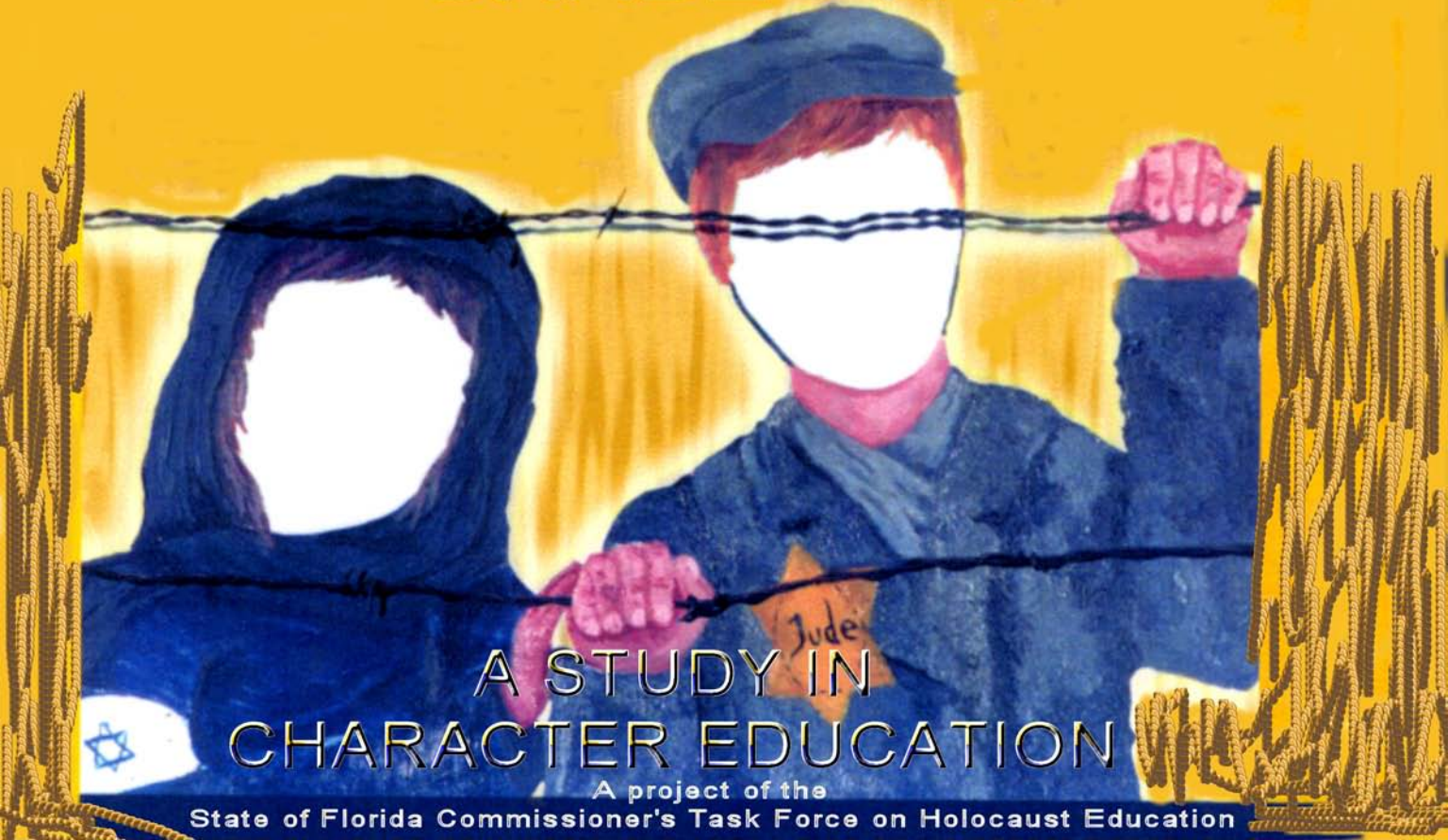


STATE OF FLORIDA RESOURCE MANUAL ON HOLOCAUST EDUCATION GRADES K-3



A STUDY IN
CHARACTER EDUCATION

A project of the
State of Florida Commissioner's Task Force on Holocaust Education

Copyright, State of Florida, Department of State © 2001

Authorization for reproduction is hereby granted to the state system of public education as defined in section 228.04(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the state system of public education without prior approval in writing.

The views in this document do not necessarily represent those of the Florida Department of Education.

**THIS
STATE OF FLORIDA
RESOURCE MANUAL ON
HOLOCAUST EDUCATION
IS DEDICATED TO ONE
MILLION AND A HALF
CHILDREN WHO WERE
MERCILESSLY MURDERED**

*May their suffering
serve as a warning.*

*May their legacy
preserve mankind.*

COVER ART

Lynn Sarnow

12th Grade - Broward County Public Schools

1987 Contest Winner

Visual Arts Contest

Holocaust Documentation and Education Center, Inc.

INTRODUCTION

TABLE OF CONTENTS

Message from Governor Jeb Bush and Lt. Governor Frank Brogan	ix
Message from Commissioner of Education Tom Gallagher	xi
Message from Chairperson of State of Florida Commissioner's Task Force on Holocaust Education Rositta E. Kenigsberg	xiii
Note to the Teacher	xv
Instructional Strategies	xvi
Acknowledgments	xviii
Florida Statute 233.061 — Required Public School Instruction of the History of the Holocaust	xx
The Holocaust: An Historical Summary	xxi
Children and the Holocaust	xxvi
Reprint Permissions	xxx
An Introduction to the Resource Manual	xxxi



JEB BUSH
GOVERNOR

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001



Jeb Bush



Frank T. Brogan

Dear Educators:

We are pleased to present the State of Florida Resource Manual on Holocaust Education, Grades K - 3. The manual was prepared by the Commissioner's Task Force on Holocaust Education and is to be used as a vital resource for our children to learn more about a critical period in history. The material contained in this manual will help them gain a greater understanding of events that have dramatically shaped the world in which we live.

We encourage you to take advantage of the information contained in this body of knowledge and to bring history alive for your students by making them active participants in the learning process. The Holocaust carries vital lessons that must be taught if our communities, our states and our world are to overcome barriers to greater learning.

We wish to thank the dedicated and devoted individuals serving on the Commissioner's Task Force on Holocaust Education, the chairperson Rositta Kenigsberg, and the staff at the Holocaust Documentation and Education Center for their contributions to this invaluable educational endeavor.

Sincerely,

A handwritten signature of Jeb Bush in cursive script.

