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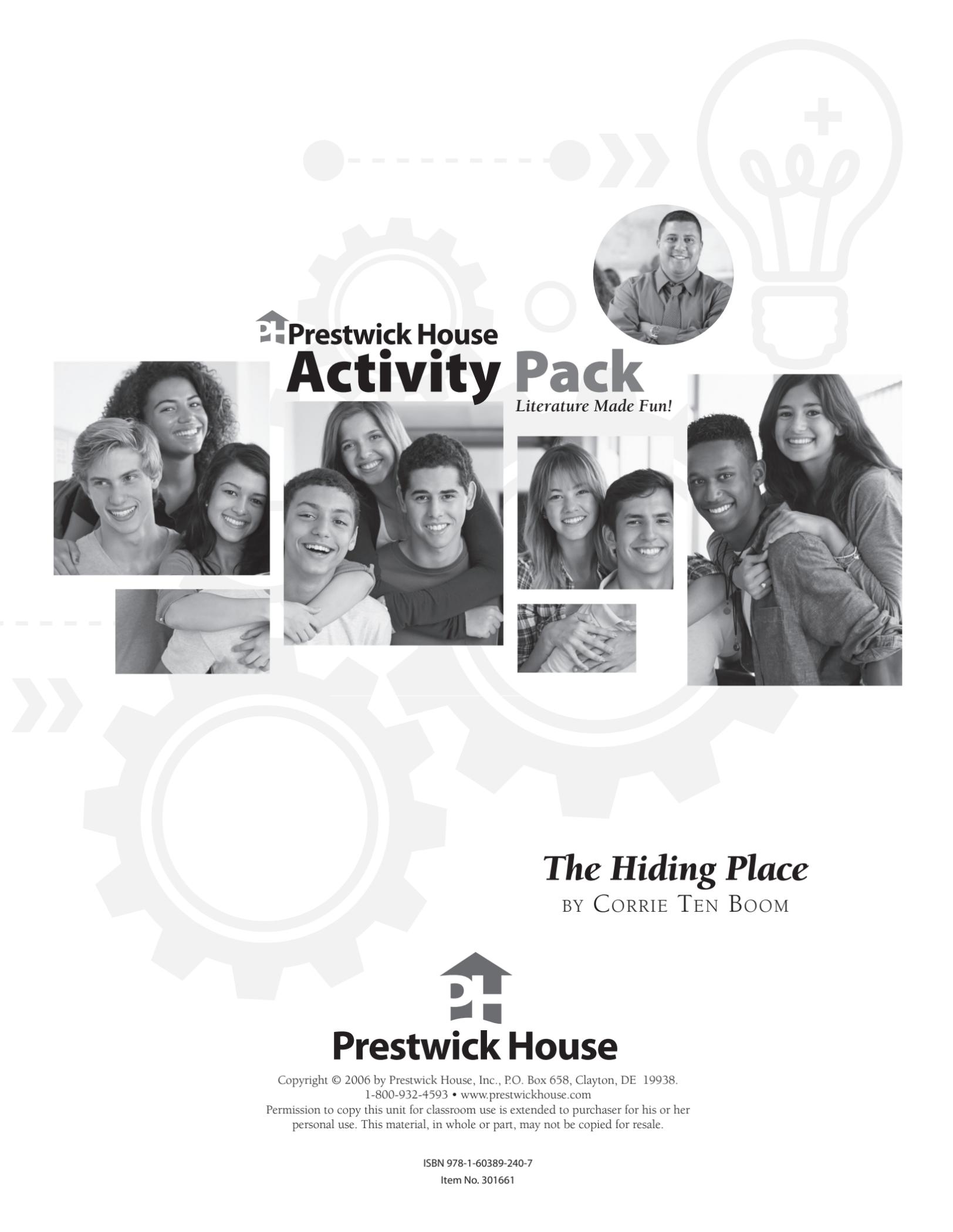
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 **Prestwick House**
Activity Pack
Literature Made Fun!



The Hiding Place
BY CORRIE TEN BOOM


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Name: _____

Date: _____

Pre-Reading**Predictions**

All references come from the Bantam Books edition of *The Hiding Place*, copyright 1971.

Objective: Motivating interest in the book

Activity

Read the liner notes on the back of the book, *The Hiding Place*. Write down your thoughts then discuss in groups what you expect *The Hiding Place* has to offer.

