CARING MAKES A DIFFERENCE

Kindergarten – 4th Grade Curriculum Guide



Photo Courtesy of the United States Holocaust Memorial Museum

Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide

STATE OF NEW JERSEY
COMMISSION ON HOLOCAUST EDUCATION

Caring Makes a Difference:
A Curriculum Guide for Grades K-4

Lessons on Friendship, Respect, and Tolerance

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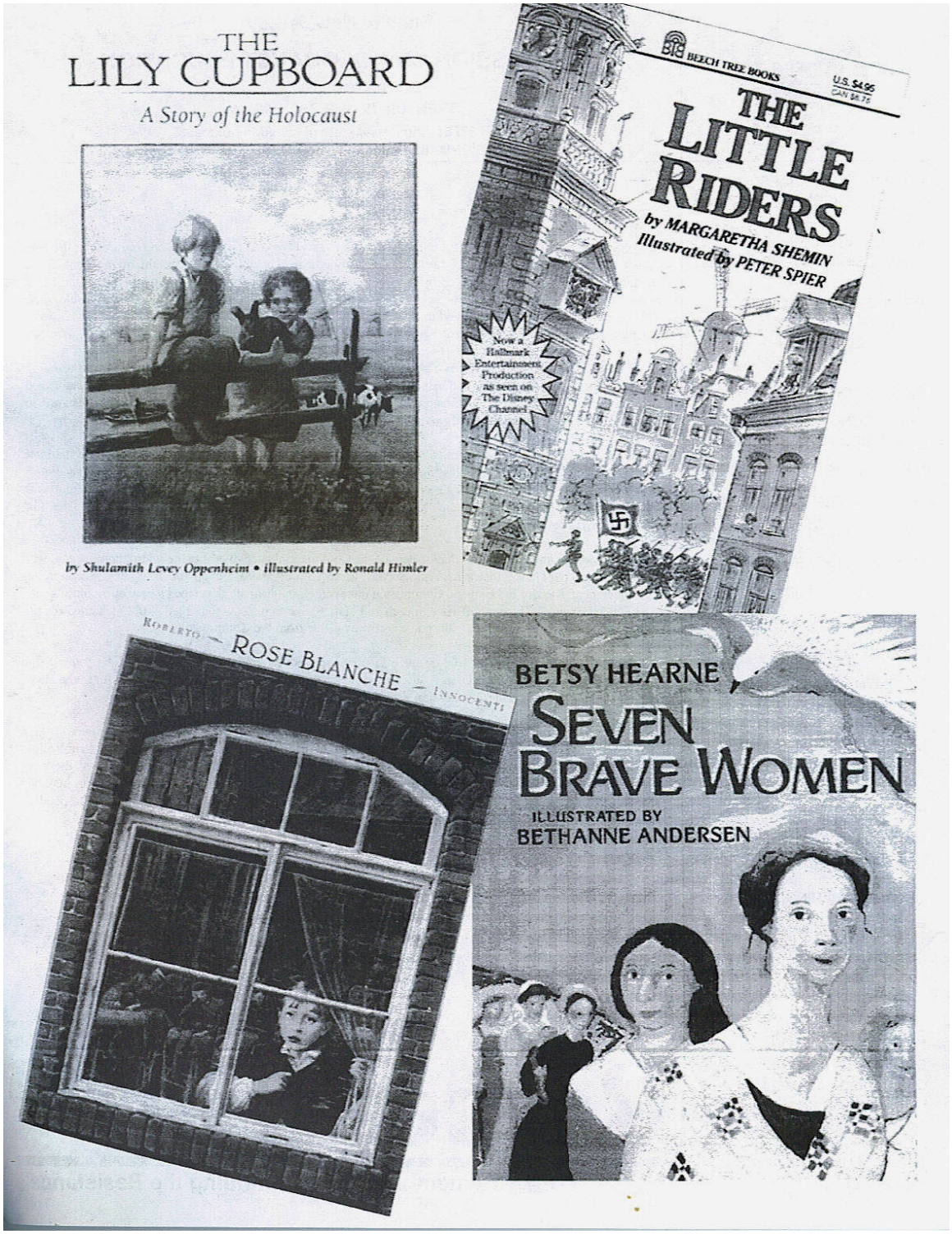

THE HUNDRED DRESSES
VOYAGER BOOKS
ELEANOR ESTES
ILLUSTRATED BY
LOUIS SLOBODKIN
EVE BUNTING
Terrible Things
An Allegory of the Holocaust
Her freedom depended on it...
THE NIGHT CROSSING
by Karen Ackerman
illustrated by Elizabeth Sayles

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THE
LILY CUPBOARD
A Story of the Holocaust
by Shulamith Levey Oppenheim • illustrated by Ronald Himler
BEECH TREE BOOKS
U.S. $4.95
THE LITTLE RIDERS
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Illustrated by PETER SPIER
Now a Hallmark Entertainment Production as seen on The Disney Channel
ROBERTO — ROSE BLANCHE — INNOCENTI
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SEVEN BRAVE WOMEN
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Dear Educator:

The newly updated curriculum guide, *Caring Makes A Difference, Grades K - 4*, is the culmination of a process that began three decades ago and involved educators, the New Jersey Commission on Holocaust Education, and many others. Those educators who contributed to this update of the original curriculum guide that was developed and disseminated by the Commission in 1995 are listed in the acknowledgment page. Primary direction for the guide's development was provided by the Commission, its past Chairs, and Chairperson of the Commission's Curriculum and Education Committee, Richard F. Flaim, under the direction of Executive Director, Dr. Paul B. Winkler.

The Commission's first Chair, Gerry Flanzbaum, established a firm interest and commitment to the teaching of the Holocaust and genocides and helped to make the Commission a viable entity. His guidance established the foundation for the future, including the development of the curriculum and related materials designed to guide educators in their design of effective instruction for students.

Murray Laulicht, Esq., guided the Commission as it became a permanent body and through the legislative process that mandated the inclusion of instruction on the Holocaust and genocides at the elementary and secondary levels in all New Jersey schools. Based on his own personal interest and guidance, in 1995 along with present and past members, in particular Sister Rose Thering and Rabbi Bernhard Rosenberg, the first curriculum was developed. Laulicht also provided invaluable editing assistance in the development of the new guide.

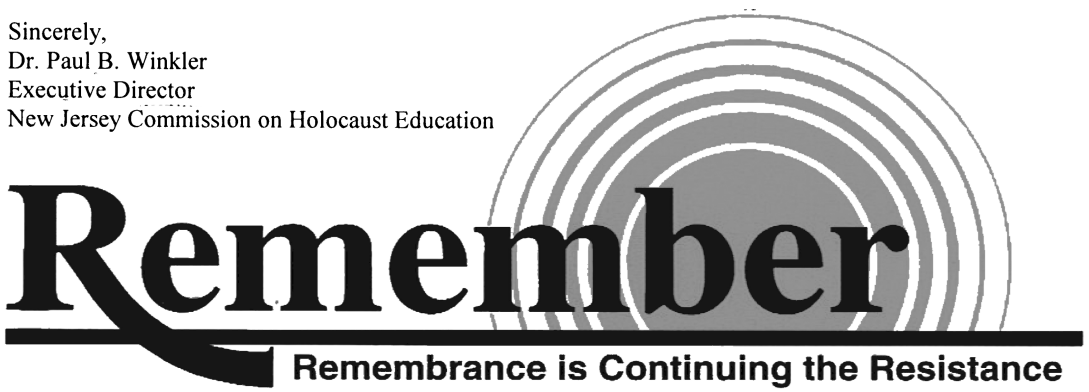
Steven Some, the Commission's next Chair, extended the Commission's activities into the international arena, with the introduction of such topics as Hate Speech, Hate Crimes and Hate on the Internet. Through his encouragement, Richard F. Flaim and Commission member Harry Furman, developed a new curriculum guide, *The Hitler Legacy: A Dilemma of Hate Speech and Hate Crime in a Post-Holocaust World*, published and disseminated by the Commission in 2002 and designed for use in upper middle and high schools. This guide is available from the Commission.

Hela Young, who served from June 2001 until her untimely death in early 2002, provided inspiration to the Commission and to school districts throughout New Jersey, as reflected in what she wrote following the tragic events of September 11, 2001. She wrote: *"I know you will agree that educating our students on the range of issues related to prejudice, discrimination, bigotry and hatred are increasingly important, particularly at a time when our country has endured the hate-motivated terror attack on our people . . . It is our hope that, together, we can help our students learn the benefits of living in a democratic society and the responsibility we share to respond in meaningful ways to counter acts that threaten the human rights of all people."*

The Commission strongly believes this newly updated curriculum guide will serve your students well. It will facilitate the teaching of tolerance, an appreciation for diversity and an aversion to bigotry and hatred. Please utilize it in your curriculum.

The State of New Jersey Commission on Holocaust Education stands ready to assist you in any way. Please do not hesitate to contact the Commission.

Sincerely,
Dr. Paul B. Winkler
Executive Director
New Jersey Commission on Holocaust Education



A Message To Our Colleagues

As teachers we have committed ourselves to making a world of difference to our world made-up of differences. To do this, we need to teach beyond tolerance; we need to **inculcate** a spirit of respect. No child is born prejudiced. His prejudices are always acquired…the context of his learning is always the social structure in which his personality develops (Gordon Allport,1954). We believe that the selections and suggestions crafted together in this curriculum guide, in the hands of a dedicated teacher, can be powerful tools toward building a more responsible, humane citizenry.

The lessons included in this collection are sensitive and appropriate for the primary grades K-4 although the individual teacher must exercise her/his best judgment regarding the readiness level of the students in any given year. Teachers will find endless opportunities to bring to their students a variety of lessons focused on building self-respect and respect for a diverse humanity.

Why do we urge you to begin at the earliest possible moment? The building principle is an essential factor for we believe that these are ideas children begin to learn at a very early age. Therefore, that is when we must begin - *at the beginning.*

The elementary grades are often the places where meanness snipes at self-esteem and where the roles of the "bully" become well defined. That is why we have included lessons for teachers to use to challenge these stepping-stones to destruction. In the words of committee member Dr. Barbara Hadzima, "By grasping the moral issue and realizing that conscience impacts on life, students come to realize that personal accountability is needed to combat prejudice, racism, and hatred."

The Holocaust and genocide are not accidents in history. They are planned and implemented with the will of a government and the people behind them. They are the products of prejudice, hate, and discrimination that has been nurtured and, in the words of that wonderful song from *South Pacific*, must be "*carefully taught."*

We, too, must teach - teach lessons beyond tolerance to the overwhelming importance of the simple human dignity bestowed upon each of us if we practice respect for all and develop our own self-respect through our thoughts, words, and actions. The vast numbers of victims of the Holocaust and genocide are almost beyond our ability to comprehend them. What we - each of us - can comprehend is the single face, the single human life, behind each of those vast numbers. That is how we will reach the children - one child at a time through one story of one life at a time. It is an awesome responsibility that each of us carries. Yet no richer reward exists than seeing the wholesome fruition of the lives of the children who pass through the rooms and corridors of our schools and our own lives.

We would like to extend a special note of thanks to the following school districts for granting members of the committee professional time to attend those meetings held on school days: Crim Primary School in the Bridgewater-Raritan School District; Bobby's Run School of the Lumberton Township School District;

Chatham Middle School of the School District of the Chathams; and, Central Middle School of the Parsippany-Troy Hills School District. We appreciate their support of this project and of our endeavors.

Our many meetings during school days, holidays, summer days, and evenings were greatly enhanced by the very hospitable and supportive environments in which we found ourselves meeting. We wish to extend our warmest and most heartfelt thanks to the Waldor Memorial Library of the Jewish Education Association of MetroWest for their generosity in granting us space and to Bracha Weisbarth and Ron Weissman for their tremendous support and assistance. We would be remiss if we did not take special note and say, "Thank You," to one of our own committee members and to her husband for opening their home to us for many of our meetings. Thank you, Cecile and Norbert. You nourished us with the space, your resource materials, and your knowledge as well as the wonderful refreshments!

We want to acknowledge our special indebtedness to Dr. Paul Winkler, Executive Director of the New Jersey Commission on Holocaust Education, for his endless encouragement and guiding spirit. Without his support, this guide would not have been possible.

The members of this committee have contributed many hours, endless thought, a great depth of personal commitment, and skill to this project. It is a work to which we are all strongly committed. For the most part, we first sat down together as strangers. We have been enriched by the thoughtful comments and insights shared during the many discussions and meetings as we labored together. We have bonded during the delight of shared laughter and those special moments when a lump forms in the throat and a tear in the eye as a touching story is remembered and re-told. All of us believe that our lives are better for having had this opportunity to get to know each other.

As we conclude this project but not our commitment to its work, we do so with the knowledge that we have had the good fortune to enrich our own lives through the friendships we have formed and the experiences we have shared. We hope that as you and your colleagues utilize this guide to teach the children that you too will find it a rich and rewarding experience.

We encourage you to remain committed to the teaching of the concepts of respect, tolerance, and a responsible, humane citizenship to the children. It is a commitment of the highest value - and of the greatest service to our community, our state, our nation, and our world. Most of all, it is a commitment to our children and to the future. We wish each of you well.

With our heartfelt best wishes,

Barbara Hadzima *Karen H. Levine* *Molly Maffei* *Peppy Margolis* *Cheryl Riley*
Cecile Seiden *Colleen Tambuscio* *Regina Townsend* *Helen M. Simpkins*

For the Children:

Listen, listen well to the tale of what they have seen, what they have gone through. For you are the new spring in the forest of the world.

Gerda Weissmann Klein

Promise of a New Spring

About this Curriculum

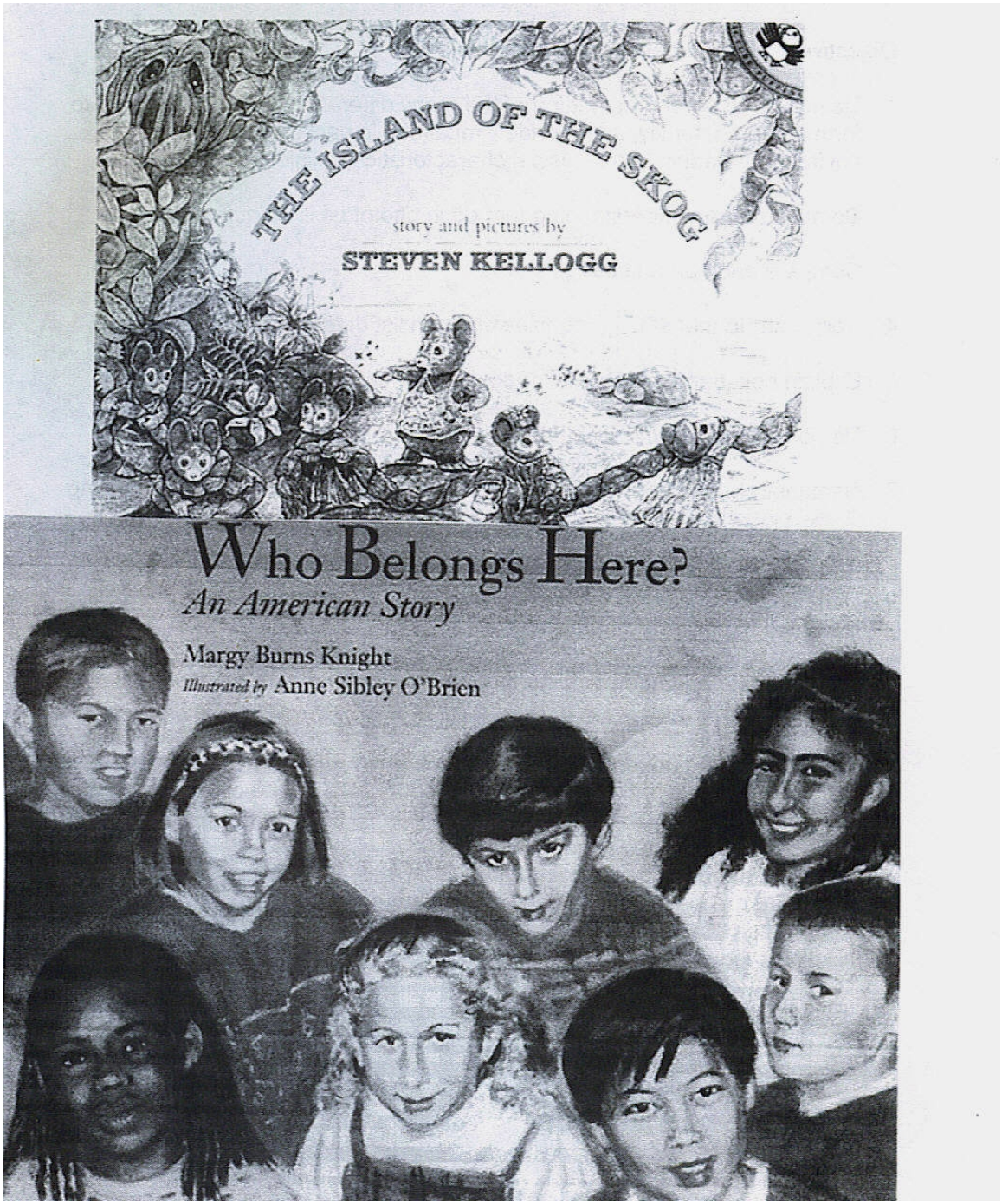
You will find within the pages of **Caring Makes a Difference** many lessons on a wide range of books and videos. The materials and the lessons address the issues of racism, sexism, anti-Semitism and other religious prejudices, ethnocentrism, economic classism, ageism, prejudice against the differently abled, and prejudice based upon a person's physical appearance. They teach about the importance of friendship, respect, and tolerance. A few lessons address the pain and horror of the Holocaust from a child's perspective. Through the lessons and materials, the students will learn about the harm done by the bully, the pain of the victim, the influence of the bystander, and the courage of the rescuer. Works of both non-fiction and fiction are included in the curriculum.

The materials and lessons are accompanied by a recommendation for appropriate grade levels. Many of them include a range of grade levels. Teachers are urged to use their professional discretion and judgment in making adjustments in the selection of lessons they choose based upon the readiness and maturity levels of their students. The important issue is to begin to address the problems created by prejudice and hate and the violence they breed in our world, near and far. Children cannot be too young to begin to learn about the harm done to all of us by these attitudes and the rewards of friendship, respect, and tolerance. We must take the first steps with them and continue to walk with them and guide them as they grow and learn about these most important lessons of life.

Committee member Molly Maffei reminds us that "Teaching young children about events in history is most rewarding when you read aloud and, in the follow-up discussions, encourage and listen to their insightful comments and provocative questions. Children's sense of fairness allows them to recognize and to internalize concepts of racial, ethnic and religious prejudice and discrimination. ***It is vital that our young people learn that they are the peacemakers and our hope for the future. Children are never too young to understand that they have the power to change life for the better."***

We hope this curriculum will help you take those first steps together.

Caring Makes A Difference
A Curriculum Guide for Grades K-4
Goals and Objectives



Stepping Stones

Grades K-1

Goal: People are different and those differences make each of us special.

Objectives: The students should be able to:

1. Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.

2. Demonstrate an understanding that each one of us is unique and special.

3. Compare and contrast self to others.

4. Demonstrate that s/he recognizes and can list differences in people.

5. Explain how each difference in people potentially enriches all people.

6. Demonstrate that s/he recognizes the things all of us share in common.

7. Demonstrate an understanding of the concepts of respect, trust, and caring.

8. Apply concepts of respect, trust, and caring to self and others.

9. Demonstrate an understanding of how words can hurts us or can make us feel good.

10. Demonstrate an understanding that your words and your behavior affect you and others.

11. Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood.

12. Demonstrate an understanding that sometimes a rule is not a good rule and that there are ways that we can work together to change it.

13. Explain what a bully is and how a bully acts.

14. Explain what a friend is and how a friend acts.

Next Steps

Grades 2-3

Goal: Each person is strengthened and enriched by the differences they find and accept in others.

Objectives: The student should be able to:

1. Identify physical characteristics of themselves and others.

2. Identify cultural contributions of people of different backgrounds.

3. Demonstrate that s/he recognizes those contributions people give to one another.

4. Demonstrate an understanding of the affects of our words and actions on others.

5. Give examples of prejudice against individuals and groups.

6. Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it.

7. Demonstrate an understanding that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies.

8. Explain why people choose to think and to act in caring or in hurtful ways.

9. Demonstrate that s/he recognizes that each person must be responsible for the things s/he says and does.

10. Analyze ways in which people can stand up for what they believe is right and good.

11. Think about and explain ways that a person can be more thoughtful and considerate of others.

12. Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony.

13. Demonstrate an understanding that not all rules and laws are good and how we must work together to make them better.

Climbing Higher

Grade: 4

Goal: It is important that people learn to work together and to respect each other so that we can avoid causing each other pain and suffering.

Objectives: The student should be able to:

1. Define prejudice, discrimination, anti-Semitism, racism, and sexism.

2. Give examples of prejudice against individuals and groups.

3. Explain how prejudice hurts everyone and the ways we all suffer because of it.

4. Demonstrate an understanding that prejudice and the hurtful actions to which it leads can affect any person or any group at any time.

5. Demonstrate an understanding that when prejudice and persecution hurt people, that we each have a choice about how we react - to help those being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others.

6. Give examples of times that prejudice has led to the persecution and killing of groups of people, such as in the Holocaust.

7. Demonstrate that s/he recognizes that each person is responsible for his/her own actions.

8. Analyze ways in which people can stand up for what they believe is right and good.

9. Discuss things that a person can say and do to be more thoughtful, caring, and trusting of others.

10. Discuss the importance of being honest and truthful.

11. Demonstrate that s/he recognizes that each of us has traits and attributes in which we take pride and that make us special.

12. Demonstrate that s/he recognizes the values that influence each of us.

13. Explain reasons why individuals and groups act in ways that may hurt and ways that may help others.

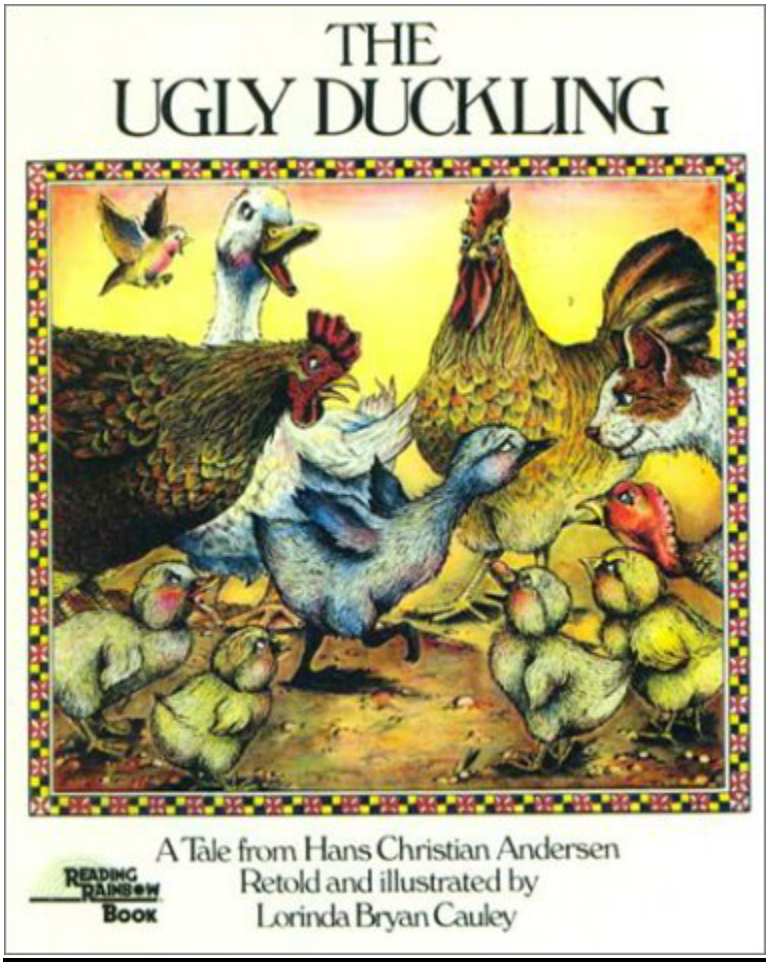
14. Analyze why some people (groups and nations) act like bullies and others act with kindness and caring.

15. Explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt.

16. Demonstrate an understanding that choices have consequences and that making good choices is very important.

Stepping Stones

Lessons Recommended for Grades K-2



Sneetches

by
Dr. Seuss

Random House, NY,1989.
Recommended for grades K - 1, Picture book

Synopsis

Star-Belly Sneetches didn't include Plain-Belly Sneetches in their games and activities at the beach. The Plain-Belly Sneetches thought that if they, too, had stars on their bellies, they would be accepted. Along came "the Fix-it-Up Chappie" with his peculiar machines. For a price, he could fix the Sneetches' problems. "All the rest of that day, on those wild screaming beaches, The Fix-it Up Chappie kept fixing up Sneetches." Finally, after their money had all been spent and they couldn't tell each one from the next, "they decided that Sneetches are Sneetches, And no Sneetch is the best."

Objectives

- To recognize that the actions of others affect us
- To accept ourselves as we are
- To accept others who may be different from us
- To recognize that we shouldn't judge others by their outward appearances

Pre-Reading Activities

- Discuss fantasy vs. reality.
- Discuss rhythm and rhyming words.
- Discuss helpfulness vs. greediness.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- How were the two groups of Sneetches different? How were they alike?
- Why did the Plain-Belly Sneetches want to look like the Star-Belly Sneetches in the beginning of the story?
- Would you describe Sylvester McMonkey McBean as being helpful or greedy? Explain your answer.
- How much did Sylvester McMonkey McBean charge the Plain-Belly Sneetches for their stars?
- How much more did Sylvester McMonkey McBean charge the Star-Belly Sneetches to remove their stars?
- Why did Sylvester McMonkey McBean laugh as he drove away?
- What did the Sneetches finally learn about themselves and each other?

Activities

- Give the students a white piece of construction paper and the same crayon colors. Give a set of directions for them to follow. Example: Draw a yellow circle in the center of your page. Put a blue square on top of it. Put a red triangle below it, etc. When completed, share the creations. Discuss how no two are exactly alike, and yet they are not so different.
- Bring in two identically shaped boxes. Fill one with styrofoam peanuts, crumpled newspaper, etc. Wrap it in beautifully decorated paper and bows. Fill the other box with enough candy or treats for each student in your class. Wrap it in plain brown packaging paper with no bows or decorations. Place the two boxes in the center of the room. Have the students sit around them and decide which box they would choose as their own. Tally the marks. Unwrap each box, and discuss the idea of judging by looks alone. Share the goodies with all students.
- Divide the class into groups. One person from each group moves away from his/her group members and changes something about himself/herself. (Example: Put a ring on a different finger.) That student returns to the group. The other members have to guess what was changed. After each student gets a chance to change something, bring the class together to discuss how even when they changed something about their appearance, they were still the same person.

Other Suggested Sources

- **Whoever You Are** by Mem Fox. New York: Harcourt Brace & Company,1997.
- **Hats Off to Hair!** by Virginia Kroll. Watertown, MA: Charlesbridge Publishing,1995.

The Berenstain Bears
New Neighbors
by
Stan and Jan Berenstain
Random House Publishing, New York, 1994
Recommended for Grades K-1

Synopsis

The Berenstain Bear Series deal with the topic of "New Neighbors". A new family, the Pandas move across the street from the Bears and Papa Bear is a little bent out of shape because they are different. Brother and Sister Bear immediately welcome the new friends and play with them. When the adults follow suit, Papa Bear learns a valuable lesson - not to pre-judge anyone because that can lead to prejudice. This book teaches a valuable lesson on the dangers of bigotry and prejudice.

Objectives

- To teach that pre-judging can lead to prejudice
- To learn the dangers of bigotry and discrimination
- To think and explain ways that a person can be more thoughtful and considerate to others
- To understand the effects of our words and actions on others

Discussion Questions

- New Neighbors have moved into town. How do the members of the Bear family welcome them?
- Why does Papa Bear make a fuss at the difference of the new family?
- What is a "spite fence" and who built it?
- How does Papa Bear overcome his prejudice?
- What are the dangers of bigotry?
- Has Papa Bear learned a valuable lesson in this story? Explain.
- What gift did Mama Bear bring the new family?
- How would you welcome a new neighbor?

Activities

- Have students bring in non-perishable food items. Make up a basket and send it to a needy family or someone new on the block.
- Make a bulletin board with the words WELCOME in as many languages as possible and introduce a new neighbor or student who has recently come to school. Good project for beginning of year.
- Do a good deed for a neighbor. Get the newspaper, help in the garden, water plants, offer to walk a pet.
- Make a bulletin board with everyone's picture on it.

Poems and Songs

- **It's a Small World After All**, **Kids Are Different.** Lyrics by Barbara Aiello, music by Bud Forrest.
- "We and They" by Lucille Clifton from **Free to Be…You and Me and Free To Be…A Family.** Created by Marlo Thomas and Friends. Developed and edited by Christopher Cerf, et al by Running Press, Pa. 1997. p.189

Other Suggested Sources

- **Whoever You Are** by Mem Fox. NY: Harcourt Brace and Co., 1997. Despite the differences between the people around the world, there are similarities that everyone shares such as joy, pain and love. Beautifully illustrated.
- **The Sneetches** by Dr. Seuss. Everyone in the story quickly learns the lesson on prejudice
- **Hats Off to Hair** by Virginia L. Krol. Watertown, MA: Charlesbridge Publishing,1995. No matter how one wears one's hair it is an important part of everyone. The author uses many nationalities to illustrate the beauty of other cultures. An excellent book to stimulate conversation on diversity.

For the Teacher

- **International Playtime: Classroom Games and Dances from around the World** by Wayne E. Nelson and Henry Glass. Fearon,1992 (Social Studies School Service) 800 421-4246
- **Beyond Heroes and Holidays.** A Practical Guide to K-12, Anti-Racist, Multicultural Education and Staff Development. Editors Enid Lee, Deborah Menkart, and Margo Okazawa-Rey. Network of Educators on the Americas, Washington, DC. Order from NECA, PO Box 73038, Washington, DC 800-763-9131, 1998

Hats Off to Hair!
by
Virginia Kroll

Charlesbridge Publishing, Watertown, MA, 1995
Recommended for Grades K-1, Picture bok

Synopsis

A variety of hairstyles lets the reader know the uniqueness of hair color and fashion while also demonstrating the uniqueness of each person. Beautiful paintings show children of many cultures enjoying their hairdos and because they are pictured so lovingly, they are accepted. A glossary of 36 styles is included.

This simple picture book elicits discussion when children choose the styles that appeal to them or when they challenge themselves by exploring different cuts.

Objectives

- To understand that what is on the outside may change from person to person.
- To understand that variety in human characteristics makes for an interesting environment.

Pre-Reading Activity

- Have children bring in two photographs of themselves showing different haircuts. Allow children to tell about what was happening on that day and how they felt.
- Discuss how much or little the changed hairstyles also changed the way the children look.

Discussion Questions

Note to teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building throughout the story.

- Which hairstyle best suits you? Why?
- Which hairdos are most different than what you are used to?
- What would it be like if everyone had the same hairstyle?
  In discussing the hairstyles of different cultures, emphasize that the differences are to be appreciated. Some styles are the result of traditions that stem from religion, necessity or even politics.
- Tiny Tebogo has peppercorn fuzz. How do you think that style got its name? What is a peppercorn?
  (Bring in whole peppercorns to show where the idea for the name comes from).
- Yoel and Shmuel wear sidecurls and a hat. Have you ever seen children wear this style?

Among Hasidic Jews, a boy's third birthday is celebrated with his first haircut, leaving on the sidecurls.

- Why do you think Shoi-ming grew his hair into a three-foot long queue?
  During the Manchu Dynasty, Chinese men were required to grow a queue to show their loyalty to the emperor. It was forbidden to have it cut. If you left China and wanted to return, you could only do so if you had your queue intact.

Activities

- Draw a portrait of yourself without hair. Choose one of the cuts from the story to replace your hair. Or design a new style for yourself.
- Write a sentence below your picture telling if you think you are a different person on the inside. Explain why or why not?

The Colors of Us
by
Karen Katz

Henry Holt and Company, NY, 1999
Recommended for Grades K-1, Picture book

Synopsis

Seven-year-old Lena learns about the color of skin when she attempts to find the right combination of paint to mix for her color. Walking through her neighborhood, she understands and celebrates the diversity of her friends. This picture book celebrates the differences and similarities that connect all people.

Objectives

- To understand that the color of humanity brings variety and pleasure to our lives

Pre-Reading Activity

- Bring in pieces of milk chocolate, dark chocolate, and butterscotch. Talk about the color and enjoy the taste!
- Bring in cinnamon, ginger and chili powder. Talk about the colors and what the spices do for food.
- Explain to the children that we are all shades of color. Use a sheet of white paper to show that no one is "white."
- Explain how different races have different skin color but emphasize that we all belong to the human race.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building throughout the story.

- By the end of the story, what did Lena discover concerning the colors of people?
- How does Lena feel about what she has discovered?
- Do you agree with Lena? Why or why not?

Activity

- Using large construction paper, draw three children playing. With watercolor paint, mix together colors to make different skin colors. Make up a name for each color. Paint each child a different color. (Crayola puts out a set of multicultural color crayons).

All Kinds of Children

by
Norma Simon

Albert Whitman & Company, Morton Grove, IL, 1999
Recommended for Grades K-1 Picture book

Synopsis

Children love to compare themselves to others. In doing so, they are reassured that they are just like other kids. This books helps children realize all they have in common with other boys and girls, not only in their own community, but around the world. By showing children that they are part of a larger world, they are helped to grow into caring, responsible citizens. Appreciating the important ways we are alike and learning to enjoy our differences will help us live together in peace.

Quote

"All children love stories. They like to sit on soft laps and listen . . . to old stories, new stories, long stories, short stories, and pretend stories."

Objectives

- To understand that each one of us is unique and special
- To recognize the things all of us share in common

Pre-reading Activity

- Have children draw a picture of themselves and a friend. Tell or write three things that make them different from each other and three things that are the same.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- As you proceed through the book, ask children to tell about their experiences that make them the same as the children in the story.
- Explore the insets on the page.
- Use the questions and situations in the text as a guide to your discussion.

Activities

- Have children draw and tell or write about their own house and where it is situated, their immediate and extended family and what they do together, or what comforts them when tired or sad.
- Children fold a paper in half and draw a picture of themselves doing an activity as a child and then as an adult. Allow children to describe the picture before the class.

Lovable Lyle

by

Bernard Waber

Houghton Mifflin Company, Boston, 1997

Recommended for Grades K-1

Synopsis

Lyle was a lovable crocodile who lived with the Primm family. Everyone loves Lyle - the baker, the ice cream man, and all the children in the neighborhood. One day, Lyle received a hate letter that upset him greatly because he realized that he now had an enemy. After receiving the hate mail, he tried even harder to be a more lovable crocodile. No one knew who sent him the mail until one day Mrs, Primm caught the writer and discovered the reason little Clover Sue Hipple hated Lyle. Mrs. Primm decided to invite Mrs. Hipple to tea to dispel any prejudices and fears that she harbored about Lyle. The tea wasn't successful and Mrs. Hipple walked away even more displeased and wanted to have Lyle arrested. The next week Clover almost drowned while swimming but Lyle rescued her. He was rewarded for his heroism.

This book is an old time favorite that teaches what happens when one is prejudiced and doesn't want certain animals living in the neighborhood.

Quote

"Clover dear, please don't run away." cried Mrs. Primm,
"I would like to speak with you…about Lyle. Has Lyle done something to make you angry with him?"
"He takes my friends away from me," Clover burst out.
"He what?"
"He takes my friends away from me," the little girl said again. "When Lyle comes out, my
friends run away. They run to play with him all the time. I never have fun when Lyle is
around."
"But why can't you play with Lyle too?' asked Mrs, Primm.
"Because."
"Because of what?"
"Because I'm not allowed. My mother said I'm not allowed to play with crocodiles."

Objectives

- To explain why people chose to think and act in caring or in hurtful ways
- To recognize that each person must be responsible for the things s/he says and does
- To understand that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, some people will join the bullies
- To think about and explain ways that a person can be more thoughtful and considerate of others

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Who are the people who love Lyle?
- Why do they love Lyle?
- Why would anyone want to send Lyle hate mail?
- What did Lyle do after he received the hate mail?
- What was brazenly painted on a fence about Lyle?
- Who sent Lyle the hate mail and why?
- What did Mrs. Primm do to help resolve the hate situation with Lyle?
- How did Mrs. Hipple react to the invitation?
- What happened at the tea?
- Who saved Clover at the beach?
- How did Mrs. Hipple react to Lyle after he saved her daughter Clover?
- What lessons can we learn from this book?

Activities

- Let students make a bulletin board showing acts of kindness.
- Compare the story with **A Pig Is Moving In!** How is the story the same and how is it different?
- Make a welcome basket for a new neighbor or seniors or a nursing home.
- Have students design badges about how prejudice or discrimination is wrong.
- How can we be kind to animals? To people?

Other Suggested Sources

- **The Berenstain Bears New Neighbors** by Stan and Jan Berenstain. Teaches valuable lesson about the dangers of bigotry and prejudice. NY: Random House, 1994
- **The Sneetches** by Dr. Zeuss. Story about prejudice.

Videos

- **"Dr. Seuss on the Loose."** It contains "**The Sneetches."** Playhouse Video. A Division of CBS/Fox Video, 1211 Avenue of the Americas, NYC, NY 10036-K and up
- **Lambchop.** With Sherry did a wonderful episode called "**Prejudice."** 30 min. PBS Television
- **"Dumbo."** Walt Disney Production, 1941. 60 Min. Teaches about prejudice

For the Teacher

Free To Be You and Me And Free To Be A Family by Marlo Thomas and Friends. Poetry, songs and stories for all ages. **K and up**. It celebrates the diversity and individuality of all children. Running Press. ISBN 0762403276, reprinted in 1997. There is also a CD by the same title available for the music.

A Pig Is Moving In!

by
Claudia Fries

Orchard Books, 2000
Recommended for Grades K-1

Synopsis

Henrietta Hen, Doctor Fox and Nick Hare all live in the same apartment building. One day, Theodore the Pig moves in and all three prejudge the new neighbor. Since he is a pig they assume that he will be messy. All three didn't look forward to having him as a neighbor. They each behaved in an unfriendly and prejudiced fashion as they saw him move in. He dropped things, messed the stairs with flour, and each one assumed that the other had cleaned up. To their surprise, they learned that Theodore the Pig had cleaned the mess each time. In fact, Theodore ran a lovely and neat house and invited the three in when they came to complain about his messy moving. After that, a permanent bond is made between the four animals and they saw their lovely new neighbor in a different way.

Quote

"That does it," declared Henrietta, Nick and Doctor Fox. "If a pig wants to live in our building, he must behave properly or he will have to go!"
And they marched upstairs to tell him."

Objectives

- To understand that people are different and those differences make us special.
- To understand that each one of us is unique and special.
- To explain how each difference in people potentially enriches all people.
- To understand how words can hurt us or can make us feel good.
- To understand that we have rules to guide us and keep us safe as we live and work in our homes, classroom, and in our neighborhood.
- To explain what a friend is and how a friend acts.

Pre-Reading Activities

- In the beginning of the year, welcome a new student into class.
- How can the animal kingdom be compared to human beings?
- If someone new moves into the block, give them a welcome basket.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why did Henrietta Hen, Nick Hare, and Doctor Fox act in the way they did?
- How did they welcome their new neighbor Theodore?
- How did Theodore present himself?

- Why did the neighbors pre-judge Theodore?
- How did Theodore win over his neighbors?
- How does the story end?
- What is the moral of the story?

Activities

- Read Aloud: **The Berenstain Bears New Neighbors** by Jan and Stan Berenstain. Compare the two stories, find differences and similarities.
- Have the students act the parts of the animals (they love to play act). Get costumes, if possible**.**
- Prepare the welcome basket and give it to a needy family or new neighbor.
- See the video: "**The Sneetches."**

Other Suggested Sources

- **The Sneetches** by Dr. Seuss. Everyone in the story learns a lesson on prejudice.
- **We're Different, We're the Same** by Bobbi Jane Kates. New York: Random House, 1992.
- **We Are Alike..We Are Different** by Cheltenham Elementary School Kindergartners. New York: Scholastic,1991
- **The Ugly Duckling** by Hans Christian Anderson.

Resources for the Teacher

- **Free to Be….A Family** by Marlo Thomas and Friends. A book about all kinds of belonging. Ed. by Christopher Cerf. New York: Bantam Books,1987. "*Thank You,"* p.154 and p. 171. CD of same title available for music.

Whoever You Are

by
Mem Fox

Harcourt Brace and Co, NY, 1997
Recommended for grades K-1 Picture book

Synopsis

Simply written by Mem Fox and beautifully illustrated by Leslie Staub, the book expresses, that despite all the differences of all the children in the world, there are similarities that bind the human race together, the feelings of joy, pain and love. The children's skin colors may vary, they may live in different types of houses and countries and may learn in a different ways and their languages may be different, yet in their hearts they share feelings in common.

Quote

"Whoever you are and wherever you are, there are little ones just like you all over the world."

Objectives

- To understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
- To understand that each one of us is unique and special
- To recognize and list differences in people
- To understand concepts of respect, trust, and caring of self and others
- To explain what a friend is and how a friend acts

Pre-Reading Activities

- Take out a globe and study where the different ethnic groups come from in the book.
- See how many different ethnic groups are present in the classroom.
- Have some of the students bring in pictures of their families in ethnic costumes or find photographs of ethnic costumes.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- How does the author show the different ethnic cultures?
- Where does she show differences?
- Where does she show similarities?
- In what ways are the children the same?
- In what ways are the children different?

Activities

- Have the students make paper dolls and dress them in the different ethnic costumes.
- Make a collage using different magazines cut outs to show the different ethnic groups.
- Have a cooking feast using the different recipes of different groups.
- Study the various customs and ceremonies of different groups.

Other Suggested Sources

- **All Kinds of Children** by Norma Simon. Focusing on similarities rather than differences. Albert Whitman & Co, 1999
- **Hats Off to Hair** by Virginia Kroll. A variety of hairdos lets the reader know the uniqueness of each person.
- **We Are Alike…We Are Different** by Cheltenham Elementary School Kindergarteners. Asks questions, how are we alike, how are we all different. NY: Scholastic Inc., 1991.

Teacher Resources

- **International Playtime:Classroom Games from Around the World** by Wayne E. Nelson and Henry Glass. Fearon, 1992 (Social Studies School Service)
- **Beyond Heroes and Holidays.** A Practical Guide to K-12, Anti-racist, Multicultural Education and Staff Development. Edited by Enid Lee, Deborah Menkart, Margo Okazawa-Rey. Network of Educators on the Americas, Washington, DC. Order from NECA, PO Box 73038, Washington, DC 800-763-9131.

The Crayon Box That Talked

by
Shane DeRolf

Random House, New York, 1996
Recommended for Grades K-1

Synopsis

A child overhears crayons in a box disagreeing with each other and decides to buy the box of crayons to take home. Once home, she spreads out the crayons and begins to color with them. As the crayons watch her work, they learn to appreciate each other and what they are able to create together.

Objectives

- To understand that each one of us is unique and special.
- To compare and contrast self to others.
- To recognize and list differences in people.
- To explain how each difference enriches all people.
- To recognize the things all of us share in common.
- To understand how words can hurt us or can make us feel good.

Pre-Reading Activities

- Distribute different kinds of boxes of crayons. Examine the different combinations of colors, sizes, labels, etc.
- Students should look around the classroom at each other. List the many different colors, patterns, etc. of shirts.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why are the crayons saying disagreeable things to each other? Do they know why they do not like each other? Why do you think they are being mean to each other?
- Look carefully at the illustrations showing the faces on the crayons. How do you think each crayon is feeling about itself and the others?
- Why did the little girl buy the box of crayons? What did she do with the crayons?
- What happened to the colors as she worked on her drawing?
- How did the crayons feel after the little girl finished with the picture? Compare and contrast the faces of the crayons in the last illustration to the earlier illustration. Why do you think they are so much happier at the end of the story? What did the crayons learn about being different?
- Are all people alike? What are some of the ways that we are different? How are we alike? What are some of the ways that our differences make us happier?

Activities

- Give each student a sheet of drawing paper and one crayon. Ask them to draw a picture showing trees, flowers, toys, and other objects they may want to include. Discuss the pictures. Do they really show things the way they are? Do they like working with only one color? How could they make their pictures better? Give each student a second page of drawing paper and a whole box of crayons. Ask them to draw the same picture using lots of colors. Compare and discuss the results.
- Talk about the many ways that color influences our lives: in nature, in our homes, in our clothing, in our cars, in ourselves. Talk about how it would be if everything were the same color. What if people were exactly the same in every way? What would we be missing? How do our differences make it better for each of us? How can we help each other and show that we appreciate each other? Make a list using different colors to write down each suggestion on a piece of chart paper.
- Place the students in groups of three or four. Give each student a box that has only two colors of crayons in it. Have the students exchange their crayons until each has a complete set of colors. Give the students pictures of kites, balloons, etc. to color using all of their crayons and decorating them as they wish.
- Place the students in groups of three or four. Give each group a large drawing of a playground scene with different toys, flowers, and trees in it. Give each student only one or two crayons to use. Ask them to work together to color the drawing. As the students complete the pictures, ask each group to share with the class how they worked together to complete the picture. Hang the pictures around the classroom.
- Read P.K. Hallinan's **A Rainbow of Friends** to the class. Ask the students to think about some of their friends. Without using names of the friends, ask the students to share one way that their friend is different from themselves. Talk about how they enjoy those differences and their friend. Compare this with what the crayons had to learn about being different and working together. Ask the students if they have ever seen a rainbow. Ask them to explain how rainbows make them feel. Have the students create different rainbows to hang around the classroom. Make some rainbows of curved pieces of colored construction paper pasted together. Make some rainbows using watercolors or markers on drawing paper. Make some rainbows using crayons on drawing paper. Have at least one rainbow made before hand out of different colors of cellophane paper and place this against the window for the sunlight to shine through it. Hang the different rainbows around the classroom.

Other Suggested Sources

- **A Rainbow of Friends** by P.K. Hallinan. Nashville, TN: Ideals Children's Books, 1997.

Two Eyes, A Nose, and A Mouth

by

Roberta Grobel Intrater

Scholastic Inc., NY, 1995
Recommended for Grades K-1

Synopsis

This book emphasizes that each person is unique and different in appearance, particularly of the face. Although each one of us has eyes, a nose, and a mouth, no one looks exactly alike and our differences make us special!

Objectives

- To recognize differences
- To accept differences
- To understand that there are strengths in differences
- To identify differences in people
- To recognize those things that all of us share in common

Pre-Reading Activity

- Make a list of facial features including eyes, nose, mouth, chin, forehead, cheekbones, eyebrows, mustache, beard, etc.

Discussion Questions

- What do you see first when you talk to a person?
- Describe how eyes are shaped.
- How are eyebrows shaped differently?
- What are some of the various shapes of noses?
- Describe how lips and mouths look different.
- Does anyone look exactly like you?
- What would the world be like if everyone looked alike?
- How do smiles affect a face? How do you react when people smile at you? What does a smile say to you?
- How do frowns and sad looks affect a face? How do you react when people frown at you? What does a frown "say to you?"

Activities

- The teacher will take pictures of each student's face for a class collage.
- Describe your face: your eyes, eyebrows, nose and mouth.
- Do you resemble anyone in your family? In your class? Make a list of ways that you are both alike and different.
- Does anyone look exactly like you? **(Note to teacher: Explain how twins, triplets, etc. can look very much alike, even identical, but be different.)**
- Make a list of ways that our differences make us special. Post the list in the classroom.

Jingle Dancer

by

Cynthia Leitich Smith

Morrow Junior Books, NY, 2000
Recommended for Grades K-2, Picture book

Synopsis

Jenna is a member of the Musgogee Creek Nation. She is finally old enough to participate in the Jingle Dance at the upcoming powwow. However, she does not have enough jingles on her dress and sets out to collect some from friends and relatives. At the powwow, Jenna dances for those who gave her each a row of jingles because they could not dance themselves.

Objectives

- To understand that the Native Americans today participate in everyday society just as do other peoples.
- To learn the value of keeping family traditions

Pre-Reading Activity

- Explain that American Indians today live and work like all other Americans. They will often meet throughout the year at powwows to renew traditions and friendships. The jingle dance is done with a bounce step to let the aluminum cone-shaped jingles hit against each other and "sing."

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What does it mean, "But Jenna's dress would not sing?"
- What idea did Jenna get when she saw Great-aunt Sis' dress?
- Why did Great-aunt Sis ask Jenna to dance for her?
- Why did Mrs. Scott give Jenna a row of jingles?
- Why was Cousin Elizabeth willing to give up her row of jingles?
- How did Jenna show her appreciation for receiving all those jingles?

Activities

- Allow the children to demonstrate a bounce-step for the class. If desired, brainstorm how they could get something to make a "jingle" while they dance.
- Draw a picture of a powwow with Jenna dancing.
- Many boys and men at powwows do hoop dances, where large hoops are twirled, splayed and stepped through while keeping up a dance rhythm. Draw a picture of the men doing a hoop dance.

Other Suggested Sources

These books deal with the lives of contemporary Indian children.

- **A Rainbow at Night: The World in Words and Pictures by Navajo Children** by Bruce Hucko. CA: Chronicle Books, 1996.
- **Buffalo Days** by Diane Hoyt-Goldsmith. NY: Holiday House, 1997.
- **Pueblo Boy** by Marcia Keegan. NY: Coblehill Books,1991.
- **Pueblo Storyteller** by Diane Hoyt-Goldsmith. NY: Scholastic Inc., 1991.
- **Red Bird** by Barbara Mitchell. NY: William Morrow & Company, Inc.,1996.
- **Thunder Bear and Ko** by Susan Hazen-Hammond. NY: Dutton Children's Books, 1999.

Nadia's Hands

by
Karen English

Caroline House, Honesdale, PA, 1999
Recommended for Grades K-2 Picture book

Synopsis

Nadia is a Pakistani American girl who has been chosen as flower girl in her aunt's traditional Pakistani wedding. However, when she has to put *mehndi* on her hands for the occasion, Nadia worries that the henna dye will not wash off before school on Monday. Nadia learns to appreciate her traditions as she sees the joy in her grandmother's eyes and understands that her family's happiness is also her happiness.

Quote

"Grandma came over and lifted one hand, then the other. 'When I look at your hands, it's as if I'm looking at my past and future at the same time.' "

Objectives

- To understand that family traditions are an important part of who we are
- To appreciate the customs of other nationalities
- To learn about the Pakistani practice of *mehndi*

Pre-Reading Activities

- Discuss the wedding ceremony with children so that they understand the practice is a universal tradition. Explain the concept of hand painting, *mehndi,* in Pakistani tradition, as illustrated on the book jacket.
- Elicit traditions that are common in wedding traditions.

Discussion Questions

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- How does Nadia feel about having her hands painted? Why?
- Do you think some children might make fun of Nadia's hands? Why or why not?
- What would you tell those children?
- Why did Nadia feel her hands belonged to someone else?
- What made Nadia stumble coming down the aisle?
- What helped Nadia find her rhythm again?
- How was Nadia going to deal with her hands in school on Monday?
- Why did Nadia finally think that her hands really did belong to her?

Activities

- On construction paper, outline both hands. Plan a design and color with orange crayon. Write a sentence to explain what *mehndi* is.

Island of Skog
by
Stephen Kellogg

Dial Press, New York, 1973.
Recommended for Grades K-2

Synopsis

Several mice who want a new life free of oppression set out to sea to find a peaceful island. However, upon their arrival, they discover footprints belonging to what appears to be a very large beast or monster. They are determined to remove the beast from the island using warfare: cannonballs and a huge trap. The Skog reacts by disguising himself as a huge monster and menaces the colony of mice. The mice are surprised when they capture Skog and discover his real identity! There are some lessons to be learned about human relations, respect, resolving conflicts, and kindness that make this book so special.

Objectives

- To explain how each difference in people potentially enriches all people
- To recognize the things all of us share in common
- To understand the concepts of trust, respect, and caring
- To understand that your words and behavior affect you and others
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Explain the term "monster."
- Discuss the term "peace" and talk about its importance.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why did the mice want to go to the Island of the Skog?
- Who already lived on the island? Do you think that the mice had the right to try to take the island for themselves?
- Describe the Skog - the monster and the real Skog.
- Why did the mice shoot cannonballs before going ashore on the island?
- What was the plan that the mice had developed for the island?
- What was the "dawn discovery" by the mice?
- Describe the plans the mice developed to capture the Skog. How did each plan work? Why did the mice think that they had to capture the Skog?
- Why did the Skog try to portray himself as a monster or beast?
- What suggestion did the Skog make to the mice? How did the mice respond?
- Do you think that they can all live together peacefully on the island? Explain.

Activities

- Draw two pictures of the Skog: (a) self; (b) monster.
- Watch the scene in the video "Wizard of Oz" where Oz is revealed to Dorothy and her friends. Why did the man want everyone to think of him as a fearsome wizard? Compare and contrast this to the idea of the Skog. When the truth was discovered about the Wizard and about Skog, what were the reactions? How do you feel about each of these characters?
- Write a poem about the importance of getting along with others and making friends.
  How do you feel when you think you are in danger? How do you react? How does it make you feel when you discover that there is nothing to fear. Learn a song or poem about friendship, then sing or recite it together.

The Ugly Duckling

by

Lorinda Bryan Cauley

Harcourt Brace Jovanovich, NY, 1979
Recommended for Grades K-2

Synopsis

An "ugly duckling" spends an unhappy, lonely year in the barnyard where he is ostracized and ridiculed by the other animals. In despair, he finally departs to wander alone. In his journey of discovery, the duckling learns that he is actually a beautiful swan.

Objectives

- To understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
- To understand that each of us is unique and special
- To apply concepts of respect, trust, and caring to self and others
- To understand how words can hurt us or can make us feel good
- To explain what a bully is and how a bully acts
- To explain what a friend is and how a friend acts

Pre-Reading Activities

- Look at photos and illustrations of ducks and swans and note differences as well as similarities.
- Talk about the pain caused by name-calling and ridicule.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Where was the Ugly Duckling hatched?
- Describe the egg. What was the mother's reaction to the egg?
- Describe the Ugly Duckling at its "birth."
- How did the other ducklings respond to him?
- Compare the mother's response to the various ducklings.
- Why did the Ugly Duckling fly into the marsh? How did he feel about himself?
- What happened when he met the wild ducks?
- What happened to the two wild ganders?
- What happened when the dog appeared?
- Why did the Ugly Duckling go to the farmhouse? Describe his treatment there.
- Why did the Ugly Duckling have trouble making friends?

- What occurred during the winter months? How did the farmer save the Duckling's life?
- Why did the Duckling leave the farmer's house?
- Describe the meeting between the Ugly Duckling and the three beautiful swans.
- Explain how the meeting changed the Duckling's view of himself.

Activities

- Explain the terms "name-calling" and "bullying." How would you apply these terms to the treatment of the Ugly Duckling by the other animals? Have you ever felt lonely? What can you do to help someone who is feeling lonely?
- Define the term "outcasts." Does this word describe both the Ugly Duckling and Dumbo? Explain how both gained their own self-respect and the respect of others.
- What does the phrase "Beauty is in the eye of the beholder" mean? How does it apply to the Ugly Duckling and Dumbo?
- Two popular sayings are "Beauty is only skin deep" and "What counts is what is on the inside." What do they mean? How do they describe the Duckling and Dumbo?
- Draw a portrait of Dumbo and the Ugly Duckling.
- Would you like to have someone like Dumbo or the Duckling for a friend? List the qualities that they have that would make them a good friend. What qualities do you have that make you a good friend?

Other Suggested Sources

- View the video "***The Ugly Duckling***."

Dumbo
by
Jerry Walters

Random House, New York, 1972.
Recommended for Grades K-2

Synopsis

Dumbo, a baby elephant, is mocked and ridiculed by the other circus animals and the people who come to the circus because of his extremely large ears. Dumbo and Timothy, a little mouse, become friends and Timothy helps his young friend gain confidence. With his newly found confidence, Dumbo trains to become an aerial artist and gains the respect of the other circus animals.

Objectives

- To understand that each one of us is unique and special
- To explain how each difference in people potentially enriches all people
- To recognize the things all of us share in common
- To understand the concepts of respect, trust, and caring
- To understand how words can hurt us or make us feel good
- To explain what a bully is and how a bully acts
- To explain what a friend is and how a friend acts

Pre-Reading Activities

- Discuss the words "bully" and "friend."
- Ask students to explain how it feels to be the victim of name-calling and ridicule.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Compare and contrast Dumbo's appearance to that of the other elephants.
- Who helped to erect the circus?
- How does Mrs. Jumbo feel when others ridicule her child Dumbo?
- Why is Mrs. Jumbo placed in a solitary cage?
- Describe Dumbo's feelings when he sees his mother in the cage and how he feels to be alone.
- Describe the way the other elephants treat Dumbo now that his mother is locked in a cage alone. How does this make Dumbo feel?
- Explain how Timothy and Dumbo become friends.
- Timothy proves to be a *good* friend to Dumbo. Explain how he shows this.
- Describe the accident that occurs. Explain how Dumbo is involved and how the other elephants react to him after the accident.

