characteristics Corrie described.
- a. favorable _____

- b. unfavorable _____

TEACHER CHECK

_____ initials

_____ date

SPELLING

Spelling Words-1 contains words you have probably heard. Study them carefully. If you are unsure of their pronunciation, use a dictionary

or ask your teacher. Knowing how to pronounce and spell each word is as important as knowing what each word means.

Spelling Words-1

circumference
dependence
reliance
insurance
acceptance
exuberance
credence
hindrance

concordance
nuisance
allowance
compliance
alliance
brilliance
loveliness
residence

gratitude
blessedness
musician
resistance
intelligence
effectiveness
greatness
patience



Answer these questions.

1.49 What three endings are used most in this spelling list?

1.50 What part of speech are all the spelling words?

Change these words into their verb forms.

1.51 dependence _____

1.57 effectiveness _____

1.52 reliance _____

1.58 allowance _____

1.53 insurance _____

1.59 compliance _____

1.54 acceptance _____

1.60 alliance _____

1.55 residence _____

1.61 resistance _____

1.56 hindrance _____

Use these words in a sentence. (You may use the dictionary).

1.62 circumference _____

1.63 exuberance _____

1.64 credence _____

1.65 intelligence _____

1.66 greatness _____

1.67 concordance _____

1.68 nuisance _____

1.69 patience _____



Underline the correctly spelled word.

1.70 blessedness, blessedness

1.73 musician, muscian

1.71 brilliance, briliance

1.74 gratitude, gratidude

1.72 lovliness, loveliness

1.75 patiance, patience

Complete these sentences, using one of your spelling words in each blank.

1.76 She showed _____ with all our wishes.

1.77 The tree created a great _____ to traffic as it lay across the road.

1.78 The _____ group was so small that its members could easily hide.

1.79 His _____ for the week was three dollars.

1.80 Danny signaled his _____ of the plan.

1.81 Shirley showed too much _____ on her twin sister.

ABC

Ask your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Match the term with the definition (each answer, 2 points).

- | | |
|--|--|
| <p>1.01 _____ fiction</p> <p>1.02 _____ nonfiction</p> <p>1.03 _____ characters</p> <p>1.04 _____ setting</p> <p>1.05 _____ Amsterdam</p> <p>1.06 _____ foreshadowing</p> <p>1.07 _____ flashback</p> <p>1.08 _____ chronological sequence</p> <p>1.09 _____ Beje</p> | <p>a. site of the Naval Observatory</p> <p>b. technique used by an author to explain something that happened before the time of the story</p> <p>c. persons in a play or a story</p> <p>d. imaginative prose, something made-up</p> <p>e. a work that is factual in content</p> <p>f. home of the ten Booms</p> <p>g. events arranged in order of time, as they have occurred</p> <p>h. unbelievable</p> <p>i. surroundings, place where a story takes place</p> <p>j. a hint or clue used by an author to suggest some future happening</p> |
|--|--|

Complete these sentences (each answer, 3 points).

- 1.010** Corrie has a brother, a. _____, and two sisters, b. _____ and c. _____.
- 1.011** The story opens on the _____.
- 1.012** The house in which Corrie lived was called _____.
- 1.013** The people of Haarlem depended upon their _____ for news.

1.014 The three main things an author describes about a character are his

- a. _____, b. his _____, and his
c. _____.

1.015 Conduct includes a. _____, habits, inward traits,

- b. _____, and all c. _____.

1.016 Before an author can describe the setting or a character, he must

_____.

Complete this activity (each answer, 2 points).

1.017 Number these events in chronological sequence.

- a. _____ The prime minister said Holland will remain free.
b. _____ Otto's actions made clear the growing German movement.
c. _____ Mr. Weil's shop was wrecked by the Germans.
d. _____ The ten Boom family celebrated the hundredth anniversary of their watch shop.
e. _____ Germany attacked Holland.

Answer these questions (each answer, 5 points).

1.018 How did Corrie and Betsie discover their happiest duties? _____

1.019 How was the growing persecution of the Jews made clear? _____

1.020 How is Corrie's behavior influenced by her father's Christian teachings? _____

66 82		SCORE _____	TEACHER _____	initials _____	date _____
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ABC Take your spelling test of Spelling Words-1.



LAN0707 - May '14 Printing

ISBN 978-0-86717-367-3



9 780867 173673



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