Jeb Bush

A handwritten signature of Frank T. Brogan in cursive script.

Frank T. Brogan



FLORIDA DEPARTMENT OF EDUCATION

TALLAHASSEE, FLORIDA 32399-0400

Tom Gallagher
Commissioner



December 30, 2000

Dear Educator:

As Commissioner of Education, I am pleased to offer the unprecedented *State of Florida Resource Manual on Holocaust Education* for students in Grades K-3. I wish to thank the dedicated and devoted individuals serving on the Commissioner's Task Force on Holocaust Education, especially Rositta E. Kenigsberg, Chairperson, and the wonderful staff of the Holocaust Documentation and Education Center who contributed to this invaluable educational endeavor.

This manual, which focuses on character education, is especially designed for Kindergarten through Grade 3 students to help instill basic life skills and values. With these lessons as the foundation, students will better understand the importance of respecting and celebrating diversity. I encourage you teachers to use this new and unique resource as a starting point to teach students what it means to be a responsible and respectful individual. Together, let us build bridges and foster unity within our community, country and the world.

Sincerely,

A handwritten signature in black ink that reads "Tom Gallagher". The signature is stylized, with the first name "Tom" written in a cursive script and the last name "Gallagher" in a more formal, slightly cursive script.
Tom Gallagher

Plaza Level, The Capitol . Tallahassee, Florida 32399-0400

(850) 487-1785 . Fax (850) 413-0378

An affirmative action/equal opportunity employer



HOLOCAUST DOCUMENTATION AND EDUCATION CENTER, INC.

"A Living Memorial Through Education"



April, 2001

Dear Teachers,

Through the teachings of this unprecedented study in character education and social responsibility, we, as educators, have a unique opportunity to make an everlasting difference in the lives of and for our children.

Although we are fully aware and tremendously sensitive to the fact that our primary grade students should not be subjected to the horrors of the Holocaust, they certainly should be subjected to the lessons of indifference, hatred, prejudice, and discrimination.

This age-appropriate literature based K-3 resource manual was especially and specifically designed and developed to build unwavering pillars of remembrance on a solid foundation of kindness, honesty, love, tolerance, cooperation, loyalty, – human qualities and traits necessary and needed to understand and appreciate the richness of differences and diversity and the importance and significance of responsibility and respect.

Survivors of the Holocaust chose life so that the children of today and tomorrow may live in a world, as David Krieger in his work *On Becoming Human* describes, where:

"To be human is to be courageous. It is to choose the path of compassion, rather than the path of complacency. It is to break the silence and be an unrelenting advocate of human decency and dignity. It is to sacrifice for what is just. It is to learn from those who have preceded us and to act with due concern for those who will follow us."

On behalf of the Commissioner's Task Force on Holocaust Education, we are grateful and proud of all who selflessly participated to make this *a moral imperative to remember* - especially the two teachers, Dr. Marliese G. Hogan and Dr. Pamela F. Marcus, who have inspired this legacy of hope.

Rositta E. Kenigsberg, Chairperson
Commissioner's Task Force on Holocaust Education

NOTE TO THE TEACHER

Building peace in our world is an awesome task. It takes the commitment of millions of people, but we have to begin somewhere. As we enter into the new millennium, we cannot erase from our collective memory the horrors of war, prejudice, and discrimination. We must look at the past to give meaning to the suffering of so many. The Holocaust happened over fifty years ago, but hate and prejudice live on today. Ethnic cleansing is another way of saying one is not wanted. It is another way of destroying lives! The violence in our communities and in our schools brings prejudice, discrimination, and anger a little closer to home. Children and young adults who feel alienated from others may take dreadful measures to settle perceived wrongs. So, where do we begin?

We must begin by educating our children who are not born with prejudiced hearts and minds. If we can teach them tolerance, acceptance, love, and appreciation, we are well on our way to eliminating the possibility of future genocides and mass murders. Children in the primary grades cannot be expected to learn about the horrors of the Holocaust in any significant way. We can not yet rob them of their trust and innocence in the good that does exist in our world. However, they can and must learn about ways to develop good character traits and ways to recognize evil. This can be accomplished through literature and carefully structured activities that allow children to think critically about ways to combat the evils that exist in their community, country, and world.

Age-appropriate literature has been carefully chosen around four central themes to accomplish our goal of nurturing character development. Reading levels and interest levels have been considered. Primary selections have been delineated by literature choices for Kindergarten and Grade One students and literature choices for Grade Two and Grade Three students. Each literature selection focuses on specific concepts that foster critical and reflective thinking. The reading selections are multicultural and promote understanding of cultures and ethnicities.

It is our hope that students will gain the fundamental understanding that if we are to survive as a species in any meaningful way, we must find ways to live together in harmony and peace. *Let us begin by teaching the children!*

INSTRUCTIONAL STRATEGIES

This resource manual, developed for students in grades Kindergarten through Grade Three, uses children's literature to develop key concepts within the realm of character education and will build a foundation for Holocaust education in the upper grades. Because of the nature of Holocaust studies, the Holocaust itself is not to be taught in Grades K-3. Students are given the opportunity to view the actions and motivations of fictional characters and through the literature explore their own feelings and attitudes.

The section is divided into four themes, **People; Community: Neighbors and Friends; Building Bridges to Others;** and **People and Places.** Within each theme, literature selections for Grades K-1 and literature selections for Grades 2-3 are provided. An introduction and goals precede each group of literature selections. The selections may be utilized out of sequence since there is no specific hierarchy. Teachers may choose to use all the selections within a theme or choose the literature selections which are most appropriate for their students.

Each lesson begins with a story summary. The summary is provided to give the teacher an overview of the literature selection, thus allowing the teacher to choose among the selections within each theme. Each literature selection has specific objectives which tie into the theme goals.

It is important to discuss the literature with the students in order to develop key understandings. The discussion questions are the core element of each lesson for the development of these key understandings. Therefore, each selection has a series of discussion questions which range in difficulty. They are open-ended questions which act as a catalyst for self-reflection and self-evaluation.

Teachers are given a menu of general activities and related activities within each literature lesson. The general activities relate to the lesson objectives and may be completed without reading the literature selection. The related activities are tied to the literature selection and the lesson objectives and should be done after reading the literature. It is recommended that teachers afford their students the opportunity to read the literature, since it presents the framework for each lesson.

Many different types of activities are included within the lessons for students in Grades K-3. Among the many activities are some specific strategies to be utilized by teachers when implementing selected lessons. *Story Theater, Reader's Theater, Language Experience Approach (LEA), Choral Reading, Shared Inquiry, Literature Discussion Web, Boundary Breaker, and Sociogram* are specific strategies which may need further clarification. Each strategy is explained below.