- Why did the circus try to make Dumbo a clown? What was his special act? How did Dumbo feel about this?
- Who are the Black Crows? Describe the sound they make and the way that they treated Dumbo. How did this make Dumbo feel?
- What goes Timothy do?
- What do the Black Crows give to Dumbo? How does this help Dumbo?
- Why do the other elephants come to realize that they should respect Dumbo?
- How does Dumbo feel after the other elephants change their attitude and behavior toward him?

Activities

- Define the term "prejudice." Identify some of the attitudes of prejudice shown in the story. (For example, Black laborers and crows.)
- Compare the isolation of the Ugly Duckling in the story of that name to the isolation of Dumbo. Have the children draw illustrations of Dumbo, the Ugly Duckling, and Timothy together.
- Discuss the term "name-calling" and the idea that words can really hurt us. Take examples of this from the story about Dumbo. Look at illustrations of Dumbo in the book that show the way he feels when he is mocked and ridiculed. Ask students if they have ever felt this way and if they were hurt and lonely because of it. Draw up a list of things they can do to help someone who is ridiculed and/or hurt and lonely.
- Make a list of the characteristics of a good friend. Compare this list to the actions of Timothy. Talk about how a person can be a good friend and how good friends make us feel.

Other Suggested Sources

- **The Ugly Duckling** by Lorinda Bryan Cauley. New York: Harcourt Brace Jovanovich, 1979. (Also available in video.)
- Video "***The Point***" based on a story by Harry Nilsson. Nilsson House Music Inc., Murakami Wolf Productions, Inc. 1971.

Virgie Goes to School with Us Boys

by

Elizabeth Fitzgerald Howard

Simon & Schuster, NY, 2000
Recommended for Grades 1-2

Synopsis

In the post-Civil War South, Virgie is determined to go to school with her older brothers, even though she knows she must walk seven miles. Her brothers try to discourage her by reminding Virgie that girls don't need school. They scare her with stories about creatures in the woods along the way. Virgie persists and is delighted with her new school experience.

Quote

". . . one day in the fields, Papa said, "Boys, Virgie, me and your ma been thinking. All free people need learning--Old folks, young folks . . . small girls, too."

Objectives

- To know the educational situation of the freed slaves after the Civil War
- To understand the need to learn when it has been denied
- To learn that there were people willing to help those in need

Pre-Reading Activity

- Using a map, locate Tennessee. Give a brief background of the Civil War and the emancipation of the slaves. Discuss the desire to want what you cannot have.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- When C.C. thought about the opening of schools for black people, he wondered if Virgie should go to school with the boys, too. Do you agree with him? Explain.
- What do you think about some of the reasons Virgie's family used to discourage her from going to school?
- Do you think the boys and Virgie were afraid when they walked through the woods? What did they do to show if they were or weren't?
- How were Virgie and her brothers going to help Mama and Papa learn to be free?

Activities

- Write a letter to Virgie explaining how you feel about her decision. Include what encouragement you would send.

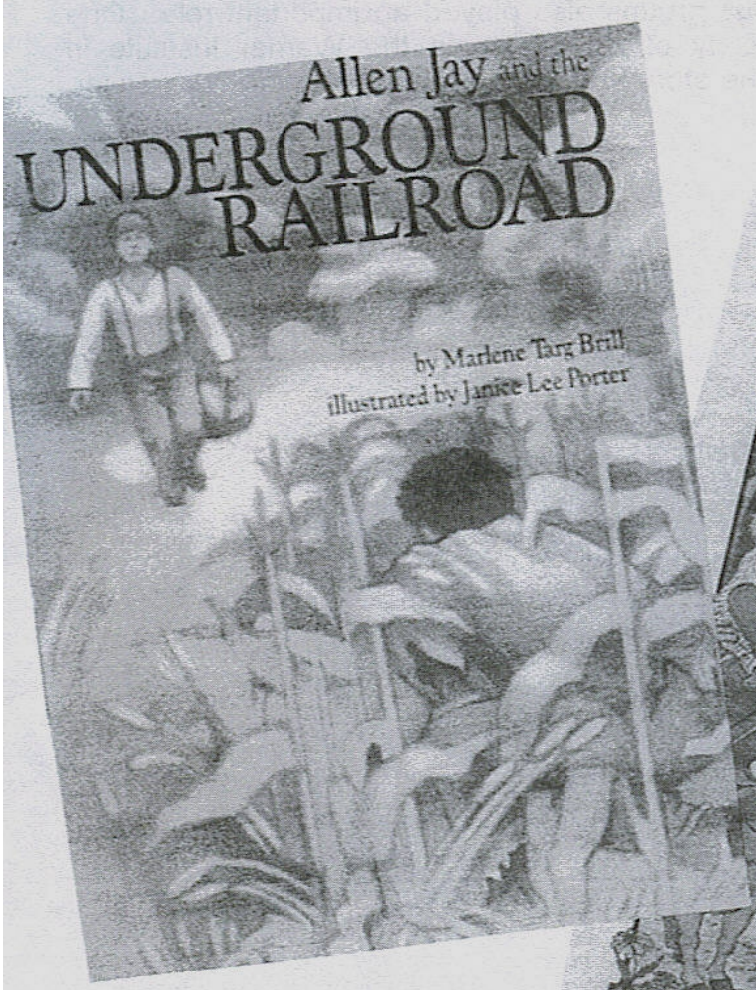
- Draw a picture showing Virgie learning at school.
- Pretend you are Virgie. Write your first story.

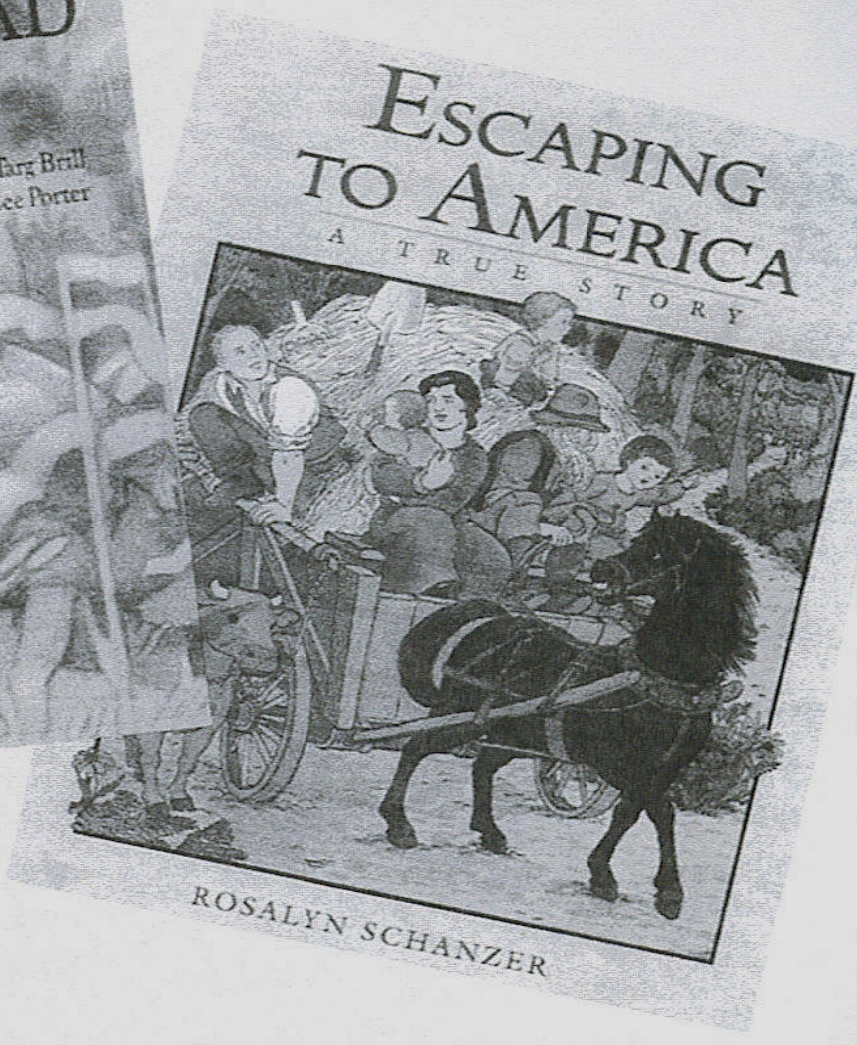
Historical Perspective

During the course of slavery in the United States, repression of the natural desire to learn was perhaps the cruelest form of punishment. Many states had laws prohibiting slaves from learning to read or write. Some learned anyway and taught others. After the war, lack of education was the biggest obstacle facing the freed men, women and children. In 1865, the Freedman's Bureau was created by Congress to assist blacks in the transition to freedom. Blacks themselves set up schools. Northern aid societies established hundreds of schools. Religious groups also played an important role. One school established by the Quakers (Society of Friends) was the Warner Institute in Tennessee. This school is the basis for the story about the author's grandfather's sister, Virgie.

Next Steps

Lessons Recommended for Grades 2-3





The Keeping Quilt

by

Patricia Polacco

Simon and Schuster, Inc., New York, 1988
Recommended for Grades 2-3

Synopsis

The author tells the story of her family quilt that has been passed from mother to daughter for four generations - and will be passed to a fifth generation. The quilt is made of pieces of cloth taken from the clothing, blankets, and other cloth objects of family experiences. The quilt is more than pieces of cloth. It is the symbol of the love and faith that has endured in her family for over a century and the memories woven in its cloth.

Quote

"We will make a quilt to help us always remember home. "

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To understand the many different influences that help to form a person
- To understand the concepts of family traditions and family treasures

Pre-Reading Activities

- Locate Russia and New York City on a map. Talk about the physical distance and the cultural distance between the two places, especially a hundred years ago.
- Discuss the word "immigrant" and discuss reasons that people left their homes in Russia and other places to come to the United States. Think of some of the problems they may have faced in making a new home in a strange and foreign place.
- Find some photos and illustrations of the area of New York City where Great-Gramma Anna's family settled around 1900. Find some photos of Russian farm villages around the same time.

Discussion Questions

- Describe the differences between life in the village in Russia and life in New York City for Great Gramma Anna and her parents.
- Discuss the ways that life changed for Anna.
- What is a *babushka*? How did Anna's mother turn the *babushka* and other things into a memory of their home in Russia?
- How was Anna's quilt really a neighborhood project? Are there things that you and your neighbors work on together? How was life different in the days of Anna's childhood?

- List some of the things that were used to make the quilt. List some of the cloth shapes that were used to decorate the quilt.
- What were the symbols of Anna's engagement?
- What is a "*huppa*?"
- What gifts were given to the newborn baby Carle, the author's Grandma?
- Where did Carle and George go to live? What did they take with them?
- Who is Mary Ellen? What was her first experience with the quilt?
- Make a list of all of the changes that occurred at the weddings through the generations.
- Make a list of all of the things that remained the same at the weddings in each generation.
- The quilt had many uses throughout the story. Make a list of all of the quilt's uses.
- How did the author and her mother turn the quilt into a "story book?"
- How did the author's mother turn the quilt into a "family history book?"
- What does the author plan to do with the quilt some day?

Activities

- Have each student bring in a piece of cloth from a favorite old shirt, dress, pants, jacket, blanket, etc. (They should be square pieces fairly uniform in size.) Ask each student to write her/his name or initials on their square of cloth. Begin to sew all of the pieces together. The sewing should involve all of the students, perhaps parents who volunteer some time, and volunteers from the school staff. A little time should be taken as each piece is added for the child who owns the piece to explain why that piece of cloth is special. When the "quilt" is completed, invite family members of the class in for a "quilt celebration" and hang the quilt in the classroom.
- Each student should draw a picture of his/her piece of cloth and write its "story." Copy the pages and bind them together. Each student should be given a copy of the story of the quilt. Place a colored copy of the quilt on the cover and a photo of the class at the end of the "book."
- Write a poem or story about the making of the class quilt.
- Read the story of **The Patchwork Quilt.** Compare and contrast the way the quilts were made, the pieces of cloth that were used, and the meaning of each quilt.
- Talk about the many different forms a family may take. Each student should make a personal "story card" on which they list the things they would include about their personal and extended family history if they were writing a story about themselves. Decorate the card.

Other Suggested Sources

- **The Patchwork Quilt** by Valerie Flournoy.
- **The Feather-Bed Journey** by Paula Kurzband Feder
- **The Quilt Story** by Tony Johnson
- **The Bedspread** by Sylvia Fair

The Patchwork Quilt

by
Valerie Flournoy

Dial Books for Young Readers, New York, 1952
Recommended for Grades 2-3, Picture book

Synopsis

Young Tanya is fascinated by her grandmother's stories as she works to make a patchwork quilt from fabric taken from family clothing. When Grandma falls ill, it is Tanya who determines that work on the quilt must continue and draws the rest of the family into the plan. Finally Grandma was feeling better and was able to rejoin the family in the living room where she resumed her quiltmaking. When the family gathered to examine and celebrate the finished product, Mama and Grandma had a surprise for Tanya. "Grandma's quilt" had become "Tanya's quilt."

Quote

"A quilt won't forget. It can tell your life story," she (Grandma) said.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize the contributions people of all ages give to one another
- To understand the many different influences that help to form a person
- To understand the concepts of family traditions and family treasures

Pre-Reading Activities

- Explain what is a "patchwork quilt." Examine photographs of different kinds of quilts or samples of quilts if possible.
- Discuss what "makes" a family and the many different types of families.

Discussion Questions

- What is wrong with the quilt Grandma already owns? Where did Grandma get her quilt?
- What does Grandma mean when she talks about the "old ways"? Do you have any "old ways" of doing things in your family?
- How do Grandma and Tanya feel about Mama's idea of buying a quilt at the store?
- How do Grandma and Tanya view time differently?
- What are some of the things that Mama and Grandma disagree about?
- What does Tanya mean when she tells her Mama that Grandma and the quilt "tell each other stories?"
- How does Tanya help her Mama become involved in Grandma's quilt?
- How do Tanya and other members of the family feel when Grandma becomes ill?
- What happens to the quilt while Grandma is ill?

- Explain how different members of the family contribute to the quilt.
- Who did Tanya decide was missing from the quilt? How did she change it?
- Grandma was finally well enough to join the family and to work on the quilt. What are the "finishing touches" she adds to the quilt?
- Grandma had said her quilt would be a "masterpiece." Was she correct? Why?

Activities

- Write a poem about the way Grandma and Tanya feel about each other - or - Write a poem about the quilt they make together.
- The quilt is called a "family project." What does that mean? Do you have any family projects in your home? What family project would you like to start?
- Ask your parents or grandparents or some senior members of your school or neighborhood to tell you about some of the "old ways" that they remember from their childhood. Make a poster chart of these "old ways" to display in your classroom.
- Invite some mature adults to the classroom to talk with the students about some of the "old ways." Ask them to bring photographs to share if they have any available. Organize one to three students with each adult to examine the photographs together and to hear the stories, answer questions, etc. After the visit, have the students in each group write "Thank you" notes to the adult that talked with them.
- Discuss what makes a "family" and the many different kinds of family that exist. ***Note: No child should feel left out of the idea of a "family."***
- Decide on a class project that they can do together as a special kind of "family." (Examples: collect stories to read to children in pre-K and Kindergarten; collect story books to take and donate to a hospital; make a class quilt; learn some "old time" games and teach them to younger children, etc.

Other Suggested Sources

- **The Keeping Quilt** by Patricia Polacco.
- **The Feather-Bed Journey** by Paula Kurzband Feder
- **Tar Beach** by Faith Ringgold
- **Sammy Johnson and the Blue Ribbon Quilt** by Lisa Campbell

Different and Alike

by
Nancy P. McConnell

Current Inc., Colorado, 1988
Recommended for Grades 2-3

Synopsis

Some people are different because they are blind or deaf, have a speech disorder, have limited physical movement, or have limited mental development. Despite these differences and the fact that they are differently-abled, they are people like us all the same. We need to respect each other with all of our differences and similarities.

Objectives

- To understand that each one of us is unique and special
- To recognize the contributions people give to one another
- To understand the affects of our words and actions on others
- Explain how prejudice hurts everyone and ways we all suffer because of it
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activity

- Discuss and explain words such as *handicapped, disabled, differently-abled, prejudice, discrimination, respect, considerate, thoughtful, caring.*
- Talk about ways that buildings and transportation are being adapted to give all people access and use of them.

Discussion Questions

- What do people mean when they use the words "handicap" or "disability?"
- What are some examples of this?
- Explain some ways that a person may have acquired this "handicap."
- What do we mean when we say a person is deaf or hearing-impaired?
- Explain some of the ways those who are deaf communicate with others, both those who are hearing and those who are also hearing-impaired.
- How has medicine and technology been able to assist some hearing-impaired persons?
- What do we mean when we say that someone is blind or partially sighted?
- How do those who are blind or only partially sighted use their other senses?
- What are some special ways that those who are blind or partially sighted do things?
- How do guide dogs help blind people?
- How do people who are both deaf and blind communicate?
- What is meant by the term "learning disability?"
- Give some examples of learning disabilities.

- Describe a speech or a language disorder.
- Explain some things that are being done today to help those who have these disorders develop other learning styles.
- What is meant by the term "physically challenged?"
- Give examples of different forms that "physically challenged" can assume.
- What are some of the tools that the physically challenged use?
- What is meant by the term "mentally handicapped?"
- What are some of the forms it may take?
- Explain Downs Syndrome.
- Explain the term emotionally handicapped.
- What are some of the ways that this can affect a person?

Activities

- Today, many people use the term *differently abled* rather than handicapped, disabled, or challenged. Examine the meaning behind each term and what that meaning communicates to people.
- Blindfold half of the students in the classroom. Explain to everyone that you are going to give a series of directions that they must follow. Devise a simple task for them to do that will require a series of actions. After about 10 minutes, ask the students wearing the blindfolds how the limitation on their sight affected the way they listened and acted. Talk about the use of hearing and touching as a way of "seeing."
- Invite someone to class from one of the societies to aid the blind. It could be someone who can read and demonstrate Braille, someone who helps to train guide dogs, etc. Ask them to talk to the class.
- Invite someone who can do signing to visit the class and teach a few signs to the students. Talk with the students about the importance of signing for the deaf and its recognition as a language.
- Read and discuss the poem "*Like Me*" by Emily Kingsley. (poem on adjacent page)
- Discuss the changes occurring in society that recognize the need to make facilities (buildings, transportation, parks, etc.) accessible to all people. Analyze why that is the "fair" and "right" way to do things.
- Make a bulletin board with photographs of people who have been differently-abled and list their contributions and achievements by their photographs.

Other Suggested Sources

- View the video ***"The Unforgettable Pen Pal."***
- Read a short biography of Helen Keller, Roy Campanella, Beethoven, or some other famous person who has made their mark in history.
- Visit **http://www.dontlaugh.org/index1.htm**. This is the site for the "Don't Laugh At Me" project and offers teaching materials, etc. for free. One of the founders of this project is Peter Yarrow of the performing artist group Peter, Paul, and Mary.
- **Free To Be…You and Me** by Marlo Thomas and Friends. (Book or CD)

Like Me
by
Emily Kingsley
Suggested by the book, **Just Like Me** by Jennifer Fink

I went to my dad and I said to him
There's a new kid who's come to my school.
He's different from me and he isn't too cool,
No, he's nothing at like me, like me,
No, he's nothing at all like me.

He runs in a funnyish jerkyish way,
And he never comes first in a race.
Sometimes he forgets which way is first base,
And he's nothing at all like me, like me,
No, he's nothing at all like me.

He studies all day in a separate class,
And they say that it's called "Special Ed."
And sometimes I don't understand what he's said,
And he's nothing at all like me, like me,
No, he's nothing at all like me.

His face looks kind of different from mine,
And his talking is sometimes so slow,
And it makes me feel funny and there's one thing I know,
He is nothing at all like me, like me
No, he's nothing at all like me!

And my father said, "Son, I want you to think
When you meet someone different and new
That he may seem a little bit strange, it's true,
But he's not very different from you, from you,
No, he's not very different from you.

Well I guess, I admitted, I've looked at his face,
When he's left out of games, he feels bad.
And when other kids tease him, I can see he's so sad.
I guess that's not different from me, from me
No, that's not very different from me.

And when we're in Music, he sure loves to sing,
And he sings just like me, right out loud.
When he gets his report card, I can tell he feels proud,
And that's not very different from me, from me,

No, that's not very different from me.
And I know in the lunchroom he has lots of fun,
He loves hot dogs and ice cream and fries,
And he hates to eat spinach and that's not a surprise,
'Cause that's not very different from me, from me,
No, that's not very different from me.

And he's always so friendly, he always says hi,
And he waves and he calls out my name.
And he'd like to be friends and get into a game,
Which is not very different from me, from me,
No, I guess that's not different from me.

And his folks really love him. I saw them at school,
I remember on Open School Night -
They were smiling and proud and they hugged him real tight,
And that's not very different from me, from me,
No, that's not very different from me.

So I said to my dad, Hey, you know that new kid?
Well, I've been really thinking a lot.
Some things are different…and some things are not.
But mostly he's really like me, like me,
Yes, my new friend's…a lot. . like me.

Allen Jay and the Underground Railroad

by
Marlene Targ Brill

Carolrhoda Books, Minneapolis, 1993
Recommended for Grade 2-3

Synopsis

This is a biographical childhood story and one that illustrates the way in which many Quakers participated in the anti-slavery movement. Allen, a heroic young Quaker, finds the courage to hide Henry James, a runaway slave. Allen takes Henry James by night to his grandparents' home who then assist Henry safely to Ohio. The narrative is based on an actual event that occurred in the 1840s. Allen Jay courageously continued to assist other runaway slaves.

Objectives

- To understand the affects of our words and actions on others
- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and ways we all suffer because of it
- To analyze ways in which people can stand up for what they believe is right and good
- To understand that not all rules and laws are good and how we must work together to make them better

Pre-Reading Activities

- Define the words: racism, prejudice, discrimination, courage, hero
- Locate a map of the United States in the 1840s. Identify Ohio. Point out the slave states. Trace some of the Underground Railroad routes that existed.
- Explain the meaning of the term "underground railroad."

Discussion Questions

- Where did Allen Jay and his family live? What is the time period?
- To what religious group did Allen Jay and his family belong?
- What is a slave? Where did most of the slaves in the United States live during that time period?
- Discuss the way that slaves were treated.
- What was the Underground Railroad? Why was it called a railroad? What was a station?
- Where did the people who operated the railroad hide the fugitive slaves?
- How did the slaves travel from place to place?
- How was the Underground Railroad kept a secret?
- What was Allen Jay's household chore on Monday? What happened on a Monday afternoon when the doctor stopped by the house?
- Where did Allen find Henry James? Why was Allen frightened by the discovery?

- Where did the two go? What did Allen do for the fugitive?
- Why was Allen's entire family in the house? How did various family members try to help Henry James?
- Who came looking for Henry James?
- How did Allen Jay help Henry James escape from those who came looking for him?
- How did the two feel about the escape journey?
- Describe some of the stories Henry James told about his life as a slave.

Activities

- Make a drawing of a "station" on the Underground Railroad.
- Take an outline map of the United States. Draw in the routes of the Underground Railroad. Mark the route that was followed by Henry James.
- Write a letter to Allen Jay or to Henry James expressing the way that you feel about their journey and their courage.
- Make a list of the characteristics of a hero (Do not include characteristics of fame or popularity.). Mark the characteristics that you believe Allen Jay and Henry James possessed. Would you like to have people like Allen and Henry as friends?
- Read about Harriet Tubman, Frederick Douglass, or Sojourner Truth. Write a poem about one of them or a letter expressing your feelings for her/his courage.
- Imagine that you are either a "conductor" or a "passenger" on the Underground Railroad. Write a series of "diary" entries describing your experiences and feelings on your journey.
- Listen to a recording of the song "Follow the Drinking Gourd." What do the lyrics mean when they refer to the "Drinking Gourd?" Explain the meaning of some of the other terms and phrases. Teach the words of the song to your class and sing along with the music.

Other Suggested Sources

- **Follow the Drinking Gourd** by Jeanette Winter.
- **Sweet Clara and the Freedom Quilt** by Deborah Hopkinson.
- Visit the Internet site **www.nationalgeographic.com/railroad** for an interactive site about the underground railroad.

Follow The Drinking Gourd

by
Jeanette Winter

New York: Dragonfly Books, Alfred A. Knopf, 1988.
Recommended for Grade 3, Picture book

Synopsis

A friend to the slaves, Peg Leg Joe taught the other slaves in the fields "a song that secretly told the way to freedom." They would travel at night by following the stars "and looking for the signs that marked the trail." The memorized words and picture images led them through fields, across rivers, along paths of the Underground Railroad, and finally to Canada.

Objectives

- To trace the route of an escaped slave
- To recognize that freedom is hard to achieve
- To recognize that slaves were purposely kept from learning how to read and write
- To recognize that map skills may not require paper maps

Pre-Reading Activities

- Discuss the meaning of the Underground Railroad (literal vs. figurative).
- Discuss how the stars form constellations in the sky which can be 'read' for directional purposes. Throughout history, escaping people have read the stars to guide them in their flight, i.e. Moses and the Hebrews.
- Discuss how people risked their own lives to aid slaves in their escapes.
- Discuss risks the slaves took when they attempted to escape.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way, knowledge is building throughout the story.

- How did Peg Leg Joe teach the slaves an escape route without the use of a map?
- What was the drinking gourd? What other symbolic words were in the song?
- Why did the slaves have to travel at night?
- What do we call creatures that are awake at night and asleep during the day?
- What other creatures are nocturnal? How could these other nocturnal creatures have helped the slaves?
- Why would slaves cross rivers and streams?
- What would happen if the slaves were caught?
- What was the meaning of a lit lamp outside a safe house?

Activities

- Create words to your own freedom song. Be sure to include symbolic words and directions.
- Investigate and study one constellation. Find its origin and its myth. Make a visual presentation and retell the story.
- Create a diorama of a hidden room inside a safe house.
- Pretend that you are a slave escaping to freedom. Tell what things you are bringing with you. Describe your clothing. Describe your journey. Include the things you would see, hear, touch, and smell along the path to freedom.
- Write directions to your house without using the words north, east, south, or west. Make sure to include landmarks instead of directions. Trade your set of directions with a classmate. Draw a map using the set of directions given. See how accurate your directions are.

Other Suggested Sources

- **Sweet Clara and the Freedom Quilt** by Deborah Hopkinson. New York: Dragonfly Books, Alfred A. Knopf, 1993.
- **The Night Crossing** by Karen Ackerman. New York: Scholastic Inc., 1994.
- Visit the Internet site **www.nationalgeographic.com/railroad** for an interactive site on the underground railroad.

Freedom School, Yes

by
Amy Littlesugar

Philomel Books, NY, 2001
Recommended for Grades 2-3, Picture book

Synopsis

Jolie's family takes in a nineteen-year-old white schoolteacher, Annie, who will teach at the new Freedom School. Jolie is resistant and fearful of the idea. When the church where the school is to be held burns down, the black community comes together to rebuild. Meanwhile, school is held under a tree and the students learn about the important contributions of black people. The new building is guarded every night. Annie takes a turn and is late coming home. Jolie overcomes her fear and races to find out why.

Quote

"Then Uncle Shad told how he'd been a soldier too, and wounded his leg saving a man's life. A white man's. 'Now I ain't even allowed to sit beside one at the lunch counter . . . You all got to grow up and change that.' "

Objectives

- To understand the value of learning your heritage
- To appreciate the efforts of both white and black people who worked to bring justice to a resistant South
- To realize the importance of overcoming fear when the greater good is the goal

Pre-Reading Activities

- Discuss the atmosphere in the South after the Civil Rights Act was passed.
- Explain the challenge for those who believed in "Freedom Summer."

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why didn't Jolie want Mamma to raise her hand, offering to take a Freedom School teacher?
- "Church or no church, there'd be Freedom School tomorrow." What does that mean to Jolie?
- If Jupiter Price hated school, why did he attend school under the tree?
- Why would old Miss Rosetta come to school?
- Why did Annie tell Jolie the story of Harriet Tubman?
- Why did Uncle Shad want the children to see his silver war medal that was awarded to him?

- Why was Jolie able to say she was never going to let being scared get in her way again?

Activities

- Have children investigate some of the notable African Americans Annie talked about in the story.
- Write a letter to the group of people who threw a rock through the window and burned down the church. Explain why it is important to have a Freedom School.
- Draw a picture of the Freedom School under the tree. Display what the pupils are learning all around the tree.

Other Suggested Sources

- **Freedom Summer** by Deborah Wiles. NY: Atheneum Books for Young Readers, 2001.
- **Granddaddy's Gift** by Margaree King Mitchell. BridgeWater Paperback, 1997.

Historical Perspective

In the summer of 1964, the Mississippi Summer Project involved more than 600 courageous young volunteers, black and white, who risked their lives to go into Mississippi where the civil rights of black people were being ignored. Freedom School teachers, along with the brave black families who took them in for the summer, faced incredible hostility and danger from local whites. The volunteers taught thousands of black children and adults to read and write and helped them register to vote for the first time. In the Freedom Schools all across Mississippi black students learned about their own rich heritage.

The Legend Of The Bluebonnet

by
Tomie dePaola

Scholastic Inc., New York, 1983
Recommended for Grades 2 - 3, Picture book

Synopsis

A tribe of Comanche Indians asks the Great Spirits to end a drought. The tribal leader tells the people that they "have taken from the Earth without giving anything back." It is now their turn to make a sacrifice to end the famine and drought. However, several tribal members remain selfish in their thoughts and actions. "Everyone, that is, except She-Who-Is-Alone." A young orphaned girl offers her one and only valued possession. In return, beautiful blue flowers cover the hillsides. As the tribe sang and danced, "a warm rain began to fall and the land began to live again."

Objectives

- To recognize our natural resources
- To work together as a group of citizens to better society
- To treat each other and nature with respect
- To recognize the significance of telling tales

Pre-Reading Activities

- Discuss different genres, with emphasis on tales and legends.
- Locate Texas on a map.
- Discuss selfish behavior vs. unselfish behavior.
- Discuss climate and weather conditions.
- Discuss similes.
- Discuss the definitions of the vocabulary words:
  famine, drought, buckskin, warrior, shaman, spirit, possession, sacrifice.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- Explain what the effects of the drought were.
- How did She-Who-Is-Alone get her name? Did she always have that name? What happened to her parents and grandparents, and why?
- From whom did she get the doll, and why was it her most valued possession?
- What selfish behaviors did some of the other tribal members exhibit?
- How did She-Who-Is-Alone prove to be unselfish?
- To what did the author compare the flowers?
- Explain why the girl's name was changed.

- What natural resource did the tribe need?
- What other natural resources do we need to live?

Activities

- Use the Internet to find basic facts about the Comanche tribe.
- Use the Internet to find the state bird, flower, and flag of Texas and compare them to our state's symbols.
- Use the Internet to find the climate of Texas.
- Compare the climate and weather of Texas to New Jersey in a graph.
- Make a flowchart of the water cycle.
- Create a bulletin board of current events regarding the protection and/or destruction of natural resources.
- Draw or trace feathers on light blue construction paper. Create your own similes.
- Create your own bulletin board of clouds and flowers. Each student writes a cause and effect sentence, placing each cause in a raindrop with its matching effect as a blooming flower below. Work together to 'grow' a beautiful flower garden.
- Read and compare other tales/legends.
- Have each student choose a tale or legend to learn and retell to the class.

Other Suggested Sources

- **The Legend of the Indian Paintbrush** by Tomie dePaola. New York: The Putnam & Grosset Group, 1988.
- **Knots on a Counting Rope** by Bill Martin, Jr. and John Archambault. New York: Henry Holt Company, 1966.
- **Yettele's Feathers** by Joan Rothenberg. New York: Hyperion Books for Children, 1995.

The Trail of Tears

by
Joseph Bruchac

Scholastic Inc, NY, 1999.
Recommended for Grades 2-3 Beginning chapter book

Synopsis

In 1938, the people of the Cherokee nation were forced to move from their lands, which are now known as Georgia, Alabama, Tennessee, Kentucky, South Carolina and North Carolina, to lands west of the Mississippi. This story tells the history of the Cherokee through their struggles for their existence to their success today.

Objectives

- To understand the significance of forcibly removing people from their homeland
- To realize that there was some opposition to this removal, but it wasn't enough to prevent the tragedy
- To learn that in order to have dignity for yourself, you must extend dignity to fellow human beings

Discussion Questions

Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What were some of the things the Cherokee did to live in peace with the white people? How do you feel about that?
- Why do you think it was important for Sequoyah to develop a Cherokee language?
- Why did President Jefferson's plan for Indian removal not work out?
- Next, President Jackson wanted the Indians out. Why?
- How would you feel if these things happened to you? Explain.
- When President Van Buren sent General Wool to round up the Cherokee, he resigned. Why?
- Former President John Quincy Adams thought it was a disgrace to treat the Indians this way. Would you have stood up in agreement with Adams? Why or why not?
- Do you think the name "Trail of Tears" is a good one for the forced journey of the Cherokee? Explain.
- What information is important to know about the Cherokee today? Why?

Activities

- Write a letter explaining your thoughts on the Trail of Tears. Decide who should receive your letter.

- Draw a picture showing the good times and the bad times of the Cherokee people.

Other Suggested Sources

- **The Trail of Tears** by R. Conrad Stein. Chicago: Children's Press, 1993.
- **The Cherokee** by Emilie U. Lepthien. Chicago: Children's Press, 1992.

Historical Perspective

Realizing the whites were here to stay, the Cherokee had chosen cultural accommodation with white society. They tried to combine the best elements of European and Cherokee culture. The Cherokee so emulated the whites of the Old South that they even adopted the practice of keeping slaves.

The Cherokee's desire to educate their young was extremely strong. Sequoyah developed the first Cherokee alphabet. Cherokee government was modeled after the U.S. federal government. They even chose to fight alongside white soldiers against their Creek neighbors during the Creek Wars of 1812-13.

However, when Andrew Jackson became president in 1828, he considered Indians inferior to and less civilized than whites. Then when gold was discovered in Georgia, miners invaded the Cherokee territory. Many of the miners stole Indian cattle and attacked Indian women. Neighboring whites encouraged the miners. Hoping to harass the Indians into giving up their land, the whites organized groups called Pony Clubs -–gangs of rowdies who started fires and plundered homes.

The Cherokee people took their grievances to court and eventually a lawsuit reached the U. S. Supreme Court. The Court ruled in 1832 that the federal government must protect the Cherokee nation from the intruders. But only the president had the authority to send in the troops. President Jackson refused.

Jackson promoted the Indian Removal Act, which then passed Congress. In the winter of 1831, the migration of the Choctaw began. The federal government had agreed to feed and clothe the Indians during the journey, but money for the provisions were never sent. The Creek were driven out in 1836. Some 3500 Creek died of hunger and exposure. In 1837, the Chickasaw began their journey. After a long and bloody war, the Seminole Indians were forced west.

The Cherokee nightmare began in May 1838. Troops brutally rounded up the people and herded them into camps. Neighboring whites swept up the Cherokee's personal possessions and even plundered the graves searching for gold and silver jewelry. The camps held about 17,000 Cherokee – sick, disabled, elderly and children. Some were sent on riverboats. Most made the 800-mile walk through forests, mountains, swamps and wilderness roads – the Trail of Tears. Diseases spread, summer drought seared and winter winds blasted the travelers. It took more than a year to reach Oklahoma. It is estimated that one of every four died along the route.

A few years after their resettlement, white pioneers began to invade and the government did little to discourage them. Parcel by parcel, the federal government bought up or seized Indian Territory and opened it officially to white farmers. Adapted from **The Trail of Tears** by R. Conrad Stein

Escaping To America
A True Story
by
Rosalyn Schanzer
HarperCollins Publisher, 2000
Recommended for Grades 2 –3 Picture book

Synopsis

Through her illustrations, the author depicts Sochocin, a small village in Poland from 1918-1921. This story is about her grandparents Abba and Pearl Goodstein who had three children - Ida, Sammy and Ruthie. Sammy grew up and became the author's father. The description and drawing of the village are very picturesque but Sochocin was no paradise for the Jews. Soldiers roamed around the countryside and often stormed the villages for food and booty. They also attacked Abba Goodstein and cut off his beard which his religion forbade him to do. The peasants in the village discriminated and attacked the Goodstein family because they were Jewish. The family had to seek shelter in a nearby village. When they returned, they found that the soldiers had robbed them and smashed their restaurant.

After this terrible happening, the family knew that it must leave Poland so they wrote to Yitta, the Goodstein's older sister who lived in Knoxville, Tennessee, USA. Yitta traveled to Washington, DC to see her Congressman in order to obtain a visa for her brother and to guarantee that she would find him a job. On August 1921, the Goodstein family packed their belongings and took one last family photo of the relatives who were remaining in Poland. This saddened everyone greatly. In order to get out of the war zone and their small village, they hid under the false bottom of a wagon. After much difficulty they managed to arrive at the ship *Kroonland* which brought them to America. The journey across was very difficult because they were traveling steerage but somehow they managed to survive the four weeks. The family arrived at Ellis Island, New York, where they were welcomed by their relatives. The Goodstein family quickly adopted the customs of their new land and became good American citizens.

Quote

"Someone passed out small American flags to the children. People could hardly wait to see the Statue of Liberty, all of a sudden there it was, looking bigger than anyone had imagined. The passengers were laughing and crying, and it seemed as if a million languages were being spoken all at once."

Objectives

- To explain how prejudice and hatred hurts everyone
- To understand that when prejudice and persecution hurt people, that we each have a choice about how we react
- To explain why people choose to think and act in caring or hurtful way

Pre-Reading Activities

- Take a globe and show the children where Poland is located and then how far it is to travel to the United States.
- Ask the children if they have taken any trips and how far they have traveled.
- Show the children what a visa is like (copy can be obtained from the Department of Immigration of the Unites States Government).
- Make a passport for all the children. Ask them to bring a photo of themselves and then copy all the correct information (can be obtained from the Department of Immigration).

Discussion Topics

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way, knowledge is building throughout the story.

- Describe the village of Sochocin, Poland.
- What was the Goodstein family like?
- What kind of business did the Goodstein family have?
- How were the Jewish people treated in the village?
- What kind of acts of hatred did the soldiers do in the village?
- What unkind acts did the soldiers do against the Goodsteins?
- What made the family decide to leave for America?
- What did the family do in order to leave the village?
- How did Yitta help them?
- Why did the family have to hide in order to leave the village?
- What was their ship like?
- Why was it difficult traveling in steerage?
- How did the people feel when they saw the Statue of Liberty?
- How did the Goodstein family adjust to living in America?

Activities

- Build a little village similar to Sochocin, Poland. (Plastic, clay, or paper mache)
- Design a family tree.
- Interview a member of the family and get the story of how they came to America.
- Bring in photos of relatives that came to America and make a bulletin board.
- Take a class trip to Ellis Island and the Statue of Liberty.
- Bring in a recipe from a grandparent or relative and share it with the class.
- Create your own postage stamp of the Statue of Liberty
- Ask parents for used postage stamps of the Statue of Liberty.

Other Suggested Sources

- **The Lily Cupboard** by Shulamit Levey Oppenheim. (Holland)

- **The Feather Bed Journey** by Paula Kurband Feder. (Grandmother tells about the Holocaust in Eastern Europe).
- **Molly's Pilgrim** by Barbara Cohen. (Young girl comes to America from Russia).
- **Promise of a New Spring** by Gerda Weissman Klein. (Allegory of a forest fire that tells of Holocaust for young students).
- **The Always Prayer Shawl** by Sheldon Oberman. (Russia and America).
- **The Keeping Quilt** by Patricia Polacco. (A quilt is made from family clothing and handed down from generation to generation).
- **Angel Child, Dragon Child** by Michele Maria Surat. (Story about Vietnamese family).

Teacher Resources

- **The Old Country** by Abraham Shulman. The lost world of East European Jews with lots of photos. Charles Scribner's Sons,1974.
- **Memories of My Life in a Polish Village-1930-1949** by Toby Knobel Fluek. Author, illustrator, and Holocaust survivor depicts life in a little village. Read Aloud Book. NY: Alfred A. Knopf, 1990.
- **Images Before My Eyes** by Lucjan Dobroszycki and Barbara Kirshenblatt-Gimblett. A photographic history of Jewish life as it existed in Poland from 1864-1939. There is a video to match as survivors remember their childhood spent in villages, farms and cities. Ergo Media-Teaneck, NJ (Video same title as book –90min.)
- **Ellis Island: An Illustrated History of the Immigrant Experience** by Ivan Chermayeff, Fred Wasserman, and Mary J. Shapiro. Lots of photos, documents and testimony tell the story of the immigrant from 1984-1924. MacMillan Publishing Company,1991.
- **Statue of Liberty and Ellis Island.** Coloring Book by A.G.Smith. Dover Coloring Book, 31 East 2nd Street, Mineola, NY 11501, 1985. Coloring book tells the story of the Statue of Liberty and immigration.
- **Tracing Our Roots Series.** Many cultural groups are covered in this series. What barriers to assimilation did the immigrants face? What contributions did the immigrants make as they struggled to overcome prejudice? Through anecdotes, graphics, photos, the series traces the cultural roots of many nations. Grade3-8, Social Studies School Service

Videos

"Molly's Pilgrim." 30 min. Young Russian girl has to adjust to her new American school. Shows prejudice, discrimination and, finally, the bonding with her class-mates. Based on the book by same title. Sources: ADL and Social Studies School Service. Discusses the Festival of Booth (Succot-Jewish) and Thanksgiving-American.

"The Americanization of Elias." (Immigration to the US). 24 min Source:Social Studies School Service.

Internet
Statue of Liberty and Ellis Island
http://www.ellisisland.org/
http://www.nps.gov/stli/mainmenu.htm
Statue of Liberty Facts
http://www.endex.com/gf/building/liberty/libertyfacts.htm
This site includes the poem by Emma Lazarus ("The New Colossus") and other great facts.

The Hand-Me-Down Horse

by

Marion Hess Pomeranc

Albert Whitman & Company, Morton Grove, Illinois, 1996
Recommended for Grades 2 - 3, Picture book

Synopsis

Post World War II, a young European boy, whose family escaped death by hiding, awaits his immigration to America. He watches his aunt leave for the boat that will take her across the ocean and yearns for the day that he, too, will make that journey. Sometime after her departure, a gift suddenly appears at David's door. A note accompanies the enclosed hand-me-down horse that states, "When I leave on my liberty ship, I promise to give this rocking horse to someone who is still waiting to go to America." David accepts the mysterious gift and takes the pledge.

While he anticipates his own voyage, David uses his imagination and allows the horse to take him to faraway places. Eventually, David passes the hand-me-down horse to a friend and leaves for America.

Objectives

- To recognize the United States as a country of liberties and freedoms for all people
- To identify oneself with David
- To accept and value a promise made

Pre-Reading Activities

- Discuss fantasy vs. reality.
- Locate Germany, the Atlantic Ocean, and New York City on a map.
- Discuss the definition of a promise.
- Discuss how an imagination can take you to faraway places.
- Discuss synonyms.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way, knowledge is building throughout the story.

- Why did Aunt Rachel create the word wall, and how was this helpful to David?
- What two promises did David make, and why were they important to keep?
- What name did David give the rocking horse, and why?
- Where did David's imagination take him?
- Why did David have reservations about leaving for America?
- To whom did David pass the horse?
- Why did Aunt Rachel, David's parents, and Martha's parents want to go to America?

Activities

- From the story, find the synonyms for the following: horrible (terrible); small town (village); bunch of flowers (bouquet); pledge (promise); imagined (pretended); empty (vacant); suitcase (valise); dock (pier)
- Create your own 'bouquet' of synonyms for a 'garden' display.
- Imagine that you are in possession of the hand-me-down horse. Describe your own imaginary voyage.
- Imagine that you have just journeyed to America. You have just passed the Statue of Liberty. Describe what you may be feeling.
- Tell about a promise you once made. What ramifications would there be if you broke your promise?
- Trace David's voyage to America on a map.
- Create your own word wall.

Other Suggested Sources

- **The Lily Cupboard** by Shulamith Levey Oppenheim. New York: Bantam Doubleday Dell Publishing Group, Inc., 1992
- **The Bracelet** by Yoshiko Uchida. New York: Philomel Books, 1976.

Yettele's Feathers

by
Joan Rothenberg

Hyperion Books for Children, 1995
Recommended for Grades 2-3, Picture Book

Synopsis

Inspired by an old Jewish folktale from Eastern Europe, the author, who is both an illustrator and writer, tells the story of Yettele Babbelonski who loved to tell tales about the people in her little town. Most of the time, she doesn't have all the facts but she is willing to tell the story anyway. Yettele didn't realize that her inventions could hurt innocent people. One day, a particular tale about Yussel Farfel aggravated the people of her town to the point that they avoided her. She is desperate to share a new tale so she ran to the Rabbi, the spiritual leader, teacher and adviser of the town who will not refuse to listen to her and who finally taught her a lesson that changed her life forever.

Objectives

- To identify cultural contributions of people of different backgrounds
- To understand the affects of our words and actions on others
- To recognize that each person must be responsible for the things s/he says and does
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Locate and identify the countries of Eastern Europe on a map.
- Discuss the term "folk tale." Give some examples of folk tales from the United States as well as others from around the world. Explain the importance of folk tales to a culture and what folk tales may tell us about a people and its culture.

Discussion Questions

- What kind of town was Ostrow?
- Who was Yettele?
- How did Yettele keep busy all day?
- What kind of rumors did Yettele spread?
- What story did Yettele spread that finally angered her neighbors?
- One day, Yettele has a spicy new story. Why do the people of her town avoid her?
- Why does Yettele run to the Rabbi?
- She has a tale about Moishe Mushnik's shoe. What is it?
- Yettele asks the Rabbi what possible harm could her tales have. Give Yettele an answer to her question.

- What does the Rabbi ask Yettele to do?
- What happens to the pillow and feathers?
- Is there a moral to the story? What is a "moral?"

Activities

- Play the "telephone game." Send a message along a line of students and then see what results at the end of the "line."
- Make a model town of the story and have the students build the house and even add some feathers.
- Look up folk tales from other cultural groups and post them on a bulletin board.
- Learn some Yiddish songs from Eastern Europe.
- Cook a Jewish recipe from Eastern Europe.

Glossary

Tzimmes A dish made of carrots and sweet potatoes usually eaten Friday evenings
Babushka A head covering worn by women in Eastern Europe and religious women in Judaism
Gottenyu! My dear God!
Nu So!
Oy vey Oh, my goodness!
Oy vey iz mir Vow to me!
Ruggelach Little pastries

Other Suggested Sources

- Video "**The Shtetl**," a 15 minute film showing life as it existed in small towns in Eastern Europe, the market place, the religious traditions, the occupations and the children. Available from Behrman House Publishers, Springfield, NJ.
- **The Always Prayer Shawl** by Sheldon Oberman, illustrated by Ted Lewin. Read Aloud Book
- **Jewish**: **An Information and Activity Book** by Monica Stoppleman. Danbury, CN: Watts Books-Children's Press, A Division of Groliet Publishing, 1996.
- **Children of a Vanished World** by Mara Vishniac Kohn. (Through songs and images, the author weaves a world that disappeared in the shadows of the Holocaust.) University of California Press, 1999.
- **Memories of My Life in a Polish Village 1930-1949** by Toby Knobel Fluek. New York: Alfred A. Knopf, 1990. Read Aloud Book

The Feather-Bed Journey

by

Paula Kurzband Feder

Albert Whitman & Company, Morton Grove, IL1995.
Recommended for Grades 2-3

Synopsis

As she holds and cherishes a small feather pillow, Rachel's grandmother tells her the origins of the pillow. It once was a large blanket that was created during her childhood in Poland. The remainders of the blanket became a pillow that was sent to her in the United States of America.

Objectives

- To understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, physical characteristics, religion, friends, etc.
- To understand that each of us is unique and special
- To understand concepts of respect, trust, and caring
- To recognize those contributions people give to one another

Pre-Reading Activities

- Locate Poland on a map. Compare its location to that of the United States. Point out the Atlantic Ocean and other countries between the two nations.
- Explain the term "feather bed" and "ghetto."

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What did Rachel's grandmother like to hold?
- What happened to Grandmother's pillow when Lewis was playing with it?
- What is the featherbed story?
- Where does the story take place?
- How was a featherbed made?
- What happened when the Nazis took Grandmother and her family to the ghetto?
- Where was Grandmother able to hide? Describe her hiding place.
- Why was Grandmother forced to leave her hiding place?
- Where did Grandmother go? What happened to her?
- What happened to her featherbed?
- How did Grandmother receive the remains of her featherbed?
- Why was it a special pillow?

- Ask the students if they have a favorite stuffed toy, pillow, or something similar, and talk about the reasons it is special to them.

Activities

- Have the students draw a feather-pillow. On the pillow they should draw and color things that they learned from the story.
- Using oak tag or some other heavy-duty paper, each student can make a small "feather pillow." First draw designs of favorite things on the paper using favorite colors. Then punch small holes around the edges of the papers and, using a thin ribbon or knitting wool, weave the papers together on three sides. Stuff wool or foam or some other soft materials into the pocket. Close the pocket on the fourth side with the ribbon or knitting wool. Hang the completed "feather pillows" around the classroom. Have each student explain the meaning of some of the designs and colors on her/his pillow to the class.

Other Suggested Sources

- **The Keeping Quilt** by Patricia Polacco.
- **The Patchwork Quilt** by Valerie Flourney.

Seven Brave Women

By

Betsy Hearne

Greenwillow Books, NY, 1997
Recommended for Grades 2-3, Picture Book

Synopsis

Seven women, who are the author's ancestors, show us that their success in life is based on small and not so small accomplishments. Told as vignettes over the generations, these women were determined and tireless and beloved. The author reminds the children that the women found a million ways to be brave – and so can you.

Quote

"In the old days, history books marked time by wars that men fought. But there are other ways to tell time. My mother does not believe that wars should be fought at all. She says *his*tory should be *her* story, too, and she tells stories about all the women in our family who made history by not fighting wars."

Objectives

- To understand the accomplishments of women through time
- To know that greatness does not need to depend on famous people or famous deeds
- To realize that we all are able to make contributions to life

Pre-Reading Activity

- Discuss with class what it means to go back in time to trace your ancestors. Much is lost unless the story is written down or retold over the generations. Often having an artifact stimulates the remembering.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why was Great-great-great-grandmother Elizabeth remarkable?
- Great-great-grandmother Eliza did great things. Do you agree? Why or why not?
- What showed that Great-grandmother Nellie was determined?
- Great-grandmother Helen lived during World War I. Why do you think she died young?
- Grandmother Betty lived during World War II. What problems did she face when she wanted to be an architect? What were her successes?

- Grandmother Margaret lived during the Korean War. What does the author have that belonged to Margaret?
- Mother lived during the Vietnam War. What did Mother pass on to her daughter?
- Do you think the tradition of brave women will continue? Why or why not?

Activities

- Write a chapter 9 telling what the young girl in chapter 8 will do to make history. Draw a picture to go with the story.
- Write a chapter that tells what you will do to make history. Illustrate your work.

Angel Child, Dragon Child

by
Michele Maria Surat

Scholastic Inc., New York, 1983
Recommended for grades 2 - 3; Picture book (Reading Rainbow)

Synopsis

A young Vietnamese girl, Nguyen Hoa, attends an American school, only to find herself the subject of ridicule and teasing. Her experiences, speech, and clothing are foreign to the American schoolchildren. One classmate in particular taunts her with the nickname, "Pa-jaa-mas!"

Hoa and Raymond find themselves tackling each other in the schoolyard. The principal decides it is time for Raymond to learn about Hoa's life in Vietnam. "Hoa, you need to speak to Raymond. And you, Raymond, you must learn to listen. You will write Hoa's story."

Raymond discovers that Hoa's mother has been left behind in Vietnam. Once the family can raise enough money to purchase her boat fare, she will join them. A plan formulates to raise the money by holding a school fair.

The wish for her daughter to be "an angel child.(a) brave little Dragon (child)" remained with Hoa until her mother is finally reunited with the family.

Objectives

- To recognize the United States as a melting pot society
- To identify oneself with Hoa
- To recognize and accept differences among us

Pre-Reading Activities

- Locate Vietnam on a map. Trace the route across the ocean.
- Discuss differences in language, dress, and customs.
- Discuss bullying (teasing is a form of bullying).
- Discuss similes and metaphors.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- What were Hoa's true name and her at-home name? Why were they different?
- Why did Hoa's mother wish for her to be an 'angel child' rather than a 'dragon child'?
- What was the principal's rationale for having Raymond record Hoa's story?
- How did Raymond change once he heard Hoa's story?

- How did the school fare help Hoa's family?

Activities

- Distribute a map of Vietnam with its adjacent countries. Color in Vietnam.
- Create a class (or individual) dragon kite(s) with Vietnamese words from the story printed on it (them).
- Have a class fair. Bring in rice cakes, sesame cookies, etc.
- Each student shares a family custom.
- Find the similes and metaphors in the story. Each student writes his/her own similes/metaphors on a paper dragon or flower.
- Go on the Internet. Find basic facts about Vietnam and the customs of the Vietnamese people.

Other Suggested Sources:

- **Mrs. Katz and Tush** by Patricia Polacco. New York: Dell Publishing a division of Bantam Doubleday, Dell Publishing Group, Inc., 1992.

The Dragon Kite

by
Nancy Luenn

Harcourt Brace Jovanovich, New York, 1982.
Recommended for Grades 2-3

Synopsis

The book's legendary hero Ishikawa is compared to Robin Hood. He is a thief who steals from the rich to feed the poor and keeps only enough to feed his family. Ishikawa is a historical character who lived in the 1600s or early 1700s in Japan. He details his plan to steal the golden dolphin from the roof of a Nagoya Castle. Ishikawa spends four years working with a wise kite maker before he is ready to build his kite and complete his plan. This story is one version of the legends of Ishikawa.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To recognize that each person must be responsible for the things s/he says and does
- To analyze ways in which people can stand up for what they believe is right and good
- To explain the reasons that we must have rules and laws to help us live and work together in peace and harmony
- To understand that not all rules and laws are good and discover how we must work together to make them better

Pre-Reading Activities

- Locate Japan on a map of the world.
- Talk about the term "Robin Hood" and explain why he was described as "robbing from the rich to give to the poor."
- Discuss the terms: Shogun, dragon, Shachi, folk tale, legend

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What country was the home of the Shogun?
- How was Ishikawa different from most thieves? Why did he steal? What did he do with the gold that he had stolen?
- How did the villagers view Ishikawa?
- Where did the Shogun's son live? Describe the object that was on the rooftop of his castle. Why did Ishikawa want it?

- How did the runaway kite help Ishikawa think of a plan or strategy?
- Why does Ishikawa need the help of three friends? Where does he find them?
- How do Ishikawa's friends react to his plan?
- Who teaches Ishikawa to make a kite? How long did it take Ishikawa to work and build his kite? Why did it take so long?
- When did Ishikawa finally test his kite?
- How did Ishikawa gain access to parts of the dolphin? What role did the kite play?
- Where was the gold taken to be melted down?
- Who came looking for Ishikawa? What was done to him and to his family?
- What was the punishment? How were they saved?
- Where were Ishikawa and his family taken for safety?

Activities

- Compare and contrast this story to some of the stories told about Robin Hood. Can you think of any other stories about people who "robbed from the rich to give to the poor?" Why do you think such stories have become legends in many different cultures? (Different nations have had cruel governments/leaders, poor people robbed by powerful leaders, etc. and someone who comes to the rescue of the poor people who are being mistreated, etc.)
- Explain the advice given to Ishikawa: "Accept what is given and try again." Compare it to the advice, "If at first you do not succeed, try, try again." Give some examples of the importance of determination and perseverance.
- Make a drawing of a kite and decorate it with images from the story.
- Assemble several kites and try to fly them on the playground on a breezy day. Discuss how difficult or easy it was to get the kite into the air. How long did it take to succeed? What was the importance of the breeze or wind? What would have happened if there was no breeze?
- If Shachi or Golden Dolphins are beyond the reach of men and only the wisdom and strength of a dragon can reach them, how did Ishikawa succeed in reaching them? Explain the different views of dragons often found in Eastern vs. Western cultures. (Friendly, courageous, helpful, etc. vs. fierce, destructive, threatening, etc.)
- Compare some old stories to some modern stories and songs about "friendly dragons." Example: "Puff, the Magic Dragon." Why do dragons fascinate us?
- View the video "Peachboy" which also takes place in Japan. It is a folktale about a peasant couple who adopts a little boy inside a large peach. He becomes a great warrior who sets off on an epic journey to deliver his people from an evil band of ogres.