1. Does it seem odd that you are told about several of the major events of the book before you start?
2. What does that leave to read about?
3. What questions does it provoke in your mind?
4. What expectations do you have of the book?

Name: _____

Date: _____

Chapter Two

Drama

Objective: Creating dialogue and acting

Activity

Write dialogue and stage notes for a short (2-3 minutes) scene from chapter two. You may pick from the suggested topics below to perform a short scene or create a scene of your own. Scenes should have a clear beginning and end. Upon completion, perform the scene for the class.

- Create the morning breakfast table scene. Tante Bep tells of her life with the Wallers and her disapproval of everything else.
- Create a scene about Betsie, Corrie, and Nollie's conversation over their hats the morning before school.
- Create a scene that deals with the "hat inspection" by Tante Jans.
- Create a scene where Corrie tells her father about the dead baby and her fears of death.
- OR, suggest your own scene to your teacher.

Name: _____

Date: _____

Chapter Four

Point of View

Objective: Understanding how point of view affects the story

Activity

The Hiding Place, is written from Corrie ten Boom's point of view. Pick an event from chapter four and write it from another character's viewpoint. You may pick from the suggested events and characters below or choose a combination of your own with your teacher's approval.

Event:

- Mama has a cerebral hemorrhage
- Mama sings at Nollie's wedding
- Corrie and Betsie swap duties
- Corrie learns watch repair
- Radio arrives
- Otto is hired at the watch shop

Character's Point of view:

- Mama, Father, or Betsie
- Willem, Father, or Nollie
- Betsie
- Father
- Father
- Otto

Name: _____

Date: _____

Chapter Eight

Interrogation

Objective: Creating questions that reveal the facts
 Answering questions truthfully without revealing vital information

Activity

In Chapter Eight, Jop is captured and taken to prison. He is undoubtedly interrogated extensively to reveal anything he knows about the underground operation at the Beje.

Divide the class into small groups. Each group will be called either “**The Interrogators**” or “**The Arrested.**”

The Interrogators

As Interrogators, your objective is to get Jop to reveal the details of the underground operation at the Beje. The Interrogators will ask exactly ten questions, which Jop **MUST** answer truthfully. He may try to avoid a full answer to a question, if he can, so make sure your questions really state the facts. For example, if you asked Jop, “Who runs the organization at the Beje,” he could answer, truthfully, “Someone I know.” The question must be more specific like, “What is the name of the person who runs the underground organization at the Beje.” All questions must deal with information from the book that the Interrogators would want to know and should be easily answered.

The Arrested

As The Arrested, your objective is to answer ten questions truthfully, but deceptively. In your group, practice finding “wiggle” room in the questions posed to you. For example, if the question is “Who runs the organization at the Beje?” You could answer ,truthfully, “Someone I know.” The Interrogators do not know anything more than before, and they’ve used up a question.

Name: _____

Date: _____

Chapters Thirteen - Fourteen

Perception

Objective: Finding the value in all things

Activity

After Corrie and Betsie enter the Barracks at Ravensbruck, Corrie asks, "Betsie, how can we live in such a place!" (Pg. 197) Betsie remembers the Bible reading from the morning and has Corrie re-read a section. Among other things, Corrie reads, "Rejoice always, pray constantly, give thanks in all circumstances." (Pg. 198) Corrie and Betsie start listing things that they are truly thankful for and lucky to have, and then Betsie gives thanks for the fleas! Corrie is sure that Betsie is wrong, but they soon find out that the fleas are the reason for the great freedom they enjoy in the dormitory rooms. This is where they conduct wonderful Bible services. They were "services like no other." (Pg. 201)

Make a list of things that you are thankful for. Then, make a list of things that you might like to complain about. Look again at your list of things to complain about and see if, like Betsie, you can see the good in something bad. Try to move a few items from the "complain" list to the "thankful" list. Write your justification for moving an item from the "complain" list to the "thankful" list.

Example:

Thankful for	Complain about	Justification for Changing
Mom and Dad	School work	Schoolwork - I'm thankful for schoolwork, because without it, I won't graduate or get a good job.
My bicycle	My little brother breaks my stuff	My little brother - I'm not thankful he breaks my stuff, but I'm glad he's around (and sometimes I get new stuff if he breaks it)
My I-Pod	I can't stay up after 8pm	