Drama

Story Theater: A reader reads the story aloud. As the story is being read aloud, students act out or pantomime the actions of the characters within the story.

Reader's Theater: Students participating in the story or play to be read aloud are seated on chairs or stools. No movement or action is required in *Reader's Theater*. Students read their assigned parts using their voices to create mood, action, and expression.

Literature

Language Experience Approach: Teachers and students work together to create a story based upon a common group experience. The teacher elicits student responses and suggestions, asking for complete sentences. The teacher records students' responses on the board or on chart paper. Once the story has been written, students take turns reading the story aloud. The premise of *Language Experience Approach* is that students can read and write what they have composed.

Choral Reading: During *Choral Reading*, students read a poem aloud. They may do this as a whole group or verses may be divided among smaller groups as well as individual readers.

Shared Inquiry: Small groups of students are seated in a circle. Students are presented with an open-ended discussion question based upon a shared literature selection. Students are given the opportunity to respond aloud to the question. They accomplish this by supporting their responses with evidence or examples from the literature selection. All responses are accepted.

Literature Discussion Web: Students create a web of the story elements (characters, setting, problem, solution, conclusion). Discuss these elements.

Affective

Boundary Breaker: Students sit in a circle with the teacher. The teacher poses a question. Each student responds as he/she wishes to the posed question or prompt. Responses may be repeated. All answers are accepted. When called upon, students may choose to "pass" if unable to respond. Once each child has responded, the teacher returns to those children who passed, whereupon these children are asked to respond.

Social Studies

Sociogram: The *Sociogram* is used to make a visual representation of relationships among individuals. Using a *Sociogram*, the students identify the relationships among the characters within a story or book.

Venn Diagram: A *Venn Diagram* is utilized to compare and contrast two or more concepts, ideas, or topics. It consists of intersecting or interlocking circles. Where the circles intersect, one lists the similarities among or between the concepts, ideas, or topics being compared. Within the body of each circle, one lists only those attributes which relate specifically to the concept, idea, or topic being compared (differences). Once the diagram is complete, the student can visually see the similarities and differences. Discussion of the diagram follows.

ACKNOWLEDGMENTS

This unique K - 3 *State of Florida Resource Manual on Holocaust Education* represents the valiant and ardent efforts of many talented and devoted individuals.

First and foremost, heartfelt appreciation and gratitude to the late and beloved **Governor Lawton Chiles**, who in 1994 signed the Holocaust education bill into law mandating the teaching of Holocaust education for all Florida students from Grades K through 12.

Special acknowledgment to **Governor Jeb Bush** for ensuring and supporting the continuation of Holocaust education.

Recognition to the following Florida legislators and individuals who supported and sponsored this legislation: **Senator Ron Silver** and **Senator Ron Klein**, **Rep. Elaine Bloom**, **Rep. Fred Lippman**, **U.S. Congressman Robert Wexler**, **Rep. Debbie Wasserman-Schultz**, **Bernie Friedman**, **Mark Freedman**, and **Judy Gilbert Gould**.

Special mention to former **Commissioner of Education Doug Jamerson**, a visionary who set the stage and created the Commissioner's Task Force on Holocaust Education; to former **Commissioner of Education** and present **Lt. Governor Frank Brogan** whose tremendous support and commitment to the Legacy of the Holocaust has ensured the realization of resources, material, and professional development for our Florida teachers; to former **Commissioner of Education Tom Gallagher** who enhanced the commitment and enriched the mission and under whose watch this unique resource was developed. Very special thanks to **Michael Olenick**, legal counsel who served with tremendous devotion and dedication as the Task Force Liaison to the Department of Education.

With heartfelt gratitude to the following wonderful and devoted past and present members and ad hoc committee members of the Commissioner's Task Force on Holocaust Education for their ongoing individual and collective expertise:

Dr. Alan Berger
Karen Bickley
Mitchell Bloomer
Noreen Brand
Gene Cain
Dr. Patrick Coggins
Dr. Mark I. Farber
Dr. Geoffrey Giles
Dr. Mel Gillespie
Tom W. Glaser
Stephen Goldman
Gene Greenzweig
Jane Harrison
Dr. Ellen Heckler
Rita G. Hofrichter
Pamela Hope-Levin
Tom Horkan
Dr. Joe A. Iannone
Dr. Nathan Katz

Dr. Miriam Klein Kassenoff
Walter Loebenberg
John Loftus
Dr. Sein Lwin
Linda Medvin
Connie Packman
Susan Rosenblum
Jill Rothenburg
Merle R. Saferstein
Steven L. Schwarzberg
Dr. Marvin Seperson
Eileen Shapiro
Leo Shniderman
Joe Unger, Esq.
Rabbi Bruce Warshal
Justin Weininger
Tess Wise
Harold Wishna
Barbara Wiston

Tremendous appreciation and gratitude to two remarkable, inspiring, and wonderful educators and writers, **Marliese G. Hogan, Ed.D.** and **Pamela F. Marcus, Ed.D.**, without whom this wonderful effort would not be fully realized.

Thank you to the Florida Department of Education for their assistance and cooperation:

Wayne Pierson, Deputy Commissioner, Planning, Budget and Management
Dr. John Wiegman, Deputy Director, Division of Public Schools
Hal Thomas, Bureau Chief, Organizational and Employee Development
Michael Odom, Social Studies Program Specialist

Indebtedness forever to **Rita Hofrichter**, our survivor/scholar-in-residence who gave her all and then some.

Thank you to **Dr . Anita Meinbach** whose sensitivity and knowledge helped guide this project.

Thanks also to **Ryan Kiel** who did research on the webography which appears in the Appendix.

Thank you to the president of the Holocaust Documentation and Education Center, **Harry A. “Hap” Levy**, for his encouragement and confidence. And to the dedicated and wonderful staff of the Holocaust Documentation and Education Center, first and foremost to **Merle R. Saferstein**, who provided supervision and guidance from the start to the completion of this project, to **Roberta Levenson** for her golden hands and innate ability to decipher my long and shorthand, to **Dinorah Barcelo** for her computer skills and careful finishing touches, to **Karen L. Oleet** for reviewing the project, to **Jean Eisen** for balancing the budget and keeping us in the black, and to **Rita Weissman** whose patience and assistance calmed everyone’s nerves.

In an endeavor of this scope, there are many individuals who selflessly provided their expertise and knowledge. If we have omitted anyone who deserves mention, please accept my apology in advance and make sure to notify us so that we can correct this in future editions.