Elijah's Angel
by
Michael J. Rosen

Harcourt Brace & Company, NY, 1992
Recommended for Grades 2-3, Picture bool

Synopsis

Michael, a nine-year-old Jewish boy, and Elijah, an over eighty-year-old black man, are fast friends. When Hanukkah and Christmas fall on the same day, Elijah gives Michael an angel he carved out of wood. Michael struggles with bringing a graven image into his home. His father tells him that what this angel means to him doesn't have to be what it means to Elijah and that it is an angel of friendship. On Christmas morning Michael leaves a wrapped menorah at Elijah's door. For the remaining days of Hanukkah, Elijah and his dad notice that another candle is lit in the menorah glowing in Elijah's barbershop window. Friendship means the same in any religion.

Quote

"Even though Elijah talks about Jesus and the Bible more than anyone I've ever met, I never thought about being the only visitor who wasn't a good Christian. I also didn't think about being seventy-five years younger or a different color from the other people at Elijah's."

Objectives

- To learn that people of different religious faiths can contribute to the richness of other's
- To understand that something given in the act of friendship means more than the article itself

Pre-Reading Activities

- For background information, explain or have Jewish and Christian children relate the traditions of Hanukkah and Christmas.
- Discuss slavery and what is meant by the Underground Railroad.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- When Michael asks Elijah if the animal carvings are from the Bible, he answers, "Everything is from the Bible." What does that tell you about Elijah?
- How did Michael know his parents wouldn't buy the Angel or the Infant Jesus? *Entertain all possible reasons, then explain Michael's concern for bringing home a figure. In Judaism, Jews pray without using statues or*

pictures. Since Jews celebrate Chanukah, not Christmas, Michael worried about bringing home a Christmas angel on Chanukah.

- Michael hides his angel in his room but puts it by his bed so he can touch it as he falls to sleep. Why does he want to touch the angel?
- Why does the hidden angel remind Michael of a slave on the Underground Railroad?
- When Michael shows his parents the angel, they tell him "What this angel means to you doesn't have to be what it means to Elijah." What kind of angel did his parents think it was? Do you think friendship is the same in all religions? Why?
- What did Elijah do to show he enjoyed Michael's gift to him?
- On the last page Michael tells us his family's footprints in the snow left a dotted line between their house and Elijah's. What does that dotted line mean?

Activities

- Have children draw Michael and Elijah giving each other their gifts. Write a sentence explaining their picture.
- Design a gift card for Michael and Elijah to attach to their presents to each other. On the inside, write what each would say about their gifts.
- The footprints in the snow symbolized the relationship between two people of different color, age and religion. Think of other symbols that could show relationships. Illustrate these ideas and add some written comments. (On a holiday greeting card, the front picture showed a boy and girl holding hands, each pulling a sled. One sled carried a Christmas tree and the other a menorah. Ask children to recreate that scene and write a few sentences explaining their work.)

Historical Perspective

Since the roots of Christianity are in Judaism, the children may be interested in knowing that many Christian traditions are similar to Jewish traditions. The Sabbath has always been a day of rest and reflection – for Jews it occurs on Friday evening into Saturday and for Christians it is on Sunday. Both Christmas and Hanukkah are celebrated with candles and lights, the sharing of gifts and traditional family feasting. Reminding children that Jesus lived and died a Jew, that those who believed in him later called themselves Christians, and that both Christians and Jews believe in the same God, may help them to see the closeness rather than the separateness of these two religions.

For further reading, the picture book **The Story of Religion** by Betsy and Giulio Maestro provides a clear history of the development of religions for teacher edification.

Other Suggested Sources

- **A True Book of Chanukah** by Dana Meachen Rau. New York: Children's Press, 2000.
- **A True Book of Christmas** by Dana Meachen Rau. New York: Children's Press, 2000.
- **The Trees of the Dancing Goats** by Patricia Polacco. New York: Simon and Schuster, 1996.

One Yellow Daffodil

by
David Adler

Gulliver Books, 1995.
Recommended for Grades 2-3

Synopsis

Morris Kaplan is a florist who has fresh flowers that he generously prepares for his customers. Jonathan and Ilana come to his store to buy flowers every Shabbat. However, they decide to come one Tuesday to purchase a bouquet for the first night of Hanukkah. Since Morris lives alone, they invite Morris to come home with them to celebrate the holiday.

Objectives

- To understand concepts of respect, trust, and caring
- To understand that your words and your behavior affect you and others
- To explain what a friend is and how a friend acts
- To identify cultural contributions of people of different backgrounds
- To recognize those contributions that people give to one another

Pre-Reading Activity

- Define the words:
  Shabbat (Sabbath), holiday, Hannukah, menorah (candelabra).

Discussion Questions

- Where does Mr. Kaplan live? Does he have a family?
- What does he do early every day?
- Why does Mr. Kaplan like flowers?
- What is the significance of a yellow flower?
- Why do people like to shop in his store?
- What do Jonathan and Ilana buy every Friday?
- What is the significance of Shabbat?
- Why do Jonathan and Ilana come on Tuesday to buy flowers?
- What is the holiday that will begin at sundown?
- Does Mr.Kaplan celebrate the holiday?
- Why do the children return the next day?
- Does Mr. Kaplan accept the invitation?
- Does Mr. Kaplan participate in the holiday candle lighting?
- What story does he tell the family about his past history?
- When Mr. Kaplan lost all hope of survival, what flower gave him hope?
- What happens when Mr. Kaplan returns for the next night of Hannukah?

Activities

- Have the students arrange artificial flowers for the classroom and school.

- Begin a garden by growing bulbs and seeds in the classroom.
- When you see flowers, how do you feel? Have you ever given someone flowers? Have you ever received flowers?
- Why were flowers so important to Mr. Kaplan?
- What is the significance of Hanukkah?

Other Suggested Sources

- **Mrs Katz and Tush** by Patricia Polacco
- **Chicken Sunday** by Patricia Polacco

Why Did It Happen?
Helping Children Cope in a Violent World
by
Janice Cohn

Morrow Junior Books, NY, 1994
Recommended for Grades 2-3

Synopsis

Daniel and his mother discover that Mr. James' grocery store has been robbed and that Mr. James' arm was broken. Daniel is angry that this happened to his friend, and he is worried that it could happen to him. The reader learns various ways to communicate about violence that occurs as Daniel's father offers some explanations. Other people suggest positive outlets for expressing emotions, and Daniel's teacher discusses his anxieties with the class. Daniel also receives reassurance from a visit by Mr. James who tells Daniel about all of the moral support and goodwill that he has received since the robbery.

The book deals sensitively with the complex problems created by violence and offers strategies for helping young children to cope with issues of violence in their lives.

Objectives

- To understand concepts of trust, caring, and respect
- To understand the affects of words and actions on others
- To explain why people choose to think and to act in caring or in hurtful ways
- To explain the reasons that we must have rules and laws to help us live and work together in peace and harmony

Pre-Reading Activities

- Ask if anyone in the class ever has been frightened or anxious about being hurt or about a friend or family member being hurt. Talk about the reasons we worry about violence.
- Explain the purpose of good laws and the problems we have when the laws are broken.

Discussion Questions
Note to the teacher:
During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the whole story.

- Identify Mr. James.
- Describe Daniel's relationship with Mr. James.
- Why did the police come to Mr. James' store?
- How did Daniel react when he heard about the store robbery and the injury to Mr. James?
- What did Daniel say to Mr. James?

- How did Daniel feel when Mr. James came to visit him? Why was Daniel fearful of visiting Mr. James' grocery store?
- What did Daniel's father say about the anxiety Daniel was feeling?
- Describe some of the suggestions and concerns expressed by other people that Daniel knew such as classmates, his teacher, other adults, etc.
- How did Daniel's visit to Mr. James at his store change the way Daniel was feeling? How was Daniel a good friend?

Activities

- Have you ever lost or had stolen from you something that was valuable to you? Write a list of words that describes how you felt. Write a second list of words or phrases describing things that you can do to make yourself feel better.
- Write a poem about the friendship between Daniel and Mr. James.
- Would you like to have someone like Daniel and Mr. James as your friend? Make a list of the characteristics of a good friend. Place a star next to the characteristics that you think you have. Place a check mark or an X next to the characteristics that Daniel and Mr. James possessed.

Stepping Along

Lessons Recommended for

Grades K through 4



The Whole Human Race

by
Tim McFadden

Grace House Projects, 1994
Recommended for grades K-3

Synopsis

Told in poetic form, the author describes the things that each person has in common while being different. He describes what lips can do (smile, kiss, speak, sing, groan, etc.) what ears can do, what eyes can do, what hands can do, etc. As each is described, the reader is reminded that each may be different yet each can accomplish much and that all help to make each of us part of the "whole human race."

Objectives

- To understand that each one of us is unique and special
- To explain how each difference in people potentially enriches all people
- To recognize the things all of us share in common
- To understand concepts of respect, trust, and sharing
- To recognize those contributions people give to one another

Pre-Reading Activities

- Explain the terms: human, humankind, human race, friend, share, unique, respect.
- Make a list of some of the things that make us different from our friends and a second list about how we are alike.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What are the things that make up all "humankind?"
- What can lips do? Can you think of some things that the author did not include?
- What can a voice do? Why is it important to "have a voice?" What are some ways that we can communicate without using our voices? How do people who have no voice communicate with others?
- What do ears do? What are some things your ears do that you like best? How do people who cannot hear communicate?
- What do eyes do? How can we use our eyes to make others feel better? How can we use our eyes to do good things? How do people who cannot see with their eyes find other ways "to see?"
- What do hands do? How can hands make you feel happy or sad? Discuss the term "helping hand." Has anyone ever given you a helping hand? Have you ever given anyone else a helping hand? Why are "helping hands" so important to the "whole human race?"

- Discuss how you can use your lips, ears, eyes, hands, feet, etc. to show respect and friendship with others. How can using them properly give you pride in yourself?

Activities

- Take a large sheet of paper and place it on the floor or chalkboard or some other large, flat surface. Using fingerprint, colored chalk dust, or some similar medium, have the students create a mural of their class by pressing their hands into the material and then pressing their hands on the paper. Be sure to use different colors. Have easy access to hand washing available. Discuss all the differences and similarities that they see in their hands mural. On the same paper or on different paper, students may draw and color their eyes or a classmate's eyes if working in pairs.
- Make a list of things that people can do to make other people feel better, to help them stop being sad or lonely, to make people laugh and be happy, etc. Have each student make a "friendship list" of things that s/he can do to make others feel better and to be part of the "whole human race." If this is done on a card, each card may be laminated and taped to the student's desk or all could be posted around the classroom. Remind students to try to follow the list each has made and periodically talk about what each has done.
- Make a list of things that come in many shapes, colors, sizes, etc. that are beautiful but different and the same that makes our world richer, i.e., butterflies, birds, trees, flowers, pets, etc. Assign a different object to each child or pair of students and have them make a drawing showing some of the many shapes and colors it may take. Discuss the reasons such differences make our world a better place. Make a class list of how the differences in people make the world a better place.

Other Suggested Sources

- **Whoever You Are** by Mem Fox. New York: Harcourt Brace and Company, 1997.
- **Two Eyes, a Nose, and a Mouth** by Roberta Grobel Intrater. New York: Scholastic Inc, 1995.
- **Our Umbrella of Friendship** by Ruth L. Klonsky and Elaine Gerson. New York: Anti-Defamation League, 1989.

At the Crossroads

by
Rachel Isadora

Greenwillow Books, 1991.
Recommended for grades K-3

Synopsis

In the segregated towns of South Africa, fathers work in mines for long periods of time, often many months. Since the families are not allowed to join them, there is a great celebration when the fathers return to their homes.

Objectives

- To understand concepts of respect, trust, and caring
- To recognize why families are important to us
- To understand that there are different kinds of families

Pre-Reading Activities

- Explain the terms: family, crossroads, mine, segregated.
- Locate the Union of South Africa on a map.

Discussion Questions

- Look at the illustrations as you read the book. Describe some of the things that you see.
- Who is coming home? How long have they been away?
- Where have they been?
- Why have they been away? Why didn't their families go with them?
- Before going to school, how do the children prepare for their fathers' return?
- What song do they sing in school for the return of their fathers?
- Where do the children wait for their fathers? Why do they wait at that place?
- Describe their band. Have you ever seen this type of band? What is your favorite musical instrument?
- What do they sing? What are some reasons people sing? How do you feel when you sing? Do you have a favorite song? What is it?
- Who joins the children while they wait?
- How long do the children have to wait?
- What do the children do when their fathers came home? Look carefully at the illustration. Describe the reactions of the children and the adults. How do you think they feel? How do you know this?

Activities

- Have you ever missed someone in your family because you were not able to see them for a long time? How did you feel? Were you eventually able to see them again? Write the person a note telling them how you feel when you cannot see them and how you feel when you do get to see them.

- Have you ever missed a best friend because you did not see them for a long time? How did you feel? Were you able to see them again?
- Write a poem or learn a song that makes you feel happy. Why does it make you feel good? Read the poem to your class or teach them your song so you can all sing it together.
- Draw a picture or bring in a photograph of someone that makes you feel happy. Underneath the picture, explain why they make you happy. Make a list of things that you can do to make that person happy.
- Explain what is meant by the word "family." Describe different kinds of families. Write a short story about the people in your family.

Fly Away Home

by

Eve Bunting

Clarion Books, NY, 1991
Recommended for Grades K-3 Picture Book

Synopsis

The story is told through the eyes and words of a young boy who is homeless and living in an airport with his father. Through the boy's words, the reader learns of the love that exists between father and son, the friendships formed with other homeless families and individuals, and the insecurity and risks found in their daily lives. The boy expresses the importance of going unnoticed, the frustration and anger he sometimes feels towards those who have their own place, and the dream of someday having a "real home."

Quote:

"Not to be noticed is to look like nobody at all."

Objectives

- To understand the concepts of respect, trust, and caring
- To explain what a friend is and how a friend acts
- To explain how prejudice hurts everyone and ways we all suffer because of it
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Discuss the meaning of the word "home" to each of us. Explain how "home" may be different to different people, in different places, and in different times.
- Discuss why the place called "home" is so important to each person.
- Find out how many students have ever been to a busy airport. Make a list of things students can offer to describe what a busy airport is like.
- List the names of airports, big and small, that are in the area and/or that students have visited.
- Define the term "hope."

Discussion Questions

- Why must the boy and his dad be careful not to "get caught?" What do you think will happen to them if they are caught?
- What does Dad say is the first rule of living in the airport?
- Explain some of the things the two do to avoid being noticed. How would you feel if it were necessary never to be noticed?
- What are some of things that some of the homeless people did that brought them to the attention of security? What did security do with the people?
- Why do Dad and his son, as well as the friends they make in the airport, feel that living in the airport is better than living on the street?

- Explain how the boy felt about the little brown bird he saw in the airport terminal. Why did the bird make the boy so happy?
- What is "dead time?" Why is that time so risky for the homeless in the airport?
- Who cares for the boy when his dad goes to work? How do the boy and his friend Denny try to help earn money for their families?
- What are some of the things that occur that show you that Denny and the boy are friends?
- How does the boy feel when he sees people meeting in the airport? Why does it make him angry and sad? Why does remembering the bird make him happy?

Activities

- On the board or on a chart pack, have the students make a list of all the things the boy and his dad do to try to remain unnoticed. Next to the list, write a description of how it would make you feel to try to never be noticed. Have the students make a list of the things they do to get attention from people. Next to this list, write a description of how it makes you feel when people give attention to you.
- Make a drawing of an apartment or home for the boy and his dad. Under the drawing, write a short note describing how the two will feel when they are in their home. Do you think the boy and his dad will be able to get a home?
- Write a poem or draw a picture that expresses the feeling of being lonely. Make a list of things that may show that a person is lonely and sad, i.e., no smiles, slumping shoulders, head down, dragging feet, etc. Now make a list of things you can do to help someone who is feeling lonely.
- Write the word "friend" on the board. Explain what this word means to you. Discuss what it means to **be a friend** to someone. Make a list of things a friend would do for a friend. Discuss why we all want to have friends. End the exercise by making a card to thank someone for being a friend.
- Make a list of things that you can do to help people like the boy and his dad and their friends who work but cannot find a home.

Other Suggested Sources

- **The Whole Human Race** by Tim McFadden. Los Angeles: Grace House Projects, 1994.

Cheyenne Again

by
Eve Bunting

Clarion Books, NY, 1995
Recommended for Grades 1-3 Picture book

Synopsis

Young Bull is taken from his family to be educated in the white man's boarding school. Indian agents are recruited for the task, making the situation more poignant. As a newcomer, Young Bull has his native clothes taken from him and he is given a wool uniform. His braids are cut and he must speak only English. While learning in class, Young Bull still dreams of his people's history. One night he runs away, but is caught. An understanding teacher reminds him that he is an Indian inside. Young Bull is able to draw and once more, in his mind, he is Cheyenne again.

Quote

"The Indian in us must disappear, they say. It must be tamed. At night I hear the train. I hear the rain and cry for home."

Objectives

- To learn the value of all cultures and that one should not supercede the other
- To understand that all activities done for the sake of "improving" another's life was not always carried out ethically

Pre-Reading Activities

- Locate the Plains Indian reservations on the U.S. map. Show the distance to Carlisle, Pennsylvania.
- Discuss the concept of Indian schools.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why did Young Bull's father think he should go to the White Man's school?
- When Young Bull is at the station with The Man Who Counts and Taking Man, he feels he does not want to be like Taking Man. Why not?
- Why do you think the history book does not tell the story of Custer attacking the Indians?
- What does the teacher mean when she says, "Don't let us take your memories?"
- How does Young Bull become Cheyenne Again?

Activities

- Draw a picture of Young Bull as a Cheyenne again and as he was in the Indian school. Compare the two pictures. Write a sentence about each.
- Write a letter to Young Bull to give him some encouragement while at the Indian School.

Other Suggested Sources

- **Indian School** by Michael L. Cooper. New York: Clarion Books,1999.
- **Home to Medicine Mountain** by Chiori Santiago. San Francisco, CA: Children's Book Press.

Historical Perspective

In the late 1800's there were 25 off-reservation Indian boarding schools across the United States. Indian children were often forced to attend these schools, even against the wishes of their parents. The first school to be established was in Carlisle, Pennsylvania. Its motto was "From Savagery Into Civilization," and its goal was to separate Indian children from their backgrounds and culture. Boarding schools for Native American children still exist, but they are now more sensitive to their needs and encourage the children to take pride in their heritage.

Mrs. Katz and Tush

by
Patricia Polacco

Dell Publishing Company, New York, 1992.
Recommended for Grades 1-3

Synopsis

Larnel brings his lonely neighbor, Mrs. Katz, an abandoned kitten. He agrees to help to take care of the kitten, which she names Tush. When Larnel visits Mrs. Katz, he learns about the difficult life she and her husband had in Poland. After Larnel celebrates the Passover seder with Mrs. Katz, their friendship is firmly cemented.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To understand the affects of our words and actions on others
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Locate Poland on a map.
- Ask how many students have a pet. Discuss the reasons they are fond of their pets. If a student does not have a pet, discuss a favorite stuffed animal or toy.

Discussion Questions

- Why did Larnel and his mother visit Mrs. Katz every day?
- What did Larnel bring Mrs. Katz to keep her company?
- How did he describe the cat?
- What did Mrs. Katz name the cat?
- What was the condition for keeping the cat?
- How did Mrs. Katz feel about the cat?
- How did Mrs. Katz describe her life in America? In the Catskills?
- What does Mrs. Katz cook for Larnel every time he visits?
- What happened to Tush when they had gone out?
- Who found Tush?
- How does Mrs. Katz explain the Passover Seder to Larnel?
- What happened to Tush?
- Why did Larnel call Mrs. Katz, "Bubee"?

Activities

- Why was Mrs. Katz so sad? Have you known anyone who has been alone?
- Why was the kitten such a good gift from Larnel to Mrs. Katz?

- How would you describe their relationship?
- Do you have a Bubee, or Grandma that you like to visit and talk to?
- Read the books, **The Patchwork Quilt** by Valerie Flourney, and **The Keeping Quilt** by Patricia Polacco to discuss how family traditions are remembered and told by Grandmothers to their families.

The Trees of the Dancing Goats

by
Patricia Polacco

Simon & Schuster, NY, 1996
Recommended for Grades 1-3 Picture book

Synopsis

In a small community in Michigan, a scarlet fever outbreak confines many members to bed just as the December holidays are beginning. Trisha's family is spared. The children are enjoying the Hanukkah traditions and the wooden toys Grandpa has carved as their gift. Realizing that their friends won't be able to prepare for the Christmas celebrations, Trisha's family decides to do something to make their holiday special. Grandpa tops off his evergreens as Trisha, Richard and Mother decorate them with the carved figures that were the children's Hanukkah gifts. Grandmother prepares food baskets, including a homemade Hanukkah candle in each. The grandparents set off to deliver the Christmas cheer. On the last day of Hanukkah, one of the families comes to visit and they celebrate together, remembering the miracle of true friendship.

Quote

"At our farm just outside Union City, Michigan, we didn't celebrate the same holidays as most of our neighbors. . .but we shared their delight and anticipation of them just the same."

Objectives

- To realize the relationship between Jews and Christians is more of what is the same than different
- To understand the act of giving is a reward unto itself
- To learn that members of a community need to be compassionate as well as helpful towards each other

Pre-Reading Activities

- For background information, explain or have Jewish and Christian children relate the traditions of Hanukkah and Christmas.
- Discuss the difficulty of treating illnesses in the early days without the use of antibiotics and easy access to hospitals.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Reread the opening quote of the story (above). Ask children to clarify what that means to them.

- Point out the symbols of Judaism in the first picture: the menorah for the festival of lights; the yarmulke – a head covering worn by men and boys in prayer, at study or at meals; the *mezuzah* by the door. There are also symbols in some Christian faiths that are similar: candelabra, or candles during the holiday season; the skullcaps that bishops wear; and holy water fonts by the doorway.
- Richard and Trisha peek at the carvings Grandpa plans for their Hanukkah gifts. Tell about a time when you peeked at one of your gifts.
- "The Kremmels, our nearest neighbors, lived a half mile down the road. They were farmers, like us, and at harvest time Mr. Kremmel always helped Grampa. All the neighbors helped each other that way. 'Friendship means something,' Grampa always said. "Especially for those who till the soil.' " Discuss with children how important neighbors were in a farming community years ago. In times of crop failure, illness, destruction by fire, or natural disaster, families couldn't survive without help. All farmers felt a connection to the soil. It sustained their families. Emotional ties among the womenfolk and children were strong.
- Why was Cherry worried about Santa not remembering where they lived?
- Discuss the significance of contagious diseases, being quarantined and the meaning of an epidemic.
- Grampa says quietly, "Miracles can happen even today." Do you think a miracle will happen? What could it be?
- How did you feel when the family made the decision to help their neighbors celebrate Christmas? Why?
- The family worked all night so the neighbors could celebrate Christmas. At dawn, Babushka and Grampa delivered their Christmas cheer. Why did Trisha call them Mr. and Mrs. Santa?
- What was special about the menorah that the Kremmels gave to Trisha's family?

Activities

- Draw a picture of a tree you would give to a family who has been sick or is needy. Write a paragraph that would bring cheer to them.
- Draw the scene that may have occurred when Grampa and Babushka visited one of the homes with their gift. Write a few sentences describing how the family reacted.

Other Suggested Sources

- **A True Book of Chanukah** by Dana Meachen Rau. NY: Children's Press, 2000.
- **A True Book of Christmas** by Dana Meachen Rau. NY: Children's Press, 2000.

Halmoni's Day

by

Edna Coe Bercaw

Dial Books for Young Readers, NY, 2000
Recommended for Grades 1-3 Picture book

Synopsis

Jennifer's grandmother, Halmoni, is visiting from Korea. Jennifer plans to bring her to Grandparent's Day at school, but she begins to get worried. She doesn't know her grandmother very well and Halmoni doesn't speak English. Each grandmother will share a favorite story or memory with the class. As Jennifer's mother translates, Halmoni relates a spellbinding tale of her childhood in war-torn Korea.

Quote

"We learned to communicate without words. The touch of a hand or a simple nod of the head conveyed so much. Father's expressive eyes were truly the windows to his heart and soul."

Objectives

- To understand the value of heritage for all peoples
- To create an understanding of intergenerational relationships

Pre-Reading Activities

- Using a world map, point out where Korea is in relation to the United States. Explain that in 1950 North Korean Communists troops invaded non-Communists South Korea. President Truman ordered supplies, then U.S. troops, to aid the South. Neither side "won" and a cease-fire was negotiated in 1953. American troops remained in South Korea to ensure peace and help rebuild the war-torn country.
- Using the map, trace the flight Halmoni would make to visit the United States. Explain the time difference between Korea and the U.S. (14 hours)

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What were Jennifer's biggest concerns about bringing Halmoni to school? Do you think it was okay for Jennifer to feel that way? Why or why not?
- What were some of the ways Halmoni communicated with her granddaughter?
- What were some of the ways Halmoni communicated with her father after he lost his voice?
- What made Halmoni think that the man approaching was not her father? What made her know?

- Why didn't Jennifer's classmates move when the school bell rang?
- What makes this story have a happy ending?

Activities

- Design an award that you could give to your grandparents or other relative.
- Inquire at home and tell/write a favorite story about a grandparent, or aunt or uncle.

Edna Coe Bercaw is a NJ author who resides in Flemington. Perhaps an author visit could be arranged.

Dirt on Their Skirts

by
Doreen Rappaport

Dial Books, NY, 2000
Recommended for Grades 1-3 Picture book

Synopsis

It is 1946 and Margaret is at the championship game of the All-American Girls Professional Baseball League. Margaret loved baseball and didn't mind dirt on her skirt or scrapes or bruises. It was all part of playing baseball. The author takes Margaret and readers through the excitement and action of the game – through Sophie "the Flash" Kurys' steals to Betty "Moe" Trezza's slams. Actual photographs on the inside covers give reality to the story.

Quote

"Margaret looked at Sophie's scraped and bloody knees, then at her own. You have to be tough to play baseball in a skirt, she thought."

Objectives

- To learn the role women played in sports during WW II
- To understand the rigors, determination and excitement that illustrated what it meant to play in the women's baseball leagues

Pre-Reading Activity

- Discuss the history of the women's baseball league. Show actual photographs before and after the reading.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- At the championship game, all seats were taken and people were sitting on the grass by the outfield wall. The war was over and the men are returning home. Why do you think the game was so well attended if the men are back?
- Why doesn't Margaret mind dirt, scrapes and bruises or the lasting aches in her throwing arm? Would you? Why or why not?
- How did "Moe" get her nickname? Would you be annoyed if Moe couldn't remember your name? Why or why not?
- Why do you think the fans were so very excited over this game?

Activities

- Draw a picture of Margaret playing in one of her baseball games.
- Write a letter to Margaret telling her about something you feel very strongly about doing.

Historical Perspective

During World War II, when American men went to battle, women filled their jobs at home. They worked in offices and factories building battle ships and bombers – and they played baseball. A women's baseball league was the idea of Philip Wrigley, the owner of the Chicago Cubs. He was worried that interest in baseball would not last during the war with so many great male players fighting overseas. So in 1943 he started a professional baseball league. Among the eight teams in the Midwest were the Racine Belles and the Rockford Peaches. During a grueling four-month season, the women played 120 games. At the end of the season, the two best teams in the league competed for the championship. When the war ended, the men came home and took back their former jobs in the offices, factories and ballparks. Attendance at the women's games eventually declined and the league folded in 1954.

The Legend of Freedom Hill

by

Linda Jacobs Altman

Lee & Low Books Inc., NY, 2000
Recommended for Grades 1-3 Picture book

Synopsis

During the California Gold Rush, two families considered outsiders lived in town. Rosabel was the daughter of a slave and Sophie was the daughter of the only Jewish family. Miz Violet had bought Rosabel's freedom instead of her own, so she was a runaway slave. When the slave catcher takes her mother, Rosabel hurries to Sophie's house, where she stays for the Sabbath meal. Rosabel stays with Sophie's family and the two girls plan to buy back Miz Violet. They discover a gold vein and end up offering the slave catcher the claim for the release of all his captured slaves.

Quote

"The Kagans didn't exactly ask Rosabel to stay with them, they just acted like that was how things ought to be. Come bedtime, they put her in with Sophie. The two girls lay side by side, covers pulled up to their chins, talking a regular streak about how to save Miz Violet."

Objectives

- To understand that religious traditions are a natural part of everyday life
- To learn about two events in American history and how they enabled a friendship to solidify
- To realize that people of differing circumstances can work together for the common good

Pre-Reading Activity

- Discuss events of the Gold Rush in California. Also note that some states were slave-holding while others declared themselves to be free states. Initially, escaped slaves who sought freedom in the North were safe – until the passage of the Fugitive Slave Law.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why did Rosabel run to Sophie's house when Miz Violet was taken by the slave catcher?
- Why wasn't panning for gold working out for the girls?
- Why do you suppose Mr. Thompkins gave the girls such good advice?
- Why did the slave catcher come looking for Rosabel and Sophie?
- What does it mean to look "none the worse for wear?"

- Do you believe this is how Freedom Hill got its name? Why or why not?

Activities

- Draw your favorite picture of Sophie and Rosabel together. Write sentences/paragraph explaining your drawing.
- Write an ending that tells what happened to the slave catcher and the girls years in the future.

Historical Perspective

- In 1848 James W. Marshall, a carpenter building a sawmill in partnership with John A. Sutter in California's Sacramento Valley, discovered gold. Sutter wanted to keep the discovery a secret. However, the news leaked out. It didn't take long for a rush of gold miners to descend upon California.
- Fugitive Slave Laws were acts passed by the United States Congress in 1793 and 1850, and were intended to recapture and extradite runaway slaves back to their owners. Slave hunters could enter non-slave holding states and legally steal these humans. Now the only safe haven was Canada.
- The Sabbath tradition pictured in the story involves prayers and feasting. The Sabbath starts at sundown on Friday and concludes at sundown on Saturday. Males wear a head covering called a kippa, while the mother dons a head covering to welcome in the Sabbath as she lights the candles and says a prayer. The father also says prayers as he cuts the challah, which is under the cloth. Wine is blessed and everyone wishes each other "Shabbat shalom" and enjoys the meal. Visitors are always welcomed at these meals.

Be Good to Eddie Lee

by
Virginia Fleming

The Putnam & Grosset Group, NY, 1993
Recommended for Grades 1-4 Picture book

Synopsis

Eddie Lee is a little boy with Down's syndrome who enjoys the company of Christy and JimBud. However, they think he is a nuisance and try to discourage him from following them to the lake. Eddie Lee stumbles along anyway, and JimBud makes cruel remarks. Eventually Eddie Lee shows Christy one of the remarkable sights hidden in a small area by the lake.

Quote

"Her mama said she had to be good to Eddie Lee. Just because he was lonesome. Just because nobody else paid him any mind. Just because he was different."

Objectives

- To understand the value of all human beings, despite their physical or mental impediments.
- To understand that those with difficulties have a special gift for us if we are ready to receive it
- To learn that saying hurtful remarks to those who are different is not acceptable behavior

Pre-Reading Activity

- Explain that Down's syndrome is a birth abnormality that gives children a different facial appearance and they often do not learn in the same way as other children. Down's syndrome children may have other medical problems, but modern medicine has helped most of these children live a successful life as adults.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- As Christy watches Eddie Lee, she thinks that "Eddie Lee was a mistake if there ever was one." How do you feel about that? Explain.
- However, when JimBud tells her, "Don't stop to talk to that dummy," and he yells at Eddie Lee to go home, Christy is aware of Eddie Lee's feelings. Why do you think she feels badly?
- How does Eddie Lee react when JimBud yells at him?
- What did Christy notice about Eddie when he handed the salamander to her?

- What was Eddie Lee willing to do for Christy that JimBud would not? Why do you think Eddie Lee did that?
- What showed that Eddie Lee had respect for wildlife?
- When Christy and Eddie Lee saw their reflections in the rippling water, what were you thinking?
- How did Eddie Lee show Christy that appearances didn't matter?

Activities

- Draw a picture of Eddie Lee, Christy and JimBud playing together.
- Write a letter to JimBud explaining why Eddie Lee is special.
- Write an addition to the story that shows JimBud appreciates Eddie Lee for who he is. Draw an illustration for the last page.

Other Suggested Sources

- **Lou Gehrig, The Luckiest Man Alive** by David Adler. NY: Harcourt Brace & Company, 1997.
- ***Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Runner*** *by Kathleen Krull. NY: Harcourt Brace & Company,1996.*

Who Belongs Here?

by
Margy Knight Burns

Tilbury House, 1993.
Recommended for Grades 1-4

Synopsis

As a young child, Nary and his grandmother ran away from Cambodia to live in Thailand while they were waiting to come to the USA. Nary was very happy to come to the USA. However, his classmates call him names and make him feel very sad. When he tells his teacher, she tries to teach the children about being a refugee and the consequences of prejudice.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To understand the affects of our words and actions on others
- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it
- To think about and explain ways that a person can be more thoughtful and considerate of others
- To analyze ways in which people can stand up for what they believe is right and good

Pre-Reading Activities

- Locate Cambodia, Thailand, the Pacific Ocean, and the United States on a world map.
- Explain the terms: refugee, immigrant, native-born citizen, naturalized citizen, prejudice, discrimination, name-calling, boycott, labor union, peaceful protest, U.S. Constitution, asylum, ancestors

Discussion Topics

Note to the teacher:

During the read aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Where was Nary's grandmother's original homeland?
- Why did they leave Cambodia?
- How did Nary and his grandmother get to Thailand?
- What is a refugee? What are some reasons refugees have wanted to come to the United States?
- Describe the refugee camp where they lived. What were some of the hardships they faced on the trip and in the camp?
- How did they get to the U.S? Who met them at the airport?

- What was his grandmother carrying in a plastic bag? What did Nary bring with him?
- What did Nary eat everyday? What are his favorite foods?
- How is Nary's grandmother trying to help family members still living in Cambodia?
- Who is Dith Pran and what does he speak about? Why does he think it is important to speak out?
- Why does Dolores Huerta travel around the United States?
- Who are the Iroquois people? How have they influenced the way the United States government operates?
- Describe how Nary feels about being in the USA.
- Why is peace so important to Nary?
- How have many foreigners been treated when they first arrived in the United States? Why do people treat others so unkindly and with such disrespect?
- How did the children treat Nary? What do they call him? How did he feel?
- How did the teacher help him explain his feelings to the class?
- How does Nary communicate with his family still in Cambodia?
- What do the children learn about refugees? What do they learn about friendship?

Activities

- Have any of your relatives come to the USA as refugees? How did they feel? As Nary asked, "What is a real American?" Write a poem explaining what it means to be a "real American."
- Make a photo album for your class. Place one photo of a student per page. Under each student, list the various nations or ethnic origins of her/his ancestors. Next to each nation, list one contribution that the United States has received from that ethnic group. At the end of the album, place a photo of the entire class under a banner such as "Unity makes us strong" or "Together We Can Build a Better World" or something of a similar theme that the children create themselves.
- Prepare a bulletin board to display poems, songs, and art work about the meaning of being "An American."
- Draw up a list of things that you can do to help a new neighbor or new student feel welcomed and at home. What does it mean to be a friend?
- Make a chart listing laws and other things that you think would help the United States be an even better place to live. Draw up a second list of things that you can do to take a stand against prejudice.
- Make a list of the rights guaranteed to all Americans that can be found written in the Constitution. Make a list of the responsibilities you think you have as a good citizen of the United States. Invite a judge or lawyer to come to your class and talk about rights and responsibilities.

Other Suggested Sources

- **The Hand-Me-Down Horse** by Marion Hess Pomeranc. Morton Grove, IL: Albert Whitman, 1996.
- **Angel Child, Dragon Child** by Michele Marie Surat. NY: Scholastic Inc, 1983.

An Amish Christmas

by
Richard Ammon

Scholastic Inc., New York, 1997
Recommended for Grades K-4

Synopsis

A young boy and his sister wait with their classmates for their parents to arrive at school to take them home to begin the Christmas holidays. The book and its illustrations give the reader a look into the traditions and customs of Christmas as it is observed and celebrated in an Amish community.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To think about and explain ways that a person can be thoughtful and considerate of others
- To recognize the things all of us share in common

Pre-Reading Activities

- Discuss the term "Amish."
- Identify different religious holidays celebrated by various faiths during the winter months.
- Talk about the different ways members of the class celebrate their favorite holidays.

Discussion Questions

- Where does the story take place?
- What is special about this time to the children in the school?
- How is the school and class like your school and class? How are they different?
- What do the children do for fun and games?
- How do the children decorate for their school program?
- Describe the visitors who come to school.
- Describe the trip home for the children. Would you like to travel like that? Why?
- What are "chores?" What chores do the children have to do? Do you have chores at home? How are they alike or different from the children's chores in the story?
- What is Christmas like in their home? Describe the exchange of gifts and the type of gifts that are given.
- Describe Christmas dinner. Do you think you would enjoy this kind of Christmas dinner? Explain. How do the children in the story feel about it?
- What do the people do after dinner?

- What is special about the Second Day of Christmas?
- Why do the students return to school between Christmas and New Year's Day?
- Why do the children think this was "the best Christmas?" Have you ever felt that way about a holiday, that it was the "best ever?"

Activities

- Make a class list of the things that you think would make a holiday the "best ever." Are the people with you an important part of what makes it "special?" What are some of the things that you would do?
- Play the song "My Favorite Things" from the musical/movie The Sound of Music. Ask the students to list the favorite things mentioned in the song. Have each student make a list of her/his favorite things on a piece of drawing paper. Then ask the students to decorate all around the edges of the paper. Post the illustrations around the classroom or on a bulletin board. Conclude by singing a happy song together as a class.
- Write a poem or a short story about the things that make you really happy or about an extra-special day or experience in your life.

Welcome Comfort

by
Patricia Polacco

Philomel Books, 1999.
Recommended for Grades 1-4

Synopsis

Welcome Comfort, overweight and lonely, is teased and taunted in school. He is moved in and out of foster homes. Christmas, that time of joy and celebration for so many people, is a lonely time for Welcome because he has no family. There are no gifts for Welcome and he thinks that Santa Claus is only make-believe. Mr. Hamp, the portly school custodian, changes Welcome's life when he becomes his friend and gives him a home to visit. However, Welcome remains alone on Christmas because the Hamps always disappear around that time of year. As Welcome grows, his friendship with the Hamps encourages him to believe in things, perhaps even that Santa could be real.

Objectives

- To understand that each one of us is special and unique
- To explain how each difference in people potentially enriches all people
- To understand concepts of respect, trust, and caring
- To understand the affects of our words and actions on others
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Discuss the way we feel when people say nice, friendly things to us versus the way we feel when people call us names and say unfriendly things to us.
- Describe the way it feels to be "lonely" and how actions of others toward us such as never being chosen for a team or group can be very painful. Compare and contrast this to the feeling of being among the first people chosen.

Discussion Questions

- Ask if anyone in class has ever been the "new boy" or "new girl." Ask how it feels to be the new person and ignored by the other children.
- Ask how it feels to be mocked and taunted. Describe how Welcome Comfort reacts to the taunting of the other children. Look at the illustrations and explain how they "tell" you what Welcome is feeling.
- Who is Quintin Hamp?
- How does Mr. Hamp help Welcome Comfort?
- Is Mr. Hamp someone that you would like as a friend? Why?
- How did Mr. Hamp's wife help Welcome? Would you like Mrs. Hamp as a neighbor? As a friend? Why?

- How do you feel about Christmas (or other important religious holiday of your faith or your birthday, etc.)? How did Welcome feel about Christmas? Why did he feel that way?
- Santa never seemed to come to visit Welcome. Why?
- Martha and Quintin Hamp disappear at Christmas. Where do they go?
- What do the Hamps try to teach Welcome about "believing?"
- Does Santa finally come to visit Welcome? What happens?
- What does Welcome find when the Hamps return?
- What does the fish represent?
- How do the Hamps feel about Welcome? Do you think that they are a "family?"
- Who does Welcome marry? How does he treat the children in the school?
- Would you want Welcome and Ruby as your neighbors? As your friends? Why?
- What happens when Quintin Hamp decides to retire as the school custodian?
- How do the children feel about the change?
- Where do Welcome and Ruby go for Christmas Eve?
- Describe the "gift" that Quintin and Martha give to Welcome. How does he feel about the gift? What does he see in the mirror?
- Compare Welcome's feeling when he is in school as an adult to the way he felt when he first arrived in school as the "new" boy. Discuss the reasons for the change.

Activities

- Write a poem or draw a picture that expresses what it is like to be lonely.
- Write a poem or draw a picture that expresses what it is like to be happy with friends.
- What does it mean "to see what a person is like inside?" To see that a person is "beautiful inside?" Write a poem or draw a picture that expresses this idea.
- Make a list of things that you can do to make a "new" boy or girl feel welcome in your class or neighborhood. Decorate the chart list and post it in the classroom.
- What is a "friend?" Why are friends important to us? What can you do to be a "good friend" to others? How does being a good friend make you happy?

Other Suggested Sources

- **Fly Away Home** by Eve Bunting. NY: Clarion Books, 1991.
- **The Trees of the Dancing Goats** by Patricia Polacco. NY: Simon and Schuster, 1996.
- **Talking to Angel** by Esther Watson. Fl: Harcourt Brace, 1997.
- **Soup** by Robert Newton Peck. NY: Alfred Knopf, 1974.

Stepping Up

Lessons Recommended for Grades 2-4 and 3-4





Peace Begins With You

by
Katherine Scholes

Sierra Club Books, 1994
Recommended for Grades 2-4

Synopsis

The author, with accompanying illustrations by Robert Ingpen, examines the concept of "peace" in a manner that children may grasp and understand. Scholes examines the needs and wants of people - both alike and different - and how conflicts may arise as a result of the struggle to fulfill these needs and wants. Following this, she takes the reader through an exploration of different paths to resolving these conflicts and through an examination of national and international issues (including environmental issues) that need to be resolved. The author concludes by putting forth the idea that the way to protect peace for all is to see that every person is treated fairly.

Objectives

- To recognize that each person is responsible for his/her own actions
- To analyze ways in which people can stand up for what they believe is right and good
- To discuss things that a person can say and do to be more thoughtful, caring, and trusting of others
- To recognize that each of us has traits and attributes in which we take pride and that make us special
- To explain the reasons that we must have rules and laws to help us live and work together in peace and harmony
- To understand that not all rules and laws are good and how we must work together to make them better

Discussion Questions

- What do we mean by the word "peace"?
- What do we mean when we say that we "need" something?
- What do we mean when we say that we "want" something? What are the differences between "needing something" and "wanting something"?
- Do we all need the same things? Do we all want the same things? How are we different?
- Why do people argue and fight? Is there a way to solve a disagreement without fighting? What are some things that could be done instead of arguing and fighting?
- Disagreements and conflicts occur between individual persons, among groups of people, and among nations. What are some of the things that groups of people argue and fight about? Why do nations disagree and fight?

- What is it like when there is no peace between individual people? Between groups? Among nations? How do you feel if the peace you have with a friend or family member is broken?
- What do we mean by the word "peacemaker"? What are some things that a peacemaker does? How could you be a peacemaker?

Activities

- After discussing the concept of peace and its importance in the classroom, divide the class into groups of three. Ask each group to discuss the idea of peace and to develop several things that they can do as individuals and as a class to work for peace in their class, in their homes, in school, in the nation, and in the world. Have each group report to the class and write their suggestions on the chalkboard or chart paper for all to see. Discuss the ideas the students have developed and select one or two to begin to practice in the classroom. Keep the list on display in the classroom and refer to it throughout the year. Adopt new projects to implement different ideas throughout the school year.
- Tell the students the story of Sadako Sasaki and the peace crane project. Sadako was two years old when the atomic bomb was dropped on Hiroshima in 1943. At age 11, Sadako was diagnosed with the "atom bomb" disease, leukemia. Told of an old Japanese legend that anyone who folds a thousand paper cranes would be granted a wish, Sadako began to fold paper cranes with the hope that she could get well again. Sadako completed about 600 cranes before she died at the age of 12. Her friends and classmates completed the 1000 cranes. They also assembled a book of her letters and, after publishing them, began a project to collect money to build a monument to Sadako and all of the children killed by the atom bomb. The Sadako Statue stands in Hiroshima today. It bears the inscription of the children's wish: **"This is our cry. This is our prayer, Peace in the world."** (Information on this project can be found at **www.sadako.org**) Distribute a pattern of a peace crane and have each student make one. Each student should write one thing s/he can do for peace on her/his peace crane. Have each student report her/his idea to the class. Display the peace cranes around the classroom. Instructions for making and folding the peace cranes may be found at the website.
- Find several poems and/or stories about peace. Read the poems to the students. Have each student select her/his favorite poem and give a copy to the student. All students should receive a large piece of white drawing paper. After gluing the poem to the paper, each student should illustrate the poem by drawing appropriate pictures around the borders and on the page. Some students may want to write and illustrate her/his own poem for peace and should be encouraged to do so.

Peace Begins With You

By
Katherine Scholes
Illustrated by Robert Ingpen

***

There are always choices that can be made.

Some choices threaten peace.
Some choices protect it.

Every day, people make choices about peace
at home, at school, at work…

Their choices affect others as well as themselves.

***

It's not always easy. It takes two to work together.
But it also takes two to fight.
And often it only takes one to begin the first step
toward a peaceful solution.

Working for peace may be harder than using force.
You may have to be braver and stronger.
You may have to learn new skills,
new ways of thinking and planning.

But when you consider how much pain is caused
by the breaking of peace -
in families, neighborhoods, and countries
all over the world
and all through time -
it has to be worth it.

Peace has to be a better way.

Coolies
by
Yin

Philomel Books, NY, 2001
Recommended for Grades 2-4 Picture books

Synopsis

In 1865 several hundred Chinese immigrants arrive in America to work on building the great railroad to the West. Two brothers, Shek and Wong, determine to stay together as they struggle to survive as laborers hired by the Central Pacific Railroad Company. The brothers, as well as the other Chinese workers, are assigned dangerous assignments, subjected to threats and treated disrespectfully. The story is told to a grandson about his ancestors on the Ching Ming festival – a day when families pay their respects to those who became an important part of this new country they called "the land of opportunity."

Quote

"When [the two railway lines] met, there was a big celebration. Railroad managers, townspeople, and other workers were invited, but not the Chinese, not the coolies. 'We know,' Shek said to Wong. 'Call us what you will, it is our hands that helped build the railroad.' "

Objectives

- To learn of the contributions of the Chinese immigrants in the building of the transcontinental railroad
- To understand the lack of choice for those who are dependent upon the powerful for their survival

Pre-Reading Activities

- Locate China on a world map and discuss the immigration process to California.
- Discuss the process of building the transcontinental railroad – a race from the east (Omaha, NB) by the Union Pacific Railroad Company using mostly Irish workers and from the west by the Central Pacific Railroad Company, joining up in Utah.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why do you think the Chinese were so crowded together on the ship?
- Why were the Chinese called "coolies?"
- Why do you think Shek helped Little Wong practice his Chinese calligraphy?
- How did you feel when Shek was lowered in the basket to light the dynamite? Why?

- Do you think it was right for the Chinese laborers to refuse to work unless they were paid equally with the non-Chinese workers. Explain.
- What made them go back to work?
- Why did the boss not want Wong to look for his brother after the avalanche?
- The two railway lines meet after fours years of hard work. Why were the Chinese laborers not invited to the celebrations?

Activities

- Write a letter to the Central Pacific Railroad Company explaining the situation of the Chinese employees. Suggest ways to change their working conditions. Suggest ways for the bosses to recognize the dignity of the Chinese.
- Draw a before and after picture of the Chinese workers, showing improper and proper treatment of our fellow human beings.

Suggested Reading

- **The Journal of Wong Ming-Chung, A Chinese Miner** by Laurence Yep. NY: Scholastic Inc., 2000

Historical Perspective

Thousands of Chinese fled to America in the mid-1800 because of famine and the Taiping Rebellion, in which the people of China revolted against the imperial government. The Chinese laborers endured the most brutal prejudice. The Chinese working on railroads were looked upon as evil foreigners and hated by the settlers. They were given the more dangerous and lower-paying jobs. There were even riots against the Chinese – many were beaten and some were killed Despite all the anti-Chinese attacks, snow and rock avalanches, fierce weather conditions, and blasting accidents, the Chinese laborers worked harder and harder. Their achievement – hammering a railroad out of hundreds of miles of treacherous and unexplored country – remains an incredible feat.

In the making of the railroad, thousands of Chinese lost their lives. Some of the recovered bodies were sent back to their families in China. Many were undiscovered and forgotten, and their graves remain unknown and scattered alongside the trackside, a silent tribute to their accomplishment.

The Unbreakable Code
by
Sara Hoagland Hunter

Rising Moon, Flagstaff, AZ, 1996
Recommended for Grades 2-4 Picture book

Synopsis

"My grandfather was a Navajo code talker. Kids should know how they helped win the war and how much pain they went through. My grandfather always had a smile on his face and a joke ready. I would like to say to him, *Thank you for helping win the war for us and keeping the* Navajo *tradition alive. Thank you for teaching me so many things."*

Michael Gorman, age 11

Objectives

- To understand the contributions of the Native Americans
- To realize the value of the Navajo code talkers during World War II
- To understand the significance of family traditions
- To appreciate the concept of loyalty

Pre-Reading Activities

- Locate Arizona on a US map and indicate Navajo reservations.
- Give the children a brief history of the code talkers.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why is John afraid to leave the Navajo reservation? Do you think he has a right to be frightened? Explain.
- Why did Grandfather's school want the Indian children to only speak English? How do you feel about that?
- Why do you think Grandfather joined the Marines when he wasn't even 17 years old?
- While in training for code-talking, Grandfather says "All those years they told us to forget Navajo, and now the government needs it to save the country!" What does he mean?
- Why did an American soldier think Grandfather was a spy? Do you think this was fair? Why or why not?
- Why do you think there were no parades or parties when Grandfather returned home from the war?
- Why was Grandfather's wallet a good thing for John to take with him?

Activities

- Design a poster that John can take with him so he will always remember where he came from.
- Write the next part of the story telling how John manages in his new school.
- Make a little booklet giving John some words of advice on starting in a new school.

Other Suggested Sources

- **Cheyenne Again** by Eve Bunting. NY: Clarion Books,1995.
- **Warriors, Navajo Code Talkers** by Kenji Kawano. Flagstaff, AZ: Northland Publishing Company, 1994.

Historical Perspective

When the United States entered World War II after the bombing of Pearl Harbor, Americans all over the country enlisted in the Armed Forces. Among these enlistees, were a large number of Native Americans. By the end of World War II, 25,000 Native Americans had served. About 3,000 of these were Navajo, including 420 code talkers who served in the Marine Corps. The code talkers served on the Pacific Islands, including Iwo Jima.

The Navajo language was not known except for a few outsiders. Since it had never been written down, there was no alphabet for the Japanese to decode. Over 200 military terms were coded and memorized. Nothing could be written down. The code talkers were radiomen and had to master dismantling and assembling a radio in complete darkness. The code was never broken.

The Bobbin Girl
by
Emily Arnold McCully

Dial Books for Young Readers, NY, 1996
Recommended for Grades 2-4 Picture book

Synopsis

Ten-year old Rebecca works as a bobbin girl in a textile mill in Lowell, Massachusetts, in the 1830's. She takes her wages home to help support her mother, who runs a boarding house for young female workers. When a worker in the mill gets injured, one of the boarders leads a "turn-out" to protest dangerous conditions. The strike fails because the girls desperately need the wages. Their leader, Judith, must leave and Rebecca is discouraged. However, Judith encourages Rebecca by telling her she will continue the fight for improved conditions.

Quote

"*Self-reliance!* The words rang in Rebecca's head. They described Judith herself. She spoke her mind and did what she thought was right, no matter what the consequences! Rebecca vowed to be self-reliant too."

Objectives

- To understand the struggle for equality of rights had difficult beginnings and continues to this day
- To learn that female workers did not always enjoy the same rights as male workers and were often intimidated by male bosses
- To realize that the struggle for self-reliance is not always easy

Pre-Reading Activities

- Locate Massachusetts on the map.
- Briefly describe the history of mill workers.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Judith told Rebecca it was important for her "to stretch her mind." What did Judith mean? How did Rebecca do that?
- What did Judith do to show she was determined to stretch her own mind?
- What made the air inside the factory bad for workers to breathe?
- Judith recognizes that this factory pay is good, but she "needn't accept *indifference* and illness." What does she mean by *indifference*?
- Why do you think the girls went off to lectures after supper?
- Why do you think Mr. Capshaw called Ruth careless?
- What does Judith mean when she says, "We will not be *factory slaves*?"

- Would you have been willing to walk out with Rebecca? Why or why not?
- What did the mill girls do to show their support when Judith stated "Never will the daughters of free men be factory slaves."
- Why do you think the mill girls returned to work? Would you? Explain.
- Why did Judith decide to leave town?
- Was the turnout a failure? Why or why not?

Activities

- Write a newspaper article explaining the situation of the mill girls to readers. Use information that they would not know.
- Choose three to five important events to illustrate. Write a sentence for each.

Other Suggested Sources

- **Kids at Work** by Russell Freedman. NY: Scholastic Inc.,1994.
- **Kids on Strike** by Susan Campbell Bartoletti. Boston: Houghton Mifflin Company, 1999.

Historical Perspective

Lowell, Massachusetts was the first planned industrial city, founded for the purpose of manufacturing cloth. Girls from farms and villages flocked to Lowell to work. Mill owners hired women rather than men because they would work for lower wages. Still, they earned more than they could anywhere else. The girls also worked to improve their minds at a time when no college would grant a woman a degree. In 1934, the mill owners lowered the women's wages. When many "turned out," they were replaced. But the precedent had been set. In the decades that followed the first strike, mill owners ruthlessly increase production and profits by having workers tending more machines for lower pay. Machines were speeded up, clocks were secretly slowed, and overseers were paid bonuses for extended production. More turnouts resulted and the ten-hour movement came into being.

Barefoot, Escape on the Underground Railroad

by
Pamela Duncan Edwards

Harper Collins, 1997.
Recommended for Grades 2-4

Synopsis

The underground railroad was a secret route for slaves who were escaping in their efforts to look for freedom. The slave who is running away from the plantation is trying to escape his pursuers, called heavy boots. The slaves are called barefoot. The animals assist him by directing his escape route.

Objectives

- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it
- To recognize that each person must be responsible for the things s/he says and does
- To understand that not all rules and laws are good and how we must work together to make them better
- To analyze ways that people can stand up for what they believe is right and good

Pre-Reading Activities

- Define the terms: slavery, runaway, underground railroad, abolition, escape
- Look at a map of the United States as it was before the Civil War. Identify the "slave states" and the "free states." Locate Canada.

Discussion Questions

- Who was Barefoot?
- Why was he running? Where was he running away from?
- Where does he plan to go? How does he expect to get there?
- How does he feel?
- Who are the Heavy Boots? Why are they called by that name?
- Which animal alerted the other animals? Why did they act this way?
- How did barefoot find the water?
- How did barefoot find the berries? Why were the water and berries so important to him?
- How did barefoot find the leaves for resting?
- How did the mosquitoes save Barefoot from Heavy Boots?
- How did the deer lead the Heavy Boots away from Barefoot?
- How did the fireflies light the way for Barefoot?
- When he saw the house, what was the signal of welcome? How did he know this?

Activities

- Have you ever had a pet help you in some way? Write a short paragraph about a pet that has helped its human friend. If you have not had this experience yourself, write about someone you know that has. Have you had a pet that helped to save your life or someone you know?
- Describe how people feel about their pets and how pets make people feel good. Draw a picture or write a poem about people and animals working and playing together. Explain to your classmates how people and animals help each other.
- Read **The Terrible Things** by Eve Bunting and contrast the two stories. What happens when the animals do not assist each other or protect each other from the Terrible Things? How are the Terrible Things like the Heavy Boots? What happens when people do not help each other when they are having a difficult time?
- What is a bully? Explain how Heavy Boots are like bullies. Imagine that you were alive at the time. How would you have been able to help Barefoot and other people like him?
- Read about one of the following: Harriet Tubman; the Quakers and how they fought slavery; Sojourner Truth; Frederick Douglass; the Grimke sisters

Other Suggested Sources

- **Pink and Say** by Patricia Polacco.
- **Allen Jay and the Underground Railroad** by Marlene Targ Brill.
- Visit the Internet site www.nationalgeographic.com/railroad. It is an interactive site about the underground railroad.

