



Prestwick House  
Teaching Unit™

# Sample

Prestwick House  
**Literature**  
Teaching Unit  
*Chapter-by-Chapter Study Guide*



## The Hiding Place

by Corrie ten Boom

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



Click here  
to learn more  
about this  
Teaching Unit!



Click here  
to find more  
Classroom Resources  
for this title!



 **Prestwick House**

*More from Prestwick House*

**Literature**

Literary Touchstone Classics  
Literature Teaching Units

**Grammar and Writing**

College and Career Readiness: Writing  
Grammar for Writing

**Vocabulary**

Vocabulary Power Plus  
Vocabulary from Latin and Greek Roots

**Reading**

Reading Informational Texts  
Reading Literature

# Literature Teaching Unit

*Chapter-by-Chapter Study Guide*



## The Hiding Place

by Corrie ten Boom

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms

 **Prestwick House**

P.O. Box 658, Clayton, DE 19938  
[www.prestwickhouse.com](http://www.prestwickhouse.com)  
800.932.4593

ISBN: 978-1-58049-084-9

Copyright ©2017 by Prestwick House Inc.

All rights reserved. No portion may be reproduced without permission in writing from the publisher.

Item No: 300471

# The Hiding Place

## Objectives

By the end of the Unit, the student will be able to:

1. define the term “symbolism” and point out its use in *The Hiding Place*.
2. discuss some of the reasons why the authors chose to employ a non-chronological arrangement of events in the opening chapters of *The Hiding Place*.
3. define the term “flashback,” and identify passages in the book that are flashbacks; discuss how the effective use of flashbacks advances the storyline of *The Hiding Place*.
4. define the term “foreshadowing,” and identify passages in the book that use foreshadowing; discuss how the effective use of foreshadowing advances the storyline of *The Hiding Place*.
5. tell why the narrative in this story is described as a first-person narrative told by someone reflecting on past action.
6. discuss some of the historical forces that affect the narrator of the story.
7. discuss the concept of anti-Semitism and point out how this concept relates to the Holocaust.
8. cite incidents from the text to support the following motifs.
  - handling grief and separation from loved ones
  - getting along with less
  - finding security in the midst of insecurity
  - forgiving one’s enemies
  - facing death
  - dealing with difficult people
  - what to do when evil wins
9. define and cite examples of theme, conflict, and allusion from *The Hiding Place*.

# The Hiding Place

## Questions for Essay and Discussion

1. The most common order of action in a story is chronological. When events are arranged in an order that is other than chronological, the author must have a special purpose or reason for doing so. What reason can you cite for the out-of-order arrangement of the opening chapters of *The Hiding Place*?
2. Define “foreshadowing” and explain how that technique is used in *The Hiding Place*. Give specific examples in your answer.
3. Discuss the symbolism and allusion of the title of *The Hiding Place*.
4. In the preface to the book, the authors tell of attending a church service during which two speakers tell of similar experiences they had while interred in concentration camps. The man is described as “pain haunted” with “shaking hands that could not forget.” The woman, Corrie ten Boom, is described as having a “face that radiated love, peace, joy.” How would you explain the difference in the two responses?
5. The German Lieutenant Rahms, who interrogates Corrie for several days while she is in Scheveningen federal penitentiary, tells Corrie, “I am in a prison...a prison stronger than this one.” Explain what Lieutenant Rahms means.
6. Discuss how the lives of the citizens of Haarlem change during the German occupation.
7. One of the central concerns of *The Hiding Place* is, “How should a Christian act when evil is in power?” Discuss some of the acts that Corrie commits that run against her Christian upbringing. Do you think such actions are justified? Why or why not?
8. How does Corrie honor Betsie’s last request, that they “...must tell people what we have learned here”?
9. When Betsie and Corrie learn the identity of the man who has betrayed them to the Gestapo, they both have very different reactions. Discuss how their reactions differ, and how the different reactions illustrate the differences in their personalities. How does Corrie finally accept the news?
10. Betsie has three visions while in Ravensbruck. What are they and how do all three visions eventually become reality?
11. Discuss how Corrie’s faith sustains her.
12. Point out various instances of irony in the book.

# The Hiding Place

## Chapter 1

### Vocabulary

**auspicious** – marked by success, prosperous

**consternation** – confusion or dismay

**dank** – disagreeably damp

**Great War** – World War I

**itinerant** – one who travels from place to place, especially to perform work

**prodigy** – a person with exceptional talents

**reprove** – to scold

1. In what year does the story open, and how old are Corrie and her sister Betsie?

---

---

---

---

2. What is unusual about the ten Booms' house?

---

---

---

---

3. What does the family call the house and what business is run from the house?

---

---

---

---

4. Who is Pickwick, and how does he receive the nickname?

---

---

---

---

5. What is the party for?

---

---

---

---

## Chapter 2

### Vocabulary

**pernicious** – deadly

**remonstrate** – to plead in protest

**tract** – A leaflet or pamphlet containing a declaration or an appeal, especially one put out by a religious or political group

1. How old is Corrie in Chapter 2?

---

---

---

---

2. Who are Tante Jans, Tante Bep, and Tante Anna? What does Tante Jans do?

---

---

---

---

3. What is special about this day?

---

---

---

---

4. What had been Tante Jan's occupation before?

---

---

---

---

5. Where do Corrie and her father go during the summers? Why? What does Corrie use the trips for?

---

---

---

---

6. What word of advice does Father give to Corrie one day?

---

---

---

---

## Chapter 7

### Vocabulary

**cantor** – the Jewish religious official who leads the musical part of the ceremony  
**grimace** – a sharp contortion of the face indicating disgust or pain  
**sallow** – sickly and yellowish in complexion  
**Talmud** – The collection of ancient writings constituting the basis of religious authority in orthodox Judaism

1. What is “the razzia”?

---

---

---

---

2. What happens when soldiers come to the house of Nollie and Flip?

---

---

---

---

3. By 1943, it is almost impossible to hide Jews in the countryside, so arrangements have to be made for safe houses in Haarlem. Who are the first people Corrie places in the city?

---

---

---

---

4. What happens to Harry and Cato?

---

---

---

---

5. Who becomes a somewhat unlikely ally in this incident?

---

---

---

---