Rositta E. Kenigsberg, Chairperson
 Commissioner’s Task Force on Holocaust Education
 c/o Holocaust Documentation and Education Center, Inc.
 Florida International University
 3000 NE 151 Street, North Miami, FL 33181
 305-919-5690
 e-mail: xholocau@fiu.edu

REQUIRED PUBLIC SCHOOL INSTRUCTION OF THE HISTORY OF THE HOLOCAUST

FLORIDA STATUTE 233.061

- (2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

***The following historical summary
is background information for use
and knowledge of the teacher only.***

THIS OVERVIEW SHOULD NOT BE INTRODUCED TO STUDENTS IN GRADES K-3.

THE HOLOCAUST: AN HISTORICAL SUMMARY

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims -- six million were murdered; Gypsies, the handicapped, and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents, also suffered grievous oppression and death under Nazi tyranny.

The concentration camp is most closely associated with the Holocaust and remains an enduring symbol of the Nazi regime. The first camps opened soon after the Nazis took power in January 1933; they continued as a basic part of Nazi rule until May 8, 1945, when the war, and the Nazi regime, ended.

The events of the Holocaust occurred in two main phases: 1933-1939 and 1939-1945.

I. 1933-1939

On January 30, 1933, Adolf Hitler was named Chancellor, the most powerful position in the German government, by the aged President Hindenburg, who hoped Hitler could lead the nation out of its grave political and economic crisis. Hitler was the leader of the right-wing National Socialist German Workers Party (called the "Nazi Party" for short); it was, by 1933, one of the strongest parties in Germany, even though -- reflecting the country's multiparty system -- the Nazis had only won a plurality of 33 percent of the votes in the 1932 elections to the German parliament (Reichstag).

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to invoke emergency clauses of the constitution that permitted the suspension of individual freedoms of press, speech, and assembly. Special security forces -- the Special State Police (the *Gestapo*), the Storm Troopers (SA), and the Security Police (SS) -- murdered or arrested leaders of opposition political parties (Communists, socialists, and liberals). The Enabling Act of March 23, 1933, forced through a *Reichstag* already purged of many political opponents, gave dictatorial powers to Hitler.

Also in 1933, the Nazis began to put into practice their racial ideology. Echoing ideas popular in Germany as well as most other western nations well before the 1930s, the Nazis believed that the Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." They saw Jews, Roma (Gypsies), and the handicapped as a serious biological threat to the purity of the "German (Aryan)¹ Race," what they called the "master race."

Jews, who numbered nearly 600,000 in Germany (less than one percent of the total population in 1933), were the principal target of Nazi hatred. The Nazis mistakenly identified Jews as a race and defined this race as "inferior." They also spewed hate-mongering propaganda that unfairly blamed Jews for Germany's economic depression and the country's defeat in World War I (1914-1918).

¹ The term "Aryan" originally referred to peoples speaking Indo-European languages. The Nazis perverted its meaning to support racist ideas by viewing those of Germanic background as prime examples of Aryan stock, which they considered racially superior. For the Nazis, the typical Aryan was blond, blue-eyed, and tall.

In 1933, new German laws forced Jews to quit their civil service jobs, university and law court positions, and other areas of public life. In April 1933, a boycott of Jewish businesses was instituted. In 1935, laws proclaimed at Nuremberg made Jews second-class citizens. These "Nuremberg Laws" defined Jews not by their religion or by how they wanted to identify themselves but by the religious affiliation of their grandparents. Between 1937 and 1939, new anti-Jewish regulations segregated Jews further and made daily life very difficult for them: Jews could not attend public schools, go to theaters, cinemas, or vacation resorts, or reside, or even walk, in certain sections of German cities.

Also between 1937 and 1939, Jews were forced from Germany's economic life: the Nazis either seized Jewish businesses and properties outright or forced Jews to sell them at bargain prices. In November 1938, this economic attack against German and Austrian² Jews changed into the physical destruction of synagogues and Jewish-owned stores, the arrest of Jewish men, the destruction of homes, and the murder of individuals. This centrally organized riot (pogrom) became known as *Kristallnacht* (the "Night of Broken Glass").

Although Jews were the main target of Nazi hatred, the Nazis persecuted other groups they viewed as racially or genetically "inferior." Nazi racial ideology was buttressed by scientists who advocated "selective breeding" (eugenics) to "improve" the human race. Laws passed between 1933 and 1935 aimed to reduce the future number of genetic "inferiors" through involuntary sterilization programs: about 500 children of mixed (African-German) racial backgrounds³ and 320,000 to 350,000 individuals judged physically or mentally handicapped were subjected to surgical or radiation procedures so they could not have children. Supporters of sterilization also argued that the handicapped burdened the community with the costs of their care. Many of Germany's 30,000 Gypsies were also eventually sterilized and prohibited, along with Blacks, from intermarrying with Germans. Reflecting traditional prejudices, new laws combined traditional prejudices with the new racism of the Nazis which defined Gypsies, by "race," as "criminal and asocial."

Another consequence of Hitler's ruthless dictatorship in the 1930s was the arrest of political opponents and trade unionists and others the Nazis labeled "undesirables" and "enemies of the state." Some five to fifteen thousand homosexuals were imprisoned in concentration camps; under the 1935 Nazi-revised criminal code, the mere denunciation of a man as "homosexual" could result in arrest, trial, and conviction. Jehovah's Witnesses, who numbered 20,000 in Germany, were banned as an organization as early as April 1933, since the beliefs of this religious group prohibited them from swearing any oath to the state or serving in the German military. Their literature was confiscated, and they lost jobs, unemployment benefits, pensions, and all social welfare benefits. Many Witnesses were sent to prisons and concentration camps in Nazi Germany, and their children were sent to juvenile detention homes and orphanages.

Between 1933 and 1936, thousands of people, mostly political prisoners and Jehovah's Witnesses, were imprisoned in concentration camps, while several thousand German Gypsies were confined in special municipal camps. The first systematic round-ups of German and Austrian Jews occurred after *Kristallnacht*, when approximately 30,000 Jewish men were deported to Dachau and other concentration camps and several hundred Jewish women were sent to local jails. At the end of 1938, the waves of arrests also included several thousand German and Austrian Gypsies.

² On March 11, 1938, Hitler sent his army into Austria, and on March 13 the incorporation (*Anschluss*) of Austria with the German empire (*Reich*) was proclaimed in Vienna. Most of the population welcomed the *Anschluss* and expressed their fervor in widespread riots and attacks against the Austrian Jews numbering 180,000 (90 percent of whom lived in Vienna).