Smoky Night

by
Eve Bunting

Harcourt Brace & Company, NY, 1994
Recommended for Grades 2-4

Synopsis

When the riots in Los Angeles break out in the streets of their neighborhood, young Daniel and his mother watch the looters in the street. When their home is set on fire, they need to leave without their cat, Jasmine. It is during a crisis that the cats and people need to help each other survive, no matter what their background, religion, culture or color.

Objectives

- To understand the affects of our words and actions on others
- To give examples of prejudice against individuals and groups
- To understand that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies
- To recognize that each person must be responsible for the things s/he says and does
- To analyze ways in which people can stand up for what they believe is right and good
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Define the terms: riot, looting, arson, hooligans, shelter, cot.
- Locate the city of Los Angeles on a map.

Discussion Questions

- What is happening when Daniel and his mother are looking out their window?
- What is happening in the street?
- What is Daniel holding?
- How does his mother explain about the reason for the rioting?
- Who is Mrs. Kim? Why doesn't she like Jasmine?
- Daniel says he and his mother do not shop in Mrs. Kim's store. Why not?
- Why is Daniel afraid? Where does he sleep that night?
- Why is someone pounding at their door?
- What do they have to do?
- Where is Jasmine?
- Describe the shelter where they go to stay.
- Who found Jasmine? Where was she hiding?

- How do the two cats behave now that they were found together?
- How did Daniel explain the fact that the cats fought before this time but are being friendly now?
- Who did Daniel's mother invite to their home? Was the invitation accepted?
- What lesson did the people learn from the cats?

Activities

- Have you ever witnessed a robbery or seen a fire? Describe how a fire or a robbery make people feel.
- Invite a fireman to the classroom to talk about fire safety and what to do in case of a fire.
- How would you feel if you had to leave your home in an emergency? What is the most important thing that you would want to take with you? Write a short paragraph about your choice and explain its importance to you.
- Have you ever lost your pet or favorite stuffed animal? Did you find it again? How did you feel? Explain how people feel about their pets or favorite stuffed animal. Make a drawing of your pet or your favorite stuffed animal.
- Daniel and his mother and Mrs. Kim learn an important lesson from the cats about making friends. Explain what they learn. Make a list of things that are important about having friends. Make a second list of things that are important to do in order to be a friend. Post both lists in the classroom. (**Note to teacher: Be sure to emphasize the need to be careful around strangers versus making friends with a neighbor.)**
- Read the book **Best Friends** by Elizabeth Reuter to discuss how friends are separated by violence.
- Read the book **Why Did It Happen?** by Dr. Janice Cohen to discuss how children respond to violence like robbery and looting.

Other Suggested Sources

- **Best Friends** by Elizabeth Reuter
- **Why Did It Happen?** By Janice Cohen
- Your local fire company.

The Tie Man's Miracle

by

Steven Schnur

Morrow Junior Books, 1995.
Recommended for Grades 2-4

Synopsis

Mr. Hoffman, who is a peddler of colorful ties, comes to Seth's home on the last night of Chanukah, an important Jewish holiday during the winter. At first Mr. Hoffman is reluctant to join the celebration until he is encouraged and finds the strength to share the story of his difficult survival.

Objectives

- To recognize those contributions people give to one another
- To understand the affects of our words and actions on others
- To give examples of prejudice against individuals and groups
- To think about and explain ways that a person cam be more thoughtful and considerate of others

Pre-Reading Activities

- Find about the background of the Jewish holiday Chanukah.
- Identify the terms: survivor, Anti-Semitism, prejudice, discrimination.

Discussion Questions

- Who came to Seth's house on a cold winter night?
- Why is The Tie Man selling ties on Chanukah?
- What happens when they invite The Tie Man to join them for the holiday candle lighting ceremony?
- What happens when Seth asks the Tie Man about his family?
- What is the story that the Tie Man tells Seth about Chanukah when he had a family? How does the family respond to the Tie Man's story?
- What did Seth see after the Tie Man left?
- Did Seth or his family ever see the Tie Man again? Explain.
- What happens to Seth and his sister, every year, on the eighth night of Chanukah?

Activities

- Have you every invited someone you know who is alone to your home for a special family holiday? What can you do for people who are alone so that they too can enjoy the sharing of important holidays?
- Read the book **One Yellow Daffodil** by David Adler. Compare and contrast the reactions of these two men who were alone and who had led difficult lives. How did Chanukah have a new meaning for the children and their families?

- Make a chart of the important religious holidays celebrated by the different world religions. Next to the name of the holiday, write the name of the religion and one fact about the purpose of that holiday.

Other Suggested Sources

- **<u>One Yellow Daffodil</u>** by David Adler.

The Night Crossing

by
Karen Ackerman

Scholastic Inc., NY, 1994
Recommended for Grade 3-4 Easy chapter book

Synopsis

Clara and her family escaped from Nazi-invaded Austria to find safety in Switzerland. Before they made their journey, Clara's father collected most of the family's treasured valuables to sell. "But when he reached for the pair of old silver candlesticks, Mama stopped him."

Meanwhile, Clara selected two favorite dolls to keep, the same dolls that her grandmother had brought with her when she fled Russia. "They've made a night crossing before, and they aren't at all afraid!"

Finally, the family reached the Swiss border. "But Nazi soldiers were guarding the border gate with rifles slung across their shoulders." A contrived story deceived the guards, and the family passed into Switzerland. The family's only remaining heirlooms were saved.

This chapter book describes a family's journey to freedom and a young girl's courageous quick thinking.

Objectives

- To recognize that the actions of others affect us
- To recognize the importance of things we give to each other
- To recognize, accept, and value your family customs and those of others.

Pre-Reading Activities

- Locate Russia, Austria, and Switzerland on a map.
- Locate the Carpathian Mountains and the Swiss Alps.
- Discuss the vocabulary words and definitions of the following:
  Hitler: leader of the Nazi party
  Nazis: political group who came to power in Germany
  Juden: German for Jew
  Swastika: symbol of the Nazi party
  Maydel: Yiddish for female child
  Generations
  Sabbath: Holy day of prayer/study; from Friday sundown to Saturday sundown
  Satchel: small suitcase or brief case
  Resistance
  Bayonet
  Synagogue: house of worship for Jews
- Discuss "trust."

Discussion Questions
Note to the teacher:
During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- Who were Gittel and Lotte, and why were they so important to Clara?
- Why were the candlesticks so important to Mama?
- How were Clara's night crossing and her grandmother's night crossing similar?
- Why did they have to travel at night?
- Why did the family have to pretend to be Swiss citizens?
- Why was it important to sell most of the family's valuables?
- How did the Resistance aid the family?
- Why was the air thinner as they approached the Alps?
- Why did Marta pretend that her bracelet had caused the clinking sound and was a valuable piece of jewelry?
- How did the family secure their safe hiding with the farmer and his wife?
- Why did the Nazi soldier question Clara at the border?

Activities

- Students make a family tree, shield, or flag to show their ancestry.
- Students trace their family's immigration to the United States on a map.
- Students discuss and share a family heirloom/custom.
- Students cut pictures from magazines to create a collage of images that represent their interests.
- Students pretend they are members of Clara's family. Students write about their treasured items and their own "night crossing" adventure.

Other Suggested Sources

- **Molly's Pilgrim** by Barbara Cohen. New York: A Bantam Skylark Book, 1983.
- **Follow the Drinking Gourd** by Jeanette Winter. New York: Dragonfly Books, Alfred A. Knopf,1988.
- **The Bracelet** by Yoshiko Uchida. New York: Philomel Books,1993.
- **So Far From the Sea** by Eve Bunting. New York: Clarion Books, 1998.
- **Hiding From the Nazis** by David Adler. New York: Holiday House, 1997.

Historical Perspective

Germany invaded Austria on March 11, 1938. The German forces were welcomed by cheering crowds. Those who opposed the Nazis remained quiet because of the fear of persecution. On March 13, Austria was annexed officially and a Gestapo headquarters was set up in Vienna. Jewish offices were closed down. From the onset, Jewish apartments were looted and Jews were singled out for beatings and humiliation. Jews were dismissed from jobs and universities. Most of Austria's Jews resided in Vienna and they received the

worst treatment during Kristallnacht, November 9-10, 1938. In Innsbruck, initially there was not much violence. However, during Kristallnacht, Jews were attacked. Many thousands of Austrian Jews then chose to emigrate. But by September 1939, the Austrian border was closed.

As the story opens in 1938, Karen Ackerman has the mother removing the Jewish star from the family's clothing as they prepare for their trip. **Historically, the Jews did not wear the yellow star until November 1939 in Poland and afterwards in other occupied countries.** In correcting this inaccuracy, you may also want to discuss with the children the problems arising from the removal of the star from clothing where the outline could still be seen.

A Picture Book Of Anne Frank

by
David A. Adler

Holiday House, New York, 1993
Recommended for grades 3 - 4 Picture book

Synopsis

This picture storybook chronicles Anne Frank's life. It begins with Anne's birth in Germany. The post World War I economy there led to the persecution of many people, especially Jews. Like many others, Otto Frank felt he could protect his family in Holland. "But the hatred the Franks had escaped in Germany followed them." The family went into hiding in a secret annex. Their hopes of being spared the concentration camps lasted more than two years. Anne, her sister, and mother died, but the memory of Anne Frank lives on. "Many millions of people have read Anne's diary. Then they know one of the victims. They know Anne Frank."

Included in the book is a timeline of important dates. The muted illustrations and illustrated photographs are contrasted by the harsh, bold red color of the Nazi flag and armbands.

Objectives

- To recognize that the actions of others affect us
- To recognize that desperate people will desperately seek survival
- To identify oneself with Anne

Pre-Reading Activities

- Locate Germany, Holland, and Poland on a map.
- Discuss the definitions of Nazi and concentration camp.
- Discuss the reasons people blame others for their troubles and why it may cause problems.

Discussion Questions

Note to the teacher:

During the read aloud session, stop at salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- How did life for Anne change when the Nazis came to power?
- What desperate means did the Franks take to try to secure their safety?
- Why was the diary important to Anne?
- What did Anne do to occupy herself while in hiding?
- Why was it wrong for the Nazis to blame the Jews for the troubles of their country's economy?

Activities

- Students trace the Franks' journey from Germany to Holland and then to Poland on a map.
- Students make a timeline of their own lives.
- Students keep their own diary for one week/month.
- After discussing the objects Anne may have taken with her into hiding, have the students cut pictures from magazines of items they would choose to take with them. Paste them onto the paper suitcase provided. (See appendix for sample.)

Other Suggested Sources

- **Anne Frank** by Yona Zeldis McDonough. New York: Henry Holt and Company, 1997.
- **Hiding From the Nazis** by David Adler. New York: Holiday House,1997.
- **Flowers on the Wall** by Miriam Nerlove. New York: Margaret K. McElderry Books, 1996.
- **The Lily Cupboard** by Shulamith Levey Oppenheim. NY: Bantam Doubleday Dell, 1992.
- **Twenty and Ten** by Claire Huchet Bishop. New York: Puffin Books, A division of Penguin Books, 1980.

A Picture Book of Anne Frank

by
David A. Adler

Holiday House, New York, 1993.
Recommended for Grades 3-4

Synopsis

Ann Frank was a young girl who was born in Frankfurt, Germany. To hide from the Nazi persecution, the Franks moved to Amsterdam, Holland where the family was hidden in an annex or attic of a house. The family was discovered and deported to various camps. Except for the father, Otto Frank, everyone in his family had perished. Anne's diary was discovered by Miep Gies and given to Anne's father after the war ended. Her diary has been published and read by adults and children all over the world today.

Objectives

- To understand the affect of our words and actions on others
- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and ways we all suffer because of it
- To explain why people choose to think and to act in caring or in hurtful ways
- To recognize that each person must be responsible for the things s/he says and does
- To analyze ways in which people can stand up for what they believe is right and good

Pre-Reading Activities

- Define the terms: diary, annex, Nazis
- Locate the countries of Germany and Holland on a map.

Discussion Questions

- When and where was Anne Frank born?
- Describe her family.
- Who was the German leader of Germany at that time?
- What happened to the Jews?
- Why did the Franks decide to move?
- Where did they move?
- What was life like for Anne in her new home?
- What happened when Holland was invaded by the Nazis?
- How did life change for Anne and her family?
- What did the family do to protect themselves from the Nazis?
- Describe the hiding place.
- What did Anne bring with her? How did she record this experience?
- Who else was living there in the hiding place?
- Who helped Anne and her family?

- Why do you think they helped the Franks and the others?
- How long did the family live in hiding? What were their living conditions?
- What happened when they were discovered? Where did they go?
- Did anyone survive?
- What happened to Anne's Diary?

Activities

- Have you ever kept a diary? What kinds of things would you write in a diary? What is the purpose of a diary? Why is it important to record your experiences?
- What does the diary tell us about a person? Keep a diary or journal for a week and write in it.
- If you had to leave your home suddenly, what would you bring with you? Imagine that you can only take one regular-sized suitcase.

Other Suggested Sources

- Watch video "**The Annex**."

Don't Forget

by

Patricia Latkin

Tambourine Books, 1994.
Recommended for Grades 2-4

Synopsis

Sarah wants to bake a surprise birthday cake for her mother. Since this is the first time that Sarah will bake a cake, she needs to buy the ingredients. All the shopkeepers have special ideas for making a perfect cake. Sarah is reluctant to go to the store of the Holocaust survivors, Mr. and Mrs. Singer. However, they offer to help Sarah bake her mother's surprise birthday cake while sharing their memories and stories from their past with her.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To understand the affect of our words and actions on others
- To recognize that each person must be responsible for the things s/he says and does
- To analyze ways in which people can stand up for what they believe is right and good
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activities

- Make a list of different kinds of cakes on the chalkboard and have the class vote on their favorites.
- Make a list of the basic ingredients used in most cakes.
- Locate Europe on a map and identify some of the countries. Identify the Atlantic Ocean and the United States.

Discussion Questions

- What is Sarah planning to do for her mother's birthday?
- What is the first item for her cake that she buys from Lazar?
- What is his secret for making a perfect cake?
- What does she buy from Mrs. Koretsky, the baker?
- What is Mrs. Koretsky's secret ingredient?
- Why is Sarah reluctant to go to the Singer's store to shop for the rest of the ingredients? What is on their arms?
- When did Mrs. Singer bake her first cake?
- What is her secret for making a perfect cake?
- Where did Mrs. Singer suggest Sarah bake her cake?
- What did Sarah bring home for her Mother's birthday?

- What are some of the things that Sarah learned by accepting advice and help from others in order to bake the cake?

Activities

- The teacher will suggest that the students bake cakes using the orange sponge cake recipe and invite family members to their surprise party! (Or the students may invite other school workers to visit their classroom to help eat the cake. Another possibility is to have a neighboring class visit as guests for a surprise party.) Have you ever helped to bake a cake? If you could bake a cake, what type of cake would it be? Would you like to bake a cake to surprise someone in your family?
- Select someone in your school or community who is the same age as your grandparents or great-grandparents. Get permission to visit the person and ask them to remember and share with you something about life that was hard or difficult for him/her when s/he was growing up. (You may find this person right in your school!) Return to your class and share your information with your classmates. Perhaps the class could bake some cookies (instead of a cake) and you could take several as a "Thank you gift" to the person who told you the story. (Or the class could have a "Storyteller's Day" and invite all those who shared a story to the classroom for some cake and coffee/tea/milk/juice.)

Other Suggested Sources

- **One Yellow Daffodil** by David A. Adler.

Baseball Saved Us
by
Ken Mochizuki

Lee & Low Books, Inc., 1993
Recommended for Grades 3-4

Synopsis

In 1942, while the United States was at war with Japan, the U.S. Army moved all people of Japanese ancestry away from the West Coast. They were sent to internment camps in the middle of American deserts and held there up until 1945. None of these immigrants from Japan, or their families who were American citizens, were proven to be enemies or of any danger to the United States or the Allied Powers during World War II. Many of the young men volunteered and served with distinction in the United States military services. Others served the nation in other ways even while their families were being detained in the camps. In 1988, the U.S. government admitted that this policy of internment camps was wrong.

Objectives

- To identify cultural contributions of people of different backgrounds
- To understand the affects of our words and actions on others
- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and ways we all suffer because of it
- To analyze ways in which people can stand up for what they believe is right and good
- To understand that not all rules and laws are good and how we must work together to make them better

Pre-Reading Activities

- Locate and identify the states of the southwestern United States.
- Make a list of the various internment camps and locate them on a map.
- Define and talk about the idea of civil rights and democracy.
- Discuss the terms: prejudice, discrimination, internment camps, concentration camps, and racism.

Discussion Questions

- Where was this Japanese family living? Why were they living there?
- Describe the conditions of the Camp.
- What happened every day in school? How did this little boy feel?
- What did the father want to do in the Camp?
- How did the people in the Camp respond?
- What did they create in the Camp?
- What happened after the war?
- What were the conditions in their old neighborhood?

- How were they treated?
- How did baseball save them? Explain why this game was so important.

Activities

- Do you have any family members who came from other lands? How did they feel when they came to the USA? Locate the places they came from on a map. Make a map and mark every nation on it that was once the home of an ancestor of someone in the class. Count the number of continents represented; the number of countries.
- Do you know anyone who is Japanese American and had to live in separate camps during World War II? There is a community in southern New Jersey that became the home of a number of Japanese Americans who were permitted to leave the camps to come there to live and work. There is even a small museum there. Find out about this community and the museum.
- Why did baseball save these people who were living in Camp? Why did the new classmates respect their skill?
- Baseball is sometimes called the "favorite American pastime" or the "All-American pastime." Explain what this means. Draw a baseball field including the outfield and the baseball diamond. In the location of each base and position on the field, write an important fact or idea taken from this book.
- Make a list of civil rights that are found in the Constitution (including the Amendments). Post these in your classroom. Identify those civil rights that are violated when people are the victims of discrimination.

Other Suggested Sources

- **The Bracelet** by Yoshito Uchida.
- **Heroes** by Ken Mochizuki.

The Bracelet

by
Yoshiko Uchida

The Putman & Grosset Group, 1993.
Recommended for Grades 3-4

Synopsis

After the outbreak of war with Japan, The United States government uprooted 120,000 Japanese-Americans who were living on the West Coast. Many of these Japanese were American citizens. They were imprisoned in internment camps in various parts of the country. They had not broken any laws and were not given an explanation or fair hearing. It is important to explore the consequences of this war hysteria that resulted in prejudiced and discriminatory behavior that was unfair and unnecessary.

Objectives

- To define prejudice, discrimination and racism
- To give examples of prejudice against individuals and groups
- To understand that prejudice and the hurtful actions to which it leads can affect any person or any group at any time
- To analyze ways in which people can stand up for what they believe is right and good
- To recognize that each of has traits and attributes in which we take pride and that make us special
- To consider reasons why individuals and groups act in ways that may hurt and ways that may help others

Pre-Reading Activities

- Locate California, Utah, Nevada, Arizona, New Mexico, Oregon, and Washington on a map.
- Define the terms: prejudice, discrimination, racism, internment camp, relocation camp, concentration camp, segregation, deportation.
- Explain the idea of "Constitutional rights"

Discussion Questions

- When did the United States become involved in World War II?
- What was Pearl Harbor?
- Why did Emi have to leave her home?
- What did Laurie bring with her to say good bye?
- Describe the bracelet.
- Why was this important top Emi?
- Who took the family to the center for deportation?
- Describe the scene at the center. How did Emi feel?
- Where were Emi and her family going to live?

- What was her address? Describe the conditions of the horse stable.
- What happened to Emi's bracelet? What did she do?
- What reminded her about her friend, Laurie?
- Why was the imprisonment of Americans of Japanese background unfair? Had they broken any laws? Had they shown themselves to be good citizens? Why did the government treat the Japanese-Americans so poorly?

Activities

- Have you ever received a special gift from your best friend? Do you remember your friend? What is so special about your friend? Write a poem about your best friend explaining why you think s/he is so special. Explain how your friend makes you happy.
- Have you ever had to move or leave your home? How did you feel? Make a list of the most important things that you would want to take with you.
- Make a list of the rights citizens have guaranteed to them in the Constitution. Which of these rights do you think were violated for the Japanese-Americans? Which of the rights of Americans do you think is the most important?

Other Suggested Sources

- **Baseball Saved Us** by Ken Mochizuki.
- **Heroes** by Ken Mochizuki.

Promise Of a New Spring

by

Gerda Weissmann Klein

Rossel Books, Chappaqua, NY, 1981
Recommended for Grades 3 - 4 Picture book

Synopsis

A comparison is made between the tragedies of the Holocaust, and its atrocities, and the destruction of a forest with its devastating effects. The author clearly indicates that man has been irresponsible in both of these senseless acts.

This story begins with a brief overview of the Nazi treatment of Jews. "They burned Jewish books. Books are ways of remembering, but the Nazis wanted the world to forget the Jews." It continues with a description of a forest, its rebirth of plants and animals in springtime, and "the never-ending chain of life." The author then asks the reader, "But what if an evil hand decided to set fire to the forest one spring or summer - decided to destroy all life out of season?" The reader is faced with choosing right over wrong, goodness over evil.

Just as the forest must rebuild itself, survivors of the Holocaust must "build a new life, tell their story, to all who will listen."

Opening photographs and illustrations set the mood in their dark tones. The renewal of the seasons brings colors to life.

Objectives

- To recognize that the actions of man affect all life: human, animal, and plant
- To recognize that senseless acts of destruction can and should be avoided
- To recognize the value of all creatures

Pre-Reading Activities

- Discuss the four seasons.
- Discuss mood, tone, and setting.
- Discuss similes and metaphors.
- Discuss senseless acts (i.e. carelessness in a forest).
- Locate Europe on a map.
- Discuss the vocabulary words and their meanings.

Vocabulary

- Holocaust: the destruction and loss of life by fire
- Nazis: a group of people who came to power in Germany
- Swastika: the twisted cross symbol of the Nazis
- Europe: the continent upon which World War II began
- Survivor: someone who survives and lives on

Discussion Questions
Note to the teacher:
During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way, knowledge is building throughout the story.

- How do the flowers, birds, and/or butterflies compare to the Jews, before, during, and after the destructions?
- What similes/metaphors were used in describing the forest and the seasons?
- How did the forest come alive again after it had been destroyed by fire?
- Why is it important for the survivors to tell their stories?
- How did the illustrator use colors, or the lack of colors, to symbolize the mood of the story?

Activities

- Divide the class into groups of 4. Each student in the group chooses a different season. Write similes/metaphors for each season.
- Write analogies comparing the Holocaust to the season(s).
- Write cinquain poetry: one about the Holocaust and one about the seasons.

The cinquain is a five-line poem. Each line has a set number of syllables and must tell something about the title.

# of Syllables	Description
1	title
4	description of the title
6	action
8	feeling
1	another word for the title

Other Suggested Sources

- **Terrible Things** by Eve Bunting. Philadelphia: The Jewish Publication Society,1989.
- **Why?** by Nikolai Popov. New York: a Michael Neugebauer Book, North-South Books,1996.

Anne Frank

by

Yona Zeldis McDonough

Henry Holt and Company, New York, 1997
Recommended for grades 3 - 4, Picture book

Synopsis

The pictures and text trace the life of Anne Frank from Germany to Amsterdam. Anne, "outgoing and lively," was much like any youngster who shared hobbies and interests with her friends. When times grew harsh for Jews, Anne's family went secretly into hiding. Her diary became her new best friend. "All of her sadness and frustration" were recorded here in the hopes that one day it "would be read by people all over the world." Anne's wish came true, but she died a prisoner in a concentration camp before she could see her diary published.

The book includes a timeline of Anne's life. The brightly colored illustrations are a contrast to the dark times in history.

Objectives

- To recognize the interests children share in common
- To recognize that the actions of others affect us
- To understand the concept of trust

Pre-Reading Activities

- Locate Frankfurt and Amsterdam on a map.
- Discuss hobbies and interests of your students.
- Discuss the term and definition of trust.
- Discuss the definition of Nazi

Discussion Questions

Note to the teacher:

During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- How did life for Anne change when the Nazis came to power?
- Why did the family members wear layers of clothing into hiding?
- How was the diary important and helpful to Anne?
- What did the family do to try to make life in hiding more normal?
- Who did Anne and her family trust?

Activities

- Students make a timeline of their own lives.
- Students keep a diary for one week/month.

- After discussing the objects Anne may have taken with her into hiding, have the students cut pictures from magazines of items they would choose to take with them. Paste them onto the paper suitcase provided. (See Appendix)

Other Suggested Sources

- **A Picture Book of Anne Frank** by David Adler. New York: Holiday House,1993.
- **Hiding From the Nazis** by David Adler. New York: Holiday House, 1997.
- **Flowers on the Wall** by Miriam Nerlove. New York: Margaret K. McElderry Books, 1996.
- **The Lily Cupboard** by Shulamith Levey Oppenheim. NY: Bantam Doubleday Dell, 1992.
- **Twenty and Ten** by Claire Huchet Bishop. New York: Puffin Books, A division of Penguin Books, 1980.

Heroes
by
Ken Mochizuki

Lee & Low Books, Inc., 1995
Recommended for Grades 3-4

Synopsis

Donnie's classmates always teased him and called him the bad guy. When he discussed this with his father and uncle, they came to school dressed as members of the 442nd Regimental Combat Team. The 442nd was a Japanese American Army regiment that fought in Europe during World War II. This regiment became one of the most highly decorated units in U.S. Army history.

Objectives

- To define prejudice, discrimination, and racism
- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To analyze ways in which people can stand up for what they believe is right and good
- To recognize that each of us has traits and attributes in which we take pride and that make us special
- To analyze why some people (groups and nations) act like bullies and others act with kindness and caring

Pre-Reading Activities

- Explain the terms: prejudice, discrimination, racism, bully.
- Explain the difference between a hero and someone who is popular and famous.
- Identify the time period of World War II. Locate Europe, the Atlantic Ocean, the United States, the Pacific Ocean, and Japan.

Discussion Questions

- What happened when Donnie's father drove him to school every day?
- Why did his classmates want to play "war"? What did they think war was like?
- Why was Donnie the enemy? How did he feel about being the enemy?
- What did he do to escape from his classmates?
- What happened when they followed him to the gas station?
- What did they do in school the next day?
- What is a bully? Compare this to the behavior of the Donnie's classmates. How is it the same? Are there any differences?

- How did Donnie's father and his uncle look when they came to school the next day? What did his father and uncle tell Donnie's classmates about their uniforms?
- What were the students taught about the 442nd Regimental Combat Team?
- How did his classmates respond to Donnie after they saw his father and uncle in uniform? Do you think Donnie's classmates had learned anything important about the pain caused by prejudice? Explain.
- How were Donnie's father and his uncle like heroes? Like rescuers?
- Why did Donnie become the "leader"? How did Donnie feel about himself after his father and uncle had visited his class?

Activities

- Do you have a relative or neighbor who was in the Army? Navy? Marines? Air Force? Coast Guard? Read about the different branches of the military. Explain some things each branch of service does to help people as well as defending the nation.
- Ask someone you know who was in the military service if you can interview him or her. Find out their branch of service, where they served, when they served, some of the work that they did, etc.
- Invite a veteran of World War II to your classroom. Make a list of questions that you and your classmates would like to ask the veteran(s). Locate on a map the places where the person was sent. (Veterans of the Korean Conflict, the Vietnam Conflict, Desert Storm, etc. may be invited also.) Decorate your classroom with flags and symbols of the different branches of service for their visit. Prepare snacks to share with your visitors. Memorize and recite a poem or song that tells of your pride and appreciation for their service.
- Make a chart for your classroom that lists the many ways that different branches of the military serve the nation. Find photos of different statues that honor the service of women and men of all backgrounds in the military. If there is a local statue or plaque to honor those from your town who have served in the military, perhaps you and your classmates can buy flowers to take and place their as a thank you. (Or visit a local VFW or American Legion with a "thank you" cake, etc.)

Other Suggested Sources

- **Baseball Saved Us** by Ken Mochizuki.
- **The Bracelet** by Yoshiko Uchida.

The Long March

by

Marie-Louise Fitzpatrick

Beyond Words Publishing, Hillsboro, OR, 1998
Recommended for Grades 3-4 Picture book

Synopsis

In 1847, an impoverished group of Choctaw Indians collected $170 (more than $5,000 in today's money) from their meager resources for the relief of Ireland's Potato Famine. This story shows how Choona, a young Choctaw, deals with his people's decision to contribute to the Irish disaster. Choona remembers their own Long March, when the U.S. government forced the Choctaw to leave their home in Mississippi for the lands in the West. As the tribe debates the contribution, Choona learns of the similarities of the forced migration of the Irish and Choctaw.

Quote

"Choona faces questions that each of us must answer: What can we do, what should we do, about repression and world suffering? …these age-old questions allow Native Americans to be introduced to young readers as people rather than colorful stereotypes. Issues of social justice touch all our lives. How each society chooses to respond to them, perhaps more than technological and material progress, determines to what extent any society may be called civilized."

From *Foreword* by Gary WhiteDeer

Objectives

- To understand the similarities between persecuted people
- To realize that strong feelings can be tempered by reality as well as forgiveness
- To learn that differing peoples are able to make a connection

Pre-Reading Activities

- Discuss the Long March of the Choctaw Indian and the Irish Famine.
- Use the map to show the places where these events took place, tracing each path.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What do you think Choona means when he recalls the Long March and says "*I don't remember ever being told these things. They were just there, like the trees?"*
- Why did you think the family never answered questions about the Long March?

- Talihoyo explains that helping the Irish will be like an arrow shot through time and be a blessing for unborn generations. What does she mean by this?
- Why do you think Choona was so angry about the decision to contribute money for the Irish Famine?
- Great-Grandmother says it was a mistake to keep the pain of the Long March to the adults when the Long March is part of all of us. Do you agree? Why or why not?
- What made Choona change his mind about contributing money?
- Father says contributing money to the Irish will make the people feel less helpless. What does he mean?
- Why do you think as an old man Choona ends the story "We are Choctaw."

Activities

- Write a letter to the Irish people explaining why the Choctaw people are donating money to help them during the famine.
- Draw a side-by-side picture showing the Long March and the walk of the Irish as they search for food.

Historical Perspective

- In 1786, the United States government recognized the sovereignty of the Choctaw as an independent nation. However, they were still forced off their land in the 1830's. The journey west to "Indian Territory" caused much death and suffering. Eventually this Indian Territory came under pressure from white settlers and in time became Oklahoma. Today there are 8,000 Choctaw in Mississippi, descendants of those who did not leave in 1831. Both Oklahoma and Mississippi Choctaw have their own constitutions, elect tribal councils and chiefs, and administer their own affairs.
- During the Irish Potato Famine (1845-1849), Ireland was governed by Britain. The majority of its eight million people lived on small patches of land rented from wealthy British landlords. The Irish were dependent on the nourishing potato since it grew well in any soil. When the potato blight hit in 1845, most of the crop was destroyed. By 1846 and 1847, there was a total crop failure. As not all of Ireland's crops were affected, much of the other healthy crops and livestock was shipped out of the country into England without regard for the starving Irish. The Irish were forced out of their homes for failure to pay rent. They wandered on the roads to workhouses or impoverished cities or to the docks. Over one million Irish died of starvation and famine related diseases. Over one million Irish emigrated to other countries.
- CAIT (Celts & American Indians Together) is a bi-national fundraising campaign founded to raise $1.7 million for world famine relief. By raising this amount, the group will complete the circle of giving that began in 1847 by the Choctaw's donation of $170. For information contact: CAIT Inc., c/o Iona College, Choctaw Suite, 715 North Avenue, New Rochelle, NY 10801.

This Land Is My Land

by
George Littlechild

Children's Book Press, San Francisco, CA, 1993
Recommended for Grades 3-4 Picture book

Synopsis

A member of the Plains Cree Nation, Littlechild offers paintings and commentary for a variety of topics, including Columbus, ancestors, Indian and white chiefs, Indian boarding schools and traditions. Littlechild often incorporates photographs of his ancestors in his work.

Quote

"In Indian Country we are reviving our culture and traditions. Working as an artist is my way of healing the pain of the past and helping the next generation of Indian people. My goal is to heighten the awareness of Native peoples of the Americas and to promote understanding of all peoples."

Objectives

- To understand the American Indian view of history and contemporary life
- To enjoy the work of an Indian artist
- To appreciate the heritage of a Native American

Pre-Reading Activity

- Discuss George Littlechild's painting method using bright colors and photos. While reading, allow close-up viewing of the art.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- *Columbus First Saw* - George wondered how Columbus could have discovered America when his people were already here. What would you say to him?
- *This Land Is My Land* - Do you think the land belongs to certain people? Explain.
- *Red Horse Boarding School* - (It is important to let the children know that Indians were and are very susceptible to the disease of alcoholism). What do you think about the way the Indians were treated in the boarding school?
- *This Warrior Goes Dancing* - Why are the powwows important for the Indian people?

Activities

- Write a letter to a boarding school explaining how you feel about the treatment of the Indians and suggesting ways to improve the situation.

- Have children bring in photos of their ancestors along with a story about them. Plan and paint a picture that would express their story.
- Paint a picture of an important event in your life using George Littlechild's method. Try to get a small photo of yourself into the picture.

Other Suggested Sources

- **Cheyenne Again** by Eve Bunting. NY: Clarion Books, 1995.
- **Home to Medicine Mountain** by Chiori Santiago. San Francisco, CA: Children's Book Press
- **Daily Life in a Plains Indian Village 1868** by Michael Bad Hand Terry. NY: Scholastic Inc,1999.

When the Soldiers Were Gone

by
Vera W. Propp

Scholastic Inc., NY, 1999
Recommended for Grades 3-4 Chapter book

Synopsis

Henk, a little Jewish boy, is left as a young child with a Christian farm family who will hide him during the German occupation of Holland. When his parents return, he does not remember them and does not want to leave the people he knows as his Mama and Papa. Henk is now called Benjamin and experiences much difficulty adjusting to his new life. Eventually, his memories return and he settles in. This story is based on the real life experiences of Benjamin from 1942 to 1945. As an adult, he emigrated to Canada then moved to the U.S. He now lives in upstate New York and travels back to Holland to visit with the children of the farm family.

Quote

"Henk felt a sharp pain on his forehead. Tears came to his eyes as his hand flew up to the place that hurt. When he looked at his hand, it was covered with bright red blood.

'Max shouldn't have done that.' Another boy from his class had come over to Henk. 'Here, take my handkerchief.'

'Wait a minute. Did you hear what that boy yelled at me? What did he say?'

'Of course I heard. Are you deaf? He yelled 'dirty Jew.' Max hates Jews!' "

Objectives

- To learn of Righteous Gentiles who rescued Jewish children during the war
- To understand the difficulty for hidden children, rescuers, and returning parents after the war
- To realize the uncertainty for children in the process of reclaiming memories

Pre-Reading Activity

- Explain the situation in Europe when Hitler invaded neighboring countries. Some Jewish parents attempted to find hiding places for their children. Often this involved the children posing as Christians. Sometimes the children were passed off as relatives and sometimes they were kept hidden from strangers or even neighbors.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Do you think it was fair for Papa not to tell Henk about the return of his parents? Explain. (Chapter 1)

- Why do you think Henk kept insisting his name was not Benjamin? (Chapter 3)
- Why wasn't Henk allowed to go to school at the farm? (Chapter 3)
- Did Mama and Papa tell Henk of the importance of keeping his identity secret? Should they have given him the reason? Why or why not? (Chapter 3)
- Do you think the soldier that entered Henk's room at the farm really thought Henk was only a baby? Explain. (Chapter 8)
- In chapter 10 Henk begins to get some clarification for his cross on the chain and what it meant for him. How does that make you feel? Explain.
- Why do you think Max still felt hatred for a Jewish boy like Benjamin when the war was over? (Chapters 13)
- How did Henk feel when he finally confronted Max? Why? (Chapter 16)
- Henk's mother explains the necessity of letting Henk believe the Staals were his parents. Do you agree? Explain. (Chapter 18)
- Why was it important for Henk's parents to tell him his story a little at a time?
- When Henk and his father returned to the house they lived in before the war, Henk said he did not want to move back there. Do you agree with him? Why or why not? (Chapter 20)
- What made Henk's memories start to return? (Chapter 22)

Activities

- Make a poster of Henk's rocking horse. Draw symbols of good things Henk should remember all around the horse.
- Write a letter to Henk telling him what lessons you learned from his story.

Other Suggested Sources

- **Behind the Bedroom Wall** by Laura E. Williams. MN: Milkweed Editions, 1996.
- **Hide and Seek** by Ida Vos. NY: Scholastic Inc.,1981.
- **Hiding From the Nazis** by David A. Adler. NY: Holiday House,1997.
- **The Lily Cupboard** by Shulamith Levey Oppenheim. NY: Bantam Doubleday Dell,1992.

The Lily Cupboard

by

Shulamit Levey Oppenheim

Bantam Doubleday Dell, New York, 1992.
Recommended for Grades 3-4

Synopsis

As the Nazis conquer Europe during World War II, all Jewish people are in danger. Miriam's parents send her to a Dutch family who hides her in a secret lily cupboard behind a wall thus saving her from persecution.

Objectives

- To explain why people choose to think and act in caring or in hurtful ways
- To analyze ways in which people can stand up for what they believe is right and good
- To understand that when prejudice and persecution hurt people we each have a choice about how we react - to help those being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others
- To recognize the values that influence each of us

Pre-Reading Activities

- Locate Holland and Germany on a map.
- Define the terms: prejudice, discrimination, Nazis, terror, army of occupation, persecute, rescue, bystander.

Discussion Questions

- When was Holland occupied by the Germans?
- What have Miriam's parents decided to do with her? How do you think Miriam's parents felt when they had to give her up for a time?
- What does Miriam pack to take with her? Why does she choose certain things?
- Who is Nello? Describe him and his family.
- Where will Miriam hide? What is the warning signal?
- What does Nello give to Miriam to make her feel better? How do you think Nello felt about having someone come to live with his family? Do you think he understood the danger?
- How did Nello's family save Miriam? If Nello's family was caught hiding Miriam, what would happen to them? Why do you think they decided to hide someone?
- How does Miriam compare the way that she saved the Rabbit to how the family saved her?
- What were some of the things that Nello's family had to do in order to hide the fact that they had a secret visitor living with the family? Was it hard to hide this information?

Activities

- Write a newspaper story about the brave actions of Nello's family in their decision to hide Miriam.
- Imagine that you are Miriam and are keeping a secret journal to share with your parents after you are together again. What kinds of things would you want to write in the journal so that you did not forget it after the war?
- Imagine that you are Miriam but that you are now all grown up. Write a letter to Nello and his family telling them how you feel about their rescue of you.
- Imagine that you are a grown up Miriam with a little boy or girl of your own. You want them to know your story and about Nello's family. Write down what you will tell your children to remember about the family and the importance of helping others who are being persecuted.

Other Suggested Sources

- **The Feather-Bed Journey** by Paula Kurzband Feder. How are the children hidden by different families? How is Miriam's story different?

Star of Fear, Star of Hope

by
Jo Hoestlandt

Walker and Company, NY, 1995
Recommended for Grades 3-4 Picture book

Synopsis

France, 1942: Helen and Lydia are friends living in northern France when the Nazis invade and conquer that country in 1942. Soon Lydia must begin to wear the yellow star all Jews have been ordered to wear. The two friends continue to play and study together as the world around them changes. On the eve of Helen's ninth birthday, the two friends are together in the apartment of Helen's family. A midnight visitor reveals that the Jews are being arrested. Although it is past midnight, Lydia announces that she wants to go home to her family and Helen's parents agree. Helen is outraged by Lydia's decision to leave and accuses her of ruining her birthday. In her disappointment and hurt, Helen hurls words of anger. The next morning the family is awakened by much noise in the building and in the streets. People were filing through the streets carrying suitcases and Helen notices that they are all wearing yellow stars like her friend Lydia's. Helen and her Mama go to Lydia's home to see if they can find her but the family is gone. Confused and saddened, Helen returns home where she finds the unopened birthday gift that Lydia had given to her. Inside was a cardboard doll that had a photograph of Lydia's face glued to it. The friends never saw each other again, but Helen - now a grandmother - still hopes that someday her friend will call.

Objectives

- To understand the affects of our words and actions on others
- To give examples of prejudice against individuals and groups
- To explain how prejudice hurts everyone and ways we all suffer because of it
- To understand that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies
- To explain why people choose to think and to act in caring or in hurtful ways
- To recognize that each person must be responsible for the things s/he says and does
- To think about and explain ways that a person can be more thoughtful and considerate of others
- To understand that choices have consequences and that making good choices is very important

Discussion Questions

- What is life like for Helen and Lydia at the opening of the story?
- Describe Helen's reaction to Lydia's yellow star. What is the reaction of Lydia's mother to the order to wear a star? How do other adults think of the

star? How do you think Lydia felt about her star? Why did Lydia and her family have to wear the star?

- Why are the visitors coming to the apartment building late at night? What do Helen's parents do about the visitors?
- Why does Lydia want to go home?
- Explain why Helen is hurt and angry by Lydia's decision to go home. How does Helen act out her angry disappointment? Describe Lydia's response.
- The next morning Helen and her parents become very worried. What are the causes of their fear and worry? What do they do? Why do you think they decide to go looking for Lydia and her family? What happens to the visitor they were hiding?
- What does Helen find in the birthday package from Lydia? Why is it a special gift?
- Why was Helen angry at the stars for such a long time?
- Many years have passed since the two friends last saw each other, yet Helen continues to hope. What does she hope for? Why is hope so important to people?
- What has Helen learned about the dangers of words spoken in hurt and anger? If she could go back in time, how do you think that she would act this time?
- Have you ever said mean things to a friend? Has a friend hurt you with mean words and/or actions? How did it make you feel? How did you respond to your friend's words? How did your friend respond to your words and actions?
- Describe the actions of Helen's parents toward the people wearing stars. What were some of the things that her Mama and Papa did? How did others act toward those wearing stars?
- Look at the drawings of the people walking through the streets carrying suitcases. How do you think they feel? Describe the way they look.
- Helen's Mama tells her that bad luck does not come from the stars. According to Mama, what is the source of this bad luck for the people with stars? How do Helen's parents feel about what is happening to the people wearing stars?

Activities:

- Make patterns for boy and girl cutouts. Have each student trace a pattern on heavy duty poster paper or thin cardboard and cut it out. Decorate the cutout to represent him/herself. Trace and cut a second cutout and decorate it to represent a good friend.
- Write a short paragraph explaining why the two are friends. How would you feel if you lost your friend? How does your friend make you happy?
- People have to make choices in life. Write a short paragraph about the choice made by Helen's parents. What does their choice of action tell you about them as people? Are Helen's parents people that you would like to enjoy and have as friends? Why?

- Read the book **Best Friends.** How are the situations between two friends similar in each book? How are the situations different?
- Find a song or a poem about friendship. Read the words carefully. What does it tell you about friendship and why friends are important? How do friends behave toward each other?
- Make a list of words that describe or explain the meaning of "friend" and how a friend makes you feel. Why are friends so important to us? How can you be a good friend to others? Draw a picture expressing some of your feelings about friendship.
- Study a map of France. Describe the countries that are its neighbors. Locate some of the towns and cities in northern France.

Other Suggested Sources

Best Friends by Elizabeth Reuter. Germany: Yellow Brick Road Press, 1993.

Molly's Pilgrim
by
Barbara Cohen

Lothrop, Lee and Shepherd, New York, 1983.
Recommended for grades 3-4

Synopsis

Molly is a 9-year-old Russian-Jewish girl who has immigrated to the United States from Russia. She feels lonely and hurt because her classmates laugh at her and do not accept her. Molly misses her friends in Russia but her mother and father remind Molly of their reasons for moving to the United States. The teacher assigns everyone in class the task of making a pilgrim for Thanksgiving and Molly reluctantly takes the "pilgrim" her mother has helped her to make. At first the other children laugh at Molly's immigrant Russian doll. However, Molly explains that her doll is like Molly and her family because they came to the United States for religious freedom also and her classmates realize that Molly is a modern day "pilgrim."

Objectives

- To define prejudice, discrimination, anti-Semitism
- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To recognize that each person is responsible for his/her own actions
- To discuss the things that a person can say and do to be more thoughtful, caring, and trusting of others

Pre-Reading Activities

- Locate Russia and the United States on a map. Trace routes that would be followed by airplanes or ships to reach the United States from Russia.
- Find illustrations of traditional Russian folk costumes and discuss the various parts of the costumes.
- Discuss the word "pilgrim." Explain how pilgrims **and** Native Americans are associated with Thanksgiving. Explain what is meant by the word "thanksgiving."

Discussion Questions

- Where did Molly and her family live before moving to the United States?
- Why did Molly's parents want to leave their home to move so far away from their family and friends?
- Describe Molly's appearance. How was her appearance different from that of her classmates?
- How did Molly's classmates react to her appearance?

- Identify and explain some of the cultural traditions Molly and her family observed in their home.
- In the lunchroom, where did Molly eat? Why?
- Describe the way Molly's classmates treated her. Why did they act that way?
- What is "prejudice?" Give several examples of prejudice that you can find in the story.
- Does Molly have any friends? Why or why not?
- Have you ever been lonely? Describe the experience. How do you think it feels to be left out, to be laughed at, etc.?
- How does Molly's teacher behave towards her? Give some examples of the things the teacher says and does that indicate that she wants to help Molly.
- How does the crossing guard feel about Molly? How do you know this?
- Is Molly happy in her new home? Why not?
- Why is Molly upset with her mother's version of a pilgrim? What does her father tell Molly?
- Describe Molly's pilgrim. How is it different from the pilgrims of the other children?
- How does the class react when they first see Molly's pilgrim? What is the response of her teacher?
- What does Molly tell her teacher and her class about her pilgrim? How does the class react to her explanation?
- What does Molly's pilgrim symbolize?
- What lesson can the class learn from this experience? What can Molly learn? The teacher? Molly's parents?

Activities

- Discuss the meaning of the phrase "religious freedom." Make a chart listing groups that have come to the United States to escape religious persecution and to find religious freedom. In column two, identify the country of origin or date of immigration. In the third column, describe how Americans viewed the immigrants when they first arrived. In column four, list several things the group has contributed to the development of customs and traditions in the United States.
- Make a clothes pin doll, paper doll, drawing, or other form of an "immigrant doll" in traditional dress of your ancestry. (Look up illustrations of traditional costumes of the country.) Find the reason that people of that ancestry immigrated to the United States. Explain this to the class.
- Find an illustration or photograph of the Statue of Liberty. Discuss the meaning behind this symbol that sits on Liberty Island between the New Jersey and New York coastlines. Read a copy of the poem by Emma Lazarus that is inscribed on the base of the statue. Explain the meaning of the poem.
- Explain the reasons for the immigration of the Pilgrims to an unknown land.
- Compare and contrast the holiday of Thanksgiving and the Jewish holiday of Succot. Make a Venn diagram comparing and contrasting the two holidays.

- Have you ever felt alone, lonely, and/or ridiculed? Write a poem explaining how it made you feel about yourself and others. Why are people ridiculed, mocked, and ostracized for "being different?" What would it be like if everyone were the same? Make a list of things that you can do to help others feel accepted.

Other Suggested Sources

- View the video **"Molly's Pilgrim."**
- View the video "**An American Tail: Fievel the Mouse."**
- View the video **"The Americanization of Elias."**
- View the video **"Prejudice: Answering Children's Questions"** with Peter Jennings.

The Hundred Dresses

by

Eleanor Estes

Scholastic Inc., NY,1973
Recommended for Grades 3-4

Synopsis

Wanda Petronski, a young immigrant girl, lived in the Boggins Heights section of town, a very poor, rundown section of town and always seemed to wear the same faded blue dress. It was always clean but never seemed to be very neat. Wanda was usually quiet, sometimes wore a timid, twisted smile, and stood just on the fringes of the group. Then one day, Wanda told the girls that she had a hundred dresses of different colors and materials. After that the other girls frequently surrounded her and questioned her in tones of great politeness followed by loud laughter before they wandered off and left Wanda by herself. Peggy, the most popular girl in class, was the leader with her friend Maddie as her close follower. But Maddie, who was poor also, began to feel badly about the teasing. Then, one day, Wanda didn't come to school. In the days that followed, Wanda's empty desk seemed to haunt Maddie. On the day that the teacher was to announce the winners of the design contest, the students entered the room to find a hundred brilliantly colored designs of dresses tacked around the walls. The dresses were the work of the absent Wanda. After announcing that Wanda was the winner, the teacher read a short note from Wanda's father. Wanda and her brother Jake would not be returning to school. The family had moved to the big city where no one would call them "Polack" or ask about their "funny name." Maddie felt ashamed of her lack of courage and her silence when she knew the taunting was wrong. What could she do?

Objectives

- To understand the affect of our words and actions on others
- To explain why some people choose to think and to act in caring or in hurtful ways
- To recognize that each person must be responsible for the things s/he says and does
- To analyze ways in which people can stand up for what they believe is right and good
- To think about and explain ways that a person can be more thoughtful and considerate of others

Pre-Reading Activity

- Locate Poland on a map of Europe.
- Define the terms: bully, harass, name-calling, bystander, rescuer.

Discussion Questions

- Why do you think Wanda chose to sit in the back of the room?
- Why did the other girls question Wanda about the hundred dresses and laugh at her answers? Explain how this was a form of bullying.
- Why did Maddie remain silent although she believed the taunting was wrong? What do you think would have happened if Maddie had spoken up? How did her silence make Maddie feel?
- Although Wanda always wore the same faded blue dress, it was always clean. Later, when Peggy and Maddie go to the Petronski home, they find it empty, shabby, but very clean. What does this tell you about Wanda and her father and brother? What did Maddie think about it?
- Compare and contrast Peggy's comments and actions to Maddie's after they learn that Wanda is gone. After they visit the abandoned Petronski home. After Wanda sent a note giving them the two drawings for Christmas presents. What do their reactions tell you about each of them? What did Wanda's gift to them tell you about her?
- Why did Maddie try to rewrite events in her mind and imagine herself acting differently? Explain how this whole experience changed Maddie. What did she decide about being a "bystander" in the future?

Activities

- Have the class make a series of illustrations of one hundred dresses of different colors and designs. (Or go through magazines until they have one hundred different dresses.) Discuss the amount of time and work it took for the whole class to make one hundred dresses. How long would it have taken one young girl to do this? Have the students explain what they could learn about Wanda from this. (Discussion should include her imagination, creativity, work ethic, etc.)
- Write a letter to Wanda. Talk about your reaction to her dress designing. Would you like Wanda for a friend? Explain your answer.
- Write a letter to Maddie. Think carefully about what you would like to say to her. Would you like Maddie for a friend? Explain.
- Think about a time that you have been a bully, a bystander, or a victim. Make a list of things that you could do to be a courageous "rescuer" when you see things that you believe are wrong and hurtful on the playground or the bus, in the classroom or cafeteria, or in your neighborhood. Have the class share their ideas and make a list to post in the classroom.
- Make a list of popular brand names for clothing. Find pictures of clothing (including shoes, jackets, hats, etc,) that are not brand names. Compare and contrast the two. Discuss reasons that people tease and taunt each other about these things. Analyze what could be done to show respect, kindness, and trust rather than meanness and bullying.

Other Suggested Sources

- **Molly's Pilgrim** by Barbara Cohen. New York: Lothrop, Lee and Shephard Books, 1983.

The Most Beautiful Place in the World

by

Ann Cameron

Alfred Knopf, New York, 1988
Recommended for Grades 3-4

Synopsis

Juan, a seven-year-old Guatemalan boy, lives with his Grandmother because his mother has abandoned him. Their grim economical situation makes it necessary for Juan to help Grandmother in the market and to shine shoes. However, he really wants to be able to go to school and is surprised when Grandmother encourages him to go. Juan does well there and receives honors for his scholastic ability. Eventually, Juan realizes where to find the most beautiful place in the world as he triumphs over poverty and abandonment to find love and self-respect.

Objectives

- To identify cultural contributions of people of different backgrounds
- To recognize those contributions people give to one another
- To understand the affects of our words and actions on others
- To recognize that each person must be responsible for the things s/he says and does
- To discuss the things that a person can say and do to be more thoughtful, caring, and considerate of others
- To recognize that each of us has traits and attributes in which we may take pride and that make us special

Pre-Reading Activity

- Locate Guatemala and Peru on a map. Identify the mountains, rivers, and other major features there.
- Read descriptions of market places in different cultures and discuss their importance to people's livelihoods
- Define the terms: poverty, self-respect, family (note: as applied to ***all*** kinds of families)

Discussion Questions

- Describe the area where Juan lives. What kinds of transportation do the people use to travel?
- Where is Juan living? Who else lives there? Where is Juan's father?
- How does Grandmother earn her living? What work does Juan's mother do?
- Why does Juan's mother leave the home?
- How does Juan feel about this?
- Where does Juan have to sleep?
- Describe Juan's relationship with his mother. With his stepbrother?

- Juan is only a small boy but he goes to work. What kind of work is he doing?
- Where were other children going every day while Juan went to work? How does Juan feel about this?
- What does Grandmother tell Juan to do? How did she help him?
- What advice did Grandmother give Juan?
- Describe a typical day for Juan.
- Discuss Juan's record in school. How does Grandmother feel about this?
- What did Juan learn from this experience other than what he learned in school itself?

Activities

- Write a list of characteristics of a family. Write a poem about Juan and Grandmother as a family.
- Do you know someone the same age as a grandparent would be that you really like a lot? (It may, in fact, be a grandparent.) What special things do you like about them? Write the person a note telling her/him how you feel about the person and thanking them for being your "friend."
- Compare and contrast this story to **The Red Balloon** by Albert Lamorisse.
- Where does Juan find "the most beautiful place in the world?" How did Grandmother teach Juan about pride and love?

Other Suggested Stories

- **Cheyenne Again** by Eve Bunting.
- **The Red Balloon** by Albert Lamorisse.

The Point

by
Harry Nilsson

Nilsson House Music Inc., Murakami Wolf Prod. Inc, 1971
Recommended for Grade 3-4

Synopsis

Based on a story by Harry Nilsson, this animated video tells the story of Oblio, an innocent, sweet-natured boy. Oblio was born round-headed in a community of people who have points in a land where everything and everyone has a point. The cheerful misfit Oblio runs afoul of a powerful official and is reluctantly banished by the royal court because he has no point. Out in the forest, Oblio has many adventures before returning home to a welcoming population. Alan Thick is the narrator.

Objectives

- To define prejudice and discrimination
- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To understand that prejudice and the hurtful actions to which it leads can affect any person or any group at any time
- To analyze ways in which people can stand up for what they believe is right and good
- Explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt

Pre-Viewing Activity

- Define prejudice and discrimination
- Discuss the reasons we make laws in a society.

Discussion Questions

- Describe the land where Oblio lives.
- How is Oblio different from all of the other children?
- How do Oblio's parents react to his difference? How do the other children respond to Oblio? Other adults?
- Who is Oblio's best friend? What are some of the things they do together?
- Why does Oblio get into trouble?
- What does the court decide about Oblio? How does Oblio respond?
- How do his parents feel about the court's order?
- Where does Oblio go? Who goes with him?
- What happens to Oblio while he is in the forest?
- What does Oblio learn from the experience?

- What do the people of Oblio's homeland learn? How do they respond to his return?

Activities

- Draw an illustration of Oblio, his dog, and his neighborhood.
- Compare and contrast Oblio and Arrow to Pascal and his balloon (**The Red Balloon**).
- Make a list of some of the games and activities Oblio plays in the video. What are some similar games that you play? How is Oblio treated by most of the other children? Would you enjoy being friends with someone like Oblio?
- Who was the bully in the video? How do bully's act? Why do you think he acted like a bully? How did the other children respond to the bully? What do you think happens to the bully? How would you try to change the bully?

Other Suggested Sources

- **The Red Balloon** by Albert Lamorisse. Available in both book and video.
- Video: **Set Straight on Bullies.**

The Red Balloon

by
Albert Lamorisse

Doubleday and Company, Inc., Garden City, NY, 1956
Video: Video Images, Box C-100, Sandy Hook, CT., 1987
Recommended for Grade 3-4

Synopsis

Pascal is a small boy living in Paris. In both the book and the video, the unique imagination and loneliness of childhood are captured. Pascal is a small, shy boy who finds friendship in a red balloon that he discovers. Together the two travel to school and through the streets of Paris with a sense of joy and adventure. However, a gang of boys resents Pascal's innocent happiness in his balloon, follow the two, and eventually destroy the red balloon. The complex emotions of the boy are skillfully explored throughout the story and the video does so with considerable impact.

Objectives

- To consider reasons why individuals and groups act in ways that may hurt and ways that may help others
- To understand that prejudice and the hurtful actions to which it leads can affect any person or any group at any time
- To recognize that each of us has traits and attributes in which we take pride and that make us special

Pre-Reading or Pre-Viewing Activities

- Locate Paris, France on a map.
- Talk about a favorite toy or book and why we find happiness in playing with it or reading it.
- Talk about imagination and how we can all use our imagination. Discuss reasons it is fun to imagine things.

Discussion Questions

- Where does Pascal live? Does Pascal seem to have a lot of friends?
- Where does he find the red balloon?
- Where does Pascal go with the balloon?
- Who watches the red balloon for Pascal?
- What happens when Pascal takes the balloon home? How does the balloon act? How does the balloon make Pascal feel?
- The red balloon goes to school with Pascal. What happens while they are there?
- What does the Principal do to Pascal? What about the red balloon?
- What happens the first time the gang of boys chases Pascal and his balloon?

- Pascal goes into the Bake Shop. What do the boys do to the balloon while Pascal is inside? Why do you think the boys act this way?
- How did Pascal feel when he realized the balloon was lost? How would you feel if you lost your favorite toy or a loved pet? Do you think that is how Pascal felt?
- What helped Pascal to feel better?
- Why did the balloons unite and fly over Pascal?

Activities

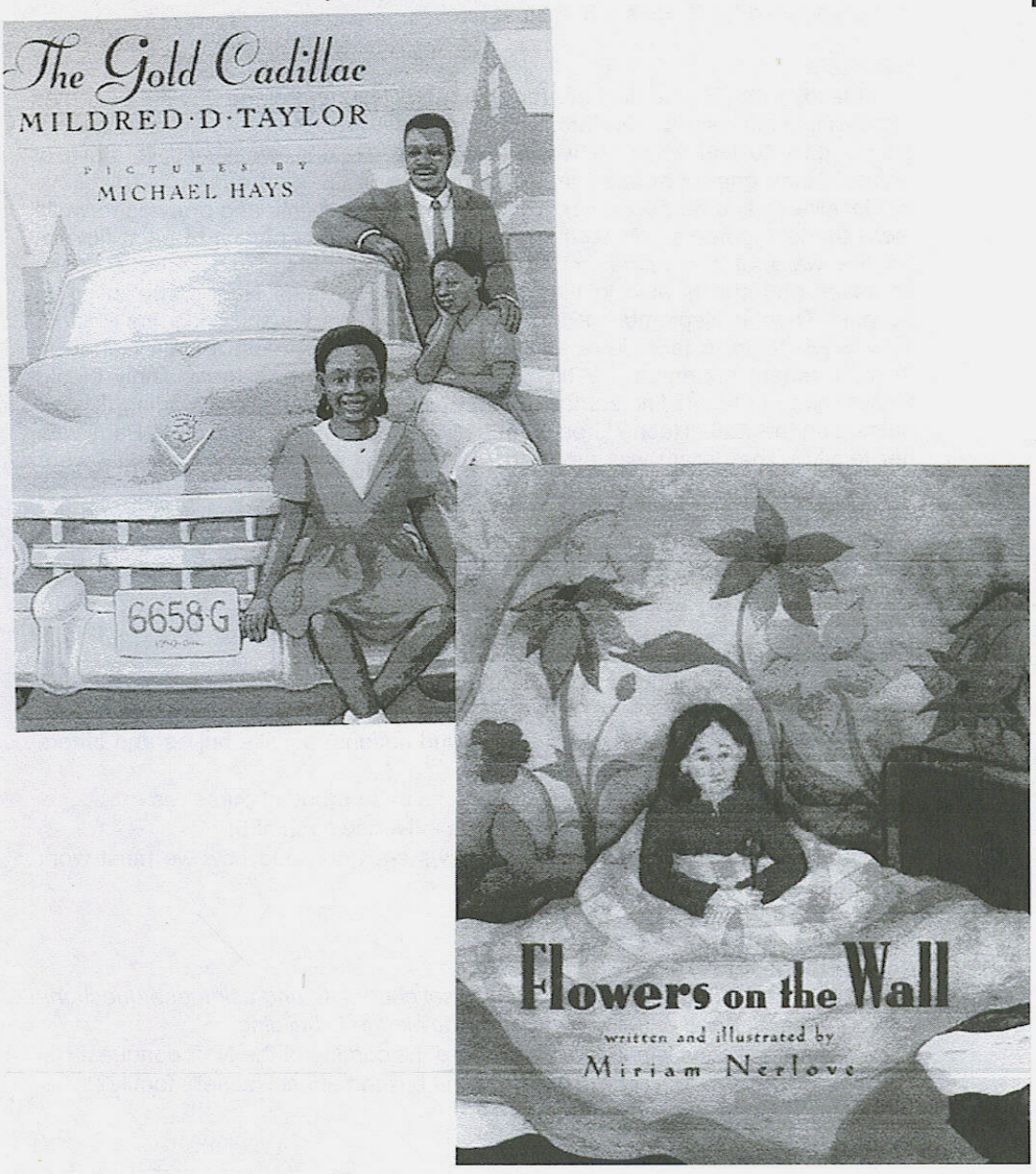
- Draw a picture of another Red Balloon (or your favorite color balloon) flying over your neighborhood or school. Write a letter to Pascal describing the balloon's visit.
- Write a description of how a bully acts. Make a list of things that you can do when faced with a bully or to help someone who is being bullied.
- Listen to one of the following songs and discuss what the words are trying to say. How does the song make you feel? After talking about the song, play it again and sing along. (Other suitable song known to the teacher may be used also.)
  From the CD "**Stand Up! Speak Out!"** by Sooz - *"Do the Right Things;" "I'll Speak Out;" "Please Get to Know Me;" Every One of Us;" "I Can Be"*
  From the CD **"Free To Be…You And Me"** by Marlo Thomas and Friends.- *"free to be…you and me"*
- Write a poem about how it makes you feel when you see bright balloons or kites flying in a clear, sunny sky. Have you ever flown a kite? Have you ever seen the balloons people ride in? How did it make you feel?

Other Suggested Sources

- Video and/or book: **The Point** by Harry Nilsson.
- **The Most Beautiful Place in the World** by Ann Cameron. New York: Alfred Knopf, 1988.

Climbing Higher

Lessons Recommended for Grades 3-5 and 4-5



Flowers on the Wall
by
Miriam Nerlove

Simon and Schuster, NY, 1996
Recommended for Grades 3-5 Picture book

Synopsis

Poland, 1938: Rachel and her family live in Warsaw, Poland and life becomes increasingly difficult as anti-Semitism increases. While her parents and brother go out daily to find whatever work is available, Rachel, weak and ill, stays at home in their one-room basement apartment in the Jewish quarter. To relieve her loneliness and boredom, her father obtains a few paints and brushes to while away the lonely hours. Since there is no paper, Rachel begins to paint flowers on the walls of the apartment. With the coming of spring, Rachel's health improves and she is able to play outside with her friend Naomi and to go to school. Then, in September 1939, Nazi Germany invades and conquers Poland. The Nazis begin to take Jews away so Rachel's family must remain hidden in their basement apartment. While the world outside grows increasingly bleak, Rachel and her family find some comfort and beauty in the slowly fading flowers painted on the wall. Rachel dreams of becoming an artist and going to Paris with her family. The dream was never to be realized. Rachel and her family were moved into the Warsaw Ghetto. In July 1942, the family was deported to Treblinka concentration camp. Like the flowers that Rachel had painted on the wall of their apartment, she and her family and thousands of Warsaw Jews were gone.

Objectives

- To define prejudice, discrimination, and anti-Semitism
- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To analyze why some people (groups and nations) act like bullies and others act with kindness and caring
- To recognize that each of us have reasons to be proud of ourselves
- To recognize that our values and beliefs influence each of us
- To understand that not all rules and laws are good and how we must work together to make them better

Discussion Questions
Note to the teacher:
During the read aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What is life like in Poland for Jews before the coming of the Nazi conquest?

- Explain the term "boycott." How does the boycott affect Rachel's family?
- Why are Rachel and her mother so worried when Papa and young Nat find work as Jewish porters? What is the attitude of the Polish government toward the *tragarz*?
- Rachel's family learn to "make do" with very little in the way of money and food yet they struggle to find happiness within their family. Explain some of the things the family does to survive and to keep up their spirits.
- How do the paints and brushes change life for the family in their apartment?
- Why is school so important to Nat and Rachel? What do they study at school?
- How does life change for the Jews of Warsaw after the Nazi conquest?
- At first, Rachel continues to dream of the future and her mother encourages her to dream. What are her dreams?
- What happens to Rachel and her family?

Activities

- Write a short poem or paragraph about Rachel and her flowers. Draw and/or paint flowers on a piece of drawing paper. After the painting has dried, use a dark pen or marker to write the poem/paragraph on the page.
- Find out what kinds of flowers Rachel might have seen growing in her neighborhood or in the marketplace in Warsaw. What kind of weather or climate is needed for these flowers to grow? Try to obtain seeds for some of the flowers or similar flowers and plant them in some window boxes in the classroom. Have the students care for the plants. When they have grown and are ready to bloom, re-read the story of Rachel and her family to the class. Discuss the way the flowers affect the environment and appearance of the classroom. Have the students offer their views about the way the painted flowers may have affected the environment and appearance of the family's apartment. Discuss the importance of flowers, trees, and other plants in our lives. (If there is no place to plant the flowers, make drawings of them and post them around the classroom.)
- Find out about the subjects that are taught in Jewish schools in the United States today. Compare and contrast these subjects to those taught in other religious schools. Discuss the importance of these lessons to the people who follow the religion and its importance to the children in the religious schools.
- **For older students:** Draw a map of Poland. Include the neighboring countries. Locate and mark Germany, Austria, and Russia on the map. Find, mark, and label the city of Warsaw. Indicate the location of the Treblinka concentration camp on the map. Discover the names of other cities in Poland where Jewish ghettos were established and mark them on the map also. Mark the location of other concentration camps located in Poland.
- **For older students:** Research information on the weather and climate in Poland. Using this information, write a short description of what it would have been like to be living in a small, unheated basement apartment as Rachel and her family did.

- Write a short story explaining how you would have tried to keep up your spirits and hope if you had been Rachel or her brother Nat. What games or stories or other resources would you have needed to find some happiness despite the bleak world around you?
- Read **The Christmas Menorahs: How a Town Fought Hate.** Explain how the reactions and responses of the people of the town were so important for everyone. What are the dangers of hate and prejudice for everyone? Have the class make a mural of flowers. At the base of each flower, write one thing that can be done by each person to fight against hate, prejudice, and discrimination.

Other Suggested Sources

- **The Christmas Menorahs: How a Town Fought Hate** by Janice Cohn. Morton Grove, IL: Albert Whitman & Company, 1995.

So Far from the Sea

by
Eve Bunting

Clarion Books, NY, 1998
Recommended for Grades 3-5 Picture book

Synopsis

Laura and her family visit Grandfather's grave at the Manzanar War Relocation Center, where he died during the internment of Japanese Americans after the bombing of Pearl Harbor. As a memento, she leaves behind her grandfather's Cub Scout scarf. When the soldiers came to move the family out of their home, Grandfather dressed in his scout uniform trying to prove that he was a true American.

Quote

"My father never found out afterward what happened to the boat or to Grandmother and Grandfather's house. He said the government took those things and grandfather's dignity along with them when they brought him here so far from the sea."

Objectives

- To recognize the impact of forcing people from their homes and relocating them in an undesirable site
- To recognize the unpleasantness perpetrated by the government when fear was allowed to overrule common sense
- To realize the value of coming to terms with the unfairness of the past and letting go of the anger in order to move on to the future

Pre-Reading Activities

- Locate Japan on a map and note the proximity to the Pacific Coast.
- Discuss events that led to internment in the United States.

Discussion Questions

Note to the teacher:

During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- *Allow children to examine the scene of the Manzanar War Relocation Center. Note the barracks, guard towers and guards, barbed wire fencing and desolation of environment.* How do you think it would feel to live in this camp for three years?
- When the family visited Manzanar, which people made the tire tracks in the soft dirt?

- *Allow children to examine the scene of the barrack school.* What is the difference between your school and the one in the picture? Do you think a classroom in a town would look like this in 1942?
- What did Laura's father mean when he said, " Grandfather began dying the day the soldiers came for them, to put them in buses and bring them to Manzanar?"
- When the soldiers came for father's family, why did Grandfather tell him to put on his Cub Scout uniform?
- Why did Laura leave the Cub Scout scarf? Do you think she should have? Why or why not?

Activities

- Write a letter to Laura or Thomas. Tell them how you feel about their father's story.
- Write a poem for grandfather that you could leave at the Memorial to the Dead.
- Draw a picture to illustrate the part of the story that is special for you.

Other Suggested Sources

- **Baseball Saved Us** by Ken Mochizuki. NY: Lee & Low Books Inc.,1993.
- **The Bracelet** by Yoshiko Uchida. NY: Philomel Books,1993.
- ***I Am an American, A True Story of Japanese Internment*** *by Jerry Stanley. NY: Crown Publishers, Inc.,1994.*

Historical Perspective

On December 7, 1941, the naval forces of Japan launched a surprise attack on the United States warships stationed at Pearl Harbor in Hawaii. On that Sunday morning, nineteen ships were destroyed and 2,335 servicemen were killed. The United States declared war on Japan and her allies, Germany and Italy.

The bombing of Pearl Harbor was a great tragedy in American history, but it resulted in a second tragedy – the forced imprisonment in the United States of 120,000 Japanese Americans, two-thirds of whom were US citizens. These citizens had committed no crime, had broken no law, and, when their rights were taken away, they were charged with no offense. Their only crime was that they were of Japanese ancestry.

During World War II, the US Supreme Court upheld the constitutionality of interning American citizens of Japanese ancestry. In 1980, Congress, pressured by the Japanese American Citizens League, established the Commission on Wartime Relocation and Internment of Civilians to investigate the events that led to Executive Order No. 9066. It concluded that there was no legal or moral basis for Japanese internment and that the evacuation was caused by "race prejudice, war hysteria and a failure of political leadership."

The Little Riders
by
Margaretha Shemin

Putnam Books, NY,
Recommended for Grades 3-5

Synopsis

Eleven-year-old Johanna remained with her grandparents in their Dutch village while her parents went on an extended vacation. "Take care of the little riders," were the last words Johanna's father spoke to her before departing. No one expected the Nazis to invade and conquer Holland before her parents could return. The twelve metal figures on horseback who rode forth from the clock in the ancient church tower had been there so long that they were part of the tradition of the town and Johanna's family had always cared for them. Johanna hated the Nazis and had promised herself that she would never look one in the face, but she had also promised her father to take care of the little riders. Now the little riders had to be hidden so that they could not be melted by the Germans for munitions. Soldiers had arrested her grandparents for questioning when the little riders disappeared from the church. Now Johanna had to find a safe hiding place for the little riders before the Germans returned to search their house. It was the only way to save the little riders - and her grandparents. Does she have the necessary courage? Who can she trust?

Objectives

- To understand that behavior reflects the choices and decisions that each person makes
- To compare and contrast different forms of resistance
- To understand the importance of moral responsibility in making choices

Pre-Reading Activities

- Examine a map of Europe in 1940. Locate Holland, Germany, and the sea.
- Discuss the importance of tradition and culture in the lives of people and how they help to give meaning to our lives. Give some examples of traditions in our own lives that we would consider important enough to resist to save from danger.
- Talk about resistance and some of the ways that we can resist things we believe to be wrong to do.

Discussion Questions

- Discuss the role that the "little riders" have played in the town and in the lives of Johanna's family. Explain what is meant by "symbolism." What do the little riders symbolize to the people of the town?

- Johanna and her parents have been separated by the events of war. How do you think her parents feel about this separation? How does Johanna feel about it? Why do you think Johanna focuses on the little riders when she has trouble remembering her father's face?
- Why does Johanna promise herself that she will not look at the face of the enemy? What does this symbolize to her?
- What does Johanna see in the face of Captain Braun, the German captain stationed in her grandparents' home, when she finally looks at him? Why do you think Captain Braun decides to assist Johanna in hiding the little riders? Why did he say that it was best that they not be seen together?
- Explain the differences in the attitudes and behaviors of the other Nazi German soldiers and Captain Braun. What personal choice/decision does Captain Braun make in helping Johanna hide the little riders and protecting the secret for Johanna, her grandparents, and the town?
- Johanna is somewhat confused in her feelings after Captain Braun assists her. How does she communicate her change in attitude toward him to Captain Braun? What does the flute symbolize?
- When Captain Braun prepares to leave with the retreating Nazi German army, he leaves his flute for Johanna. Why do you think he does this? What do you think it symbolizes?

Activities

- Write a letter to Captain Braun from a grownup Johanna twenty years after the war inviting him to return to the town to see the "little riders." What should Johanna say to the Captain to express her gratitude for his help? How do you think the town will respond to the return of the Captain to the community?
- Make a series of drawings of the "little riders," these soldiers with swords on horseback. Since they were probably several hundred years old in 1940, what would these soldiers have looked like?
- Listen to a recording of some music played on the flute by James Galway, Native Americans, or other artist. Describe the sound of the flute. What does it make you think about? Compare it to the sounds of trumpets and drums that are often associated with marching and war or opening events of celebrations. Why do you think that Johanna and the Captain both enjoyed the sounds of the flute so much during the time of war and danger? What other musical instruments do you think affect audiences the same as the sound of the flute?
- Draw a picture or write a poem about the music of a flute and what it brings to your mind or how it makes you feel.

Other Suggested Sources

- **Welcome to Molly's World, 1944.** Growing up in World War II America.
- **The Night Crossing** by Karen Ackerman. NY: Scholastic Inc., 1994.
- **Star of Fear, Star of Hope** by Jo Hoestlandt. NY: Walker and Company, 1995.

- **Rose Blanche** by Roberto Innocenti. Mankato, MN: Creative Education, Inc., 1985.
- **The Butterfly** by Patricia Polacco. New York: Philomel Books, 2000.

The Little Riders

by

Margaretha Shemin

(from Pages 44-52)

Grandfather spoke so convincingly that Johanna was almost ready to believe that the riders were now in the possession of some clever thief instead of upstairs in the den under her own bed. But the big soldier didn't care what Grandfather said. He turned his back to him and gave his orders to the other soldiers.

"The old man and the old woman will come with us to Headquarters. The town commander can conduct the hearing himself. If he orders so, we will search the house later. We will not leave a thing unturned, and if those riders are hidden here," he said, shrugging his shoulder in disgust, "we will find them. And these people will learn what happens to those who dare defy an order by a German officer."

He looked at Johanna. "The child can stay," he said. But he didn't let Johanna kiss Grandfather and Grandmother good-bye. Johanna was standing near the hall closet and quickly she slipped down a coat for Grandmother, but she couldn't get Grandfather's coat off the hook. The coat was heavy and the hook too high and now they were leaving. She could give Grandfather only his hat and woolen scarf, which weren't enough for the chilly September night. Grandfather and Grandmother walked arm in arm out of the door and the soldiers followed them.

When the last soldier slammed the door behind him, Johanna found that her knees were shaking. She had to sit down on the bottom step of the staircase. The clock in the hall ticked and the minutes passed by.

"If those riders are hidden here, these people will learn what happens to those who dare defy an order given by a German officer," the soldier had said.

They must be hidden more safely, Johanna knew, and she would have to do it. The men would certainly not come now. The neighbors must have seen what happened and they would have warned the men to stay far away from the house. Johanna looked out of the peephole in the door. One soldier was left standing on guard.

"We will not leave a thing unturned, and if those riders are hidden here, we will find them," the German had also said.

The riders were big and there were twelve of them and the horses, too. What hiding place would be big enough? As she sat on the bottom step of the stairs, Johanna's mind wandered through the whole house, thinking of all the different closets, but not one was big enough to hide the riders safely. At last she thought of her attic room. Of course, her own secret hiding place was there. It was certainly big enough, but it was right in Captain Braun's room. But the more she thought about it now, the more she became convinced that it would also be the safest place to hide the riders. The Germans would certainly not think that the

riders might be hidden in the room of a German officer and they would probably not search his room. Captain Braun apparently had not discovered the cubbyhole and perhaps never would discover it. Anyhow, it was the only place in the house where she could hide the riders. She would leave them in the burlap sacks and push them all the way deep in.

Tonight was Friday night and Captain Braun was not home. If she worked fast the riders would be hidden before he came back. Johanna ran upstairs and started to carry the sacks to the attic room. She didn't put on a light for fear the soldier on guard would see it and come to investigate; instead, she took Grandfather's flashlight. She decided to do the heavy work first and carry everything upstairs. Putting the riders in the cubbyhole would be easier. She decided also to take the radio from behind the books and put it in the cubbyhole, too.

It wasn't easy. By the time the last horse and rider were in the attic room Johanna was out of breath. Her hair was mussed and her skirt was torn in several places. It had also taken her much longer than she had expected, but if she worked fast there was still time enough before Captain Braun came home. In the closet she pushed Captain Braun's uniforms aside and reached to open the bolt of the little door, but it had become stiff and rusty. She got down on her knees and tried again. The bolt didn't yield. Johanna felt warm and her hands started to tremble. Surely she would be able to open the bolt, it had never given her trouble before. But no matter how hard she tried, she could not open the bolt on the little door. She forgot everything around her, even the riders and Grandfather and Grandmother and the danger they were in at this moment. She thought of only one thing. The door must open. It must.

She was so busy she didn't hear the footsteps on the stairs or the door of the attic room opening. She first saw Captain Braun when he was standing in the door of the big closet. He had to bend down a little, not to hit his head against the low ceiling.

"What are you doing in the dark in my closet?" he asked.

He switched the light on so that Johanna's eyes were blinded by it and she turned her head away. Around her on the floor were the sacks with the riders. The radio was right beside her and Johanna pushed it behind her back, but she couldn't hide the riders. Captain Braun kneeled down and opened one of the bags. There was nothing Johanna could do or say. He took out a white horse with gently black eyes and a fierce curly mane. The he opened the other bags. The little riders and their horses were lying helpless on their backs on the floor of the closet. The legs of the horses were bent as if they wanted to get up and gallop away. The riders looked more brave and proud than ever, but Johanna knew that no matter how brave and proud they looked, they were forever lost and she could not save them anymore.

A feeling of reckless despair came over Johanna. Nothing that she would do or say now could make the situation any worse than it was already. She had tried hard but she had failed; she had failed Grandfather and Grandmother and also the little riders and even her father, whom she had promised to take care of the little riders. If it had not been for Captain Braun she could have saved them.

If he hadn't come home early, the riders would have been hidden and Grandfather and Grandmother would have come back. Now she didn't know what the Germans might do to them. Everything she had ever felt against the Germans welled up suddenly in her.

"I hate you and I despise you," she burst out, "and so does every decent person, and you'll never win the war. Grandfather says that you have already lost it." She talked so fast that she had to take a deep breath before she could continue. "And in a few months there will be nothing left of Germany, Grandmother says. You only have to listen every night to the airplanes that fly over."

Then Johanna raised her eyes and looked at Captain Braun for the first time. With his boots and his uniform he looked like all the other Germans. He looked the same as the soldiers who had taken away Grandfather and Grandmother, but his face was different. Captain Braun did not have a soldier's face. He had the face of a flute player. His face was unmoved and, except for a little heightened color, he appeared not even to have heard what Johanna had said to him.

"So these are the famous little riders," he said quietly. He took one into the room and held it under the light. "They are much more beautiful than I was ever told." He looked again and hesitated for a little while. "I would like to look at them much longer, but it would be safer for them and for you to put them back in the sacks and hide them where they will not be found."

"But I can't," Johanna said. She wasn't feeling angry anymore, only very frightened. "The bolt of the door is rusty. I can't open it." She was surprised to hear that she was crying. "And they took Grandfather and Grandmother. The said, 'If we find the riders in this house, you will see what happens to people who disobey an order given by a German officer.'"

Captain Braun kneeled beside Johanna. His hands were strong and quick as he slipped aside the stiff bolt. He took the sacks and started to put the riders back in.

"What will you do to them?" Johanna asked.

"The little riders will be my guests for as long as they want to be," Captain Braun said. "I owe that to them. They are the first Dutchmen who looked at me in a friendly way and did not turn their faces away when I spoke to them."

Johanna felt her face grow hot and red as he spoke. She bent down and started to help him put the riders and the horses back into the sacks.

"There may not be much time," he said. "Crawl through the door and I will hand you the sacks."

Johanna still hesitated. Was he really going to help her?

"Come," he said. "Do as I tell you." There was a faint smile around his mouth, but the rest of his face looked grave. "This is an order given by a German officer." He gave her a gentle push.

In a few minutes the riders were hidden and the radio, too. At a moment when Captain Braun had his back turned, Johanna pushed it deep into the closet. One day when he was out she would come and get it. Grandfather couldn't be without his radio.

"Go down now," Captain Braun said. "It's better for all of us if no one sees us together."

Johanna went downstairs and alone she waited in the dark living room. Outside, the soldier was still standing guard. She pushed Grandfather's big chair near the window and sat down, her tired arms leaning on the windowsill. From there she saw them come across the marketplace.

[The soldier returned with Grandmother and Grandfather and searched their home, but they did not find the little riders. They tore the upholstery with their bayonets, broke Grandmother's Delft-blue plates, and tumbled books, papers, and furniture on the floor. At last, they came to the attic room but drew back when they found Captain Braun sitting at a table writing in his music book. Finally, they left the house and Johanna was able to explain to her grandparents where she had hidden the little riders and the radio.]
(from p. 57)

As Johanna lay thinking about everything that had happened during the long day, she could hear the airplanes flying over the house. The night was almost gone and, with the daylight, the planes were returning from their mission. Every night it sounded as if there were more planes than the night before. This time Johanna didn't think of her father; instead she thought of Captain Braun. She put on her slippers and walked upstairs. The door of the room stood ajar. Johanna pushed it open. Captain Braun was sitting at the table with his face buried in his hands. He looked up when he heard Johanna.

"I cannot sleep," Johanna said. "If I leave my door open, would you please play the flute for me?"

The Gold Cadillac

by
Mildred D. Taylor

Scholastic Inc., 1999.
Recommended for Grades 3-5

Synopsis

A family buys a new gold Cadillac and plans to drive from Ohio to Mississippi to visit other family members. They encounter racial prejudice on their drive and eventually decide that it will be safer to turn around and return home. The car symbolizes material wealth and creates problems for the African American family in the United States in the later 1940s and the 1950s.

Objectives

- To define prejudice, discrimination, bigotry, racism, persecution, segregation
- To give examples of prejudice against individuals and groups
- To understand that prejudice and the hurtful actions to which it leads can affect any person or any group at any time
- To understand that when prejudice and persecution hurt people, that we each have a choice about how we react - to help those being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others
- To recognize that each person is responsible for his/her own actions
- To analyze ways that people can stand up for what they believe is good and right
- To explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt

Pre-Reading Activities

- Locate Toledo, Ohio and Mississippi on a map of the United States.
- Define and discuss the terms: prejudice, discrimination, bigotry, racism, persecution, segregation, courage.

Discussion Questions

- What car did father drive home?
- How did his children respond?
- How did his wife Dee react to the new car?
- Why was she upset about the new car?
- Describe the neighbors and their neighborhood.
- Where did father decide to go with the new car? Why did he want to go there?

- What did his family, friends, and the neighbors advise? Why did mother decide to ride with him after she had refused to go in the car before this time?
- What did other members of the family decide to do when father insisted upon driving to Mississippi?
- What signs upset them along the road and in different places? Why were these signs displayed?
- What happened when they reached Memphis?
- Why did the policeman assume that the car was stolen? Why did the policeman take father to the police station even after seeing father's license and other papers for the auto?
- What happened to father in the police station? Where were mother and the children while father was in the police station?
- What did father say when he returned to the car?
- Why did mother and father decide not to go to a hotel or drive on to Mississippi?
- How did Wilma feel about sleeping in the car?
- Why did father decide to change cars in Memphis?
- How did father explain his treatment in Memphis and the South,
- How was this treatment prejudiced?
- What did father do with the new car when they got home? What did mother tell him to do about the car?
- What kind of car did he drive after that visit to the South?
- What did father do with the gold Cadillac? Why did he decide to change his auto?
- What did father say he had decided about what was important?
- Explain your opinion of mother and father and your reaction to the decisions they made.

Activities

- Has your family ever purchased a new car? How did you feel about the new car? How did your family react? How did your friends react to your new car? Why do you think people are so impressed with new cars? Draw a picture of the "dream car" that you would most like to own when you grow up. Under the picture, write a paragraph explaining why you think that car (or truck) is special.
- Explain the terms: discrimination and segregation. Read about the laws that existed in many parts of the United States before 1964 that permitted segregation and discrimination. Describe the affects of these laws on the people of this country.
- Find out about the Civil Rights Act and the Voting Act. Explain how laws like this have changed our country and made it better for all of the people.
- Make a chart with the following names on it. Make two columns. In the first column write the person or group's name. In the second column, write a sentence about what they did to try to change things and help pass better laws. Frederick Douglass. Sojourner Truth, Elizabeth Cady Stanton,

Susan B. Anthony, WEB DuBois, Alice Paul, Fanny Lou Hammer, Rosa Parks, Martin Luther King, Jr., Malcolm X, Southern Christian Leadership Conference, NAACP, ACLU, Morris Dees, Southern Poverty Law Center.
Try to find some more names that you think should be added to this list.

- Make a list of people who you think are heroes because they tried to stand up for what is right and have worked (and are working) to make this country and the world better for all people in the way that they are treated.
- What are "human rights"? What are "civil rights"? Explain why these rights are so important to all of us. Make a list of things that you can do to stand up for what is right and good.

Other Suggested Sources

- **Mississippi Bridge** by Mildred D. Taylor. New York: Bantam Skylark Book, 1992.
- **Roll of Thunder, Hear My Cry** by Mildred D. Taylor. New York: Puffin Books, 1991.

Twenty and Ten
by
Claire Buchet Bishop

Puffin Books, NY, 1978
Recommended for Grades 3 – 5

Synopsis:
In 1944 during the German occupation of France, twenty French children are sent to refuge in the mountains with the wise Sister Gabriel. When ten Jewish children are brought to the school, hiding them seems like a game – until Nazi soldiers arrive, and ten lives depend on the courage of twenty. This is the story of the ten Jewish children who are fleeing the Nazis and find refuge with Sister Gabriel and the school children who help them to reach the Spanish border.

Quote (p.21)
"The Nazis are looking for those children," said Sister Gabriel. "If we take them we must never let on that they are here. Never. Even if we are questioned. We can never betray them, no matter what they do to us. Do you understand?"

Objectives
- To analyze the historical implications of the Nazi occupation of France
- To identify the process of Nazi occupation
- To define the timeline of events leading up to the Nazi occupation of France

Pre-Reading Activities
- **For the older children:** Research Nazi occupation as it relates to all occupied countries during World War II. Create a timeline depicting Nazi occupation of countries during this time period.
- Using a world map, locate and identify those countries that were open to Jews. Make a list of countries where the Jews hid.

Discussion Questions
- What were the implications for Sister Gabriel and the children if the Nazis found the Jewish children they were hiding? What does Sister Gabriel's willingness to hide these children demonstrate?
- How did Sister Gabriel deal with the ration card situation as it refers to the entire group?
- What were the overall difficulties in hiding these children? What dilemmas did this present for the group?
- How did Denise find the cave? Describe the cave.
- Explain how the children deceived the Nazi soldiers and went to give help to the Jewish children hiding in the caves.
- Compare and contrast the attitude and behavior of the young soldier and the old soldier.

- What special treat did Louis find after the Nazis had gone? Why did the children call that day the Horrible-Miracle Day?

Activities

- Create a timeline that depicts the historical events that led to Jews being forced into hiding.
- Elaborate on the timeline with various examples of hiding that the student may or may not be familiar with.
- Imagine that you were one of the twenty children at the school. Write a series of journal entries in your "secret journal" describing your emotions when the Nazis arrived and demanded the ten Jewish children be given to them.
- Draw a picture illustrating how you imagine the cave looked to the children hiding there. Draw an illustration of the school.

Other Suggested Sources

- Video recommended for grades 4-5: "**Miracle at Moreaux**." 58 minutes. PBS Wonderworks. This is an adaptation of the story **Twenty and Ten**. There are a number of significant differences.
- **Number the Stars** by Lois Lowry. NY: Bantam Doubleday Dell Publishing Group, Inc. 1989.
- **A Traitor Among Us** by Elizabeth Van Steenwyk. Eerdmans, 1998.

The Christmas Menorahs:
How a Town Fought Hate
by
Janice Cohn, D.S.W.

Albert Whitman & Company, Morton Grove, Ill. 1995
Recommended for Grades 3-5

Synopsis

Young Isaac Schnitzer is shocked when a rock flies through his bedroom window. The menorahs were lighted for Hanukkah in his Billings, Montana home just as Christmas lights decorated the home of his friend Teresa Hanley. Mr. Schnitzer explains that the rock was thrown at their home "because we're Jews." Mrs. Schnitzer, Police Chief Inman, Margaret MacDonald, and other citizens of Billings decided that they would stand up against the hate groups who were throwing the rocks and trying to intimidate Jews and others. Isaac talked to his class about the importance of the menorah and his teacher led the class in a discussion about the importance of taking a stand against bullies. Other people throughout Billings also heard about the incident and soon menorahs began to appear on doors and windows of stores, homes, and other buildings throughout the town. The citizens of Billings, Montana had decided that they were going to stand together to fight hate.

Objectives

- To define prejudice, discrimination, anti-Semitism, and racism
- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To recognize that each person is responsible for his/her own actions.
- To analyze ways in which people can stand up for what they believe is right and good
- To recognize that each of us has traits and attributes in which we take pride and that make us special
- To recognize the values that influence each of us
- To analyze why some people act like bullies and others act with kindness and caring

Pre-Reading Activities

- Investigate the holiday of Hanukkah and the tradition of the menorah.
- Locate Billings, Montana on a map.
- Define the terms: bully, perpetrator, victim, bystander, rescuer,

Discussion Questions

- What occurs one night during Hanukkah while Isaac Schnitzer is studying?
- How does Mrs. Davis respond?

- How does Isaac respond to Mrs. Schnitzer's insistence that Police Chief Inman be called?
- What is the reaction of Police Chief Inman to the rock-throwing incident?
- What other incidents of prejudice, discrimination, and hate does the Police Chief say have occurred?
- How do Isaac's mom and dad respond to the threats of the rock throwing? What do they tell Isaac that they must do about bullies?
- Why does Mrs. Schnitzer compare their family to their pioneer ancestors?
- At first, what does Isaac want to do when his parents explain about the prejudice of some people against Jews?
- Isaac is afraid to place his menorah back in his bedroom window. What do his parents and other adults do about Isaac's fears?
- Why do Police Chief Inman and Margaret MacDonald call for a special meeting? How do the people of Billings respond?
- What do the two tell the people attending the meeting?
- Explain the action that the people at the meeting and the churches in the community decide to take. Why do they decide to do this?
- Describe the story of the menorah as Isaac explained it to his class.
- What does Isaac's teacher Mrs. Pearson tell his class about celebrating Hanukkah and fighting against prejudice?
- What was the story about prejudice that Teresa Hanley recalled and told to the class? What other story of prejudice and discrimination is told by a classmate?
- What does Mrs. Pearson have to say about bullying? What are Mrs. Pearson and others in town going to do about the bullying?
- Teresa asks her family to place a menorah in the family window. How does her family respond to her suggestion?
- Why is Isaac fearful that the high school would be angry with his family? What is his mother's response to his concerns?
- Why does Isaac's mom take him for a ride in the car? What does he learn?
- Isaac confesses a secret he has kept to his mom. What was it? Why do you think he didn't tell the truth to his friends? What is his reaction now?
- What do Isaac and his mother decide about love and hate when they see the sign in the Hanley window? What symbols were on the sign? What message was the Hanley family sending to Isaac and his family and to others?
- How does the sign in the Hanley's window and his mother's words influence Isaac's decision and actions?

Activities

- In the subtitle of the book, the town of Billings is described as the town that fought hate. Explain what this means. What does the reaction of the people in the story to the rock-throwing incident tell you about their character? Are these the kind of people that you would want for friends and neighbors? Explain your response.

- Several other individuals and groups are identified in the story as being victims of hate and bullying also. Make a list of these people and groups. Explain how each was the victim of prejudice and discrimination. Make a list of ideas that the class can create to fight hate and discrimination.
- Draw menorahs for your classroom and take some of the menorahs into other classrooms. Explain the story of the menorah.
- Make a list of all of the acts of courage that were discussed and explained in this book. Explain why it is important to "stand up" to bullies.
- Identify the character/person in this book whom you most respect and admire. Write a letter or poem explaining your respect for this person and the reasons that you admire and respect them.

Other Suggested Sources

- View the video: **"Not In Our Town: Heroes."** CA: The Working Group, 1995.
- View the video: **"Prejudice: Answering Children's Questions"** with Peter Jennings. ABC News, 1991.

Peacebound Trains
by
Haemi Balgassi

Clarion Books, NY, 1996
Recommended for Grades 4-5 Picture book

Synopsis

When Sumi's father dies, her mother joins the U.S. army so that she can undergo training and obtain college benefits. Sumi stays with her grandmother and is missing her mother on her birthday. Grandmother finds Sumi at the top of Blossom Hill watching for a train and she tells the story of her family's escape from Seoul during the invasion of South Korea by the North. Grandmother and her family waited too long to leave before invading troops and now must struggle to travel to where a train could take them to relative safety. Since the train is so crowded, the family must travel on the roof of the train. Grandfather stays behind.

Quote

"But right now, I want her to be my mother and nothing else. I want her to be home, singing "Happy Birthday" to me in half Korean, half English."

Objectives

- To understand that families have the same needs all over the world
- To understand the difficult choices made during wartime
- To appreciate intergenerational relationships

Pre-Reading Activity

- Using a world map, point out where Korea is in relation to the United States. Explain that in 1950 North Korean Communists troops invaded non-Communist South Korea. President Truman ordered supplies, then U.S. troops, to aid the South. Troops from many countries were placed under a unified United Nations command headed by the U.S. commander General Douglas MacArthur. The participating ground forces of these nations, the United States, and South Korea were grouped in the U.S. Eighth Army. Neither side "won" and a cease-fire was negotiated in 1953. American troops remained in South Korea to ensure peace and help rebuild their war-torn country.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Why does Sumi's grandmother join her at the top of Blossom Hill?

- What is meant by “brothers fighting brothers”?
- Grandmother says it was dangerous for men to be seen in the beginning of the war. What did she mean?
- At the end, Grandfather stays behind to do his part as a soldier. Do you think he should have done that? Why or why not?

Activities

- Change the ending of the story so that Harmuny and Harabujy meet after the war. Draw a picture to go with your ending.
- Write a poem about the peacebound train. Tell it from Harabujy’s point of view. Relate his feelings about how the train was able to take his family to safety as well as away from him forever.

Amistad Rising

by
Veronica Chambers

Harcourt Brace & Company, NY, 1998
Recommended for Grades 4-5 Picture book

Synopsis

In 1839, a group of more than 500 African captives were chained together and placed aboard a Spanish slave ship headed for Cuba. After two months at sea fifty-three of the prisoners were transferred to *Amistad* to be taken to a plantation in eastern Cuba. Joseph Cinque, a man of the Mende people living near Sierra Leone, was one of these kidnapped men. Freeing himself and then some of the others of their shackles, they attacked the captain and crew. Demanding to be taken home, they were surreptitiously delivered to New London, Connecticut and imprisoned. Abolitionists worked with Cinque and the other prisoners for their defense in court. Cinque won, but the case was taken before the U.S. Supreme Court. Former President John Quincy Adams came out of retirement to argue on behalf of Cinque and the others. The Africans prevailed and were returned home.

Quote

"Have you ever wondered why the ocean is so wide? It's because it holds so much history. There's not a drop of seawater that doesn't have a secret; not a river or lake that doesn't whisper someone's name. Ask the ocean about the legend of Joseph Cinque . . ."

Objectives

- To understand the injustice of slavery
- To learn how the events of one small instance legally returned freedom to a select group of Africans.
- To realize the value of the human spirit and of every human life.

Pre-Reading Activities

- Using a map of the world, show children the areas on the West Coast of Africa where humans were taken by force, the European countries from which the slavers emanated, and the final destination of the Americas.
- Review the concept of slavery.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- The Spanish slave ship in the story was named *Amistad*, which means "friendship."

How do you feel about that? Why?

- Why do you think the slaves were forbidden to speak on the ship?
- Do you feel it was right for Cinque and the other Africans to kill the captain? Why or Why not?
- After Cinque's struggle with the crew, the author states, "But they had claimed victory too soon." What might that mean?
- Although stealing of slaves from Africa was illegal, people could still own slaves. How could this be?

Activities

- Have children select four episodes from the events of Cinque's life. Prepare a four-page accordion-pleat booklet illustrated with pictures at the top and explain with words on the bottom of each of these episodes.
- Write a letter to John Quincy Adams suggesting arguments to help free Cinque.

Other Suggested Sources

- **Bound For America, the Forced Migration of Africans to the New World** by James Haskins and Kathleen Benson. NY: Lothrop, Lee & Shepard Books, 2000.
- **From Slave Ship to Freedom Road** by Julius Lester and Rod Brown. NY: Puffin Books, 1998.
- **They Came in Chains, the Story of the Slave Ships** by Milton Meltzer. NY: Benchmark Books, 2000.

Historical Perspective

Between the fifteenth and nineteenth centuries about 20 million African men, women and children were captured in Africa and were bought by European and American slave traders. They were sold as laborers on the plantations and in the mines of the Americas.

"All of us, in some way, are connected to that shameful history. For it is quite likely that just about every one of us is descended from slaves. No matter what our color or where in the world we came from, we have ancestors who at one time or another were slaves. Many were slaves at one time and masters at another." Milton Meltzer

Slavery had been a part of human life since early time – in Ancient Greece, Rome, Egypt and Africa. Slavery was a traditional part of African life and usually the result of war or a punishment for a crime. African slavery meant different things to different communities. Some slaves were treated as family members. They could marry, own property or have their own slaves.

With the inception of European slave trading, the nature of slavery began to change. African chiefs cooperated with the traders until they began to loose control of the operation. Traders eliminated the "middle man" as the need for

slaves rapidly increased. European raids inland procured slaves who were bound together by neck rings and marched to coastal trading posts. Slaves might be forced to carry heavy loads for miles. Many died along the march and were left unburied. Retained in holding pens, the slaves were examined for disease or advanced age and often branded for company identification. Chained in pairs at the ankles, they were stripped naked "for cleanliness," and boarded into separate male and female compartments.

The ensuing ocean voyage was a tale of human misery and humiliation. Some slaves chose to end their own lives by jumping overboard or refusing to eat. Many were determined to live and attempted to revolt. Most were unsuccessful, but these endeavors - as well as the subsequent survival of American slaves - attested to the strength of the human spirit.

Many people believed that slavery was part of the natural order. When Prince Henry asked the Pope to approve more raids on the African coast, the Pope's reply was to forgive all those engaged in the raiding wars. In 1455 a papal declaration authorized Portugal to reduce to servitude all non-Christian peoples. Consequently, Christian slavery was to be reduced but this was not the case for unbelievers. They were thought to be undeserving of freedom and if enslaved by Christians could be converted. What legitimized slavery in the New World was that the clergy also owned slaves.

"In a way, this was like the rationale some Africans gave themselves when they choose not to enslave people of their own community, but only those so-called "strangers," or "outsiders." But merchants – European and African – who handled thousands of slaves, could not have cared less about religion or the origin of their commodities."
Milton Meltzer

On the Long Trail Home
by
Elisabeth J. Stewart

Scholastic Inc., NY, 1994
Recommended for Grades 4-5 Chapter book

Synopsis

Meli and her older brother Tahli are collected with their family to begin the long march to lands west of the Mississippi. Meli tries to sort out her feelings between what she has learned at the Quaker school and what the soldiers are doing to her people now. She and Tahli escape from the camp where they had been penned up and attempt to find their way back home. During the journey the brother and sister struggle for survival in the wilderness, meeting up with some helpful people along the way.

Objectives

- To understand that prejudice and the hurtful actions to which it leads can affect any person or any group at any time
- To understand that when prejudice and persecution hurt people, that we each have a choice about how we react
- To analyze ways in which people can stand up for what they believe is right and good
- To explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt
- To understand that choices have consequences and that making good choices is very important

Pre-Reading Activities

- Briefly relate the history of the Trail of Tears.
- Using a map of the United States, locate the areas of Cherokee lands and the lands of removal.

Discussion Questions
Note to the teacher:
During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- Early on Meli questions her father, “Why does anyone order men to do bad things?” How would you answer her?
- Meli insists that, “Persons can choose whether to obey bad orders.” Do you agree with her? Why or why not?
- Along the trail, “One or two of the soldiers had tried quietly to bring water and food, especially to the children. But most had made themselves hard.” What does it mean "*to make themselves hard*?"

- Why do you think Meli's grandmother encouraged her to run with her brother?
- What do you think of the children eating raw food while on the run?
- Caddo's father says, "We keep truth in our hearts, and say what is necessary to white men." Is that lying? Why or why not?
- Meli ponders about those who care about other people's feelings. She thought about the Quakers and the Christians she had met and also about the old Jewish peddler. Meli wonders if it is God who makes them good to the Indians and who makes them think about unseen things. But the white leaders and most of the soldiers do not. How would you respond to Meli?
- Why did Tahli and Meli give their most prized possessions to Caddo's family? Would you have done that? Explain.
- When Meli and Tahli are reunited, how did they show their feelings for each other? Why do you think they did that?

Activities

- Choose a part of the story to illustrate. Write a paragraph explaining the scene.
- Compose a poem for Meli that would try to explain all her questions about life.
- Write a brief final chapter that tells what happens to Meli's family.

Other Suggested Sources

- **Remember My Name** by Sarah H. Banks. NY: Scholastic, 1993.
- **Soft Rain, A Story of the Cherokee Trail of Tears** by Cornelia Cornelissen. NY: Bantam Doubleday Dell,1998.
- **The Trail of Tears** by R. Conrad Stein. Chicago: Children's Press, 1993.
- **Wilma P. Mankiller, Chief of the Cherokee** by Charnan Simon. Chicago: Children's Press, 1991.

Historical Perspective

Realizing the whites were here to stay, the Cherokee had chosen cultural accommodation with white society. They tried to combine the best elements of European and Cherokee culture. The Cherokee so emulated the whites of the Old South that they even adopted the practice of keeping slaves.

The Cherokee's desire to educate their young was extremely strong. Sequoyah developed the first Cherokee alphabet. Cherokee government was modeled after the U.S. federal government. They even chose to fight alongside white soldiers against their Creek neighbors during the Creek Wars of 1812-13. However, when Andrew Jackson became president in 1828, he considered Indians inferior to and less civilized than whites. Then when gold was discovered in Georgia, miners invaded the Cherokee territory. Many of the miners stole Indian cattle and attacked Indian women. Neighboring whites encouraged the miners. Hoping to harass the Indians into giving up their land, the whites organized groups called Pony Clubs who were gangs of rowdies who started fires and plundered homes.

The Cherokee people took their grievances to court and eventually a lawsuit reached the U. S. Supreme Court. The Court ruled in 1832 that the federal

government must protect the Cherokee nation from the intruders. But only the president had the authority to send in the troops. President Jackson refused. Jackson promoted the Indian Removal Act, which then passed Congress. In the winter of 1831, the migration of the Choctaw began. The federal government had agreed to feed and clothe the Indians during the journey, but money for the provisions were never sent. The Creek were driven out in 1836. Some 3500 Creek died of hunger and exposure. In 1837, the Chickasaw began their journey. After a long and bloody war, the Seminole Indians were forced west.

The Cherokee nightmare began in May 1838. Troops brutally rounded up the people and herded them into camps. Neighboring whites swept up the Cherokee's personal possessions and even plundered the graves searching for gold and silver jewelry. The camps held about 17,000 Cherokee – sick, disabled, elderly and children. Some were sent on riverboats. Most made the 800-mile walk through forests, mountains, swamps and wilderness roads – the Trail of Tears. Diseases spread, summer drought seared and winter winds blasted the travelers. It took more than a year to reach Oklahoma. It is estimated that one of every four died along the route.

A few years after their resettlement, white pioneers began to invade and the government did little to discourage them. Parcel by parcel, the federal government bought up or seized Indian Territory and opened it officially to white farmers.

Adapted from **The Trail of Tears** by R. Conrad Stein

Shin's Tricycle

by

Tatsuharu Kodama

Walker and Company, Inc., NY, 1992
Recommended for Grades 4 -5

Synopsis

Shin was three years old and living in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and is displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945.

Objectives

- To analyze ways in which people can stand up for what they believe is right and good
- To discuss the things that a person can say and do to be more thoughtful, caring, and trusting of others
- To explain the damage that war can cause to innocent civilians as well as to armed combatants
- To understand the destruction that war causes
- To understand the importance of finding peaceful means of solving our differences

Pre-Reading Activities

- Locate on a map: Hiroshima, Japan.
- Define the terms: war, atomic bomb, symbol, tricycle.

Discussion Questions

- Where did Shin and his family live? Describe his family.
- What did Shin want for his birthday?
- Who brought him a tricycle?
- What was happening in the world during this time? What is meant by the term "world war"?
- Describe the events of the morning of August 6, 1945.
- What happened to Shin and his family?
- What happened to Shin's sisters?
- What happened to the people of Hiroshima?
- Describe life after the war.
- How did they find the tricycle again?
- What did the father decide to do with the tricycle?
- What did the tricycle symbolize for children everywhere?

Activities

- Do you remember when you received your first tricycle or bicycle? Draw an illustration of it and then write a short paragraph describing how you felt when you rode it.
- Look up other symbols of peace. Make a drawing of each symbol and write an explanation of it under each symbol.
- Write a poem about Shin and his red tricycle or write a letter to Shin's family telling how it made you feel to read the story.
- Another project that has been started as a result of the illness suffered by those who were affected by the atomic bombs is the peace crane project. Find about this project on the Internet or in your school library. Try to organize the children in your class - or your whole school - to participate in the peace crane project.

Other Suggested Sources

- **The Big Book For Peace** by Lloyd Alexander, Natalie Babbitt, John Bierhorst, Jean Fritz, et al. New York: Dutton Children's Books, 1990.

Memories of My Life in a Polish Village 1930-1949

by
Toby Knobel Fluck

Alfred A. Knopf, Publisher, NY, 1990
Recommended for Grades 4-5

Synopsis

Toby Knobel Fluck is both an artist and survivor who told her story through the media of paintings. This is the story of a young girl growing up in Eastern Poland near the Russian border who lived in a small village called Czernica, near the city of Lvov. She wrote and illustrated her life in Czernica and tells about her family, the Jewish traditions, the fellow Jews that lived in her village and her non-Jewish neighbors.

First, her village is invaded by the Russians. They set up their own schools and administration. When the Nazis invaded in 1941, conditions worsened, and her family suffered many indignities. In the fall of 1942, Toby and her family ended up in the Brody Ghetto. This ghetto was later liquidated and the inmates were shipped to Majdanek, a death camp. Toby and her mother managed to survive after suffering a great deal. After they were liberated, they joined the illegal transport going to a Displaced Person's camp in West Germany. While waiting to come to America, her mother suffered a stroke and it took two years for her to recover. Toby got married in 1949 and together with her husband and her mother immigrated to the United States that year.

Quote

"Searching for Food: During the winter I hid anyplace that I could get into-barns, cellars, pigsties, pantries. In the summer, it was easier. I sat in fields between tall crops and in the woods. For many days at a time I would sit at the edge of the woods in the bushes because it wasn't one of the obvious places that would be searched by the Germans or the Polish and Ukrainian police. When it rained it was horrible, but I sat through many rainy days, soaked to the bone. At night I went to the peasants, dried my clothes, got some food, and next morning went back to the woods to get soaked again! At times I wanted to give up, but the will to survive was very strong (p.87)."

Objectives

- To understand the life that existed prior to the Holocaust and how prejudice, discrimination, anti-Semitism, racism and sexism affect human behavior
- To understand that when prejudice and persecution hurt people, that we each have a choice about how we react: to help those being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others
- To analyze how prejudice and discrimination may lead to genocide
- To define the terms, Holocaust, ghetto, liquidation, liberation, and Displaced Person's Camp

- To analyze why people and nations act in the following ways: bullies, gangs, rescuers, heroes, silent bystanders, collaborators and perpetrators
- To examine various aspects of Nazi policies and their impact on individuals and groups, i.e. laws, isolation, ghettos, murder, slave labor, separation of families, starvation and sickness, deportation and concentration camp

Pre-Reading Activities

- Using maps, locate the places Toby and her family lived, when the Russians invaded and then the Nazis.
- Study the area of Poland where the story took place.

Discussion Questions

- Describe life in Toby's small village.
- How did the Jews celebrate the holidays?
- How does Toby describe the ten Jewish families who lived in the village?
- What was life like before the war?
- What happened to Toby's village during the Russian invasion?
- How was life different during the Nazi invasion?
- How did Toby manage to survive?
- Did local people help her?
- Why did some people help Toby at the risk of their own lives?
- Describe life in the ghetto, concentration camp and Displaced Person's Camp.
- What happened to Toby when they were liberated?
- Through her paintings, what did Toby try to tell?
- What happened to Toby's family?

Activities

- To create the atmosphere of life in a *Shtetl* (a small village), get a paper model of a Shtetl that can be cut and assembled. These can be purchased from Dover Publishing, NY.
- Assign the students the different professions of the village people, Jewish and non-Jewish. Read about the different professions. Share this information with each other during a class discussion.
- Play *Klezmer* taped music that typifies the music played by traveling musicians in Eastern Europe.
- Play a clip from **Fiddler on the Roof** that shows *Shtetl* life in Eastern Europe.
- Have the students cook recipes for the Jewish holidays.
- Compare holiday practices of the Jewish people and your own national holidays and holidays of other religions.
- Have students draw their own artwork interpreting what they are reading.
- Make a timeline showing the different stages of Toby's life and where she lived during each stage.

Other Suggested Sources

- **My Grandmother's Journey** by John Cech. Story that takes place in pre WWII time period.
- **A Picture Book of Anne Frank** by David Adler. This book is an illustrated biography of the story of Anne Frank.
- **The Sign in Mendel's Window** by Mildred Phillips. When Mendel the butcher rents out half his store there is a problem but only his wife can tell who the villain might be. This is a funny folk tale that is set in a small town in Eastern Europe. Aladdin Paperback, 1996.
- **Let the Celebration Begin** by Margaret Wild. Miriam lives in a concentration camp and as liberation approaches, the women plan a party for the young children and make toys from scraps of clothing.

For The Teacher

- **Historical Atlas of the Holocaust**. Prepared by the US Holocaust Museum in Washington, DC. for Grade 7 and up (Maps can be used by the students) NY: Macmillan.
- **More Favorite Tales of Sholom Aleichem** by Sholom Aleichem.
- **The Old Country** by Abraham Shulman. Hoboken, NJ: Ktav Publishing, 1974. Through photos, the author depicts life in Eastern Europe.

Videos

- **"Images Before My Eyes."** Depicts life in Eastern Europe. (90 minutes) Show an excerpt. Teaneck, NJ: Ergo Media 800-695-3746. There is a book to match the video.
- **Images Before My Eyes** by Lucjan Dobroszycki and Barabara Kirschenblattt. NY: Schocken Books,1977.

Audio Cassettes

- **European Klezmer Music.** Khevrisa: Audio CD
- **The Hester Street Troupe. Generation to Generation.** Write The Hester Street Troupe, 14 Princeton Rd, Cranford, NJ 07016 (Ethnic East European Music).
- **The Traveling Jewish Wedding** by the Golden Gate Gypsy Orchestra. Rykodisc (Jewish Soul Music).
- **Tradition.** Itzhak Perlman plays popular Jewish melodies and classic songs of the small villages and cities of Eastern Europe. Emi Records Limited,1987.

Internet

- Do a Search: *Klezmer* Music. They have many sites.
- The *Shtetl*
- Jews in Eastern Europe
- Sholom Aleichem
- Holocaust art

Jacob's Rescue

by

Malka Drucker and Michael Halperin

Bantam Doubleday Dell, NY, 1994
Recommended for Grades 4-5

Synopsis

Based on real events, this book is the story of the Roslan family who risked their lives to hide Jacob and his brother David as well as attempting to aid other Jews. Jacob Gutgeld was only eight years old when he escaped from the Warsaw ghetto to be taken to the Roslan family who would hide him. Eventually, Jacob's younger brother David also was brought to the Roslan's home and hidden. It was a risky venture for all involved and the years of hiding that followed were filled with fear, hunger, illness, and other hardships including the death of Yurek Roslan. Eventually, after the war, it is discovered that Jacob's and David's father is alive and living in Palestine (Israel) and the boys must go to him. Many years later, the now-grown boys find their rescuers living in the United States and are reunited with them.