³ These children, called "the Rhineland bastards" by Germans, were the offspring of German women and African soldiers from French colonies who were stationed in the Rhineland, a demilitarized zone the Allies established after World War I as a buffer between Germany and western Europe.

Between 1933 and 1939, about half the German Jewish population and more than two-thirds of Austrian Jews (1938-39) fled Nazi persecution. They emigrated mainly to Palestine, the United States, Latin America, Shanghai (which required no visa for entry), and eastern and western Europe (where many would be caught again in the Nazi net during the war). Jews who remained under Nazi rule were either unwilling to uproot themselves or unable to obtain visas, sponsors in host countries, or funds for emigration. Most foreign countries, including the United States, Canada, Britain, and France were unwilling to admit very large numbers of refugees.

II. 1939-1945

On September 1, 1939, Germany invaded Poland and World War II began. Within days, the Polish army was defeated, and the Nazis began their campaign to destroy Polish culture and enslave the Polish people, whom they viewed as "subhuman." Killing Polish leaders was the first step: German soldiers carried out massacres of university professors, artists, writers, politicians, and many Catholic priests. To create new living space for the "superior Germanic race," large segments of the Polish population were resettled, and German families moved into the emptied lands. Thousands of other Poles, including Jews, were imprisoned in concentration camps. The Nazis also "kidnapped" as many as 50,000 "Aryan-looking" Polish children from their parents and took them to Germany to be adopted by German families. Many of these children were later rejected as not capable of Germanization and sent to special children's camps, where some died of starvation, lethal injection, and disease.

As the war began in 1939, Hitler initialed an order to kill institutionalized, handicapped patients deemed "incurable." Special commissions of physicians reviewed questionnaires filled out by all state hospitals and then decided if a patient should be killed. The doomed were then transferred to six institutions in Germany and Austria, where specially constructed gas chambers were used to kill them. After public protests in 1941, the Nazi leadership continued this euphemistically termed "euthanasia" program in secret. Babies, small children, and other victims were thereafter killed by lethal injection and pills and by forced starvation.

The "euthanasia" program contained all the elements later required for mass murder of European Jews and Gypsies in Nazi death camps: an articulated decision to kill, specially trained personnel, the apparatus for killing by gas, and the use of euphemistic language like "euthanasia" that psychologically distanced the murderers from their victims and hid the criminal character of the killings from the public.

In 1940 German forces continued their conquest of much of Europe, easily defeating Denmark, Norway, the Netherlands, Belgium, Luxembourg, and France. On June 22, 1941, the German army invaded the Soviet Union and by September was approaching Moscow. In the meantime, Italy, Romania, and Hungary had joined the Axis powers led by Germany and opposed by the Allied Powers (British Commonwealth, Free France, the United States, and the Soviet Union).

In the months following Germany's invasion of the Soviet Union, Jews, political leaders, Communists, and many Gypsies were killed in mass executions. The overwhelming majority of those killed were Jews. These murders were carried out at improvised sites throughout the Soviet Union by members of mobile killing squads (*Einsatzgruppen*) who followed in the wake of the invading German army. The most famous of these sites was Babi Yar, near Kiev, where an estimated 33,000 persons, mostly Jews, were murdered. German terror extended to institutionalized handicapped and psychiatric patients in the Soviet Union; it also resulted in the mass murder of more than three million Soviet prisoners of war.

World War II brought major changes to the concentration camp system. Large numbers of new prisoners, deported from all German-occupied countries, now flooded the camps. Often entire groups were committed to the camps, such as members of underground resistance organizations who were rounded up in a sweep across western Europe under the 1941 "Night and Fog" decree.

To accommodate the massive increase in the number of prisoners, hundreds of new camps were established in occupied territories of eastern and western Europe.

During the war, ghettos, transit camps, and forced labor camps, in addition to the concentration camps, were created by the Germans and their collaborators to imprison Jews, Gypsies, and other victims of racial and ethnic hatred as well as political opponents and resistance fighters. Following the invasion of Poland, three million Polish Jews were forced into approximately 400 newly established ghettos, where they were segregated from the rest of the population. Large numbers of Jews were also deported from other cities and countries, including Germany, to ghettos in Poland and German-occupied territories further east.

In Polish cities under Nazi occupation, like Warsaw and Lodz, Jews were confined in sealed ghettos where starvation, overcrowding, exposure to cold, and contagious diseases killed tens of thousands of people. In Warsaw and elsewhere, ghettoized Jews made every effort, often at great risk, to maintain their cultural, communal, and religious lives. The ghettos also provided a forced labor pool for the Germans, and many forced laborers (who worked on road gangs, in construction, or other hard labor related to the German war effort) died from exhaustion or maltreatment.

Between 1942 and 1944, the Germans moved to eliminate the ghettos in occupied Poland and elsewhere, deporting ghetto residents to "extermination camps" -- killing centers equipped with gassing facilities -- located in Poland. After the meeting of senior German government officials in late January 1942 at a villa in the Berlin suburb of Wannsee, the decision to implement "the final solution of the Jewish question" became formal state policy, and Jews from western Europe were also sent to killing centers in the East.

The six killing sites, chosen because of their closeness to rail lines and their location in semi-rural areas, were at Belzec, Sobibor, Treblinka, Chelmno, Majdanek, and Auschwitz-Birkenau. Chelmno was the first camp in which mass executions were carried out by gas, piped into mobile gas vans; 320,000 persons were killed there between December 1941 and March 1943 and between June to July 1944. A killing center using gas vans and later gas chambers operated at Belzec, where more than 600,000 persons were killed between May 1942 and August 1943. Sobibor opened in May 1942 and closed one day after a rebellion of the prisoners on October 14, 1943; up to 200,000 persons were killed by gassing. Treblinka opened in July 1942 and closed in November 1943; a revolt by the prisoners in early August 1943 destroyed much of the facility. At least 750,000 persons were killed at Treblinka, physically the largest of the killing centers. Almost all of the victims at Chelmno, Belzec, Sobibor, and Treblinka were Jews; a few were Gypsies. Very few individuals survived these four killing centers, where most victims were murdered immediately after arrival.

Auschwitz-Birkenau, which also served as a concentration camp and slave labor camp, became the killing center where the largest numbers of European Jews and Gypsies were killed. After an experimental gassing there in September 1941 of 250 malnourished and ill Polish prisoners and 600 Russian POWs, mass murder became a daily routine; more than 1.25 million people were killed at Auschwitz-Birkenau, 9 out of 10 of them Jews. In addition, Gypsies, Soviet POWs, and ill prisoners of all nationalities died in the gas chambers. Between May 14 and July 8, 1944, 437,402 Hungarian Jews were deported to Auschwitz in 48 trains. This was probably the largest single mass deportation during the Holocaust. A similar system was implemented at Majdanek, which also doubled as a concentration camp and where at least 275,000 persons were killed in the gas chambers or died from malnutrition, brutality, and disease.

The methods of murder were the same in all the killing centers, which were operated by the SS. The victims arrived in railroad freight cars and passenger trains, mostly from ghettos and camps in occupied Poland, but also from almost every other eastern and western European country. On arrival, men were separated from women and children. Prisoners were forced to undress and hand over all valuables. They were then driven naked into the gas chambers, which were disguised as shower rooms, and either carbon monoxide or Zyklon B (a form of crystalline prussic acid, also

used as an insecticide in some camps) was used to asphyxiate them. The minority selected for forced labor were, after initial quarantine, vulnerable to malnutrition, exposure, epidemics, medical experiments, and brutality; many perished as a result.

The Germans carried out their systematic murderous activities with the active help of local collaborators in many countries and the acquiescence or indifference of millions of bystanders. However, there were instances of organized resistance. For example, in the fall of 1943, the Danish resistance, with the support of the local population, rescued nearly the entire Jewish community in Denmark from the threat of deportation to the east by smuggling them via a dramatic boat lift to safety in neutral Sweden. Individuals in many other countries also risked their lives to save Jews and other individuals subject to Nazi persecution. One of the most famous was Raoul Wallenberg, a Swedish diplomat who led the rescue effort that saved the lives of tens of thousands of Hungarian Jews in 1944.

Resistance movements existed in almost every concentration camp and ghetto of Europe. In addition to the armed revolts at Sobibor and Treblinka, Jewish resistance in the Warsaw ghetto led to a courageous uprising in April-May 1943, despite a predictable doomed outcome because of superior German force. In general, rescue or aid to Holocaust victims was not a priority of resistance organizations whose principal goal was to fight the war against the Germans. Nonetheless, such groups and Jewish partisans (resistance fighters) sometimes cooperated with each other to save Jews. On April 19, 1943, for instance, members of the National Committee for the Defense of Jews, in cooperation with Christian railroad workers and the general underground in Belgium, attacked a train leaving the Belgian transit camp of Malines headed for Auschwitz and succeeded in assisting several hundred Jewish deportees to escape.

After the war turned against Germany and the Allied armies approached German soil in late 1944, the SS decided to evacuate outlying concentration camps. The Germans tried to cover up the evidence of genocide and deported prisoners to camps inside Germany to prevent their liberation. Many inmates died during the long journeys on foot known as "death marches." During the final days, in the spring of 1945, conditions in the remaining concentration camps exacted a terrible toll in human lives. Even concentration camps never intended for extermination, such as Bergen-Belsen, became death traps for thousands, including Anne Frank, who died there of typhus in March 1945.

In May 1945, Nazi Germany collapsed, the SS guards fled, and the camps ceased to exist as extermination, forced labor, or concentration camps. Some of the concentration camps, including Bergen-Belsen, Dachau, and Landsberg, all in Allied occupied Germany, were turned into camps for displaced persons (DPs), which included former Holocaust victims unable to be repatriated.

The Nazi legacy was a vast empire of murder, pillage, and exploitation that had affected every country of occupied Europe. The toll in lives was enormous. The full magnitude and the moral and ethical implications of this tragic era are only now beginning to be understood more fully.

Source: United States Holocaust Memorial Museum. *Teaching About the Holocaust: A Resource Book for Educators*. Washington, DC: United States Holocaust Memorial Museum. Reprinted by permission of the United States Holocaust Memorial Museum.

CHILDREN AND THE HOLOCAUST

Up to one-and-a-half million children were murdered by the Nazis and their collaborators between 1933 and 1945. The overwhelming majority of them were Jewish. Thousands of Roma (Gypsy) children, disabled children, and Polish children were also among the victims.

The deaths of these children were not accidental: they were the deliberate result of actions taken by the German government under the leadership of Chancellor Adolf Hitler. The children were killed in various ways. Many were shot; many more were asphyxiated with poisonous gas in concentration camps or subjected to lethal injections. Others perished from disease, starvation, exposure, torture, and/or severe physical exhaustion from slave labor. Still others died as a result of medical experiments conducted on them by German doctors in the camps.

During the Holocaust, children -- ranging in age from infants to older teens -- were, like their parents, persecuted and killed not for anything they had done. Rather, Hitler and the Nazi government believed that so-called "Aryan" Germans were a superior race. The Nazis labeled other people they considered inferior as "non-Aryans." People belonging to non-Aryan groups, including children, were targeted by the Nazis for elimination from German society. The Nazis killed children to create a biologically pure society.

Even children who fit the Aryan stereotype suffered at the hands of the Nazis during World War II. Non-Jewish children in occupied countries whose physical appearance fit the Nazi notion of a "master race" (fair skin, blond-haired, blue-eyed) were at times kidnapped from their homes and taken to Germany to be adopted by German families. As many as 50,000 Polish children alone may have been separated from their families in this manner. Some of these children were later rejected and sent to special children's camps where they died of starvation or as a result of the terrible living conditions within the camps. Others were killed by lethal injections at the concentration camps of Majdanek and Auschwitz.

The experiences of children who were victims of Nazi hatred varied widely. Factors such as age, gender, family wealth, and where a child lived affected their experiences under German domination. Generally, babies and younger children deported to ghettos and camps had almost no chance of surviving. Children in their teens, or younger children who looked more mature than their years, had a better chance of survival since they might be selected for slave labor rather than for death. Some teens participated in resistance activities as well.

Children who were victims of the Holocaust came from all over Europe. They had different languages, customs, and religious beliefs. Some came from wealthy families; others from poor homes. Many ended their schooling early to work in a craft or trade; others looked forward to continuing their education at the university level. Still, whatever their differences, they shared one commonality: by the 1930s, with the rise of the Nazis to power in Germany, they all became potential victims and their lives were forever changed.

Nazi Germany, 1933-39

Soon after the Nazis gained power in Germany, Jewish children found life increasingly difficult. Due to legislation prohibiting Jews from engaging in various professions, their parents lost jobs and businesses. As a result, many families were left with little money. Jewish children were not allowed to participate in sports and social activities with their "Aryan" classmates and neighbors. They could not go to museums, movies, public playgrounds, or even swimming pools. Even when they were

permitted to go to school, teachers often treated them with scorn and encouraged their humiliation by other students. Frequently, Jewish students were subject to being taunted and teased, picked upon and beaten up. Eventually, Jewish and Gypsy children were expelled from German schools.