Objectives

- To give examples of times that prejudice has led to the persecution and killing of groups of people, such as in the Holocaust
- To analyze ways in which people can stand up for what they believe is right and good.
- To consider reasons why individuals and groups act in ways that may hurt and ways that may help others.
- To analyze why some people (and groups and nations) act like bullies and others act with kindness and caring.
- To understand that choices have consequences and that making good choices is very important

Pre-Reading Activities

- Locate the following on a map: Warsaw, Poland; Israel; the United States.
- Define the terms: anti-Semitism, prejudice, discrimination, Seder, Passover, Haggadah, *Judenrein*, heroes, Gestapo, ghetto, Righteous Among the Nations award.
- Make a list of favorite card games and other games (no technological battery-operated or electrical games) that you play inside your home. Ask your parents and grandparents or other adults in your neighborhood what games they played when they were children. If you do not know the game, ask them to describe how it was played.

Discussion Questions

- What is Marissa's fifth question at the Seder?

- What is the answer to Marissa's question?
- Describe how Jacob's life had changed from prewar Poland of 1939 to 1941 in the Warsaw ghetto under Nazi rule. Where were the men in his family?
- Describe life in the ghetto under Nazi rule.
- What do *Bubbe* (grandmother) and Aunt Hannah decide must be done with Jacob?
- What name does "Uncle Alex" give to Jacob? Why must he have a new name?
- What are the names and ages of the Roslan children? How do Jacob and the two Roslan children react to each other at first?
- Describe the Roslan apartment.
- How does Jacob describe the ghetto to the Roslans? What does he say is happening to the people being taken away on trains?
- Why is Mela (Mrs. Roslan) so worried about taking Jacob into their home?
- Why does Alex decide that he must make a hiding place for Jacob in their home? Where is the hiding place? What is it like for Jacob in this place?
- Why does Jacob appear to be thinner and more apt to become sick even though the Roslans fed him whatever they ate? What does Alex do to try to solve the problem?
- Why is Jacob's Uncle Galer able to go about the streets without being arrested by the Gestapo?
- How does Jacob feel about Marishka and Yurek going to school? How does he attempt to become involved in their schooling? How do they feel about Jacob's involvement?
- How does a neighbor's visit bring fear to Jacob and the Roslans?
- How does Jacob use his skill with numbers to help Alex?
- Mela's brother Vladek is prejudiced against the Jews, yet he helps the family when the Polish police come to the apartment looking for Jews. How does he help? Why does he help?
- Where are Jacob's brothers Sholom and David? What is life like for them in their hiding places?
- Why did the Roslan's decide to move? How was Jacob hidden during the move?
- Why does Mela agree to permit Sholom to come to live with them also?
- Describe Sholom's appearance. How does Mela respond when she sees Sholom? How do Jacob and Sholom react to each other? What does Marishka do?
- What illness strikes the children in the Roslan apartment? Why does it cause so much fear?
- While Yurek is in the hospital, how does he attempt to help little Orish (Sholom)?
- How does Jacob react when Sholom dies? What does Alex do?
- Explain how Yurek becomes involved with the Resistance. How do Jacob and Yurek work together to hid this information from Alex and Mela? Why do they hide what Yurek is doing?

- What happens when Jacob develops scarlet fever? Why does Dr. Masurik agree to treat Jacob?
- How does Alex solve the problem of the money needed for the bribe and for Jacob's treatment? How does Alex smuggle Jacob into the hospital?
- How does Mela react when Alex takes the family to their "new home?" Describe the home. What does Marishka say about her mother to her brother Yurek?
- How had hiding Jacob and Sholom changed life for the Roslan children?
- What did Alex help to smuggle into the ghetto? Why did the Jews need the smuggled weapons?
- When Alex tells Yurek that he will take him with him on the next smuggling operation, Yurek responds," There won't be a next time, Papa. They're killing all the Jews (p.76)." What is Alex's response?
- Why does David join Jacob with the Roslan family? Why does Jacob come to resent his little brother David?
- What happens when Marishka and Teddy (David) disobey and go outside again to play? Why do David and Jacob fight and argue?
- What happens when the Gestapo agent and the soldiers come to the apartment?
- What happens to Yurek? How does Mela react? What is Jacob's reaction? What does Alex mean when he tells Jacob, "Genyek, it's the only thing that matters" in response to Jacob's comment that it doesn't matter whether or not they make it (p. 91)?
- Why do Mela and Alex decide that they must all leave Warsaw? Where do they go to hide?
- Describe the journey to Vladek's village.
- When Vladek warns Alex that there is a rumor in the village that he and his family are Jewish, how does Alex handle the crisis? Does it work? How does the village respond?
- How does Jacob respond to the Russian soldier?
- Why do the Roslans decide that they must go to Berlin after the war ended?
- How do Mela and Alex feel about Jacob and David by this time? Give examples that show this.
- How do Jacob and David react when they learn that their father is alive and wants them to come to him in Palestine? What do Alex and Mela tell them?
- Why did Mr. Gutgeld hide the letters and cards that the boys and the Roslans tried to send to each other? How did Jacob and David find the Roslans again?
- What is the "Righteous Among the Nations" award? Why did Jacob and David want the Roslans to receive the award? Do you agree that the Roslans were true heroes?

Activities

- Analyze the difference between the words "famous" and "hero." Give examples of people who fit each of the categories. Explain how the word

"hero" is often misused to describe people who are simply famous and popular.

- Make a list of the games that Jacob plays with Yurek, Marishka, Sholom, and David throughout the book **Jacob's Rescue.** What are some of the common features of these games? Make a list of games that you and your family or friends like to play that could have been played by Jacob and "his family." Describe how you would feel if you could only play "quiet, indoor games."
- On the "Righteous Among the Nations" award, Marissa read the words, "Whoever saves a single life is as one who has saved the entire world (p. 114)." Explain what this means. How does it apply to Alex, Mela, Marishka, and Yurek?
- The decision by parents or grandparents to rescue and hide Jews had quite an impact on the lives of their children also. Make a Venn diagram illustrating how the lives of the children in a family of rescuers changed when the adults decided to help. What would you have said and felt had you been a child in such a family?
- Find another true story about a person or family who rescued Jews and read the story. Explain some of the characteristics that the rescuers had in common with the Roslan family. How do the rescuers view themselves and what they did?

Other Suggested Sources

- **Daniel's Story** by Carol Matas.
- **Twenty and Ten** by Claire Huchet Bishop.
- **Hide and Seek** by Ida Voss.
- **Joseph and Me: In the Days of the Holocaust** by Judy Hoffman.

The Shadow Children

A Novel by
Steven Schnur

Scholastic Inc., New York, 1996
Recommended for Grades 4-5

Synopsis

It was summer and Etienne is old enough to travel alone to spend his vacation with Grandfather on his farm in the high country near Mont Brulant, France. It is a visit that both eagerly anticipated. From the very beginning of the visit, Etienne sees starving, waif-like children that no one else seems to see and he is haunted by their image. Only the old white mare Reveuse seems to sense the presence of the children. Madame Jaboter and Grandfather become upset when Etienne talks about the children that he sees. Madame Jaboter tells Etienne that he should not go into the woods because they are haunted with "The souls of a thousand lost children (p. 25)." Then, on a visit to the woods, Etienne meets a young man who is with about a dozen children and they ask Etienne if it is safe before disappearing into the woods. Grandfather calls the children "the bad dreams of a guilty conscience (p.44)." Etienne continues to visit the woods and each time he visits he returns with small keepsakes, evidence that the children must be there. Grandfather finally tells Etienne that he would have suffered the same fate as the "Shadow Children" if he had been born during the war because Etienne's father is a Jew. Grandfather explains that during the war many Jewish children came to Mont Brulant and that the whole village tried to feed and care for them. Then one day the Nazi soldiers came with their guns and demanded that the children be given to them to be cared for. Some believed the Nazis and some believed they had no choice. The children were taken away in cattle trains and their memory haunts the woods and the villagers.

Objectives

- To recognize that each person is responsible for his/her own actions
- To recognize that our values and beliefs influence each of us
- To consider reasons why individuals and groups act in ways that may hurt and ways that may help others
- To understand that choices have consequences
- To recognize and identify positive and negative types of human behavior
- To define the term "Holocaust"

Pre-Reading Activity

- Locate the following countries on a map: Germany, France, Spain, Portugal, Switzerland
- Define the terms: bookbinder, refugees, ghosts, superstition, guilty conscience, foreigners, cattle car, Talmud
- Describe some of the "ghost" stories you have heard. Are they scary, humorous, etc.? What is the role or purpose of the "ghosts" in these stories?

Discussion Questions

- How does Etienne feel about spending the summer with Grandfather on the farm near Mont Brulant? How does Grandfather feel about his grandson's visit?
- Grandfather is a farmer but he is also a bookbinder. Describe his work as a bookbinder. How does he feel about books?
- What past experiences has Etienne had with refugee children? How did he feel whenever he saw them?
- Who does Grandfather think was eating his pears? How does he feel about gypsies? Is Grandfather prejudiced toward the gypsies? How can you deduce his attitude?
- When Madame Jaboter hears Etienne's story about the incident in the woods she warns him, "The souls of a thousand lost children live in those woods (p.25). What do you think she means by this?
- Etienne tells Madame Jaboter that he does not believe in ghosts. What does she tell him to call them, if not ghosts?
- What is special about the shelf of books that Grandfather never returned? Why do you think Grandfather says, "You don't forget about books like these (p.29)?"
- What puzzles Etienne about the bracelet he finds?
- What does the young man in the woods ask Etienne? How do the children respond when Etienne tells them that he is Monsieur Hoirie's grandson?
- Describe the young man. Why does he say that they are from "everywhere?" What is his answer when Etienne inquires why he has never seen any of them before this time?
- Why is Etienne puzzled by their reference to a train?
- Grandfather is angry when he realizes that Madame Jaboter has been talking to Etienne about the children. He tells her, "Enough! What's done is done." She responds, "You can't will them away! They won't be forgotten. They want their revenge. (p.43)" What do you think they are talking about?
- Grandfather's tells Etienne that "They're (the children) nothing but the bad dreams of a guilty conscience. (p.44)." What do you think he means by this? Have you ever been bothered with thoughts and memories of something you were sorry about?
- What is the collection that Etienne begins to make? How does he feel about his collection?
- What is strange about the train that Etienne hears?
- Reveuse throws Etienne down the embankment by the old stone bridge. What does he find? What is strange about the ink mark on his arm?
- How does Grandfather respond to the mark? Why does he say, "Because this is what they did to the ones they made into slaves (p.55)?"
- On the ride to the village, Etienne tells Grandfather and Madame Jaboter that he sees the children again. What is Grandfather's reaction?
- What do you think Madame Jaboter means when she responds to Grandfather, "And may God forgive us (p.60)."?

- Grandfather insists "That time is over and done with." Madame responds "Maybe for us it's over, but not for the children… It will never be over…(p.61)." What are they talking about?
- What does Grandfather tell his grandson about war? Why does he say that the "last war" (World War II) was a time of special madness?
- How did the villagers treat the children? Why did so many children come to Mont Brulant? How did his family respond to the children?
- What did Grandfather say the children wanted?
- What rumors had the villagers heard about concentration camps?
- What choices did the villagers have? What would have been the consequences of each choice?
- How does Grandfather respond when Etienne asks, "Would you have let them take me? (p.65)"?
- What kind of madness does Grandfather say existed? Why does he say that there was no place to hide?
- What happens to Etienne's arm while Grandfather is telling him about the children, the villagers, and the Nazis?
- Who was Isaac? What was his role? How did Grandfather and Grandmother feel about Isaac? About Sarah?
- How did the Nazis force the round up of the children? Why did Grandfather say that resistance was useless?
- What was it like at the bridge as the children were forced into the cattle cars?
- Why does Isaac refuse to save himself?
- How does Grandfather feel about himself after the Nazis took the children away? What does he mean when he says that the children are always with him?
- Isaac shouted to Grandfather from the cattle car "…one day the law will bear fruit. Preserve it, please, for those who come after us (p.72)." What was he trying to tell Grandfather?
- What did Grandfather do with the books? What do they tell him about Isaac?
- Grandfather says that it would have been better to die with the children than to live with the guilt. What does this tell you about his character?
- What did the villagers do about the train tracks? Why did they do it?
- What did Grandfather say the villagers may have been trying to hide? Did he think it had worked? Why not?
- What was the terrible crime that the villagers committed? What other choice does Grandfather think they had? Do you agree or disagree with him?
- Etienne returns to the forest the night after his grandfather told him what had happened to the children. What does he find?
- Isaac gives Etienne a message to give to Grandfather. What was it? What will happen if Isaac and the children do not go on the train?
- What are the two things Isaac tells Etienne to do? Why do you think he told Etienne to do these things?
- How did things change for Etienne after the night of the train?

- What does Etienne conclude about Madame Jaboter's words "the souls of a thousand lost children haunted the place (p.85)."?
- What does Etienne conclude about the importance of Grandfather's work with the books? Explain how the books influenced Etienne.

Activities

- Imagine that you are writing a letter to Etienne. What would you say to him about his grandfather?
- Write a newspaper story about the events that occurred in Mont Brulant.
- Make a Venn diagram illustrating the connections between Etienne, his grandfather, and Isaac.
- Make a "shadow drawing" or silhouette of Etienne, Grandfather, Madame Jaboter, Isaac, and Sarah. (You may use classmates, the teacher, and other adults as models to create the silhouettes.) Under each, write a brief explanation of their reaction to the events that took place in Mont Brulant. Alternatively, write a brief description of the character of each person.
- Do you think **The Shadow Children** was a good name for this book? Explain your answer. How was this story different from other stories of "ghosts" that you may have heard?
- Madame Jaboter tells Etienne to think of the "ghosts" as "memories." What did she mean by this? Why does Isaac want Etienne to remember? Although this was a story, explain why it is important for today's children and future generations to learn and remember what really happened in the Holocaust.
- Grandfather says the children only wanted peace. Read about some organizations and peace efforts occurring today. Make a list of things that you can do to work for peace.

Other Suggested Sources

- **Daniel's Story** by Carol Matas
- **Jacob's Rescue** by Malka Drucker and Michael Halperin
- **Twenty and Ten** by Claire Huchet Bishop
- **Joseph and Me; In the Days of the Holocaust** by Judy Hoffman.

Child of the Warsaw Ghetto

by
David Adler

Holiday House, New York, 1995
Recommended for Grades 4 - 5 Picture book

Synopsis

Shortly after the 1930s Great Depression felt worldwide after World War I, Froim's father died, leaving his mother, six siblings, and Froim homeless. Since Mrs. Baum had no means of support, Froim and one brother were sent to a home for orphans run by Janusz Korczak, a famous Jewish doctor/teacher/author. The orphanage was taken over by the Nazis and the children were forced into the ghetto. "It was forbidden to study in the ghetto, but still, there were secret schools. People set up libraries."

When his family of orphans and the beloved director were forced onto a train headed for Treblinka, "Froim tried to join them. He wasn't wearing his armband and a Polish policeman didn't think he was Jewish. He chased Froim away."

Later, when Froim arrived at Auschwitz, he "was sent with the old men and children who would be gassed. When the guards weren't looking, he ran to join his brothers." Froim survived the atrocities of the Holocaust to tell his story.

Historical Perspective of Warsaw

Janusz Korczak was a famous Jewish author, teacher, and doctor. Once recognized by the authorities at the train, he was asked if he would care to step out of the line headed for Treblinka. Instead, he chose to remain with his "children" and later faced death.

Objectives

- To recognize the need to survive and survival tactics
- To recognize that all human beings have the same basic needs
- To accept each other, not by looks alone

Pre-Reading Activities

- Briefly discuss that World War I was an expensive war followed by a world depression and political unrest, allowing the Nazi party to come into power and using the Jews as scapegoats for economic problems.
- Discuss basic human needs (food, water, shelter, clothing, and love).
- Discuss the genres of non-fiction and biographies.
- Discuss time order.
- Discuss the vocabulary words and definitions:
  Depression - economic crisis and decline of the 1930's
  Nazi party - the political party: National Socialist German Worker Party
  Hitler - Chancellor of Germany who came to power
  Ghetto - a wall surrounding an area in Warsaw and in other cities, confining Jews

Smuggler - someone who takes a product into an area unlawfully
Synagogue - house of worship for Jews

Discussion Questions
Note to the teacher:
During the read aloud session, stop at the salient points and ask questions rather than waiting to the end of the story to ask all questions. In this way knowledge is building throughout the story.

- With what kinds of toys did Froim play, and how do they compare to the toys with which you play?
- Why would people lose their jobs during a depression?
- Why would a leader "blame" a certain group for the problems of the country?
- What were the effects of Froim's father dying?
- What is a pen name, and why would a person choose to use one?
- What would the Nazis do with the stolen valuables from Jewish homes?
- Why were secret schools and libraries established within the ghetto?
- Why was there little food, coal, or medicines within the ghetto, and what were the effects of the lack of these?
- Why did Janusz Korczak refuse to leave the orphans?
- Why weren't the resistance fighters able to stop the Nazis?

Activities

- Sequence the events of the story. As a class, create a timeline of Froim's early life, including the important historical events. Each student can then create his/her own timeline.
- Discuss basic human needs (with emphasis on shelter and warmth) and how Froim provided these for himself. Create a class quilt that signifies Froim's early years and the story's events. An ABC quilt will likely allow each student to create his/her own square contribution. Brainstorm ideas as a class before beginning the project.
- Each student writes an ending to the story. Begin at the moment of liberation. Share the story endings. Compare and contrast them.

Other Suggested Sources

- **Hilde and Eli: Children of the Holocaust** by David Adler. New York: Holiday House, 1994.
- **Ten and Twenty** by Claire Huchet Bishop. New York: A Puffin Book, a Division of Penguin Books, 1991.
- **Flowers on the Wall** by Miriam Nerlove. New York: Margaret K. McElderry Books, 1996.
- **Jacob's Rescue** by Malka Drucker and Michael Halperin. NY: Bantam Doubleday Dell Publishing, 1994.
- **Joseph and Me: In the Days of the Holocaust** by Judy Hoffman. KTAV Publishing Company, 1979.

Rose Blanche
text by
Christophe Gallaz and Roberto Innocenti
Illustrations by
Roberto Innocenti

Creative Education, Inc., Mankato, MN, 1985
Recommended for Grades 4-5 Picture book

Synopsis

Rose Blanche is a young girl living in a small town in Germany when the Nazis take power. Soon the town is filled with soldiers and the streets are busy with tanks and trucks. One day Rose sees a little boy escape from a truck that is being repaired but the mayor grabs him roughly and returns him to the soldiers. Rose's curiosity is aroused. She wants to know where they are going so she follows the truck through the slowly moving traffic and out into the countryside. Eventually, in a clearing in the wood, Rose sees an electrified barbed wire fence with children behind it and wooden barracks. The children look hungry and cold so she passes her small piece of bread through the wire. It is the first of many trips that Rose Blanche made that winter, taking her lunch and passing it to the children, many of whom wore a bright yellow star. The tide of war changed against Nazi Germany and the defeated soldiers were in full retreat. Rose once again ran to the forest enclosure with her school bag full of food. The day was foggy with moving shadows when a shot ran out. The Allied troops come to the small town. Rose Blanche's mother waits for her little girl while spring comes to the forest clearing and its empty barbed wire enclosure.

This is a very moving story with beautiful, touching illustrations.

Objectives

- To analyze ways in which people can stand up for what they believe is right and good
- To recognize the values that influence each of us
- To define types of resistance
- To analyze the actions and motivations of righteous individuals, groups, and nations
- To recognize and identify positive and negative types of human behavior
- To understand that behavior reflects individuals choices and decisions

Pre-Reading Activities

- Locate Germany on a of Europe.
- Identify and define the following: Nazi Germany, Allied Armies, concentration camp

Discussion Questions
Note to the teacher:
During the read aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.

- What affects did the new Nazi government and its armies have on the small town where Rose Blanche lived?
- Why does Rose Blanche like to walk by the river?
- Rose likes to watch the trucks. What happens one day when a truck must stop to make repairs?
- Why do you think that the little boy is running from the soldiers?
- Why do you think the mayor stops the little boy and returns him to the soldiers?
- Look at the illustration of the little boy, the mayor, the soldier, and the SS officer carefully. Describe what you see in their faces and body language.
- Where is Rose Blanche while all of this is happening? What does she decide to do? Does anyone else notice or react to what is happening?
- How does Rose manage to follow the truck? Where does the path eventually lead?
- What does Rose Blanch find in the clearing?
- Look at the two-page illustration of the barbed wire enclosure carefully. What can you tell about this concentration camp from the artist's illustration?
- How does Rose Blanche respond to the children in the camp? What does she do throughout the winter months?
- Why is Rose Blanche's mother worried about her? Why is Rose so thin and pale?
- Why do you think that Rose Blanche does not tell anyone what she is doing?
- How are things changing in the camp?
- Finally, the Nazi armies are retreating in defeat. How does this affect the town?
- Rose Blanche is worried and returns once again to the camp in the forest. Describe her journey that day. What does she find? What happens?
- Who are the new armies arriving in town?
- Why is Rose Blanche's mother waiting for her? What has changed in the forest clearing?

Activities

- The illustrations in the book **Rose Blanche** are very powerful and tell the story as much - or more - than the words. Assign a pair of students to each illustration to try to put into words what they see in the illustration.
- The name Rose Blanche (White Rose) was the name of a group of young German citizens who opposed and resisted the Nazi regime. They were primarily of college-age with some of high school age. They attempted through their underground newspaper to bring the evils of the Nazi regime to the attention of the German people. Eventually they were all arrested and

executed. Why do you think the author and illustrator took the name of this group for the little heroine of his book? Investigate and discover different methods of resistance used by those who opposed Hitler and the Nazis.

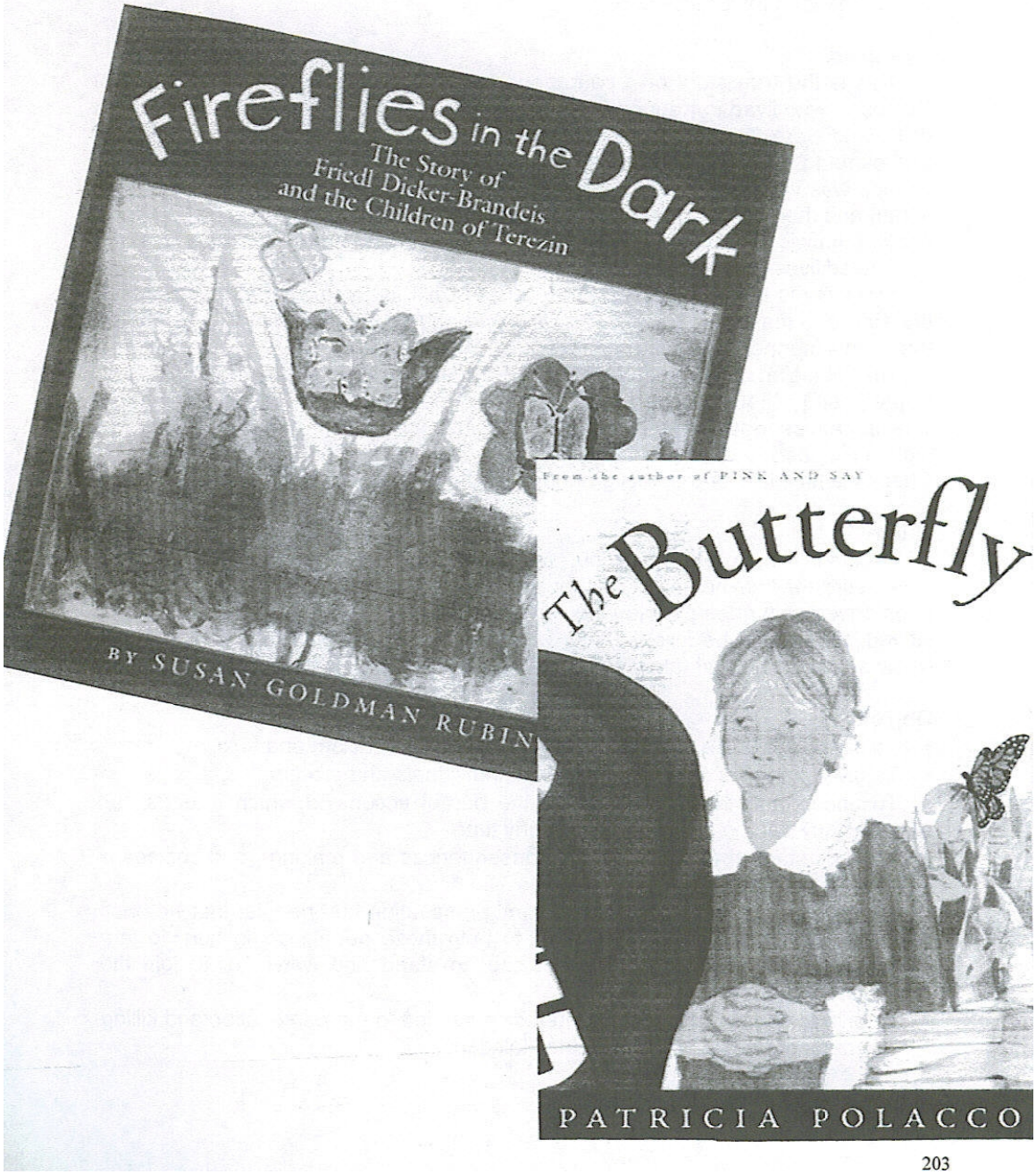
- The authors actually do not say what happens to Rose Blanche. How would you write the end of the story?
- Write a poem or short essay about Rose Blanch. What do her actions tell you about her character and her courage? Why do you think she did not tell anyone what she was doing?
- At one point in the story the author notes, " Everyone was watching everyone else." Why was this happening? What did the Nazis do to those who opposed them or broke the laws?
- Select one event or point of the story and draw your own illustration.
- Design a medal for courage and honor that you would give to someone like Rose Blanche. Explain the meaning of the colors and symbols you use in your medal. Write the speech that you would make when you awarded the medal to such a person.

Other Suggested Sources

- **The Butterfly** by Patricia Polacco.

Stepping Across the Grades

Lessons Recommended for Grades 3-6 and 3-8



Passage to Freedom
The Sugihara Story
by
Ken Mochizuki

Lee and Low Books, Inc, 1997
Recommended for Grades 3-6

Synopsis

This is the true story of a courageous Japanese diplomat, Chiune (Sempo) Sugihara, who lived in Kaunas (Kovno), Lithuania in 1940. As thousands of Jews of Poland were fleeing the Nazis, they found themselves stranded in Lithuania and came to diplomat Sugihara's gate in droves begging for visas. The route of escape was with the Russian Trans-Siberian Railroad to Vladivostok, a boat to Japan and then China. He issued thousands of transit visas for the fleeing Jews against the wishes of his own government. Every visa had to be issued by hand and saved lives.

The story is being told through the eyes of his five year old son who helped the author to make this book as historically authentic as possible. It is estimated that in this manner, he saved from 6,000- 10,000 Jews.

The Russian authorities ordered Sugihara to leave the Lithuania on September 1, 1940. He even issued visas as the trains pulled out at the station. The Japanese government cited him for insubordination and took away his diplomatic post.

Check the timeline for the background facts that set the stage for this book.

Quote

"I couldn't help but stare out the window and watch the crowd, while downstairs for two hours, my father listened to the frightening stories. These people were refugees-people who ran away from their homes because, if they stayed, they would be killed. They were Jews from Poland, escaping from the Nazis soldiers who had taken over their country."

Objectives

- To define prejudice, discrimination, anti-Semitism, racism and sexism
- To give examples of prejudice against individuals and groups
- To understand that prejudice and the hurtful actions to which it leads can effect any person or any groups at any time
- To understand that choices have consequences and making good choices is very important
- To understand that when prejudice and persecution hurt people, that we each have a choice about how we react-to help those people being hurt, to turn away and pretend that we do not see, to stand and watch, or to join the bullies who are hurting others
- To give examples of times that prejudice has led to the persecution and killing of groups of people, such as in the Holocaust

- To explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt

Please Note: If you are reading this book with students above the 4th grade, please refer to the objectives of the curriculum for grades 5-8.

Pre-Reading Activities
- Look at a map of Eastern Europe and locate Poland and Lithuania.
- Who captured Poland, Lithuania and the surrounding countries?
- Define the terms: refugees, visas, diplomat, Chanukah, persecution, Holocaust.
- Locate Japan on a map. Why was a Japanese diplomat sent to Lithuania?
- Read a short and simple description of WWII.
- Why did the Jews have to leave Poland, Lithuania and other surrounding countries?
- Where could the Jews go?
- What countries opened their borders to fleeing Jews?
- Who is a hero/heroine? What qualities does a hero/heroine display?
- What risks does a hero/heroine take?
- Can one person make a difference?

Timeline for the Story
- Hitler, invades Poland on September 1, 1939.
  In 1939, 3.3 million Jews live in Poland
- Two million Jews come directly under German control; the rest came under Russian influence because Germany and Russia made a pact in 1941.
- The fate of the Jews was determined by how their Christian neighbors treated them.
- The Germans carried out large anti-Jewish campaigns and went to great lengths to persecute Jews and to kill them.
- Chiune Sugihara, a Japanese diplomat, gets posted to Kaunas (Kovno), Lithuania, a neighbor country to Poland. Lithuania is occupied by the Russians in 1940.
- The Japanese government denies requests for visas for the Jews.
- Chiune Sugihara reacts.
- Jews escaped Poland and were stranded in Lithuania. They came to the gate of the Japanese embassy pleading for transit visas.
- Chiune Sugihara personally wrote thousands of visas by hand. His mission ended on September 1 after only a month because of the German and Russian invasion. He and his family then were posted to Berlin.

Discussion Questions
- What is courage?
- What courageous act did Chiune Sugihara perform?
- What risks did he take?

- What were the consequences of his action?
- Could he simply do nothing and just let the refugees leave?
- How did Mrs. Sugihara support her husband?
- What did Sugihara's children see?
- Why did the Polish refugees come to the gate of the Japanese Embassy?
- How did Chiune Sugihara handle the requests for visas?
- What was the response of the Japanese government?
- What happened to the Jews who had the visas?
- How does Hiroki Sugihara look at his father's action?
- What does he remember of his early childhood?
- Where did the Sugihara family go after he was posted to another place?
- What lesson in life did this heroic act teach Hiroki and his family?

Post Reading Activities

- The war is over. What happened to the Sugihara family?
- How did Israel honor the memory of Chiune (Sempo) Sugihara?
- How did Japan honor his memory?

Activities

- Write a poem or essay about the heroism of Chiune Sugihara.
- Write a letter of thanks to the Sugihara family.
- You are a Jewish survivor saved by Chiune Sugihara. Write him a "Thank you" letter.
- Imagine you are one of the grandchildren of the survivors. Interview your grandparent. What questions would you ask?
- Write a letter to a friend recommending this book.
- Draw your own pictures retelling some part of the story.
- Compare this story with another similar one.

Other Suggested Sources

- **Number the Stars** by Lois Lowry. (Ten year old Annemarie and her family helped Jews to freedom.) 5th grade
- **Waiting for Anya** by Michael Morpugo. (Whole village worked together and saved 15 children) 6th grade
- **A Place to Hide** by Jayne Petit. (Famous righteous rescuers are profiled) 4th - 6th grades
- **A Traitor Among Us** by Elizabeth Van Steen Wyk.(Thirteen year old joins Dutch resistance.) 5th-6th grades
- **A Pocket Full of Seeds** by Marilyn Sachs. (Hiding in France) 5th-6th grades

Teacher Resources

- Levine, Hillel. **In Search of Sugihara**: The Elusive Japanese Diplomat Who Risked His Life to Rescue 10,000 Jews from the Holocaust. Free Press, 1996.

- Gold, Allison, Leslie. **A Special Fate:Chiune Sugihara:Hero of the Holocaust.** NY: Scholastic Inc., 2000. 6th grade
- Sugihara, Yukiko. **Visas For Life.** (Wife of Chiune writes inspiring story of moral dilemma of her husband.) Edu-Comm, 1993.
- Meltzer, Milton. **Rescue.** (The Story of How Gentiles Saved Jews in the Holocaust) NY: Harper & Rowe. 6th grade and up
- Fogelman, Eva. **Conscience and Courage:Rescuers of Jews During the Holocaust.** (Interviews of more than 300 men, women and children) Anchor
- **Flight and Rescue** A pamphlet with photos issued by the United States Holocaust Memorial Museum, 1000 Raoul Wallenberg Place, SW, Washington, DC 20024. www.ushmm.org 5th grade and up

Video

- **Holocaust Hero:A Tree for Sugihara.** Story of the heroism and courage of Chiune Sugihara, Japanese diplomat who saved thousands of Jews. 30 Min. 6th grade and up
- **The Other Side of Faith.** Important issues are discussed. For example, is it right to disobey an unjust law? What does a war hero look like? 27 min. 6th grade and up. Both videos available from Social Studies School Service
- **The Visas That Saved Life.** Tells the story of the heroism that Chiune Sugihara displayed while saving Jews from death. 115 min. color. http://www.jewishstore.com/cgi-bin/videosearch.exe? ISBN=156082144

The Diving Bell
A Novel by
Todd Strasser

Scholastic Inc., NY 1992
Recommended for Grades 3-6

Synopsis

Culca, a descendant of the Mayan people, desperately wants to be a diver like her brother and the other young men in her village. However, in her culture, women are not permitted to be divers and she is constantly pressured to take an interest in things that are considered proper for a girl. One day her world is badly shaken when a Spanish ship sails into the harbor and the young men are kidnapped. The Spanish want their diving skills so that gold and treasure can be retrieved from shipwrecked treasure ships. The villagers are terrified because they know that their young men face death looking for shipwrecks that are far too deep beneath the sea's surface. The Spanish care little for the value of native lives. They want the treasure. Culca, with the help of an old Spanish priest, must convince her own people and the Spanish that she has an idea that will save lives and make it possible to retrieve the treasure.

Objectives

- To define prejudice, discrimination, racism, sexism, and ethnocentrism
- To give examples of prejudice against individuals and groups
- To give examples of times that prejudice has led to the persecution and killing of people
- To explain some of the sources from which people learn their beliefs and values
- To analyze ways that a person can stand up for what they believe is right and good
- To recognize that each of us has traits and attributes in which we take pride and that make us special
- To understand that choices have consequences and that making good choices is very important
- To recognize and identify positive and negative types of human behavior

Pre-Reading Activities

- Locate Mexico, the islands off shore, and Spain on a world map.
- Define the terms: friar, priest, diver, slave, Mayan

Discussion Questions

- Why doesn't Culca seem to fit into her own culture?
- What does Culca learn about the Spanish attitude toward girls and women? How is it like that of her culture?
- The Spanish government had said that the Indian natives were not supposed to be slaves. Why did they break this rule?

- What was the Spanish attitude toward the value of the lives of the Indian people? What did the Spanish do that revealed their true attitude?
- How are the friar and the bearded sailor different from the other Spaniards that Culca met?
- How do you think the people of Culca's village will react to the idea of a girl saving her brother by diving? Do you think that Culca will be permitted to follow her dream of diving?

Activities

- The ancient Mayan civilization is considered one of the great civilizations of the ancient Americas. When did it exist? Where was it located? What evidence of it still remains?
- The Spanish conquistadors were harsh conquerors. Read about the Spanish treatment of the native peoples. How does this information compare to the information in **The Diving Bell**?
- Why was Culca told that she could not be a diver? Give other examples of things that people often believe girls can't do. Can girls do these things in the United States today? Is it fair to say that a girl or boy cannot do something just because of her or his gender? Explain how gender equity increases choices and opportunities for both males and females.
- The Spanish used the people they conquered as slave labor and mistreated them in many other ways. Why did the Spanish believe they had the right to treat people that way? Explain why their behavior was wrong and why slavery is called "an evil" thing today.

Other Suggested Sources

- **On The Long Trail Home** by Elisabeth J. Stewart.
- **Amistad Rising** by Veronica Chambers.
- **This Land Is My Land** by George Littlechild.

The Diving Bell
A Novel by
Todd Strasser

Chapter Eight *(pps. 57-6*0) (Culca and the friar have traveled to the mainland with some village boatmen and the friar is showing Culca around the city.)

The friar led Culca to a long whitewashed building. Inside the air was cool and quiet. Two dozen native boys sat at desks and studied while a man dressed like the friar watched from the front of the room. Each boy wore a black and white gown and leather shoes. A few looked up and stared at Culca, but the teacher cleared his throat and they quickly looked down at their books again.

"This is a school," the friar whispered. "Just as you study with me, these boys are learning to read and speak Spanish. When they finish their studies they'll become teachers to other natives."

"Is there a school like this for girls?" Culca whispered back.

"Yes. They are taught to sew and cook and have good manners."

"Why aren't they taught what the boys are taught?" Culca asked a little too loudly, causing the instructor to frown at her.

The friar sighed and led Culca back to the hall. "Just like your people, my people have rigid ideas of what girls and boys are expected to do," he explained.

"Then the Spanish want to change us in some ways," Culca observed. "But not others."

The friar only smiled.

From the school they walked to the church in the center of the city. Culca looked up at it in awe. It was taller than the tallest palm tree. The point of its spire seemed to scrape the clouds themselves, and she had never seen anything as beautiful as the large round stained-glass window in front. Sitting on the ground near the entrance was something that resembled a great bronze cup. It was as tall as the friar and etched with beautiful designs.

"Why does this cup sit here?" she asked.

"It's a bell," the friar said.

Culca thought of the tiny bells the peddlers tied to the legs of hawks and falcons. Surely this couldn't be the same thing.

The friar pointed up at the church's spire, where several smaller bells hung.

"The bells remind people to come and pray. Because this was the first Spanish church built in the New World, the cardinal of Seville sent this bell as a gift."

"Then why don't they ring it?" Culca asked.

"It's far too large for this church," the friar explained. "Like many of my countrymen in Spain, the cardinal doesn't understand what life is like here…but come, let's go inside."

* * *

The friar left and Culca sat on a pew in the back of the church. It was so quiet she could hear every breath, every scrape of a sandal on the stone floor. Near her a woman wearing a black Spanish dress and shawl stood up and turned to

leave. She was short with brown skin and long black hair. Culca looked at the woman's face and was startled. She was a native!

A little while later the friar returned.

"Friar," Culca said. "I saw a woman. One of my people. She was praying."

"Then she's become a Christian," the friar said.

"Does that mean she's Spanish now?" Culca asked.

"No, she's still a native," the friar said. He could see that Culca was confused by this. "Come, there's more I want to show you."

The friar took Culca down to the docks where many slaves were loading a Spanish galleon with wooden casks of cocoa beans, and bales of tobacco and indigo. The dock was lined with crates of squawking chickens, and a dozen sad-eyed sea turtles lay helpless on their backs.

"Food for the sailors during their trip back to Spain," the friar said.

Culca marveled at the amount of goods still waiting on the dock to be loaded. Although the ship was very big, it didn't seem large enough to carry everything.

"Is there another ship to take some of these goods?" she asked.

"There are many," the friar said. "All the ships in the harbor are part of a fleet that will sail back to Spain soon. Many of my countrymen will also be on board." The friar sounded wistful.

"Do you miss your country?" Culca asked.

The friar nodded. "I'm an old man and I've been away from home a long time. I have dedicated my life to God's work, but I would like to see Spain once more before I die."

"Then you shall," Culca said.

The friar smiled weakly and placed his hand on her shoulder. Suddenly they heard a commotion. A column of Spanish soldiers wearing metal helmets and carrying long spears was marching toward them. The soldiers were shouting and pushing natives out of their way as they made for the docks. Behind them were carts drawn by oxen. Culca stretched up on her toes to watch.

"There are only wooden boxes on the carts," she said, disappointed.

"Treasure chests," the friar whispered, "filled with gold and silver."

Culca stretched up on her toes again. Each cart carried three chests, and there were many carts. They were followed by more soldiers and a man riding a tall white horse. He wore a gilded olive jacket and a black hat with a red feather. His cheeks were round and red, and his hair was the lightest Culca had ever seen.

"The governor," the friar said. "He wants to make sure that the treasure is properly loaded onto the ship."

Another Spaniard rode alongside the governor. He sat very tall in his saddle and had red hair.

"It's him!" Culca gasped. "The one who came to our island and struck you."

"Yes," said the friar. "The king's treasure-master from the House of Trade. It's his responsibility to see that the treasure leaves the New World safely."

The treasure-master shouted orders at the soldiers who in turn shouted at the slaves. All other work on the dock stopped while the heavy chests were loaded onto the ship.

"Why do they need so much treasure?" Culca asked.

"Because," the friar replied, "they have forgotten what is truly important."

* * *

Chapter Twenty-One *(pps. 149-155)* (Culca's brother and the other village divers have been taken prisoner and forced to dive to retrieve the sunken Spanish treasure. Culca has convinced the governor that her scheme to find the treasure will work. Using the church bell like an inverted cup with air trapped inside, she and her brother have found the chests of treasure.)

Once they had caught their breaths, Tulone and Culca swam back to the *Santo Cristo* and tied a rope to one of the chests. They guided it through the hatch and out of the captain's cabin. The chest began to rise to the surface as the sailors pulled the rope from above. Tulone and Culca followed.

On the ship's deck, they joined the crowd as the treasure-master opened the latches and pulled the lid up. Inside, hundreds of gold coins glistened in the sunlight.

"Excellent!" shouted the treasure-master. Once again Culca hugged Tulone. At last they were free! They would go back to their village and never be bothered by the Spanish again.

The treasure-master turned to Culca and Tulone. Culca thought he would thank her, but instead he said, "Go! Bring me another chest."

Culca was stunned. "You said when we found the treasure we could go."

"When it is here on this deck," the treasure-master replied.

"But there are too many chests," Culca said. "It will take weeks to bring them all up. The friar is very ill. He won't last."

"Then I suggest you hurry," snapped the treasure-master.

"No!" shouted Culca. "You gave me your word."

The treasure-master squinted with anger. "Raise your voice again, Indian girl, and you *and* the friar will be lunch for the sharks. Now dive…or die."

Culca stared numbly at him. The treasure-master had lied. Tulone touched her arm.

"Come, little sister," he said softly. "It's better to dive than be food for the sharks."

That afternoon they brought up three chests of gold, but dozens more remained in the treasure room. Culca carried the bitter taste of broken promises in her mouth.

As evening approached, she crouched beside the friar.

"The treasure-master lied," she said. "If only the governor knew. He would keep his word and let us go."

The friar nodded and grimaced with pain. His leg was terribly swollen. Small beads of perspiration clung to his brow.

"Does it hurt very much?" she asked.

"It's a dull throb," the friar replied, "but not as bad as the pain I feel for you."

"Don't worry," Culca said, patting his hand. "We'll find all the chests. Then we'll be free to go."

The friar smiled and took her hand in his.

"Friar, you feel hot," Culca said, alarmed. "You must be very ill."

"The warmth will comfort me through this long cold night," the friar replied. "Just as you have comforted me through this long journey."

In the dark a sailor approached them. Culca assumed he was bringing them food and blankets, just as the bearded sailor had the night before. But instead he grabbed her arm and yanked her up.

"Into the slave quarters," he said. "The treasure-master wants to make sure you'll be here in the morning."

"He knows I can't leave." Culca struggled, but the sailor squeezed her arm tightly.

"Those are his orders," he said.

The sailor pushed her through a hatchway and into a dark room filled with shadows and the odors of human confinement. A single candle flickered from a rafter, and the ceiling was so low that Culca had to bend to avoid bumping her head. Behind her the sailor slammed the hatch closed.

All around her slaves lay on wooden berths, jammed tightly together. Culca felt their eyes on her as she crept forward, searching for her brother.

"Culca!" Tulone whispered. In the shadows she saw his face among the others.

Tulone slid over and made a space in his berth for her. Culca felt like a caged animal.

"Have you eaten?" Tulone asked. "I have some crusts of bread. It's stale, but at least it's food."

But the air smelled so foul that Culca had no appetite. 'Why is the air so bad?" she asked.

"The treasure-master nailed the portholes shut so that we wouldn't try to crawl through them and escape," Tulone said.

"How do you move about?" Culca asked.

"We don't," another slave replied. "We lie here until we are called. Sometimes when the weather is bad, days pass before we see the sun and use our legs."

"How can the Spanish do this?" Culca asked. "How can they break their promises and treat us like animals?"

No one answered her. Culca felt tears of frustration come to her eyes. She had worked so hard and taken so many risks…for what? To be made a slave.

"Don't cry, little sister," Tulone whispered.

"I've been so stupid," Culca sniffed. "Why did I ever believe the treasure-master? He *never* intended to let us go. Even if we find all the treasure here he'll probably keep us to find treasure somewhere else."

"Shh," Tulone patted her shoulder. "Sleep. You'll need strength for tomorrow."

Culca quieted and tried to sleep, but she felt very sad. For the first time since her long journey began, she had lost hope.

In the middle of the night a hand shook Culca's shoulder. She opened her eyes. In the dark she could see the silhouette of the bearded sailor.

"Shh." He pressed his finger to his lips. "Follow me and be quiet."

Culca got up. Tulone was up also.

"Where are you taking us?" Culca whispered, but the bearded sailor only shook his head.

Very quietly he led them down a dark narrow hall and up some steps. The he pushed open a hatch and they climbed onto the deck. Culca smelled fresh sea air and looked up at the black star-specked sky. In the distance she could see the dark outline of her island. The bearded sailor pointed over the side. Culca looked down and saw a small boat bobbing next to the ship.

"Be very quiet as you climb down," the sailor whispered. "Your brother and I will lower the friar by rope."

"Why are you helping us?" Culca asked.

"The treasure-master gave you his word," the sailor said. "And the friar is sick. He must have care."

"But the treasure-master will be angry," Tulone said.

"Now that he has the diving bell, he can find others to get his treasure," the sailor said.

"I'll go to the city and tell the governor that the treasure-master broke his word," Culca said.

"That would be a grave mistake," the bearded sailor warned. "I saw the letter from the governor you brought the day you came. It told the treasure-master to use the Indian girl and then do whatever he wished with her. There was nothing about keeping a promise."

Culca was shocked. The governor had never intended to keep his promise either! "They are devils!"

"Some of them," the sailor said. "Now go before they hear you."

The Butterfly
by
Patricia Polacco

Philomel Books, 2000.
Recommended for Grades 3-6

Synopsis

This story is based on people and events taken from the author's own family history. Young Monique awakens one brightly moon lit night to see a "young ghost" at the end of her bed. The little ghost quickly disappears and the next morning, Monique's mother discourages her tale as dreaming. Later that day, Monique and her friend Denise see the friendly local shopkeeper taken away by the Nazis who have taken control of their France. Time passes but one night the little ghost returns and Monique discovers the ghost is real, little Sevrine, a Jewish girl who is being hidden with other Jews in the cellar by Monique's mother. The two girls become secret friends. When Nazi soldiers laughingly crush a beautiful butterfly in their fists, Monique comes to realize the true cruelty of the Nazis for they crush people as they do butterflies. Monique catches another butterfly to show Sevrine at night and Sevrine sets it free as she and her family wish to be free. When a neighbor looks through the window and sees the two girls playing, Monique and her mother must find a way to help Sevrine's family escape into Switzerland before the Nazis come to arrest them.

Objectives

- To understand that prejudice and the hurtful actions to which it leads can affect any person or group at any time
- To analyze why some people (groups and nations) act like bullies and others act with kindness and caring
- To define different types of resistance
- To recognize and identify positive and negative types of human behavior
- To understand that behavior reflects individual choices and decisions

Pre-Reading Activities

- Locate the following on a map of Europe: France, Paris, Germany, Switzerland.
- Make a timeline with the following information on it: Nazi invasion and conquest of France; Allied D-day invasion; Nazi forces driven out of France
- Define the terms: Nazi, Anti-Semitism, French Resistance, papillon butterfly, Star of David, valise, rendezvous, checkpoint, kilometer, miracle.

Discussion Questions

- Why does Monique think the figure she sees in the night is a "ghost child?"
- Monique's village was under the control of the Nazis. Who were the Nazis?
- Who was Monsieur Marks? Why was he a special favorite of the children in the neighborhood? What happened to Monsieur Marks that frightened Monique so badly?

- Why does Denise warn Monique not to look too long at the Nazis?
- How does Monique's mother, Marcel, explain the incident with the Nazis and their seizure of Monsieur Marks?
- Why is Monique so surprised when she meets the "ghost girl" again and learns where she lives?
- Why did Madame Solliliage, Monique's mother, keep her work with the French Resistance hiding the Jews of France a secret from her daughter? Do you think that your family could successfully hide people in your home without all of the family members knowing about it? How could it be done? Would it be difficult?
- When the Nazi soldier crushes the papillon butterfly in his fist and laughs, Monique is shocked and frightened. How does Monique compare the crushing of the butterfly to another incident? How does this explain other things to Monique?
- In the dark of the night, Monique and Sevrine become good friends. What are some of the things they do together as friends in Monique's small room?
- Why is it decided that Sevrine and the other Jews are no longer safe hiding in the cellar of the Solliliage home? What does Madame decide must be done?
- Although the neighbor's discovery of the two girls together poses a great risk for her and Monique, Madame is not angry with them. Why is she so understanding?
- Sevrine and her parents are separated during the escape effort. Why is this done? How are they disguised? Why does Madame tell the girls to dress in layers and not to take any valises with them?
- What dangers are faced during the escape?
- What do the two friends exchange as a symbol to remember each other?
- The danger is not completely over for Monique and her mother. They are separated at a busy train station. How are they reunited?
- The next day Monique sees many butterflies. What do they symbolize to her?

Activities

- Draw illustrations of the papillon butterfly and use them to decorate the classroom windows and to make borders on the bulletin boards. Read some samples of the poetry from the collection **I Never Saw Another Butterfly.** These are poems that were written by children sent to the Terezin concentration camp. Have the your students write some of their own poetry about Monique, her mother Marcel, Sevrine and her family, and their resistance to the Nazis.
- Imagine that you are Monique and that you are keeping a secret journal of what is happening in your life. Write several entries describing how you feel when you discover that your mother is a member of the French Resistance; your reaction to the arrest of Monsieur Marks; how you feel about your new friend Sevrine; how you feel about the need to keep such dangerous secrets from your other friends and neighbors.
- Write a poem about courage and caring and choosing to do the right thing.

Other Suggested Sources

- **Rose Blanche** by Roberto Innocenti and Christophe Gallaz. Mankato, MN: Creative Education Inc., 1985.
- **I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944.** New York: Schocken Books, 1978.
- **I Wanted to Fly Like a Butterfly** by Naomi Morgenstern. Jerusalem: Yad Vashem, 1998.
- **Star of Fear, Star of Hope** by Jo Hoestlandt. New York: Walker and Company, 1993.
- **Flowers on the Wall** by Miriam Nerlove. New York: Margaret K. McElderry Books, 1996.
- **Hiding from the Nazis** by David A. Adler. New York: Holiday House, 1997.

I Dream of Peace

Images of war by children of former Yugoslavia

Preface by Maurice Sendak

Introduction by James P. Grant, Executive Director, UNICEF

UNICEF

Recommended for Grades 3-8

Synopsis

The writings and drawings collected in this volume are by children from the former Yugoslavia. Theirs lives in tatters from the death and destruction brought by the war in their homeland, the children expressed their anguish and pain at the destruction and their hopes and dreams of a better life, a life with peace. UNICEF collected the poems and drawings from children in the schools and refugee camps and placed them into this book. In his preface, Maurice Sendak muses, "*The children know. They have always known. But we choose to think otherwise; it hurts to know the children know….It is a sad comedy: the children knowing and pretending they don't know to protect us from knowing they know."*

Quote (from the Preface**)**

…Nemanja, eleven years old, cries out: "*do not want to grow old while still just a child."* And Sandra, ten, sends this message: "*Don't ever hurt the children. They're not guilty of anything."* And the children in a fifth-grade class ask: "*Like Anne Frank fifty years ago, we wait for peace. She didn't live to see it. Will we?"* **Will they?**

Objectives

- To describe and recognize positive and negative types of human behavior
- To explain the importance of good laws in making our world safe for each of us and how we can work to change bad laws that hurt
- To explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it
- To understand that choices have consequences
- To demonstrate an understanding that each of us must make many choices and recognize the difficulty in making good choices

Pre-Reading Activities

- Define: prejudice, discrimination, war, detention camp, refugee camp, moral responsibility, consequences, peace, harmony, tolerance, respect, UNICEF; for older students also define "ethnic cleansing".
- Locate the former Yugoslavia on a map. Identify the various parts of this former nation and explain the status of each in the world today, i.e. independent nation, occupied territory, etc.

Discussion Questions

- How are prejudices formed? How do they hurt people? What are some examples in everyday life? In times of war such as those in Yugoslavia?
- What is meant by "ethnic identity" or "national identity"? How can each of these be used both positively and negatively? How can such ideas help us to take pride in who we are without being used to discriminate against others?
- What are some of the things that we can do to "see beyond the labels" that are used to identify individuals and groups of people?
- How can prejudice and discrimination lead to vandalism, injury to others, killing and war? Why do some people, groups, and/or governments deliberately encourage such prejudice and discrimination when it is so hurtful and destructive?
- What is "propaganda"? Does it have to be bad or intended for bad purposes? How is it used to influence the views and beliefs of people? How could it be used to accomplish good things?

Activities

- Write a poem about the evils of prejudice or about a time in your life when you were hurt by someone's prejudice against you. Explain how prejudice makes a person feel.
- Create a chart with two headings: Prejudice and Respect. Under each column write words describing the emotions created by experiencing each.
- Every morning at the start of the school day, share a work of a child about war or the dream of peace with the entire class: (a) read a poem; (b)excerpt from a letter or diary; or, (c) discuss a picture of war or peace.
- Have each student select a poem or an excerpt from a diary or letter and express it through a drawing or painting.
- For older students:
  Research information about the current situation in the former Yugoslavia. Find the names of some agencies that are trying to help the people of a war-torn area of the world and discuss how the class can help. Develop a plan of action and follow through with it.

I Dream of Peace
Images of war by children of Former Yugoslavia

Stop the war and the fighting
for a smile on a child's face.
Stop the planes and the shells
for a smile on a child's face.

Stop all the army vehicles

for a smile on a child's face.
Stop everything that kills and destroys
for a smile of happiness on a child's face.

Ivana, 11, from Cepin
(p. 25)

It's all so strange! Suddenly, it's so important, everybody asking who you are, what you do, where you come from.

So many people have been killed fighting for justice. But what justice? Do they know what they are fighting for, who they are fighting?

The weather is growing very cold now. No longer can you hear the singing of the birds, only the sound of the children crying for a lost mother or father, a brother or a sister.

We are children without a country and without hope.

Dunja, 14, from Belgrade
(p. 27)

War is the saddest word that flows from my quivering lips. It is a wicked bird that never comes to rest. It is a deadly bird that destroys our homes, and deprives us of our childhood. War is the evilest of birds, turning the streets red with blood, and the world into an inferno.

Maida, 12, from Skopje
(p. 39)

I had a new tricycle, red and yellow and with a bell….Do you think they have destroyed my tricycle too?

Nedim, 5, refugee
(p. 35)

In my dreams, I walk among the ruin
of the old part of town
looking for a bit of stale bread.

My mother and I inhale the fumes of gunpowder.
I imagine it to be the smell of pies, cakes, and kebab.

A shot rings our from a nearby hill. We hurry.
Though it's only nine o'clock, we might be hurrying
toward a grenade marked "ours."

An explosion rings out in the street of dignity.
Many people are wounded--
sisters, brothers, mothers, fathers.

I reach out to touch a trembling, injured hand.
I touch death itself.

Terrified, I realize this is not a dream.
It is just another day in Sarajevo.

Edina, 12, from Sarajevo
(p.47)

When I walk through town, I see strange faces, full of bitterness and pain. Where has out laughter gone? Where is our happiness? Somewhere far, far away from us. Why did they do this to us? We're their kids. All we want is to play our games and see our friends. And not to have this horrible war.

There are so many people who did not ask for this war, or for the black earth that is now over them. Among them are my friends.

I send you this message: Don't ever hurt the children
They're not guilty of anything.

Sandra, 10, from Vukovar
(p. 56)

If I were President,
the tanks would be playhouses for the kids.
Boxes of candy would fall from the sky.
The mortars would fire balloons.
And the guns would blossom with flowers.

All the world's children
would sleep in a peace unbroken
by alerts or by shooting.

The refugees would return to their villages.
And we would start anew.

Roberto, 10, from Pula
(p. 72)

Fireflies in the Dark
by
Susan Goldman Rubin

Holiday House Book, NY, 2000
Recommended for Grades 4-8

Synopsis

This is the story of Friedl Dicker-Brandeis and the children of Terezin. Dicker-Brandeis was a designer, artist, art therapist, and teacher. In 1942, when she was ordered to prepare to be moved to Terezin concentration camp in Czechoslovakia, Friedl had to pack carefully and thoughtfully. However, she did not think of things to bring for herself but of things to bring for the children who would also be in the camp. She packed paint, paper, brushes, and books so that she would be able to teach the children despite the terrible conditions of the camp. Friedl was determined to offer the children the opportunity to express themselves through the words and pictures they would create under her guidance. Of the 15,000 children who passed through Terezin, only 100 children survived but they left the world a legacy of hope and spirit expressed through their words and art work. Through the author's text and the surviving words and paintings of the children, the story of Friedl Dicker-Brandeis and the children of Terezin is told.