Gypsy children, like Jewish children, faced many hardships in Nazi Germany. Along with their parents, they were rounded up and forced to live behind barbed wire in special municipal internment camps under police guard. Beginning in 1938, Gypsy teenagers were arrested and sent to concentration camps.

Murder Under Cover of War

With the outbreak of World War II in September 1939, life became much harder for children all over Europe. European children of all backgrounds suffered because of the war, experiencing displacement, inadequate diets, the absence of fathers and brothers, loss of family members, trauma, and confusion. However, only certain groups of children were singled out for "extinction."

Wartime, Hitler suggested, "was the best time for the elimination of the incurably ill." Among the first victims of the Nazis were disabled persons, and children were not exempt. Many Germans, influenced by Nazi ideas, did not want to be reminded of individuals who did not measure up to their idealized concept of a "master race." The physically and mentally handicapped were viewed by the Nazis as unproductive to society, a threat to Aryan genetic purity, and ultimately unworthy of life. Beginning almost simultaneously with the start of World War II, a "euthanasia" program was authorized personally by Adolf Hitler to systematically murder disabled Germans. Like disabled adults, children with disabilities were either injected with lethal drugs or asphyxiated by inhaling carbon monoxide fumes pumped into sealed mobile vans and gas chambers. Medical doctors cooperated in these so-called "mercy killings" in six institutions, and secretly at other centers, in Germany. Though some were Jewish, most of the children murdered in this fashion were non-Jewish Germans.

With the onset of war, Jewish children in Germany suffered increasing deprivations. Nazi government officials confiscated many items of value from Jewish homes, including radios, telephones, cameras, and cars. Even more importantly, food rations were curtailed for Jews as were clothing ration cards. Jewish children felt more and more isolated. Similarly, as Germany conquered various European countries in their war effort -- from Poland and parts of the Soviet Union in the east, to Denmark, Norway, Belgium, France, and the Netherlands in the west -- more and more Jewish children came under German control and, with their parents, experienced persecution, forced separations, and very often, murder.

Throughout eastern Europe, Jewish families were forced to give up their homes and relocate into ghettos -- restricted areas set up by the Nazis as "Jewish residential districts." Most of the ghettos were located in German-occupied Poland; most were established in the poorer, more dilapidated sections of towns and cities. Ghettos were fenced in, typically with barbed wire or brick walls. Entry and exit were by permit or pass only; like a prison, armed guards stood at gates. Families inside the ghettos lived under horrid conditions. Typically, many families would be crowded into a few rooms where there was little if any heat, food, or privacy. It was difficult to keep clean. Many people in the ghettos perished from malnutrition, starvation, exposure, and epidemics. Typhus, a contagious disease spread by body lice, was common, as was typhoid, spread through contaminated drinking water.

Some children managed to escape deportation to ghettos by going into hiding with their families or by hiding alone, aided by non-Jewish friends and neighbors. Children in hiding often took on a secret life, sometimes remaining in one room for months or even years. Some hid in woodpiles, attics, or barns; others were locked in cupboards or concealed closets, coming out infrequently and only at night. Boys had it more difficult, because they were circumcised and could therefore be identified.

Children were often forced to live lives independent of their families. Many children who found refuge with others outside the ghettos had to assume new identities and conform to local religious customs that were different from their own in order to survive. Some Jewish children managed to pass as Catholics and were hidden in Catholic schools, orphanages, and convents in countries across Europe.

Everyday, children became orphaned and many had to take care of even younger children. In the ghettos of Warsaw and other cities, many orphans lived on the streets, begging for bread and food from others in the ghetto who likewise had little or none to spare. Exposed to severe weather, frostbite, disease, and starvation, these children did not survive for long. Many froze to death.

In order to survive, children had to be resourceful and make themselves useful. In Lodz, healthy children could survive by working. Small children in the largest ghetto in occupied Poland, Warsaw, sometimes helped smuggle food to their families and friends by crawling through narrow openings in the ghetto wall. They did so at considerable risk, as smugglers who were caught were severely punished.

Deportation To Concentration Camps

The Nazis started emptying the ghettos in 1942 and deporting the victims to concentration camps. Children were often the target of special round-ups for deportation to the camps. The victims were told they were being resettled in the "East." The journey to the camps was difficult for everyone. Jammed into rail cars until there was no room for anyone to move, young children were often thrown on top of other people. Suffocating heat in the summer and freezing cold in the winter made the deportation journey even more brutal. During the trip, which often lasted several days, there was no food except for what people managed to bring along. There were also no water or bathroom facilities and parents were powerless to defend their children.

Two concentration camps (Auschwitz-Birkenau and Majdanek) and four other camps (Chelmno, Sobibor, Belzec, and Treblinka) functioned as "killing centers." All were located near railroad lines in occupied Poland, and poison gas -- either carbon monoxide or Zyklon B -- was the primary weapon of murder. At Chelmno, Sobibor, Belzec, and Treblinka, nearly everyone was killed soon after arrival. At Auschwitz and Majdanek, individuals were "selected" to live or to die. Stronger, healthier people -- including many teenagers -- were often selected for slave labor, forced to work eleven-hour shifts with minimum provisions for clothing, food, and shelter. Some who survived the camp "selection" process were used for medical experiments by German physicians.

The great majority of people deported to killing centers did not survive. For those who did survive the selection process, children and adults alike, life in the camps presented new challenges, humiliations, and deprivations. One became a prisoner: clothing and all possessions were removed. Hair was shaved off. Ill-fitting prison uniforms were distributed. One's name was replaced with a number often tattooed on the arm. Many people scarcely recognized their own family members after they had been processed in the camps.

Camp "inmates" were crowded into barracks fitted with wooden bunk beds stacked three or four on top of each other, and several people had to fit per level on the plank beds that had neither mattresses nor blankets. Lice were everywhere and contributed to the spread of disease, which was an ever-present enemy. Standing in roll calls for extended periods in all kinds of weather and working long hours took its toll on everyone. Daily rations of food consisted of a small piece of bread and coffee or soup. As a result of these brutal living conditions, many people died. Few lasted more than a month or two. Even among those that survived, one's vulnerability to "selection" had not ended at the point of arrival. The sick, the feeble, and those too exhausted to work were periodically identified and selected for gassing.