Objectives:

- To explain how prejudice hurts everyone and the ways we all suffer because of it
- To define types of resistance
- To recognize and identify positive and negative types of human behavior
- To analyze how art and poetry enables us to speak across generations and centuries
- To explain how art and literature can give a person a "voice" to express their thoughts, emotions, and experiences

Pre-Reading Activities

- Locate Czechoslovakia on a map of Europe showing the area in 1942. Name the two countries that formed from Czechoslovakia after the "Cold War." Identify the countries of Germany, Austria, and Hungary. Locate the cities of Prague and Terezin on the map.
- What was the German name for Terezin? Research and discover how many people were sent to Terezin.
- Friedl was trained as a Bauhaus artist as well as being a designer, art therapist, and teacher. What does "Bauhaus artist" mean? What does an art therapist do?
- Define the terms: "transport"; "resettlement to the East".

Discussion Questions

- Breaking any rule made by the Nazis could mean severe punishment, even death, for the prisoner. Why did Friedl Dicker-Brandeis, the other teachers, and the children take the risk of writing and painting to express themselves knowing what could happen if they were caught?
- Resistance can occur in many forms. Discuss the nature and methods of resistance shown by Friedl and the children. Why was this resistance so important? What does it tell us about the Jewish victims, children and adults, of the Nazis?
- Explain what people mean when they say that the art work and literature created by the prisoners of Terezin is a "living legacy."
- Why did the Nazi SS want to keep the prisoners isolated from the outside world and even to limit the communication among prisoners in the ghettos and camps? What was the ***Vedem***? Who prepared and distributed it?
- Terezin is sometimes referred to as the "Model Ghetto." What does this mean? Why did the Nazi SS try to disguise what was happening in Terezin and to deceive the outside world?
- Why was reading so important in the camp? What other things did prisoners do to try to hold onto some sense of an orderly life? Why did the SS separate the children from their parents?
- What are some of the common themes in the work of the children? Why do you think they focused on these themes so often?
- Why did Friedl want the children to act and perform? What were the results of this performing for the children and the adults in Terezin?

Activities

- Prepare a bulletin board containing some of the poetry and art work of the children of Terezin. Next to this bulletin board, prepare a second bulletin board containing the poetry and art work of the students of the class expressing their thoughts and emotions about what they have learned about Terezin.
- Write a newspaper story or editorial describing the work of Friedl Dicker-Brandeis.
- Make a Venn diagram identifying the characteristics of Friedl Dicker-Brandeis as a person, as an artist, and as a teacher.
- Define the term "hero." Explain how and why Friedl Dicker-Brandeis should be considered a hero.
- Explain why reading was such a valuable activity to the prisoners. If you were going to be kept isolated from the rest of the world for a long time, what would be some of the books and magazines that you would want to take with you?
- Create a class reading list and post the list from the previous activity on a large chart in the classroom. Form "reading circles" to read and discuss some of these books.
- Find a copy of the Czech fairy tale *Fireflies* and read it in class. Why did the children enjoy performing it so much?

- *Brundibar* has been identified as one of the most frequently performed operas in the world. Find out more about this opera and its history. Learn and perform some of the songs from the opera. What other plays and pieces of music were very popular in Terezin?

Other Suggested Sources

- **I Am a Star: Child of the Holocaust** by Inge Auerbacher.
- **I Never Saw Another Butterfly…Children's Drawings and Poems from Terezin Concentration Camp 1942-1944.**
- ***We Are Children Just the Same:* Vedem, *the Secret Magazine by the Boys of Terezin*** prepared and selected by Marie Rut Krizkova, Kurt Jiri Kotouc, and Zdenek Ornest.
- **Children in the Holocaust and World War II: Their Secret Diaries,** Laurel Holliday, editor.

Fireflies in the Dark
by
Susan Goldman Rubin

Chapter 5: Drawing Dreams (pps. 25-28)

"I feel like a bird trapped in a cage with other birds." -- The Diary of Helga Pollakova-Kinsky

In September 1943, transports to the East included 285 children under the age of fourteen. Friedl must have felt heartsick when she sent to give drawing lessons and found some of her beloved students missing. She and the other tutors tried to protect the children. Yet there was little they could do except work with the ones who remained and keep up their strength through activities.

On Saturday, September 4, five girls in Room 28 of L410 were ordered to leave on a transport. One of them was Helga Pollakova-Kinsky's best friend, Zdenka. Helga and the other girls in the room collected food and clothing in their free time for those going away.

"Saying good-bye was hard," wrote Helga. "We all cried."

That night she had nightmares. What would happen to Zdenka? No one who went to the East ever came back. "Transports, transports, that awful word terrifies the Jews of Terezin," she wrote.

Some children expressed their fear by writing poems in their free time. Hanus Hachenburg, a teenager, wrote *Terezin:*

I was once a little child
Three years ago,
That child who longed for other worlds.
But now I am no more a child
For I have learned to hate.
I am a grown-up person now,
I have known fear.

Other children couldn't put their feelings into words, so they used a secret code--the secret code of drawing that Friedl understood. Under her guidance they drew pictures showing what they dreaded most: transports. And to comfort themselves, they drew their dreams. Helga painted a meadow at sunset. In the world of her drawing there was no danger, no threat of transport, and while she was drawing she felt safe and good. From morning till night, in their free time, the children kept drawing. Friedl encouraged the children to talk about their artwork. Discussion helped calm them and restore their hope.

At the end of the workday, the children were allowed to visit their parents and relatives for one hour. Sometimes there were longer visits on Saturday afternoons and Sundays. But there were no visits at all when the SS withdrew passes and confined the children to quarters. This happened when prisoners tried to escape or when a high-ranking SS official visited.

Helga, like many of the others, spent much of her free time reading. Her

favorite books were *Les Miserables* by Victor Hugo, an English edition of *Pollyanna,* and *The Gold Rush*, an exciting story about an American boy who ran away from home and traveled to the Yukon to look for gold.

Reading, like drawing, helped children forget where they were and took them to faraway places where there were no transports. The Nazis stocked a small community library with books written in German that they had stolen from Jewish homes. "People were literally starving for any kind of reading," recalled Dr. Emil Utitz, the professor in charge of the library. A group of teenagers even assembled a young people's library with an art exhibition.

Some children created their own reading materials. Kurt Jiri Kotouc and some of the other boys in Home One of L417 secretly published a magazine called *Vedem (In the Lead).* Boys in another home, Q609, wrote a magazine called *Kamarad (Friend)*. They read these out loud every Friday night after work to welcome the Sabbath. The magazines contained their observations of and comments on life in the camp.

The SS did not want prisoners to know what was happening outside Terezin, and they did not want anyone from the outside to know what was going on inside the camp. They tightly controlled communication with the outside world. They censored the mail. There were no radios, newspapers, or magazines. But prisoners smuggled in radio parts. Men in the electrical workshop risked their lives by building a radio receiver and passing on news about the progress of the war.

Prisoners had coupons that entitled them to receive one package two or three times a year. Usually the packages contained food, clothes, and medicine sent by non-Jewish relatives and friends.

Friedl mailed her coupons to her friend Hilde and asked for special things to use in her work with the children. Once she asked Hilde to send her a book that she needed for a puppet show. Hilde refused because the Nazis had burned books by that author. Hilde knew that the SS searched packages. If they found the book, they might hurt Friedl. "Friedl was mad at us," remembered Hilde. "That was her - fascinated with an artistic idea, she wanted to put it into practice as soon as possible regardless of circumstances."

Chapter 6: Fireflies (pps. 29-35)

"Terezin was a unique place: a piano concerto in a rooftop one night, and a transport to death the next day." --Alfred Kantor, *Terezin Diary,* documentary / videocassette

When Friedl packed for Terezin, she stuffed her suitcase with dyed sheets. She planned to use them as scenery and costumes for plays the children would perform. Friedl knew that children loved acting, and she thought it would be good for them to do group projects. At first it was against the law to put on plays and give concerts. Then the SS relaxed the rules. There were many professional actors, directors, musicians, and university professors imprisoned at Terezin. Every night the prisoners put on entertaining programs for themselves--concerts, plays, poetry readings, and lectures. On one November evening, for instance, there were eleven different cultural offerings to attend.

Friedl often gave lectures on teaching art to children. She emphasized the importance of allowing young children to freely express themselves. "Why are adults in such a hurry to make children like themselves?" she wrote in her lecture notes.

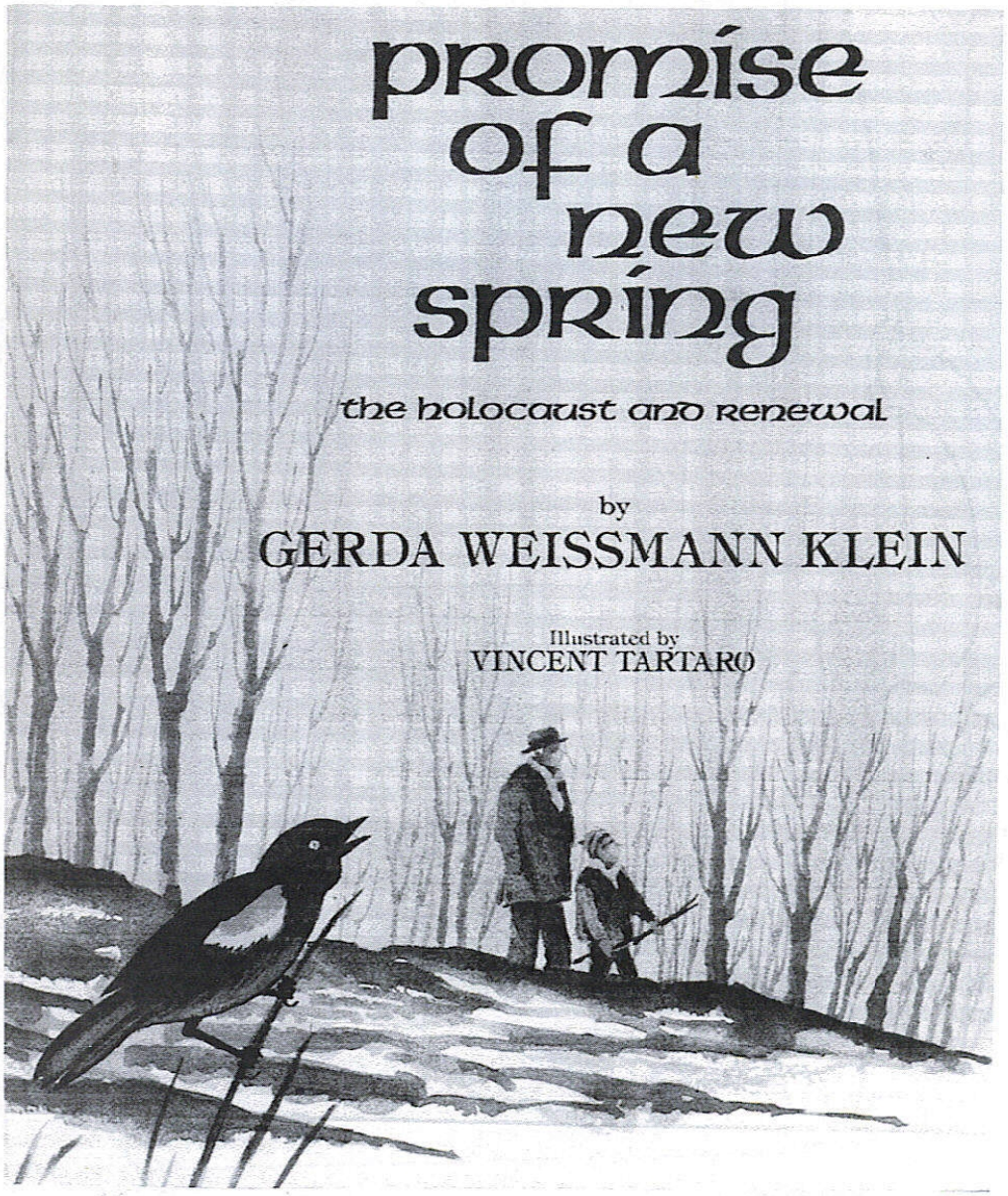
At Terezin in 1943, Friedl worked with other tutors to help the children put on a production of a Czech fairy tale called *Fireflies.* It was a musical with dancing and singing. Under Friedl's direction, the children designed and made their own costumes. They used her dyed sheets and any scraps of material they could find or borrow--underwear, shirts, and even shrouds, which were used for wrapping corpses. Rehearsals and performances of *Fireflies* and other shows took place in dusty attics, dimly lit basements, and halls. Children and adults eagerly crowded in for performances. For an hour or two, actors and audiences forgot where they were. "We were in a dream world," recalled Ela Steinova-Weissberger.

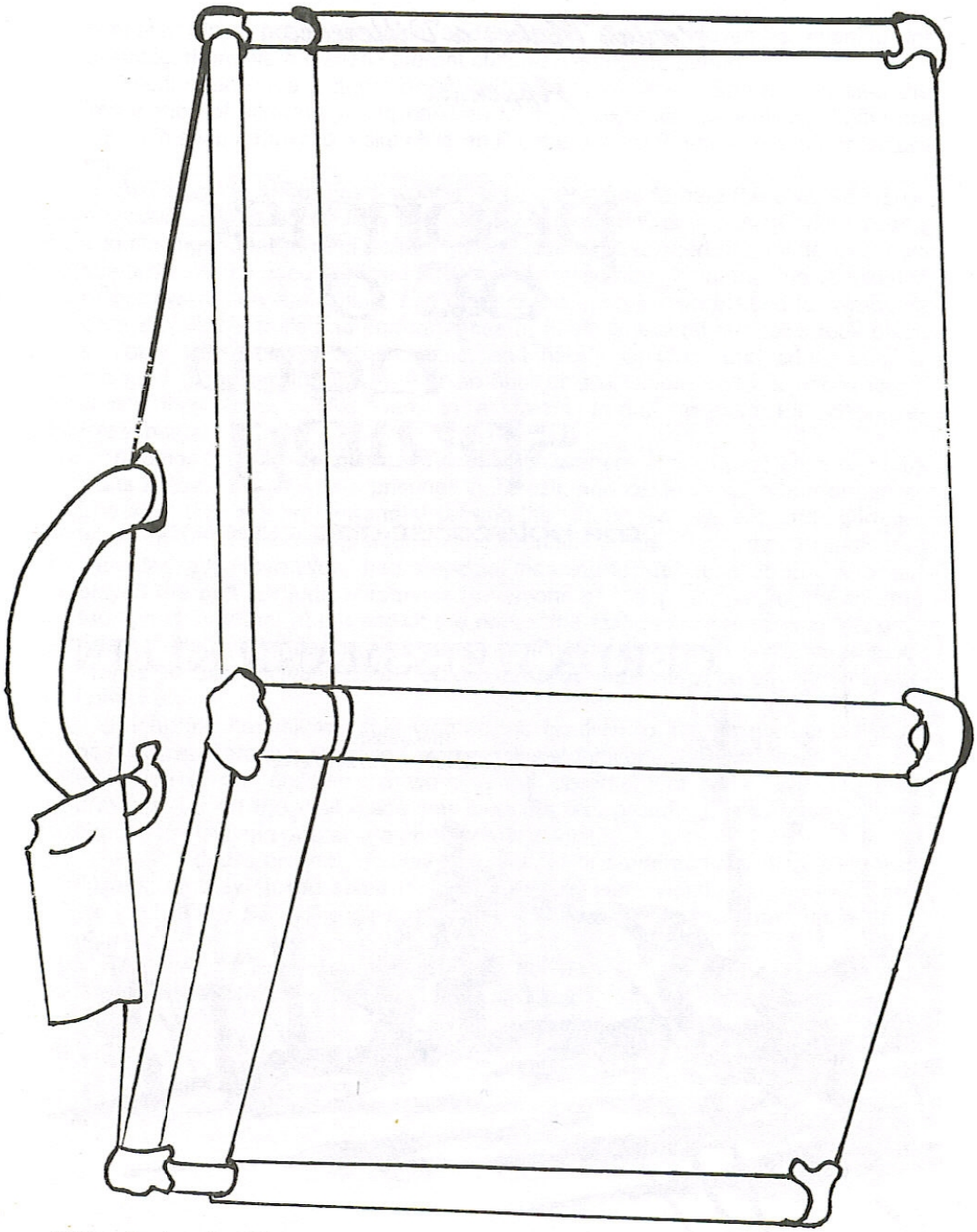
Another favorite event was the children's opera **Brundibar**, composed by Hans Krasa. Krasa was a prisoner in Terezin and came to every performance. The story told of a brother and sister and their friends--a dog, cat, and sparrow--who outwit an evil organ grinder named Brundibar. "The final song, 'Brundibar Is Defeated, We Have Won,' had a special meaning for us," recalled Ela, who had played the cat. Brundibar reminded everyone of Hitler, and when the children triumphed over him at the end of the opera, the audience cheered and clapped. Friedl probably attended at least one of the fifty-five performances of **Brundibar.** The large cast included Dita Polachova-Kraus and many other students she knew well.

Friedl and her fellow tutors wanted the children to live as normal a life as possible at Terezin, despite the miserable conditions. Once Friedl held an exhibition of the children's artwork in the basement of L417. Seeing their drawings up on the wall made her students feel proud. It also gave them a chance to view and appreciate one another's work.

It was Friedl's birthday on July 30, 1944. Her students knew that she loved flowers, so they picked some for her while they were working in the fields and gardens of the SS. The girls smuggled the flowers into the camp under their blouses.

Ten-year-old Erika Taussigova made her own gift. She drew a heart with flowers and wrote the words, "For Mrs. Brandeis."


promise of a new spring
the holocaust and renewal
by
GERDA WEISSMANN KLEIN
Illustrated by
VINCENT TARTARO



Suitcase for Anne Frank lessons.

The Most Powerful Thing*
Diane Stelling

Which has more power –
Your heart or your brain?

Must be your heart.
Your heart keeps your body alive.
But if your heart is beating and your brain is dead –
Do you have any life?

Must be your brain.
Your brain controls every part of your body.
But your heart controls your feelings
Which can control you.

Must be your heart.
Your heart makes you feel really bad sometimes.
But your brain can do really bad things too,
Like give you nightmares.

Must be your brain.
Your brain can take you places you've never been.
But your heart can give you love,
The most powerful thing in the world.

Must be your heart.

A Courageous Thought*
Diane Stelling

What is courage?
It is what makes us
Stand tall
When we really want
To run and hide.

That's Not Me*
Diane Stelling

Nobody likes a wiseguy,
Nobody likes a punk,
Nobody likes a bully,
Those kids are surely sunk.

So why do we sometimes act,
Like those who make a fuss?
Perhaps wiseguys, and bullies, and punks,
Are living in each of us.

Success*
Diane Stelling
People always talk about,
This thing they call success,
They spend their lives all chasing it,
Won't settle for anything less.

Perhaps I'll be a movie star,
Or play pro basketball,
Gosh, maybe I'll join a punk rock band,
And then I'll have it all.

More money than I'll ever need,
Fans far as you can see,
No one will tell me what to do,
They'll all wait and listen to me.

I'll run a corporation,
Make deals all day and night,
Hire and fire, buy and sell,
Until I get it right.

More money than I'll ever need,
Employees as far as you can see,
No one will tell me what to do,
They'll all wait and listen to me.

Is money, fame, and power success?
Most people tell me so,
But folks I know don't have these things,
Yet they're successful, this I know.

It doesn't matter what they do,
Or how much school they've had,
It's how they treat each other,
That makes it good or bad.

They do their best, whatever it is,
Find time to tease and chat,
They relate to folks, and feelings, and stuff,
Their happiness comes from that.

So to be successful, I believe,
It's most important, by far,
To really care about other people,
And accept them the way they are.

One Little Voice*
Diane Stelling

Sometimes I feel so bad I think,
Why should I even try?
What's the use? I'm one little voice,
I give up, shrug my shoulders, and sigh.

No one will hear, or care at all,
Or even pay attention,
There are so many other voices out there,
Too numerous to mention.

And then I think, those voices I hear,
Although they speak quite loud,
They say things I don't believe in at all,
But still they attract a crowd.

I realize then I must speak out,
For if I don't use my voice,
The crowd will follow the popular trend,
And I might wind up with no choice.

So I speak up and hope that others will hear,
And not find my views too strange,
For if they will join me, believe in my voice,
Only then can we get things to change.

But even if no one pays much attention,
I certainly should rejoice,
Because I have the gift of freedom,
To use my one little voice.

Love Grows*
Diane Stelling

Everybody gets the nasties,
Everybody gets real mean,
Everybody has rotten days,
It's something everybody's seen.
Everybody has their good days,
Everybody can be kind,
Everybody has a soft spot,
It's something everybody finds.

It's easy to be with someone,
When they're having a good, sweet day,
It's pleasant and makes you feel good,
To be around someone this way.

But the harder task, it's true,
Is to be with a nasty soul,
The meanness gets contagious,
And nastiness takes its toll.

It's much more rewarding, however,
And a much more challenging test,
To stay with a grumpy person,
And try to bring out their best.

So don't ever get discouraged,
By folks full of gloom and despair,
For kindness will always grow on them,
If you just give it time and care.

Handicapped*
Diane Stelling
My friend can't talk.
He doesn't know how.
There's something wrong with him.
He gets upset when
I don't understand him.
But he's okay,
He always tries hard and
He understands me.
We weren't always friends.
I used to think he was dumb.
I didn't know he had a problem.
It must be hard for him
To go through life.
Not only can't he talk,
But people are annoyed with him.
They don't get the chance
To know him inside.
He's not stupid.
He tries to be like everyone else.
To be accepted.
But his handicap gets in the way.
When I see people being mean to him,
Sometimes I wonder what's really
Getting in the way,
And who has the worse handicap?

***From works by Diane Stelling. <u>The Giant & The Mouse</u>** and **<u>One Little Voice.</u>** Both volumes are published by Hereami Publishing, P.O. Box 261, Butler, NJ 07405-0261.

Utilize your own skills and creativity to write a lesson to teach with your students using Diane Stelling's poetry.

Please Get To Know Me**
Words (and Music) by Susan Goodman Jackson (SOOZ)

Prejudice makes it hard to see
Who someone may really be
Prejudice means you think you know me
By looking at my face

Prejudice is like a blindfold
You can't see for yourself
You believe what you're told
But please get to know me before you decide
What I'm like inside

I cannot be judged by the color of my eyes
I cannot be judged by the color of my skin
I cannot be judged by the kind of clothes I wear
I cannot be judged by whatever group I'm in

So please get to know me before you decide
What I'm like inside

Prejudice builds a hateful wall
That separates and hurts us all
Prejudice breaks the Golden Rule
And tears the world apart

Prejudice doesn't let us find
The treasures in all humankind
Prejudice makes it hard to see
How we're different and the same

I cannot be judged by the color of my eyes
I cannot be judged by the color of my skin
I cannot be judged by the kind of clothes I wear
I cannot be judged by whatever group I'm in

So please get to know me before you decide
What I'm like inside

A Song For All Sizes**
Words (& Music) by Susan Goodman Jackson (SOOZ)

We're singing a song for all sizes
For every man and woman and child
And all the animals of the earth
A celebration of every single
Living creature's birth
We're singing a song for all sizes
We're a spinning globe of colors and creeds
And people of every kind
We're singing a song for all sizes
If we look past all our differences
We all have peace in mind

When you wake up in the morning
Do you roll out of your bed
Or do you wake on a grassy mat
With a grass roof overhead
Do you wake in an icy igloo
Or on a tropical isle
Do you rub your eyes, stretch
And dream awhile?
Do you have French toast for breakfast
Or sip some Miso soup
Or eat tortillas and platanos
Or eggs from your chicken coop
It depends on where you're living
Where your family put down roots
If you pull on beaded moccassins
Or wear fancy cowboy boots

But anywhere a child is born
They need some breakfast in the morning
Shelter for their beds
And sweet dreams in their heads
Every child's a miracle, a miracle from birth
No matter if we're big or small
Black or white, or short or tall
We need to welcome one and all
To share our little earth

We're singing a song for all sizes
For every man and woman and child
And all the animals of the earth

We're singing a song for all sizes
A celebration of every single
Living creature's birth

We're singing a song…Song for All Sizes…

We're singing a song for all sizes
We're a spinning globe of colors and creeds
And people of every kind
We're singing a song for all sizes
If we look past all our differences
We all have peace in mind

Look past all our differences
We'll all have peace
Song For All Sizes!

****Words from the songs found on the CD "Stand Up! Speak Out!" by SOOZ. 2000 Soozaroo Music (ASCAP). Soozaroo.com or (800)948-9303. Sooz does performances for student audiences. Teacher's Guide for the CD is available also.**

Use your own skills and creativity to prepare a lesson to teach to your students using the words (and music, if available to you) from the songs of the performing artist and writer SOOZ.

America***

Words and Music by Joanne Shenandoah

Will the eagle still fly
Will the pine trees still stand
When we in the four directions
Come together across the land

More so than ever before
The fight never so strong
From ocean to ocean
We the people belong

America, a reason to give
Hope to each other
And peace to our brothers
America, a reason to give
All people, all colors
A reason to live

When the rain from the sky
Falls clear into the sea
When the weapons we carry
Are buried beneath the tree

Beneath the tree of peace
In our hearts, in our minds
Everyone's inside the circle
Where no one's left behind

from ***"Once in a Red Moon" **audio CD produced and performed by Joanne Shenandoah. Music and lyrics by Joanne Shenendoah. Canyon Records Productions, 4143 North 16th Street, Phoenix, AZ 85016.**

Use your own skills and creativity to prepare a lesson to teach to your students using the words (and music, if available to you) from the song of the performing artist, musician, and writer Joanne Shenandoah.

Creative Works by Third Graders
Students from M. Maffei's Class
Crim Primary School
Bridgewater-Raritan School District

Third Grade Anne Frank Poetry

If You Were Held in a Ghetto
Anthony Kulesa

If you were held in a ghetto, you may cry.
But if you look back at your memory, you
would just sigh.
You should remember that there are always
people suffering.
So your shell should have a hard covering.

Anne Frank's Shells
Megan Bernius

Anne had shells like you and me
One was her attic, another was her diary.
The last one is her, the Jewish German shell.

Third Grade Poetry **Nazi Olympics**

A Runner's Complaint
Ingrid Feustel

You want me to run?
In Germany!
How will I run
in harmony?
With Hitler there,
Watching me!
I refuse
As you can see!

Poem 1
Matthew Riley

Nasty Hitler and his storm troopers
always being cruel
For he was hateful
in the race of the Jews

Poem 1
Ryan Banks

Hitler is a mean man
with fuzzy thinking
He did not let Jews do
anything
Not even be German citizens

Poem 2
Ryan Banks

Hitler did not like
Jews, blacks or
handicapped people
He tried to kill all of them
but he failed
He also tried to rule the world
but he failed that, too.

Just Plain Unfair
Erin Huettenmoser

Hitler was a crazy man,
he had a very crazy plan.
Killing everyone in sight,
as he worked in cruel delight.
Hitler and the Nazis
burned all Jewish books.
Storm troopers killed
people with “bad” looks.
Jews died in showers of gas,
while some suffered behind fences of glass.
Some people tried to run away,
but guards shot them where they lay.

Third Grade Poetry Ruby Bridges

When Ruby Was a Little Girl
Dana Horowitz

When Ruby was a little girl she had a very hard time.
She had to go to a white school, by herself, all the time.

On the first day, she had marshals by her side.
Two in front, two in back and oh, my G-d, she didn't cry!

Every day she went in a car to school with the four men.
To protect Ruby, the president sent them,
and she used them again and again.

She had moral courage in every part of her brain,
and then every day she did the exact same.

All-white School
Chris Mock

Ruby went to
An all-white
School.

It must have not been
Fun or cool

When Ruby went to an all-white school.

Everybody thought
Black and white were
Not anything alike.

So when moral courage
Knocked on the door
Ruby answered it.

Third graders interpretation of survivor quotes from **The Triumphant Spirit** by Nick Del Cazo

The children were given the quotes not knowing from where they came. We had already begun our Holocaust studies.

"Education and remembrance are the only cures for hatred and bigotry."
Miriam Oster

Education is important to cure bigotry and hatred. Bigotry is when you don't like someone because of their skin color or religion. Remembrance is when you remember something that happened in history. Remembrance is important to cure hatred and bigotry, because if you remember what Hitler did you would remember how much trouble he caused. Jennifer Wehof February 18, 1999

"Even during the darkest moments of history, courage and dignity can withstand the greatest evil, and the will to survive can result in the triumph of the human spirit." Kristine Keven

I think my quotation means that evil will never win as long as the good people keep faith and dignity. Matthew Klein February 18, 1999

"People need to understand what they say and how they say it hurts, scars, and kills." Abraham Foxman

When someone says something that hurts your feelings it could scar you like you would have a scar in your heart, or kill you. But it does not kill you. You die having that feeling in your heart. Jenna Birkenstock February 18, 1999

"Let go of your sorrow, there is always tomorrow…and after the rain, the sun will shine again." Henry Gurko

My quotation might mean if you have a bad day, there is always tomorrow and maybe that day will be better. Megan Bernius February 18, 1999

"Teach the young to love not hate…every human being deserves to live, no matter the religion or the race." Ann & Ed Kaye

I think that this quote means to treat others the way you want to be treated. And don't teach people to hate. Don't judge people by their religion. Every human being deserves to live. Neil Giffin February 18, 1999

"I beg the next generation not to do what people have done for centuries – hate others because of their skin, shape of their eyes, or religious preference. I know what hatred does. I barely escaped what hatred does." Robert Clary

I think my quotation means that whoever wrote the quote had something bad happen to them and they don't want it to happen to another person. The person who wrote this went through hatred (people that didn't like you). I think the person that wrote this was a slave. Robert Pennella February 18, 1999

"We must erase indifference from our society. You cannot be indifferent. If you are, you allow the small forces of evil to win." Benjamin Meed

Indifference means someone does not care at all. This person does not want anyone to not care. If you are indifferent, you begin to be evil because you don't care. I think this quotation was from a slave. Megan Plank February 18, 1999

"The right to be different is a freedom we all should cherish."
Max Karl Liebmann

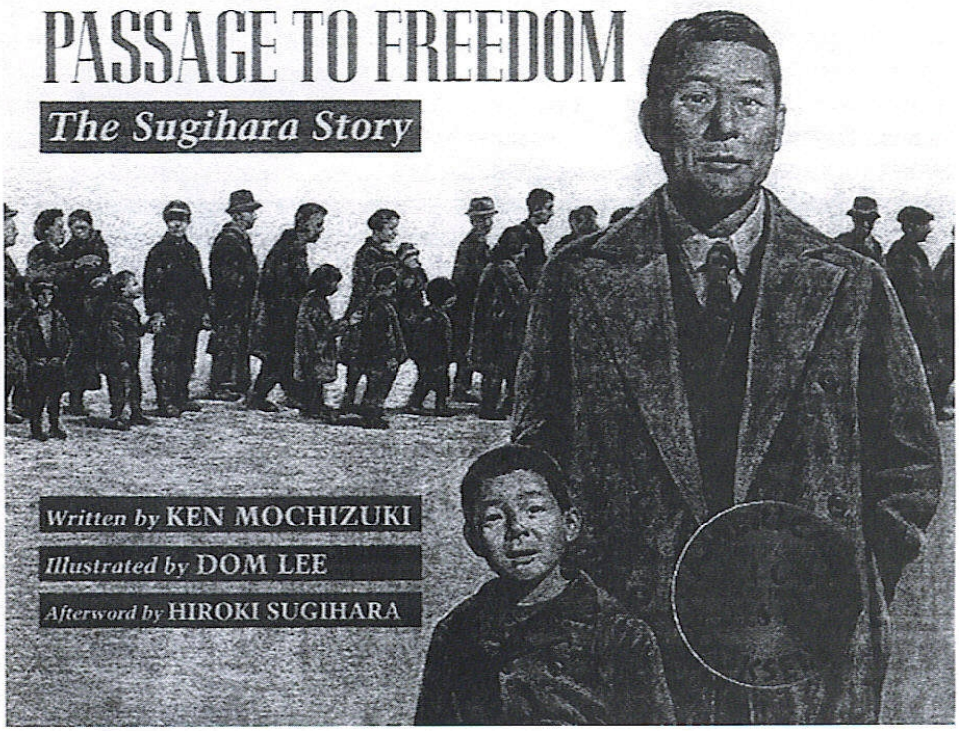
If you are different and no one is like you, you should be free and be loved. The person who wrote this quote meant that he is different and he should be cherished for his difference and he should be free for his difference.
Michael Courel February 18, 1999

"Compassion is the way to treat all humanity, because everyone and everything in creation matters." Manci, Henry & Alexander Rosner

My quotation means that kindness and understanding should be given to <u>everyone</u> and <u>everything</u>, because everyone matters and everyone makes a difference in our world.

The person who wrote this means <u>everyone</u> and <u>everything</u> can make a difference, so <u>everyone</u> must be treated fairly! I think this quote is extremely correct in every possible way. Caroline O'Donovan February 18, 1999

These are some examples of student-created works from a third grade class. Many students in other classes are also writing, drawing, painting, and singing their own creative efforts. Such work is an important outlet for children to express their thoughts and emotions about what they are learning and experiencing in life. The results are often beautiful for all of us to read, see, and hear and to ponder.


PASSAGE TO FREEDOM
The Sugihara Story
Written by KEN MOCHIZUKI
Illustrated by DOM LEE
Afterword by HIROKI SUGIHARA

INTERNET SITES
KINDERGARTEN- 8TH GRADE

PREJUDICE and DISCRIMINATION

To the Educator: In the sites listed, one can find many other worthwhile sources. Please preview any Internet sites before assigning them to students. If you cannot get to the address listed, use the main url first, then go to desired site.

Prejudice and Stereotyping (Guide to Videos)
http://www.holocaust-trc.org/video_res.htm#2202
Films with description

Stereotypes and Prejudice
http://remember.org/History.root.Stereotypes.html

Hate, Prejudice and Stereotyping
http://www.wcupa.edu/_academies/holocaust.htm

Examples of Prejudice and Stereotyping
Resources, games, vocabulary, why, links, children's Literature list related to Diversity
http://www.brown.edu/Departments/IESE/Projects/
Fortes/example.html

Stop the Hate
This site has other links
http://www.Stop-the-Hate.org

Don't Laugh At Me Project
http://www.dontlaugh.org/
Founded by Peter Yarrow of Peter, Paul, and Mary fame, the project is dedicated to reducing emotional and physical cruelty and providing children with safe, healthy environments. Curriculum guides, music, and videos available through this site

Southern Poverty Law Center
http://www.SPLCenter.org
Issues Tolerance Magazine, creates educational materials and literature

Simon Wiesenthal Center
http://www.wiesenthal.com
Lessons and educational materials on tolerance and the Holocaust

Hatewatch
http://hatewatch.com
Contains Histories on hate groups

Anti-Defamation League
http://www.adl.org
Tracks Anti-Semitism and Hate groups

Japanese Americans: The War at Home
http://teacher.scholastic.com/activities/wwii/ahf/mineta/background.htm
Japanese Americans are rounded up and placed in internment camps after the bombing of Pearl Harbor and United States' entry into the World War II.

From Homemaker to Shipbuilder
http://teacher.scholastic.com/activities/wwii/ahf/reilly/work.htm
Homefront: Women in the work force during WWII

THE WORLD CHANGES: NAZISM ON THE RISE

Statue of Liberty and Ellis Island
http://www/ellisisland.org
http://www.nps.gov/stli/maimenu.htm

Statue of Liberty Facts
http://www.endex.com/gf/building/liberty/libertyfacts.htm
This site includes the poem by Emma Lazarus- The New Colossus

Shtetl (Frontline)
http://www.pbs.org/wgbh/pages/frontline/shtetl

Shtetl
http://metalab.unc.edu/yiddish/roots/html/holocaust.html
74 sites Do a search on the Shtetl
Jews in Eastern Europe Klezmer Music
Fiddler on the Roof by Sholom Aleichem
Yiddish Theater Jewish Geneology

The Nazi Holocaust 1938-1945
http://www.historyplace.com/worldhistory/genocide/holocaust.htm
An overview of the Holocaust (Site is known as the History Place)

Holocaust and Anti-Semitism
http://www.maven.co.il
This site has many other subjects

Hitler Youth- The History Place
http://www.historyplace.com/worldwar2/hitleryouth/index.html

"Under the Blood Banner" by Eric Kreye- Story of Hitler Youth
http://www.amazingjoy.com/banner.htm

Eleanor's Story: An American Girl in Hitler's Germany
Lesson Plans for Teachers and Librarians Grade 5-12th
http://www.holocaust-trc.org/Eleanor_story_1p.htm

South Carolina Voice: Lessons from the Holocaust
Deals with the poem the Hangman-Nazi policy- Two experiences from Hitler's Germany
http://www.scetv.org/HolocasutForeum?les2.html

Scholastic: Research Tools - The Holocaust and World War II
http://teacher.scholastic.com/researchtools/articlearchives/annefrank/index.htm

THE CHILDREN (can also be found in other categories)

The Children including many web sites
http://fcit.coedu.usf.edu/Holocasut/people/children

Hidden Children
http://history1900s.about.com/homework/history1900s/library/holocaust/aa02598.htm

The Children
http://wlc.ushmm.org/wlc/article.jsp?Moduled=1000542

Children's Holocaust Stories
http://www.amazon.com **or** **www.barnesnoble.com**

The Children and the Holocaust
http://www.mttsu.edu/~baustin/children.html

Childhood in Times of War by Andrew Salamon
Complete book about Hungary
http://remember.org/jcan

HIDING, RESCUE AND RESISTANCE

Hidden Children
http://history1900s.about.com/homework/history.1900s/library/holocaust/aa02598.htm

Anne Frank Internet Guide
http://www-th.phys.rug.nl/~ma/annefrank.html
Listing of Anne Frank organizations, life, diary and background, Educational exhibits, articles and books

Anne Frank On Line
http://www.annefrank.com

Anne Frank in the World, 1929-1945- Teacher's Workbook
Grades 5-8th and 7-12th
http://www.uen.org/utahlink/lp_res/AnneFrank.html

My Story: We Remember Anne Frank
http://teacher.scholastic.com/frank/index.htm
Interview with Hanneli Pick-Goslar. Teacher's Guide.
Miep Gies

We Remember Anne Frank
http://teacher.scholastic.com/frank/tguide/htm
We Remember Anne Frank Teacher's Guide

We Remember Anne Frank - Stories of Courage
http://teacher.scholastic.com/frank/stories.htm
Stories of seven rescuers and five Jewish survivors

Interview with Miep Gies
http://teacher.scholastic.com/frank/tscripts/miep.htm
May 1997 interview with Miep Gies, the woman who risked

her life daily to help hide the Frank family and others.

Holocaust Glossary
http://teacher.scholastic.com/frank/gloss.htm

For Resistance and other Holocaust Materials (56 page booklet)
http://www.ushmm.org/education/Resistance.pdf

Chapter 10-Jewish Resistance –From Understanding the Holocaust by Weston Walch, Publisher
http://www.socialstudies.com/c@cc6HgBy_7iaME/Pages/article.html?article@JWW255a

Righteous Conduct during the Holocaust
http://www.chambon.org/righteous_conduct.htm

Dimitar Peshev
Vice President of Bulgarian Parliament in 1943 help to save 43,000 Jews
http://web.tin.it/Peshev/story.htm

Belgian Rescue
Joseph Andre (1908-1973)
http://motic.wiensenthal.org/text/x00/x0085.html

Belgium- Information before the war and during
The Mechelen Museum of Deportation and Resistance
http://www.cicb.be.shoah/righteous.html

To Save One Life- The Stories of the Righteous Gentiles-20 pages
http://fcit.coedu.usf/Holocaust/people/save/lif.pdf

Resister, Rescuers and Bystanders
http://remember.org/guide/wit.root.wit.res.html

Rescuers during the Holocaust
http://www.cs.cmu.edu/afsks.cmu.edu/user/mmbt/www/rescuers.html

Sugihara, Chiune
http://library.ushmm.org/sugihara.htm
Life and rescue, film and video and added resources

Visas for Life: The Remarkable Story of Chiune and Yukido Sugihara
http://www.hooked.net/users/rgreene/Sug.html

GHETTOS AND CAMPS

GHETTOS
http://fcit.coedu.usf.edu/Holocaust/timeline/ghettos.htm

LVOV GHETTO
http://motic.wiensenthal/org/pages047/t0478.html

Ghetto Fighter's House Museum in Kibbutz Lochamei Hagetaot in Israel
And a Children's Museum
http://www.gfh.org.il/english

Trapped in Darkness
http://ghetto.actiweb.com/
Minsk, Riga, Vilna and Babi Yar, maps and other topics

The Warsaw Ghetto
http://www.us~israel/jsource/Holocaust/warsawtoc.html
Large site covers from call to arms, to life, reports both from Jews and Germans, the Revolt, resistance, diaries and maps

Jewish Students on Line Research Center
Ghettos in occupied Europe, maps, Bialistok, Kovno, Vilna and Warsaw ghettos
http://www.us-israel.org/jsource/Holocaust/ghetto.html

Abe's Story- Tells the story of Abe Korn from Poland from the beginning of the war until liberation with maps
http://www.remember.org/abe/
Survivors

Life in hiding, death factories, forced labor, rescue and risk, lessons plans
http://fcit.coedu.isf/edu/holocaust/people/survivor.htm

Night by Elie Wiesel- CyberGuide by Barbara Jania-Smith
http://www.sdcoe.k12.us/score/night/nighttg.html
This site has a Teacher's Guide for the Holocaust, timelines, summaries. Victims, photos, student activities and much more

An Auschwitz Alphabet
http://www.spectacle.org/695/ausch.html
Each letter stands for a part of life that existed in Auschwitz, written by an American Jew whose grandparents came to the United States before the Holocaust

Alan Jacobs Photos of Auschwitz and the Camps
http://remember.org/jacobs/

C.A.N.D.L.E.S.
Children of Auschwitz site about twins, books and lessons plans
http://www.candles-museum.com/

I Saw the Walking Dead: A Black Sergeant Remembers Buchenwald
http://historymatters.gmuedu/text/964e-bass.html

Terezin
http://www.photo.net/bp/terezin
Visit the camp and comments of visitors that went there

Holocaust Oral Histories
http://holocaust.umd/umich.edu/

The Forgotten Camps
http://www.Jewishgen.org
List of camps, language, companies that were involved with camps, extermination and concentration camps, survivors, liberators, general information and art

Gypsies in the Holocaust
http://www.fordham.edu/halsall/mod/gypsy-holo.html
Modern History Source Book

A Brief Romani Holocaust Chronology
http://www.osi.hu/rpp/holocaust.html

Jehovah Witnesses in the Holocaust
http://fcit.coedu.usf.edu/holocaust/people/VictJeho.htm
A Teacher's Guide to the Holocaust: Jehovah Witnesses

Holocaust Teacher Resource Center
http://www.holocaust-trc.org/Jehovah.htm

LITERATURE OF THE HOLOCAUST

Children's Books on the Holocaust
http://holocaust_trc.org/bibliography.htm
Holocaust Centers and Archives-Queensborough Community College, NY

Children Stories about the Holocaust
http://www.amazon.com

Literature of the Holocaust
http://www.english.upenn.edu/%7Eafilreis/Holocaust/holhome.html

An On Line Magazine for Post-Holocaust Issues
http://users.systec.com/kimel/

Bibliography prepared by Ned Shulman
http://remember.org/guide/biblio.root.html

Children's Literature Related To Diversity
http://www.brown.edu/Departments/IESE/Projects/Fortes/kidbooks.html

Holocaust Text Library Bibliography
http://www.pen.k12.ua.us/Anthology/Pau/LangArts?kindig.html

MUSIC, POETRY, ART AND PLAYS

ART WORK OF THE HOLOCAUST
http://motic.wiensenthal.org/albums/palbum/poo/a0021p3.html

THE ARTS
http://fcit.coedu.usf.edu/holocaust/people/people.html

Roundup of the Jews in the Warsaw Ghetto
To the Little Polish Boy Standing with His Arms Up by Peter L. Fischl
http://www.holocaust-trc.org?FischlPoem.htm

Witness and Legacy Contemporary Art About the Holocaust
http://www.Educator_/Educator_Resource_Packet-Cieducators-resourcespacket-c.html

Holocaust Poetry and Art
http://www.datasync.com/~david959/holo_art.html

The Music of the Holocaust
http://www.org/hist.root.music.html

Opera –Brundibar
http://yahoo.com
type in Brundibar Opera –It has many sites
http://www.brundibar.net/web/templates/webbruuk.asp?RM=5

ARTS AND PICTURES
http://www.hum.huji.ac.il/Dinur/internetresources/holocauststudies.htm

Plays about the Holocaust
Dr. Yanush Korczak by Alina Kentof
Based on the book: *A Field of Yellow Buttercups*
http://fcit.coedu.usf.edu/Holocaust/resource/plays?Korczak2.htm

Music CD: "Stand Up! Speak Out!"- feature original songs that speak of prejudice, bullying, character and moral courage- The songwriter- singer- musician is available for school programs and assemblies.
http://www.soozaroo.com

SURVIVAL, LIBERATION AND NEW LIVES

Rescue and Liberation
http:fcit.coedu.usf/holocaust/timeline/RESCUE2.htm

The Aftermath
http://fcit.coedu.usf/holocaust/timeline/after.htm

The Nuremberg Trials
http://www.historyplace.com/worldwar2/holocaust/h-nurem.htm

Nuremberg Trial Proceedings- The Avalon Project at Yale Law School
Whole trial is posted
http://www.yale.edu/laweb/avalon/imt/proc/12-07-45.htm

Nuremberg Trial Series
http://www.lib.uconn.edu/DoddCenter/ASC/dodnurem.htm

Statistics of the Holocaust
http://www.historyplace.com/worldwar2/holocaust/h-statistics.htm

America and the Holocaust
http://www.pbs.org/wgbh/amex/holocaust/
Interviews, transcripts, primary sources, bibliographies, maps, people, events teacher guides for films.

Genocide
Armenian, Rape of Nanking, Stalin's Forced Famine, Pol Pot in Cambodia, Rwanda, Bosnia Herzegovina **http://www.historyplace.com/worldhistory/genocide/index.html**

Armenian Genocide
It provides educational resources, genocide research and information on this genocide
http://www.armenian-genocide.org/

Genocide: Resources for Teaching and Research
http://www.people.menphis.edu/~genocide/

Armenian Genocide
http://www.genocide.am/index0.htm
Includes Armenian history, bibliography, article, on line text

Bosnia and Kosovo- Ethnic Cleansing
Kosovo: News, Background and Resources
http://www.kosovo.mod.uk/

US Department of State: Kosovo Humanitarian
http://www.state.gov/www/region/eur/kosovo_hp.html

Human Rights Watch
http://www.hrw.org

Holocaust: A Tragic Legacy
http://library-advanced.org/tq-admin/day.cgi
A Think Quest site designed by students-information on Bosnia-Herzegovina, Rwanda, Burundi and the Nuremberg Trials and much more

PHOTOGRAPHS AND VIDEOGRAHY OF THE HOLOCAUST

Photographs of the Holocaust
http://history1900s.about.com/cs/photographs/Index.htm

Videography of the Holocaust
http://fcit.coedu.usf.edu/Holocaust/resources/films.htm

United States Holocaust Memorial Museum- Washington, DC
http://www.ushmm.org
Extensive photo archive

Alan Jacobs Photos of Auschwitz and the Camps
http://remember.org/jacobs/

Holocaust Picture Exhibit
http://www.fmv.ulg.ac.be/schmitz/holocaust.html

HOW TO TEACH THE HOLOCAUST

HOLOCAUST STUDY RESOURCES
http://www.hum.huji.ac.il/
Dinur/Internetresources/holocauststudies.htm
Art and photos, bibliography, books, general history, maps, links, museums,
89 sites

50 Educational Web Sites
http://www.jr.co.il/hotsites/j-holec.htm

A Teacher's Guide to the Holocaust
http://fcit.coedu.usf/Holocaust
600 photos, movies, survivors, complete site index

Education- A Legacy for Teaching the Holocaust
http://remember.org/educate/Index.html

Holocaust Related Websites
http://fcit.edu.usf/Holocaust/resources/websites.htm

Teaching about the Holocaust Guide (136 pages)
http://www.ushmm.org/education/guide.htm

The Holocaust- A Guide for Teachers
Created by Gary Grobman
http://remember.org/guide/Index.html

Database for Teaching the Holocaust through Stamps
http://web.macam98.ac.il/~ochayo/linkem.htm
Six subjects, the executioner, the victim, the silent bystander, the Righteous and a stamp gallery

Jewish Net
http://jewishnet.net
Look for Holocaust Education
Search and Find- Arts and Humanities- History in the 20th Century
http://www.jewish.com/cgi-bin/links_2.0/jump.cgi?D=13272
Eyewitness accounts, second generation, Holocaust genealogical research, oral histories, tracing programs (American Red Cross), bearing witness, 3,800 Fortunoff Video archives

Holocaust Mediagraphy- Internet School Library Media Center
http://falcon.jmu.edu/~ramscuil/holomed.htm
Bibliography, films, resources, children CD rom, liberators, rescuers, recommended readings

Cybrary of the Holocaust
http://remember.org
Vast source of information

Holocaust Resources for Teachers
http://fcit.coedu.usfHolocaust/resources/resources.htm
Bibliographies, movies, documents, museums, videography, galleries, music, plays, quizzes, maps and much more

United States Memorial Museum, Washington, DC
Teaching materials and photos
http://www.ushmm.org/Index.html
Get Guidelines for Teaching About the Holocaust-12pages

Simon Wiensenthal Multi Media Learning Center
http://www.wiesenthal.com

Shanash : The Jewish Internet Consortium Holocaust Page
http://www.shamash.org/holocaust/
Site refutes efforts of Holocaust deniers

Facing History and Ourselves
http://www.facing.org

Educational materials

Teaching Materials-Westchester University
Holocaust, The American Indian, Genocide of Asia, American Slavery, Genocide's of Europe, Africa, Hate- Prejudice- and Stereotyping
http://www.wcupa.edu/_academies/holocaust/teach.htm

Tree of Life
http://www.shore.net/shalombk/holo.htm
List of Literature and teaching materials

The Holocaust: An Historical Summary
http://www.ushmm.org/education/history.html
Holocaust in chronological order, focusing on the rise of Nazism and the Final Solution

Holocaust Curriculum K-12
http://falcon.jmu.edu/schoollibrary/hologues.htm

Lesson Plans- Teaching Holocaust Themes in Elementary School
http://holocaust-trc.org/lesson.htm

The Shoah Foundation
http://www.vhf.org/
Visual history from Steven Spielberg

Holocaust Glossary
http://www.wiesenthal.com/resources/gloss.htm

The Holocaust- Questions and Activities for Thoughts and Discussion
http://www.fred.net/nhhs/html/hologues.htm
Questions to ask upon visiting Washington, DC Holocaust Museum

ORGANIZATIONS

Many Organizations can be found in previous sites

Social Studies School Service
http://www.socialstudies.com
Holocaust Resources and Materials
Lessons on the Internet
Teaching Holocaust Studies on the Internet
Multicultural Materials
Films (Zenger Media)

United States Holocaust Memorial Museum, Washington, DC
http://www.ushmm.org

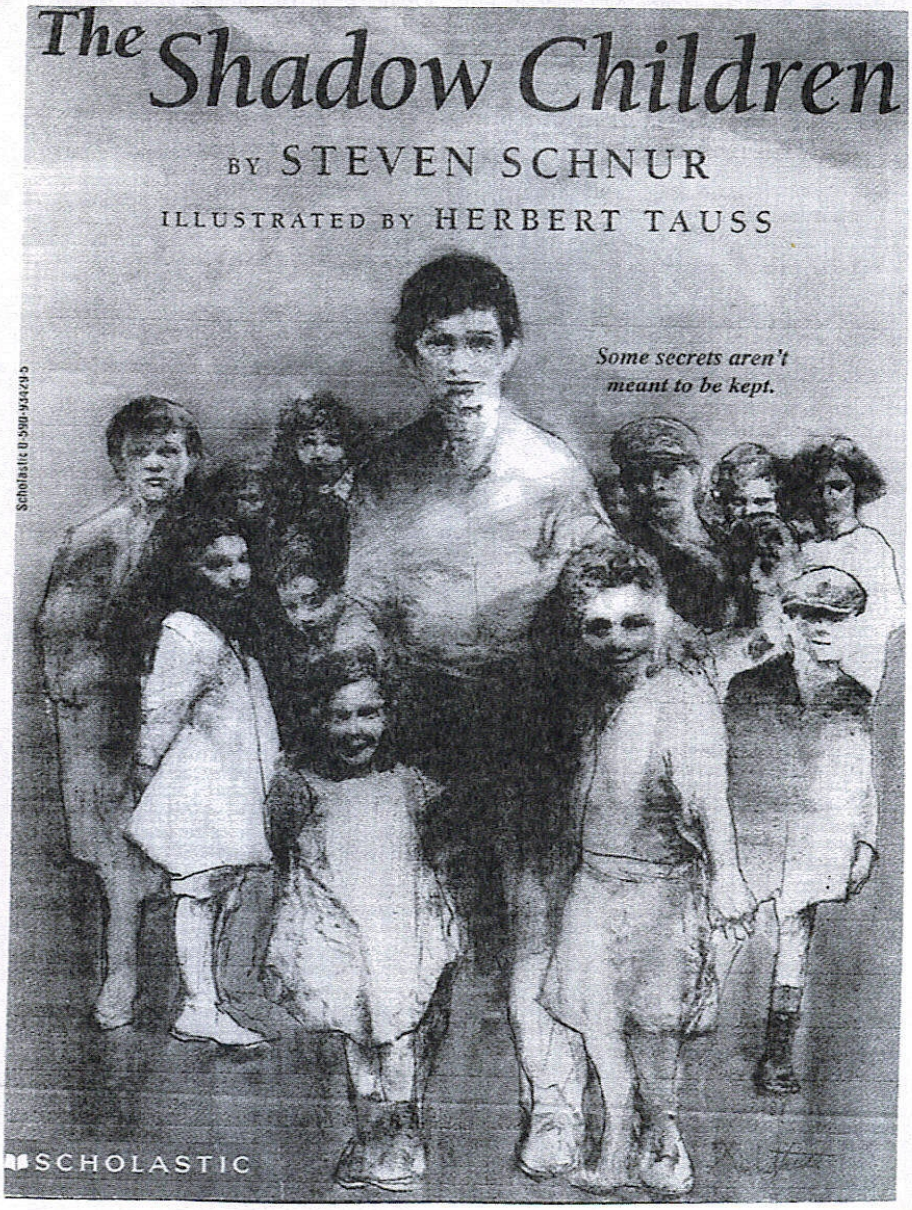
Simon Wiesenthal Multi Media Learning Center
http://www.wiesenthal.org

The Center for Holocaust and Genocide Studies
University of Minnesota
http://chgs.hispeed.com/

Cybrary of the Holocaust
http://www.remember.org

Anti-Defamation League
http://www.adl.org

New Jersey Commission on Holocaust Education and Genocide Curriculum- K-4th Caring Makes a Difference, 5-8th- To Honor All Children: From Prejudice, to Discrimination, to Hatred…. to Holocaust, 9-12th grades- The Betrayal of Mankind
http://www.remember.org/hist.root.holo.html


The Shadow Children
BY STEVEN SCHNUR
ILLUSTRATED BY HERBERT TAUSS
Some secrets aren't meant to be kept.
SCHOLASTIC

CARING MAKES A DIFFERENCE
KINDERGARTEN- 4TH GRADE BIBLIOGRAPHY

Note to the Educators: Please be aware that many of the books listed for students and educator resources can be used in more than one grade level and category.

Kindergarten-1st Grade

Altman, Linda Jacobs. **The Legend of Freedom Hill.** Two families considered "outsiders" work together to overcome trouble. Rosabel, daughter of a runaway slave, and Sophie, daughter of the only Jewish family in town, make plans to raise the money to buy Miz Violet's freedom. Set in the time of the California Gold Rush. New York: Lee & Low Books, 2000. 1st-3rd grades

Ammon, Richard. **An Amish Christmas.** A sister and brother wait with their classmates for their parents to arrive at school to take them home to begin the Christmas holidays in their Amish home and community. New York: Scholastic Inc., 1997. K-4th grades

Andersen, Hans Christian. **The Ugly Duckling.** A Caldecott Honor Book that tells the story of an ugly duckling that is being ostracized by the other animals and turns into a beautiful swan. Nicely illustrated. New York: Morrow Junior Books, 1999. K-2nd grades - also available as video

Bercaw, Edna Coe. **Halmoni's Day.** Jennifer's grandmother Halmoni is visiting from Korea. Jennifer is worried because she plans to take her grandmother to school and fears that no one will understand her. Jennifer's mother translates as Halmoni relates a spellbinding story of her childhood during the Korean War. New York: Dial Books for Young Readers, 2000. **NJ author**

Berenstain, Stan and Jan. **The Berenstain Bears New Neighbor.** A new neighbor, the Pandas, move right across the street from the Berenstain Bears and Papa Bear's nose is out of joint. The children welcome them as new friends and play with them. When the adults follow suit, Papa Bear learns a valuable lesson on the dangers of bigotry and prejudice. NY: Random House Publishing, 1994.

Bunting, Eve. **Fly Away Home.** Told through the eyes of a young boy who is homeless and living in an airport with his father, the reader learns of the love that exists between father and son, the friendships formed with other homeless families and individuals, and the insecurities and risks found in daily life. New York: Clarion Books, 1991. K-3rd grades

Bunting, Eve. **Cheyenne Again.** In the late 1880's, a Cheyenne boy named Young Bull is taken from his family and placed in a boarding school to learn the white man's ways. Mistreatment abounds but through his artwork, Young Bull remembers he is " Indian inside." New York: Clarion Books, 1995. K-3rd grades

Burns, Margy Knight. **Who Belongs Here?** Nary and his grandmother ran away from Cambodia to live in Thailand until they could come to the USA. Nary was happy to come to the USA but is saddened by the name-calling of his classmates. Nary's teacher tries to teach the children about refugees and the consequences of prejudice. Tilbury House, 1993. 1st-4th grades

Chief Lake Swamp. **Giving Thanks**: **A Native American Good Morning Message.** Native American tradition that honors the wonder and diversity in nature. The words in the book come from Iroquois, Mohawk, Oneida, Cayuga, Onondaga, Seneca and Tuscarora. They are still spoken at gatherings today. New York: Lee and Low Books, 1997. K-5th grades

Cauley, Lorinda Bryan. **The Ugly Duckling**. An ugly duckling spends an unhappy, lonely year being ostracized by other animals in the barnyard before he grows into a beautiful swan. A classic

tale retold and illustrated by L. B. Cauley. A Reading Rainbow Book. New York: Harcourt Brace Jovanovich, 1979. K-2nd grades

Cheltenham Elementary School Kindergartners. **We Are Alike…We Are Different.** Asks questions, how are we alike, how are we all different. New York: Scholastic Inc, 1991.

Cohn, Janice. **Why Did It Happen? Helping Children Cope in a Violent World.** This story about Daniel helps children learn to realize that while bad things may happen in a violent world, parents and teachers can help children understand that there is a lot we can do to feel safe and to foster sympathy, compassion, and comfort for others. New York: Morrow Junior Books, 1994. K-2nd grades

DeRolf, Shane. **The Crayon Box That Talked.** A child overhears crayons in a box disagreeing with each other and decides to buy the box of crayons to take home. Once home, she spreads out the crayons and begins to color with them. As the crayons watch her work, they learn to appreciate each other and what they are able to create together. New York: Random House, 1997.

Dr. Seuss. **My Many Colored Days.** The book talks about the various colors that represent the different moods and how everyone interprets them. New York: Alfred A. Knopf, 1992. K-2nd

Dr. Seuss. **The Sneetches and Other Stories.** This volume has become a classic for children and it contains a valuable lesson on the dangers of prejudice and discrimination. New York: Random House, 1961. K-2nd grades

English, Karen. **Nadia's Hands.** A Pakistani American girl learns to appreciate her family's customs and traditions. Honesdale, PA: Caroling House, 1999. K-2nd grades

Fleming, Virginia. **Be Good To Eddie Lee.** Eddie Lee is a little boy with Down's Syndrome who enjoys the company of Christy and JimBud. However, they thing he is a nuisance and try to discourage him from following them to the lake. Eddie stumbles along anyway, and JimBud makes cruel remarks. Eventually, it is Eddie Lee who shows Christy the remarkable sights hidden in a small area of the lake. New York: The Putnam and Grosset Group, 1993. K-4th grade

Fox, Mem. **Whoever You Are.** Simply written and beautifully illustrated, this book expresses the concept that despite all the differences of all the children in the world, there are similarities that bind the human race together - the feeling of joy, pain and love. New York: Harcourt Brace and Company, 1997.

Franklin, Dr. John Hope. **Xanadu.** This children's story serves as an introduction to the abundant art and description of an ideal world that was created by 800 North Carolina children. North Carolina: Durham, 2000.

Fries, Claudia. **A Pig is Moving In**! Henrietta Hen, Doctor Fox and Nick Hare all live in the same apartment. One day, Theodore the Pig moves in and, because he is a pig, they all assume that he is messy. All of them behaved in a prejudiced manner. Each time there was a mess in the house they assumed it was the pig (and the pig always cleaned without anyone knowing). Theodore invites them to his neat house, serve refreshments and they all bond. Orchard Books, 2000.

Howard, Elizabeth Fitzgerald. **Virgie Goes to School with Us Boys.** In the post-Civil War South, young Virgie is determined to go to school despite being ridiculed by others. New York: Simon and Schuster, 2000.

Intrater, Roberta Grobel. **Two Eyes, A Nose, and a Mouth**. The book emphasizes that each person is unique and different in appearance, particularly in the face. Although each

one of us has eyes, a nose and a mouth, no looks alike and our differences make us special. New York: Scholastic Inc, 1995.

Kates, Bobbi Jane. **We're Different, We're the Same**. This books deals with the concepts of being different and the same. New York: Random House, 1992.

Katz, Karen. **The Color of Us**. Seven year old Lena learns about the color of skin when she attempts to find the right combination of paint mix for her color. Walking through her neighborhood she understands and celebrates the diversity of friends. New York: Henry Holt and Company, 1999.

Kellogg, Stephen. **Island of the Skog**. This is a cartoon about aggressive mice who go to the Island of the Skog with the intention of capturing the famous feared monster, the Skog. The mice plot to overthrow the Skog. They are very surprised indeed to learn that the Skog is a little creature who is eager to be saved and accepted. The mice and the Skog want to live in peace. New York: Dial Press, 1973. K-2nd grades

Klonsky, Ruth L. and Gerson, Elaine. **Our Umbrella of Friendship**. This activity book for young children encourages them to appreciate the diversity of our society while they develop their skills of observation, understanding and self-expression through the completion of 24 activities. New York: Anti-Defamation League of B'nai B'rith of New York, 1989. K-2nd grades

Kroll, Virginia. **Hats Off To Hair.** A variety of hairstyles lets the reader know the uniqueness of hair color and fashion while also demonstrating the uniqueness of each person. Beautiful paintings show the children of many cultures enjoying their hairdos and because they are pictured so lovingly, they are accepted. Watertown, MA: Charlesbridge Publishing, 1995.

Luenn, Nancy. **The Dragon Kite.** The thief, Ishikawa, is a popular historical figure who lived in Japan in the late 1600's and early 1700's. There are real stories about his attempts to steal the golden dolphins that adorned the roof of Nagoya Castle. In this story, he becomes the outlaw who steals from the rich to help the poor. New York: Harcourt Brace Janovich Publishers, 1982. K-2nd grades

McFadden, Tim. **The Whole Human Race.** Told in poetic form, the author describes the things that each person has in common while being different. He describes what lips can do (smile, kiss, speak, sing, groan, etc.), what ears can do, what hands can do, etc. As each is described, the reader is reminded that each may be different yet each can accomplish much and that all help to make each of part of the" whole human race." Los Angeles: Grace House Projects, 1994. K-3rd grades

Polacco, Patricia. **Mrs. Katz and Tush.** Larnel, a young African American boy, brings his lonely neighbor Mrs. Katz an abandoned kitten. He agrees to help care for the kitten which she names Tush. When Larnel visits Mrs. Katz, he learns about her husband and their difficult life in Poland. After Larnel celebrated the Passover Seder with Mrs. Katz, their friendship is firmly cemented. New York: Dell Publishing Co., 1992. 1st-3rd grades

Polacco, Patricia. **The Trees of the Dancing Goats.** In a small community in Michigan, a scarlet fever outbreak confines many members to bed just as the December holidays are beginning. Trisha's family is spared. Her grandparents prepare gifts for both groups and, on the last day of Chanukah, they visit each other and remember the true miracle of friendship. New York: Simon Shuster, 1996. K-3rd grades

Polacco, Patricia. **Welcome Comfort.** Welcome Comfort is an overweight, lonely orphaned boy who is tormented by his schoolmates. In and out of foster homes, Welcome finally finds friends

and a sense of family with Mr. Hamp, the school custodian, and Mrs. Hamp. As he grows to manhood, Welcome learns much from the Hamps about love and giving. He also learns that he has a very special role to fill in life. New York: Philomel Books, 1999. 1st-4th grades

Popov, Nikolai. **Why**?: **About War and Peace.** It exposes the senselessness of war. A wordless picture book illustrates how easily the cycle of mayhem escalates. Evocative watercolors show the armed conflict between frogs and mice. The book helps children to examine the devastating consequence of violence. New York: North South Books, 1997. K-3rd grades

Rappaport, Doreen. **Dirt on Their Skirts.** Story about a young woman who became a world champion. New York: Dial Books, 2000. 1-3rd grades

Reuter, Elizabeth. **Best Friends.** Judith is a Jewish girl in Germany who is rejected by her classmates and friends. She feels helpless against the forces of Nazis that influence even her best friend, Lisa. Germany: Yellow Brick Road Press, 1993. 2nd - 3rd grades

Rosen, Michael. **This is Our House.** George discriminates against twins, short people or children with glasses. He does not let them enter into his cardboard box house. One day everyone jumps into the house when he is not there. They all decided that they will exclude people with red hair, and George has red hair. This turns out to be a fair-play action. Bergenfield, NJ: Penguin Books, 1997. K-3rd grades

Say, Allen. **Tea and Milk.** The book tells the story of a happy Japanese American teenager whose parents decide to return to Japan. She struggles to adjust and eventually finds peace with her new culture. Wilmington, MA: Houghton Mifflin, 2000. K-4th grades

Scott, Elaine. **Friends**. Explores the complexities of friendship. Making friends for some people is easy while for others it becomes a difficult problem. Beautifully photographed. Atheneum Books for Young Readers, 2000.

Simon, Norma. **All Kinds of Children.** This book helps children to realize all they have in common with other boys and girls, not only in their own community, but around the world. Morton Grove, IL: Albert Whitman and Company, 1999.

Smith, Cynthia Leitich. **Jingle Dancer.** Jenna is a member of the Musgogee Creek Nation. She is finally old enough to participate in the Jingle Dance at the upcoming powwow. However, she doesn't have enough jingles on her dress and starts out to collect them from her relatives and friends. Jenna dances for all the people who could not dance. New York: Morrow Junior Books, 2000. K-2nd grades

Waber, Bernard. **Lovable Lyle.** Lyle, a lovable crocodile, lives with the Primm family. Everyone loves Lyle. One day he receives hate mail and Mrs. Primm finds out that Clover Sue Hipple is the sender. Mrs. Primm decides to invite Mrs, Hipple to tea to dispel any fears she might have about Lyle. The tea is not successful. The next day Clover Sue almost drowns at the beach and Lyle saves her. He is rewarded for his heroism. A Read Aloud Book. Boston: Houghton Mifflin Co., 1997.

Walters, Jerry. **Dumbo.** Jumbo Jr. (Dumbo) is a baby elephant who is born with big ears. He is ridiculed by the other circus animals. Dumbo befriends Timothy, a mouse who stands by him, gives him confidence and encourages him to develop his special talent. Dumbo uses his large ears to become an aerial artist. He now gains respect from the other circus animals. New York: Random House, 1972. K-2nd grades

Watson, Esther. **Talking to Angel.** Through love and empathy, the artist-narrator hears her autistic sister's 'sound of silence" and comes to understand that the message is important

regardless of the mode. The book stresses the need to honor and respect differences. New York.: Harcourt and Brace, 1997. K-3rd grades

We're Different, We're the Same. From Sesame Street featuring the Henson's puppets showing how we are all alike yet different. Lots of animation. New York: Random House, 1994.

FOR THE TEACHER

- **Appreciating Differences: Multicultural Thematic Units.** 30 plus lessons to encourage students to value the worth of contributions and differences of others. 1995. Social Studies School Service-Grade 3-6th
- Beane, Allan B. **The Bully Free Classroom:** Over 100 Tips and Strategies for Teachers. Ideas for the classroom and the parent. Free Spirit Publishing, 1999. K-8th grades
- **Beyond Heroes and Holidays: A Practical Guide.** Edited by Enid Lee, Deborah Menkart and Margo Okazawa-Rey. The book covers Anti-Racist, Multicultural Education and Staff Development. A rich resource of ideas and activities. There are more than 80 articles on strategies to be used in the classroom. Activities are cross-curricular with strong emphasis on social studies and reproducible pages. 1998. Social Studies School Service K-12 grades
- Byrnes, Deborah. **"Teacher, They Called Me A------!"** Book focuses on racial prejudice, stereotyping, sexual bias and other negatives. 86 subject related activities to build tolerance and help children overcome hurtful behavior. Utah State Dept. of Education/ADL, 1995. K-6th grades. Social Studies School Service. 1-800-421-4246 email http://socialstudies.com
- Horne, Arthur M and Dawn A. Newman. **Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders.** 7 modules: Bullying, Recognizing the Bully, Recognizing the Victim, Taking Charge: Interventions for Bullying Behavior, Assisting Victims: Interventions and Recommendations, the Role of Prevention and Relaxation, and Coping Skills. Research Press Increasing Awareness of Education/ADL, 2000. K-6th grades ADL: http://adl.org
- Fried, Suellen and Paula. **Bullies and Victims: Helping Your Child Survive the Schoolyard Battlefield**. M Evans & Co, 1998.
- Harris, V.(Ed.) **Using Multiethnic Literature in the K-9th Classroom.** Each chapter specifically deals with Asian Pacific American, Puerto Rican, Mexican American, Native American and African American children's literature , key issues that need to be addressed and a list of children's books. Christopher Gordon, 1997.
- **LaRosa-Stern, Caryl and Ellen Hofheimer Bettman. Hate Hurts.** How Children Learn and Unlearn Prejudice, a Guide for Adults and Children from the Anti-Defamation League. New York: Scholastic Inc, 2000.
- **The Gender Respect Workbook.** Fifty easy lessons to teach non-sexist behavior to children. Topics range from "Understanding Gender Respect" to "What to Do When Someone Doesn't Practice Gender Respect Towards You." Childswork/Childsplay P.O.Box 1604, Secaucus, NJ 07096- 800-962-1141
- Stein, Nan and Sjostrom, Lisa. **Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students.** Uses role-playing and other activities to deal with targets, bullies, and bystanders. Wellesley: Wellesley College Center for Research on Women and National Education Association. 4th-5th grades
- Froschi, Merle . Barbara Sprung, and Nancy Mullin-Rindler. **Quit It!: A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3.** Includes problem-solving activities, games, and exercises designed to encourage students to think about harmful behavior. Wellesley College: Educational EquityConcepts, Inc.
- Zakim, Leonard P. **Confronting Anti-Semitism: A Practical Guide.** Book helps the reader to rebut Anti-Semitism, stereotypes, racism and bigotry. Hoboken, NJ: Ktav, 2000.

POSTERS

The Alternative Alphabet Poster for Little and Big People. From basic elements to social justice, the teacher can use these posters as triggers for discussion in the classroom. K-12 grades Syracuse Cultural Workers, POB 6367, Syracuse, NY 13217. Toll free fax 877 265-5399

Ethnic Charts. 22x17 full color charts shows cultures of Navajo, Mexican Americans, Chinese Americans, English Americans, German Americans, and African Americans, illuminating the celebration and contribution of each group. Good Apple, 1997. Social Studies School Service 1-800-421-4246

MAGAZINE

Teaching Tolerance. Published twice a year at no charge to the Educator. Write, using school stationary: Teaching Tolerance, 400 Washington Ave, Montgomery, AL 361104. 800-370-2515 On special occasions they also publish free materials that may include a video and teacher guide or other worthwhile materials on a subject related to teaching tolerance. If you wish to share a story or classroom experience send to same address. **www.teachingtolerance.org**

VIDEOS

Dumbo. 60 min. Animated. Based on the Walt Disney film, it tells the story of a baby elephant born with extra large ears who is ridiculed by the other circus animals. He befriends Timothy the mouse who builds up his confidence and helps him to become an aerialist in the circus and gain the respect of the others. K-2nd grades

The Sneetches. 12 Min. Animated. Based on the old time favorite from Dr. Seuss, teaches valuable lesson on prejudice and discrimination. On Sing-Along Classics series; video Dr. Seuss **"Green Eggs and Ham and Other Stories."** Beverly Hills, CA: Fox Video, 1994. K-6th grades

Ugly Duckling. 12 Min. Animated. Taken from the Hans Christian Andersen story of the ugly duckling that is rejected by the other animals and later turns into a beautiful swan. K-2nd grades

Beauty and the Beast. 84 min. Animated. Walt Disney Productions**.** K-2nd

Beauty and the Beast. Read Along. Pop-up book. Disney Audio Entertainment Center, Burbank, CA 01521 ISBN 1-55723-255-5. K-1st Grade

The Reluctant Dragon. 28 min. Animated. Walt Disney. The Reluctant Dragon would much rather sit around and sip tea, reciting fun filled poetry and singing songs…until a young boy and a reluctant dragon fighter team up to teach the docile creature the fine arts of ferociousness. Available through Social Studies School Service 1-800-421-4246 K-1st grades

Respecting Differences. 18 min. Through appealing vignettes and songs, this workshop is designed to show children how to accept and respect differences in others. Differences in abilities, and differences in culture are highlighted. Youngsters are shown that being different can be both exciting and positive. Plus teacher's guide and binder. Sunburst 1-800-431-1934. K-1st grades

Don't Call Me Names. 15 min. Name-calling is one of the ways young children may express their anger or frustration. No child likes to be called a name. It can be painful and damaging. The program uses vignettes to highlight the reasons behind name-calling, the effects it has on others and stop others from calling them names. Plus teacher's guide. Sunburst 1-800-431-1934. K-2nd grades

Barney: What a World We Share. 54 min. Barney goes around the world. It teaches us "everything is a lot more fun when you share it with a friend." PBS **www.barneyonline.com** or 1-800-862-2763

Stop Teasing Me. 13 min. Using lively music, a spaceman narrator, and a robot who speaks in rhyme, makes clear that teasing is not fun for anyone. The program emphasizes that no one likes to be teased. Students are shown that they can stop teasing and do something nice for someone else. Plus teacher worksheets. Sunburst 1-800-431-1934. K-2nd grades

How We're Different and Alike. 10 min. Color. Four children (Asian American, European American, Hispanic American and African American) discover that despite their obvious differences in appearance, hobbies, and food tastes, they have much in common and share the same feelings and needs. 2nd-5th grades. Available through Social Studies School Service 800-421-4246.

2nd and 3rd Grades

Adler, David. **One Yellow Daffodil.** Morris Kaplan the florist loves flowers and prepares them for Jonathan and Ilana when they come for a special bouquet for the first night of Hanukkah. They invite Mr. Kaplan to their home to celebrate with them and learn his special secret. Gulliver Books, 1995.

Brill, Marlene Targ. **Allen Jay and the Underground Railroad.** Allen Jay and his family participated in the Underground Railroad that helped slaves to travel to their freedom. Allen Jay helped to save a slave, Henry James, by taking him on a dangerous journey to his grandfather's house. Carolrhoda Books, 1993.

Bruchac, Joseph. **The Trail of Tears.** In 1838, the people of the Cherokee nation were forced to move from their lands that are now known as Georgia, Alabama, Tennessee, Kentucky, South Carolina and North Carolina, to the lands west of the Mississippi. The story tells the history of the Cherokee through their struggles for their existence to their success today. New York: Scholastic Inc, 1999.

Bunting, Eve. **Smoky Night.** When the riots in Los Angeles break out in the streets of their neighborhood, a young boy named Daniel and his mother watch the looters in the street. When their home is set on fire, they must their hiding cat, Jasmine. It is during a crisis that the cats and people need to help each other to survive, no matter what their background, religion, culture or color. New York: Harcourt Brace and Co., 1994.

Cohn, Janice**. Why Did It Happen? Helping Children Cope in a Violent World.** Daniel is disturbed and frightened when his friend Mr. James is injured during the robbery of his grocery store. His parents, his teacher, other adults, and Mr. James help Daniel come to terms with the violence. New York: Morrow Junior Books, 1994.

dePaola, Tomie. **The Legend of Bluebonnet.** A tribe of Commanche Indians asks the Great Spirits to end the drought. The tribal leader tells the people that they "have taken from the Earth without giving back anything." It is now their turn to make a sacrifice to end the famine and the drought. Several of the tribe members still remain selfish in their actions. A young orphaned girl offers her only valued possession. In return, beautiful blue flowers cover the hillsides. As the tribe sang and danced "a warm rain began to fall and the land began to live again." Picture Book New York: Scholastic Inc, 1983.

Edwards, Pamela Duncan**. Barefoot, Escape on the Underground Railroad.** The runaway slave was called "barefoot" and the pursuers were called "heavy boots." When Barefoot runs away, he receives some unexpected help from the animals. New York: Harper Collins, 1997. 2nd-4th grades

Feder, Paula Kurzband. **The Feather-Bed Journey.** Rachel and Lewis tear their grandmother's feather pillow and she tells them the story how that pillow had a special meaning. She tells about her childhood in Poland when the Nazis persecuted the Jews. This book connects the Holocaust between generations. Morton Grove, IL: Albert Whitman, 1995.

Flournoy, Valerie. **The Patchwork Quilt.** Young Tanya involves the whole family in Grandma's effort to make a "family quilt." New York: Dial Books for Young Readers, 1952.

Green, Jen. **Talking About Racism.** Through the format of photographs, the author deals with such topics as: Everyone is different, racism, judging others, one of the gang, how does racism make people feel and how can it be stopped. The author uses short sentences to show the differences through children's photos and the solution, how to stop racism. Austin Texas: Raintree, Stech-Vaughn, 2000.

Hearne, Betsy. **Seven Brave Women.** Story of a family is traced through the generations and the brave women who played important roles on the home front. New York: Greenwillow Books, 1997.

Hoffman, Mary and Caroline Binch. **Amazing Grace.** Classmates of Grace tell her that she can not be Peter Pan in an upcoming play because she is Black. Her grandmother convinces her otherwise and she succeeds. New York: Dial Books for Young Readers, 1991.

Hopkinson, Deborah. **Sweet Clara and the Freedom Quilt.** Clara is a slave on a Home Plantation and she saves scraps of material to make herself a quilt that becomes a map of the route of Underground Railroad on the way to freedom in Canada. New York: Random House, 1995.

Isadora, Rachel. **At the Crossroads.** In the segregated towns of South Africa, fathers work in mines for long periods of time, often months. Since the families were not allowed to join them, there is great celebration when fathers return to their homes. New York: Greenwillow Books, 1991.

Latkin, Patricia. **Don't Forget.** The Singers are friendly local shopkeepers. One day while buying ingredients for her first cake, the little girl notices the tattoos on their arms. New York: Tamborine, 1994.

Littlesugar, Amy. **Freedom School, Yes.** Jolie's family takes in Annie, a white school teacher, who has come to teach at the Freedom School. When the church where the school is held is burned down, the African American community rebuilds it. When Annie is late returning from her turn to guard it, Jolie must overcome her fear to discover why. New York: Philomel Books, 2001.

Luenn, Nancy. **The Dragon Kite.** Legendary hero Ishikawa of Japan is depicted as a "Robin Hood" as he struggles to find a way to steal the golden dolphin from the roof of Nagoya Castle. First he must study with a wise kite maker. New York: Harcourt Brace Jovanovich, 1982.

McConnell, Nancy P. **Different and Alike.** People are born differently abled and require friendship and respect just like everyone else. Colorado: Current, Inc., 1988.

McFadden, Tim. **The Whole Human Race.** In poetic form, the author describes the things that each person has in common while also being different. Los Angeles, CA: Grace House Projects, 1994. K-3rd grades

Peck, Robert Newton. **Soup.** Two boys cheat Mr, Diskin, a man who has been kind to them. Examines how others influence us and our need to take responsibility for our own actions and words. NY: Alfred A. Knopf, 1974.

Polacco, Patricia. **The Keeping Quilt.** A family quilt, passed from mother to daughter for four generations, is a symbol of family traditions and love. New York: Simon & Schuster, Inc., 1988.

Pomeranc, Marion Hess. **The Hand-Me-Down Horse.** In post World War II, a young European boy whose family escaped death by hiding awaits his immigration to America. He watches his aunt leave for the ship that will take her across the ocean and yearns for the day that he too, will make this journey. While he anticipates his own voyage, David uses his imagination to take him to far away places. Eventually, David leaves his hand-me-down horse to a friend and he leaves for America. Morton Grove, IL: Albert Whitman and Co., 1996. Picture Book

Rosen, J. Michael. **Elijah's Angel.** Michael is a 9-year-old Jewish boy and Elijah is an over 80-year-old African American. They become fast friends. When Chanukah and Christmas fall on the same day, Elijah gives Michael an angel carved out of wood. Michael has a problem with bringing the graven image home. However, Michael's father explains that the angel can simply be an angel of friendship. Michael gives Elijah a menorah to light Chanukah candles and Elijah lights them in his barber shop window. Friendship means the same in any religion. New York: Harcourt Brace and Co., 1992.

Rothenberg, Joan. **Yettele's Feathers.** Inspired by an old Jewish folktale from Eastern Europe, the author-illustrator tells the story of Yettele who loved to tell tales about the people in her town. She didn't realize that her inventions could hurt innocent people. One day a particular tale about someone in the town aggravated the people and they avoid her. She is desperate to share a new tale so she runs to the Rabbi, the spiritual leader of the town. He finally teaches her a lesson that changed her life forever. New York: Hyperion Books for Children, 1995.

Schanzer, Rosalyn. **Escaping to America.** Author-illustrator depicts Sochocin, a small village in Poland, and tells about her grandparents who had 3 children. The family was being discriminated against in their village so they had to leave their home and seek a haven in a nearby village. When they return everything has been smashed and stolen and their restaurant lay in ruins. They know they must leave, so they write to their relative in Knoxville, Tennessee. They take a ship to America, become sick and suffer on their journey. However, they quickly adapt their new home and land. New York: Harper-Collins Publishers, 2000.

Scholes, Katherine. **Peace Begins With You.** The book handles "Peace" in a manner that children can grasp and understand. It takes the reader through an exploration of different paths to resolving these conflicts. The author concludes by putting forth the idea that the way to protect peace for all is to see that every person is treated fairly. Sierra Club Books, 1994.

Surat, Michele Marie. **Angel Child, Dragon Child.** Ute comes from Vietnam. Her mother is left behind and Ute misses her mother very much. Raymond teases Ute and the principal asks Raymond to learn more about Ute's family history. Under his direction, the school organizes a fair to raise money to help bring Ute's mother to the United States. This book clearly illustrates how we can learn about other cultures to overcome prejudice and stereotyping. New York: Scholastic Inc., 1983.

Winter, Jeannette. **Follow the Drinking Gourd.** A friend to the slaves, Peg Leg Joe taught slaves in the fields "a song that secretly told the way to freedom." They would travel at night by following the stars and "looking for the signs that marked the trail." The memorized words and picture images led them through fields, across rivers, along paths of the Underground Railroad, and finally to Canada. New York: Alfred Knopf, Inc., 1988.

Yin. **Coolies.** In 1865 several hundred Chinese immigrants arrive in America to work building the great railroad to the West. Two brothers, Shek and Wong, are determined to stay together. They struggle to survive as laborers hired by the Central Pacific Railroad. They are assigned to dangerous tasks, subjected to threats and treated disrespectfully. A grandson tells this story. New York: Philomel Books, 2001.

3rd and 4th Grades

Abells, Chana Byers. **The Children We Remember.** Using spare poetic text, the evocative black and white photographs show the plight of the children who suffered in the Holocaust, those who survived and those who died. A sensitive introduction to the Holocaust for young children. New York: Greenwillow, 1986. 4th - 5th grades

Ackerman, Karen. **The Night Crossing.** Clara and her family escaped from Nazi invaded Austria to find safety in Switzerland. They took some heirlooms with them and convinced the guards at the border to allow them to cross over. New York: Scholastic Inc, 1994. 3rd- 4th grades

Adler, David. **A Picture Book of Anne Frank.** This book chronicles Anne's life beginning with her birth in Germany. However, after Hitler's election, the family leaves for Holland. When the Nazis invade Holland, life grows progressively worse. Anne and her family went into hiding in an Annex in the back of Mr. Frank's business. In 1944, Anne and the others who were hidden in the Annex were arrested and sent to a concentration camp. They all perished for except Anne's father. New York: Holiday House, 1993. 3rd - 4th grades

Adler, David. **Child of the Warsaw Ghetto.** Shortly after the Great Depression of the 1930's, Froim's father died leaving his mother and six siblings homeless. Since Mrs. Baum had no means of support, Froim and one brother were sent to an orphanage run by Janusz Korczak, a famous doctor/teacher/author. When the Nazis took the orphanage, the children were sent into the ghetto. One day, Korczak and his orphans were forced onto trains for Treblinka, a concentration camp. Froim survived the atrocities of the camps to tell his story. New York: Holiday House, 1995. Picture Book 4th-5th grades

Balgassi, Haemi. **Peacebound Trains.** When Sumi's father dies, her mother joins the US Army so that she can undergo training and obtain college benefits. Sumi stays with her grandmother who finds Sumi at the top of Blossom Hill watching a train. Grandmother tells her the story of her family's escape from Seoul, Korea during the Korean War of 1950's. Picture Book. New York: Clarion Books, 1996. 4th- 5th grades

Bishop, Claire Buchet. **Twenty and Ten.** In 1944 during the German occupation of France, twenty French children in the Roman Catholic school run by Sister Gabriel are joined by ten Jewish children seeking refuge from the Nazis. New York: Puffin Books, 1978. 3rd-5th grades

Bunting, Eve. **So Far From the Sea.** Laura and her family visit grandfather's grave at the Manzanar War Relocation Center where he died during the Internment of Japanese Americans after the bombing of Pearl Harbor. As a memento, she leaves behind her grandfather's Cub Scout scarf that he had worn to prove that he was an American when the US soldiers came to get him. New York: Clarion Books, 1998. 3rd - 5th Grades

Bunting Eve. **The Terrible Things: An Allegory of the Holocaust.** The small clearing in the woods was shared peacefully by the forest creatures until the day the "Terrible Things" came. Little Rabbit is puzzled by the silence of the other forest creatures, and the behavior of the "Terrible Things" as each of the forest species is taken away until none remain but Little Rabbit. Philadelphia, PA: The Jewish Publication Society, 1980. 3rd Grade - Adults

Cameron, Ann. **The Most Beautiful Place in the World.** With the help of his grandmother, a young Guatemalan boy triumphs over poverty and abandonment to find love and self-respect. New York: Alfred Knopf, Inc., 1988. 3rd-4th grades

Chambers, Veronica. **Amistad Rising.** In 1839, a group of more than 500 African captives were chained together and placed aboard a Spanish slave ship headed for Cuba. After 2 months

at sea, 53 of the prisoners were transferred to the *Amistad* to be taken to a plantation in eastern Cuba. Joseph Cinque was one of those men who freed himself and others from their shackles. They attacked the captain and the crew and demanded to be taken home. Instead, they were delivered to New London, Connecticut and imprisoned. Abolitionists worked with Cinque and the case went to the Supreme Court. They were freed and returned home. New York: Harcourt Brace & Co., 1998. 4th - 5th Grades

Cohen, Barbara. **Molly's Pilgrim.** Molly, a nine-year-old Russian Jewish girl, is the object of her classmates' taunts because of her foreign accent, strange ways and different clothing. Around Thanksgiving, the teacher asks everyone to make a pilgrim doll. Molly, with the help of her mother, makes a Russian doll. Molly's pilgrim helped the class to understand the search for religious freedom that continues to bring pilgrims to America. Beech Tree Books, 1989. 3rd - 4th Grades. (also a video: **Molly's Pilgrim.** Well made. 24 min. color. Available through Social Studies School Service/ADL 1-800-421-4246) plus a guide: **Using Molly's Pilgrim in the Classroom** by Susan Kilpatrick. Teacher Created Materials 1995 ISBN 155734535X

Cohn, Janice, D.S.W. **The Christmas Menorahs: How a Town Fought Hate.** It was time for Hanukkah in 1993 in Billings, Montana when a rock suddenly crashed through the bedroom window of young Isaac Schnitzer. Young Isaac is frightened by the incident and confused when his father tells him that "It is because we're Jews." Isaac's friend Teresa and the rest of the Hanley family are preparing to celebrate Christmas. Teresa does not understand the violence directed against her friend and she and her family decide to join the Schnitzer family to fight back. Together, the two families go to the community with their story and the community decides that they will fight back against the hate and bigotry. The story of Billings, Montana, the town that fought hate, is told in this book and has also been the subject of a two video documentaries. Morton Grove, IL: Albert Whitman and Company, 1995. 3rd - 5th grades

Denenberg, Barry. **One Eye Laughing, the Other Weeping: The Diary of Julie Weiss.** In 1938 Vienna, Austria, young Julie Weiss is puzzled and increasingly distraught by the changes that are reshaping her lovely world into something ugly and vicious as the Nazis seize power and begin their campaign of hate and violence against the Jews. Dear America Series New York: Scholastic Inc, 2000. 4th - 8th grades

Drucker, Malka and Halperin, Michael. **Jacob's Rescue: A Holocaust Story.** Jacob once lived in a beautiful home in Warsaw with his family and played with his friends just like other boys and girls. But now the Nazis have come and everything has changed. Jacob is sent away from his family - as are his brothers - and is taken into the home of the Roslan family. The risk is great for everyone but hiding is the only way to survive. New York: Bantam Doubleday Dell, 1993. 4th-5th grades

Estes, Eleanor. **The Hundred Dresses.** Wanda Petronski was a poor, quiet immigrant from Poland in Maddie's class. Maddie joined her best friend and popular classmate Peggy in mocking Wanda's story that she has one hundred dresses in her closet. Wanda drew a display of 100 dresses that she colored and designed which were hung on the classroom wall. Wanda moved away, and Maddie feels guilty that she didn't stick up for Wanda when the children were taunting her. New York: Scholastic Inc. 1973. 3rd-4th grades

Feder, Paul Kurtzband. **The Feather Bed Journey.** As she holds and cherishes a small feather pillow, Rachel's' grandmother tells her the origins of her pillow. It once was a large blanket that was created during her childhood in Poland. The remainders of the blanket became a pillow that was sent to her in the United States. Morton Grove, IL: Albert Whitman and Company, 1995. 3rd - 4th grades

Fitzpatrick, Mary Louise. **The Long March.** In 1847, an impoverished group of Choctaw Indians collected $170.00 from their meager resources for the relief of the Irish suffering from the potato

famine. Choona, a resentful young Choctaw, comes to terms with the tribe's decision to send a contribution. Hillsboro, OR: Beyond Words Publishing, 1998. 3rd-4th grades

Fluck, Toby Knobel. **Memories of My Life in a Polish Village 1930-1949.** The author, an artist and survivor, tells the story of growing up in a small village in Eastern Poland that is first conquered by the Russians and then the Nazis. She and her mother manage to survive the Holocaust. The two of them are joined by Toby's new husband and immigrate to the United States. The author tells her tale in her art as well as words. New York: Alfred A. Knopf, Inc., 1990. 4th-5th grades

Hoestlandt, Jo. **Star of Fear, Star of Hope.** The author, through simple prose, reflects on the loss of a childhood companion more than 50 years ago, and explains her feelings of pain as Lydia, her best friend, left as the Nazis began arresting Jews in France. Morton Grove, IL: Walker and Company, 1995. 3rd - 4th grades

Hunter, Sara Hoagland. **The Unbreakable Code.** This is the story of the Navajo code talkers. During World War II, the Navajo were used by the United States military as radiomen to communicate secret information over the radio. Speaking in their own language, they were able to provide the military with a code that the Japanese were never able to break. Flagstaff, AZ: Rising Moon, 1996. 2nd-4th grades

I Dream of Peace. Images of War by the Children of former Yugoslavia. In the book, the children show the tatters of their lives and the destruction brought by the war to their homeland. UNICEF collected the poems and drawings from refugee camps and schools. United Nations Publication ISBN 0062511289. 4th-8th grades

Innocenti, Roberto and Gallaz, Christophe. **Rose Blanche.** Illustrated with beautiful, touching illustrations that make this a very moving story. Rose Blanche is a young girl living in a small town in Nazi Germany. One day she sees a child escape from a truck. He is caught by the mayor and returned to the soldiers on the truck. Rose follows the truck to a forest clearing with a barbed wire enclosure. Behind the wire she sees sad, hungry children. She returns daily to slip her school lunch through the wire to the children. One day, spring comes and so does the end of the war. Rose slips into the foggy forest one last time. The ending is implied but left to the imagination. Mankato, MN: Creative Education, Inc., 1985. 4th-5th grades

Klein, Gerda Weissmann. **Promise of a New Spring.** An allegory. A comparison is made between the tragedies of the Holocaust and its atrocities and the destruction of a forest with its devastating effects. The author clearly indicates that man has been responsible in both of these senseless acts. This story begins with a brief overview of the Nazi treatment of Jews. Chappaqua, NY: Rossel Books, 1981. 3rd-4th grades

Knight, Margy Burns. **Who Belongs Here?** As a young child, Nary and his grandmother ran away from Cambodia to live in Thailand waiting to come to the USA. When he arrived here, his classmates called him names and it made him very unhappy. His teacher tries to teach the children about being a refugee and the consequences of prejudice. Gardiner, Maine: Tilbury House, 1993. 2nd - 4th grades

Kodoma, Tatsuharu. **Shin's Tricycle.** Shin was three years old and lived in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and is displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945. New York: Walker and Co., 1992. 4th - 5th grades

Lamorisse, Albert. **The Red Balloon.** Pascal is a small, lonely boy living in Paris. He finds friendship with a red balloon until a gang of boys destroys the balloon. A disheartened Pascal is cheered by a large gathering of balloons that drift over the city. Garden City, New York:

Doubleday and Company, Inc., 1956. 3rd-4th grades. Also available as a video produced by Video Images, Box C-100, Sandy Hook, CT, 1987.

Levine, Ellen. **.,,If You Traveled on The Underground Railroad.** This book tells the reader what it was like to be a slave and escape to freedom on the underground railroad. Well illustrated with lots of historical facts. New York: Scholastic Inc., 1988. 3rd- 4th grades

Littlechild, George. **This Land is My Land.** A member of the Plains Creek Nation, Littlechild offers paintings and commentary for a variety of topics. Littlechild often incorporates photographs of his ancestors in his work. San Francisco, CA: Children's Book Press, 1993. 3rd-4th grades

Matas, Carol **Daniel's Story.** Daniel once led a normal life in Frankfurt, Germany but that changed in 1933 when Hitler and the Nazis came to power. Jews were no longer considered citizens or had any rights at all. His family was forced to leave Germany and was sent first to the Lodz ghetto in Poland and then to Auschwitz. He loses his mother and his little sister and many friends. Somehow Daniel and Father survive. Together, with new friends and new hopes, they determine to build new lives. New York: Scholastic Inc., 1993. 4th-5th grades

MacDonald, Margaret Read. **Peace Tales: World Folktales to Talk About.** The author weaves authentic folk tales and proverbs from all over the world illustrating the folly of war and indicates ways to achieve peace. Conflict resolution through stories. Linnet Books, 1992. 3rd-4th grades

McConnell, Nancy P. **Young and Old Alike.** We need to learn to respect members of the older generation. Many older people are retired but they are also accomplished. We can learn a great deal from their wisdom and experience. Colorado: Current, Inc., 1984. 3rd - 4th grades

McCully, Emily Arnold. **The Bobbin Girl.** Rebecca is only ten-years-old but she is already working as a bobbin girl in a textile mill in Lowell, MA. Her wages help support her mother. An injury to a young worker leads to a strike but the strike fails during the harsh times. The leader, Judith, encourages Rebecca by telling her that the struggle is not over. New York: Dial Books for Young Readers, 1996. 2nd-4th grades

McDonough, Yona Zelkis. **Anne Frank.** The pictures and text trace the life of Anne Frank from Germany to Amsterdam. Anne was "outgoing and lively", much like any other youngster who shared hobbies and interests with her friends. After the Nazis invaded Holland, she and her family went into hiding in an Annex with other fellow Jews. She kept a diary that became her best friend. After 2 years in hiding, Anne and the others in the Annex were arrested and shipped off to concentration camp. Anne's father Otto was the only survivor. New York: Henry Holt and Company, 1997. 3rd -4th grades

Millman, Isaac. **Moses Goes to a Concert.** A young boy who is deaf learns to experience the "sound" of his new drum through his hands and feet. Moses and his classmates learn that hearing-impaired people can become whatever they set their minds to, even drum players-Frances Foster Books-888-330-8477. 3rd-6th grades

Mochizuki, Ken. **Baseball Saved Us.** In 1942, while the US was at war with Japan, the US Army moved all people of Japanese ancestry on the West Coast into internment camps in the middle of the American desert where they remained until 1945. None of these families who were American citizens were proven to be enemies. In 1988, the US government admitted that this policy of camps was wrong. Lee and Low Books, Inc., 1993. 3rd-4th grades

Mochizuki, Ken. **Passage to Freedom: The Sugihara Story.** The true story of a quiet hero. Chiune (Sempo) Sugihara, a Japanese diplomat who was posted in Kaunas (Kovno), Lithuania in 1940. As thousands of Jews were fleeing the Nazis from Poland, they found themselves stranded in Lithuania and came to the gate of Sugihara's house begging for visas. The route of escape was the Russian Trans-Siberian Railroad to Vladivostok, a boat to Japan and then China.

By hand, he issued thousands of visas against the wishes of his own government and saved thousands of lives. The story is told through the eyes of his five-year-old son. New York: Lee and Low Books, Inc. 1997. 3rd grade reading level, interest level 4th-6th grades

Nerlove, Miriam. **Flowers on the Wall.** A story of Rachel, a young Jewish girl. whose life becomes harder in Warsaw when the Nazis occupy that city. The family has difficulty surviving. Rachel paints flowers on the wall of her apartment to cheer herself up. She and the family are transported to Treblinka in the summer of 1942 where they die. Poignant watercolors New York: McElderry. 3rd-5th grades

Oppenheimer, Shulamit Levey. **The Lily Cupboard.** When the Germans occupy Holland, Miriam is sent away to live in the country. Beautifully illustrate. New York: Bantam Doubleday Bell, 1992. 3rd-4th grades

Open Society Fund. **Dear Unknown Friend, Children's Letters from Sarajevo.** Drawings and letters written by children in Sarajevo to pen pals in the United States during the siege of that city. New York: Open Society Fund, 1994. 4th-8th grades

Polacco, Patricia. **Pink and Say.** Pinkus (Pink) and Sheldon (Say) met during the Civil War. Sheldon was 15 years old when he was wounded and was laying unconscious in a Georgia field. He was discovered by Pinkus, another teenage Union soldier. Pink was born into slavery and ran away to join the Union Army. Pink takes Say to a nearby cabin that belongs to his mother to hide him from the Confederates forces. They know that they are in great danger from Southern marauders. New York: Scholastic Inc., 1994. 4th- 6th grades

Polacco, Patricia. **The Keeping Quilt.** The author tells the story of the Keeping Quilt, a symbol of the enduring love and faith in her family. It is passed on from generation to generation for about 100 years. The quilt was made from old clothing, Anna's babushka, Vladimir's shirt. It is used as a wedding canopy and a blanket to welcome a new baby. NewYork: Simon Schuster, 1988. 3rd - 4th grades

Polacco, Patricia. **The Butterfly.** Life changed when the Nazis marched into Monique's French village and took power. Those changes reached down into her personal life when she met "the little ghost" she woke in the night to see sitting in her bedroom. Sevrine, a little Jewish girl, is being hidden from the Nazis by Monique's mother who is working with the French Resistance. Soon, Monique must also make the choice whether to be a bystander or become a rescuer. New York: Philomel Books, 2000. 3-6th grades

Propp. Vera W. **When the Soldiers Were Gone.** An eight-year-old boy in Holland is forced to leave his family at the end of the war when he discovers that he was adopted and has a family that gave him away to save his life. Based on a true story. New York: Scholastic Inc., 1999. 3rd-4th grades

Rubin, Susan Goldman. **Fireflies in the Dark.** Through the author's text and the surviving words and paintings of children, the story of Friedl Dicker-Brandeis and the children of Terezin is told. Terezin was a concentration camp in Czechoslovakia where 15,000 children were incarcerated and only about 100 survived. Touching drawings from the children. New York: A Holiday House Book, 2000. 4th- to adults

Schnur, Steven. **The Shadow Children.** Etienne goes to spend the summer with his grandfather near the French town of Mont Brulant. World War II has ended but he wonders why there are no young children living in the area now. He sees the refugee children on the road but no one else seems to see them. He discovers children living in the woods but his grandfather says that he is imagining things. An ink stain appears on Etienne's arm and grandfather trembles with fear and anguish. Etienne struggles to discover what happened in Mont Brulant during the

war and why no one wants to talk about it. Where are all the children? And who are the "shadow children"? New York: Scholastic Inc., 1996. 3rd-4th grades

Schnur, Steven. **The Tie Man's Miracle.** A Chanukah Tale. Mr. Hoffman, who is a peddler of colorful ties, comes to Seth's home on the last day of Chanukah, a Jewish holiday that falls in the winter. When Mr. Hoffman is reluctant to join the celebration, he is encouraged to share the very difficult story of his survival. Morrow Junior Books, 1995. 2nd-3rd grades

Scholes, Katherine. **Peace Begins With You.** The author, with accompanying illustrations, examines the 'concepts' of peace in a manner that children can understand. She examines the needs and wants of people-both alike and different- and how conflicts may arise as a result of the struggle to fulfill these needs and wants. The reader is also taken through the paths of resolving the conflicts through an examination of national and international issues. Sierra Book Club, 1994. 2nd-4th grades

Shemin, Margaretha. **The Little Riders.** A fictional story. Eleven-year-old Johanna is from America. She is visiting her grandparents in Holland while her parents are on an extended vacation. Meanwhile, the Germans invade Holland. Johanna watches the clock tower from her bedroom window with the little riders striking every hour. The Nazis want to take the little riders and melt them down for ammunition so she plans to find a safe hiding place for them. Who can she trust? New York: Putnam Books, 1988. 3rd-6th grades

Stewart, Elisabeth J. **On the Long Trail Home.** Meli and her older brother Tahli and their family begin the long march to the lands west of the Mississippi. Meli tries to sort out her feelings with what she learned at the Quaker school and what the soldiers are doing to her people, the Cherokee Indians. They escaped from the camp and make their way home and struggle to survive. They meet up with unfriendly and friendly white people on the way. New York: Scholastic Magazine, 1994. 4th-5th grades

Strasser, Todd. **The Diving Bell.** Culca wants to be a diver like her brother but young women in her Mayan culture are not permitted to dive. The Spanish arrive in her native village and seize all the young men to force them to dive deep for the gold of shipwrecks. Culca must find a way to overcome the prejudice of her own people and the Spanish to save the life of her brother and her village. New York: Scholastic Inc, 1992. 3rd-6th grades

Tatsuhura, Kodama. **Shin's Tricycle.** Shin was a three-year-old and lived in Hiroshima before it was bombed in August of 1945. He was riding his red tricycle when he died in the bomb explosion. The tricycle was found and displayed in the Hiroshima Peace Museum as a testament to all those who were innocently killed in the bomb blast of 1945. New York: Walker & Company, Inc., 1992. 3rd-4th grades

Taylor, Mildred D. **The Gold Cadillac.** A family buys a new gold Cadillac and plans to drive from Ohio to Mississippi where they encounter racial prejudice. The car symbolizes wealth and creates unexpected problems for the African American family. New York: Puffin Books, 1987. 3rd-5th grades

Taylor, Mildred D. **Roll of Thunder, Hear My Cry.** In Mississippi in 1933, the "night riders" were spreading terror and destruction in the night. Young Cassie Logan comes face-to-face with racism at the hands of a white neighbor who publicly humiliates her. However, from her family, Cassie also learns about the importance of the family's land and of personal honor and courage. New York: Penguin Books, 1976. 3rd-7th grades

Uchida, Yoshiko. **The Bracelet.** After the outbreak of war with Japan, the United States government uprooted 120,000 Japanese Americans living on the West Coast and sent them to internment camps in the desert. They had broken no laws, were given no fair hearing or explanation, and were guilty of no crimes. Explores this sad chapter in American history, a tale of

the tragedy that prejudice and discrimination can cause. Putnam and Grosset, 1993. 3rd-4th grades

Welcome to Molly's World-1944 Growing Up in World War Two America- A well illustrated storybook with many photographs about WW II and what happened to a nine year old girl named Molly. The American Girls Collection, Middletown, WI: Pleasant Companies Publications, 1999.

Yep, Laurence. **The Star Fisher.** Fifteen-year-old Joan Lee and her family move from Ohio to West Virginia in 1927 to open a new family business. They know that it will take hard work to make their business succeed but it will also take patience and courage for this Chinese American family to find acceptance as American citizens in their new home. New York: Scholastic, Inc, 1992. . 3rd -6th grades

FOR THE TEACHER

An Introduction to Multicultural Education by James A. Banks. A widely recognized authority on multicultural education, he introduces the major issues, concepts and teaching strategies in diversity education. It includes books, Internet sources. MA: Allyn and Bacon. 4th -12th grades

Appreciating Differences: Multicultural Thematic Units (30 plus lessons to encourage students to value the worth of contributions and differences of others). Available through Social Studies School Service- 800-421-4246. 3rd-6th grades

Bachrach, Susan D. **Tell Them We Remember.** The Story of the Holocaust. Together with the United States Holocaust Memorial Museum in Washington, DC, the author compiled a well documented history with photos to tell the story of the Holocaust for younger children. An excellent reference book for the teacher. Boston: Little, Brown and Company, 1994.

Berenbaum, Michael. **The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum.** This book is a must for the teacher because it tells the Holocaust with photos, documents and exhibits. Boston: Little Brown, 1993.

Beyond Heroes and Holidays: A Practical Guide to K-12 Anti Racist, Multicultural Education and Development. A rich resource of ideas and activities which present a realistic way toward its mission. Reproducible handouts, cross-curricular activities, strong emphasis on social studies. NECA, 1998. Social Studies School Service 800-421-4246. K-12th grades

Greene, Joshua M. and Shiva Kumar, Ed. **Witness**. Voices from the Holocaust. Vignettes of many survivors that lived in Europe in the 1930s. Includes the following: Outbreak of War; Ghettos; Escaping, Hiding and Resistance; Deportation and Arrival; the Camps; Death March; Liberation and Aftermath. In Association with the Fortunoff Video Archives, Yale University, Joshua M. Greene Productions, 2000.

Meltzer, Milton. **Never to Forget.** Destruction of European Jews told through eye witness accounts, letters diaries, journals, memoirs while using history as a base. New York: Dell Books, 1991.

Rossel, Seymour. **The Holocaust; The World and the Jews, 1933-1945.** Using 100 photos, documents, maps, transcripts, diaries, the students will gain an understanding of the shattering events which took place between 1933-1945. There is a workbook with 70 activities and exercises and a comprehensive Teacher's Guide. Springfield, NJ: Behrman House, 1992.

Rothchild, Sylvia, ed. **Voices from the Holocaust.** Series of articles from well known writers about life before the Holocaust, life during and life in America. New American Library PB, 1982.

Stadler, Bea. **The Holocaust.** Children's Textbook dealing with Holocaust. Springfield, NJ: Behrman House, 1973. 5th-6th grades

Totten, Samuel, Ed. **Teaching Holocaust Literature.** Eleven essays by Holocaust educators who have successfully taught the following subjects: Short Story, Poetry, Novel, Drama and Memoirs. Allyn Bacon, 2001.

Totten, Samuel and Stephen Feinberg. **Teaching and Studying the Holocaust**. Thirteen chapters that deal with clear and rational teaching through primary documents, eyewitness accounts, film, literature, art, drama, music and technology. Allyn and Bacon, 2001.

Willis, Aaron, Project Editor. **Teaching Holocaust Studies with the Internet.** Teacher-created Internet curriculum to help meet National Curriculum Standards. Each lesson has a web site. Social Studies School Service, 1999.. 800-421-4246.

Sullivan, Edward I. **The Holocaust in Literature for Youth.** A Guide and Resource Book. Excellent resource book in literature for K-12th grades. Covers anthologies, autobiographies, biographies, drama, fiction and non-fiction, picture books, poetry and songs, reference, making connections, professional guides for educators, Internet, lesson plans and more. Lanham, MA.: Scarecrow Press, Inc, 1999. K-12th grades

United States Holocaust Memorial Museum. **Historical Atlas of the Holocaust**. An excellent classroom resource text with maps, historical data and summaries of the events of Holocaust. Macmillan Publishers, 1996.

Zakim, Leonard P. **Confronting Anti-Semitism: A Practical Guide.** Book helps the reader to rebut Anti-Semitism, stereotypes, racism and bigotry. Hoboken, NJ: Ktav Publishing, 2000.

Stelling, Diane. **The Giant & The Mouse.** P.O. Box 261, Butler, NJ 07405-0261: Hereami Publishing. A wonderful collection of thought-provoking poetry to read aloud and discuss with your students.

Stelling, Diane. **One Little Voice.** P.O. Box 261, Butler, NJ 07405-0261: Hereami Publishing. A touching and thoughtful collection of poetry to read aloud and discuss with your students.

VIDEOS

The Americanization of Elias- 24 min The year is 1907, and Elias and his mother come from Romania to America to join his father. Although bewildered by the new country, school and language, Elias is happy to be here. He is, however, surrounded by prejudice and taunted by children. He teaches his whole class an important lesson- that their families were also immigrants. Social Studies School Service 800-421-4246. 4th-8th grades

An American Tail. 81 min. Animated Color. Tale of Fievel, the mouse that comes to America from Russia and encounters a bunch of cats that are prejudiced. K-6th grades

Behind the Mask. 8 min. Color. Colorful, imaginative artwork and a simple rap song created by elementary students to enliven the program that gently introduces the concept of stereotyping and discrimination. Teacher's guide. K-6th Grades**.** Social Studies School Service 800-421-4246

Molly's Pilgrim. 24 min. Color. This Academy Award winning film is the story of Molly, a nine-year-old recent Jewish immigrant to America, who is the object of her classmates' taunts and prejudice. The class is given an assignment to make a pilgrim doll for Thanksgiving and Molly brings in a very different doll. She teaches her class about religious freedom. ADL 3rd-4th grades Available through Social Studies School Service

The Eye of the Storm. 25 min. Color. In the 1970's, Jane Elliott, a teacher in the farming community of Rice Iowa, teaches her 3rd graders a lesson about the effects of prejudice by dividing the class on the basis of their eye color. 3rd grade and up**.** Available through Social Studies School Service.

Not In Our Town. 27 minute documentary, Color. This is the story of the people of Billings, Montana who took a stand against a series of hate crimes in their community. Together they stood for tolerance and cooperation against the forces of hatred and bigotry. There is also a teacher's viewing guide available. California Working Group, 5867 Ocean View Drive, Oakland, Ca 94618. (510)547-8484. (**Not In Our Town II** was produced to explore how other towns attempted to follow the example set by Billings, Montana.)

The Unforgettable Pen Pal: A Story of Prejudice and Discrimination. 28 min. Color Animated A.J. loves basketball and is thrilled to learn that Joey, his new pen pal, does too. Even though they have never met, the two became fast friends. Their friendship crumbles, however, when A.J. tells Joey that disabled people make him feel uncomfortable, only to find out that Joey uses a wheelchair. The program concludes with five steps to avoid prejudice. From **The Human Race Club Series** by Joy Berry. 3rd-6th Grades Social Studies School Service

Walk This Way: Exploring Tolerance, Diversity and Differences. 40 min. Color. Massino's mom is white, and his dad is black. "I'm glad that I am brown," he asserts. Alice's grandmother tells of growing up in China where young girls were often treated like brooms. Nathan has cerebral palsy, "but he is still a human being," his brothers remind people who stare. Nicole wonders why her black neighbors have KKK sprayed on their door. To control ADD, Carl must take Ritalin. There are many such examples of stories about nine children from the ages of 9-11 years old. There is a 150 page Leader's Guide. Human Relations Media. 3rd-8th Grades**.** Social Studies School Service