Liberation

Near the end of the war in 1945, the German concentration camps were liberated by Allied soldiers. By this time, many of the children who had entered camps as teenagers were now young adults. For most, the food and gestures of kindness offered by liberating soldiers were the links to life itself. Children who had survived in hiding now searched the camps trying to locate family members who might also have survived. Returning to hometowns, they had hopes that a former neighbor might know of other survivors.

It was rare for an entire family to survive the Holocaust. One or both parents were likely to have been killed; brothers and sisters had been lost; grandparents were dead. Anticipated reunions with family members gave surviving children some hope, but for many, the terrible reality was that they were now alone. Many found themselves sole survivors of once large extended families. A few were eventually able to locate missing family members.

Life as it had been before the Holocaust was forever altered. Though some individual survivors attempted to return to their former places of residence, Jewish and Gypsy communities no longer existed in most of Europe. Family homes had, in many instances, been taken over by others; personal possessions had been plundered. Because returning to one's home in hopes of reclaiming what had been lost was fraught with extreme danger, many young survivors eventually ended up instead in children's centers or displaced persons camps.

The future was as uncertain as the present was unstable. Many young people had had their schooling interrupted and could not easily resume their studies. Merely surviving took precedence over other concerns. Owning nothing and belonging nowhere, many children left Europe and, with assistance provided by immigrant aid societies or sponsorship from relatives abroad, they emigrated, usually to the United States, South Africa, and/or Palestine which, after 1948, became the State of Israel. There, in these newly adopted countries, they slowly developed new lives.

Source: United States Holocaust Memorial Museum. *Teaching About the Holocaust: A Resource Book for Educators*. Washington, DC: United States Holocaust Memorial Museum. Reprinted by permission of the United States Holocaust Memorial Museum.

REPRINT PERMISSIONS

For permission to reprint the selections in this volume, grateful acknowledgment is made below. The authors of this resource manual have made every reasonable effort to obtain permission to reproduce the copyrighted materials included herein. If notified of any errors or omissions, we will make the necessary corrections in future publications. Permission for the reprinting of materials was acquired through the Holocaust Documentation and Education Center, Inc. on behalf of the Department of Education.

Allyn and Bacon Publishers "Character Continuum." Taken from Rothlein, L. and Meinbach, A. M. (1996) *Legacies: Using Children's Literature in the Classroom*. New York: Harper Collins College Publishers.

Creative Teaching Press, Inc.: © 1993. "Multicultural Art Activities." Reprinted with permission of Creative Teaching Press, Inc., 15342 Graham Street, Huntington Beach, CA 92649. Phone: (714) 895-5047.

Levenson, George: "How to Fold a Paper Crane." <http://www.sadako.com>. Used by permission.

Scholastic Professional Books: Ready-To-Go Book Report Project, 1997, "Filmstrip Book Report Template." Reprinted by permission of Scholastic Professional Books.

Teacher Created Materials, Inc.: "Character Web For." from #265 *Thematic Unit-Native Americans*, pages 42, 43, © 1990. "Community Research Outline." from #670 *Using Multicultural Literature: Journeys*, page 103, © 1994. "Me Poem Outline" from #502 *Write All About It*, page 28, "Story Pyramid," © 1993 page 43. Reprinted with permission of Teacher Created Materials, Inc., 6421 Industry Way, Westminster, CA 92683. Phone: (714) 891-2273.

Weingard, Lizette Kabak: "Class Graph." "Prejudice Is..." From *Never Forget*. Copyright © 1999. Reprinted by permission.

AN INTRODUCTION TO THE RESOURCE MANUAL

UNIT I - INTRODUCTION – People	1-3
Objectives for this Unit	1-4
Literature Selections for this Theme	1-5
K-1 <i>Knots on a Counting Rope</i> by Bill Martin, Jr. and John Archambault	1-6
K-1 <i>People</i> by Peter Spier	1-9
K-1 <i>Elmer</i> by David McKee	1-12
K-1 <i>Hands</i> by Jane Yolen	1-17
K-1 <i>Just Enough is Plenty</i> by Barbara Diamond Goldin	1-20
2-3 <i>Under the Lemon Moon</i> by Edith Hope Fine	1-24
2-3 <i>Mary McLeod Bethune</i> by Eloise Greenfield	1-27
2-3 <i>Elizabeth Blackwell: The First Woman Doctor</i> by Francine Sabin	1-30
2-3 <i>Gandhi, Peaceful Warrior</i> by Rae Bains	1-33
 UNIT II - INTRODUCTION – Community: Neighbors and Friends	 2-3
Objectives for this Unit	2-4
Literature Selections for this Theme	2-5
K-1 <i>Yo! Yes?</i> by Chris Rachaska	2-6
K-1 <i>The Rainbow Fish</i> by Marcus Pfister	2-9
K-1 <i>The Rag Coat</i> by Lauren Mills	2-12
K-1 <i>Stellaluna</i> by Janell Cannon	2-15
2-3 <i>Onion Tears</i> by Diane Kidd	2-18
2-3 <i>Miss Tizzy</i> by Libba Moore Gay	2-21
2-3 <i>Sidewalk Story</i> by Sharon Bell Mathis	2-24
2-3 <i>Love Your Neighbor: Stories of Values and Virtues</i> by Arthur Dobrin	2-27
 UNIT III - INTRODUCTION – Building Bridges to Others	 3-3
Objectives for this Unit	3-4
Literature Selections for this Theme	3-5
K-1 <i>Chrysanthemum</i> by Kevin Henkes	3-6
K-1 <i>Swimmy</i> by Leo Lionni	3-9
K-1 <i>The Grouchy Ladybug</i> by Eric Carle	3-12
K-1 <i>An Enchanted Hair Tale</i> by Alexis De Veaux	3-15
2-3 <i>Milo and the Magic Stones</i> by Marcus Pfister	3-18
2-3 <i>Wagon Wheels</i> by Barbara Brenner	3-21
2-3 <i>The Hunchback of Notre Dame</i> by Walt Disney Company	3-25
2-3 <i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr	3-28

UNIT IV - INTRODUCTION – People and Places	4-3
Objectives for this Unit	4-4
Literature Selections for this Theme	4-5
K-1 <i>Angel Child, Dragon Child</i> by Michele Maria Surat	4-6
K-1 <i>How My Parents Learned to Eat</i> by Ina R. Friedman	4-10
K-1 <i>The Long Way to A New Land</i> by Joan Sandin	4-13
K-1 <i>The Keeping Quilt</i> by Patricia Polacco	4-16
2-3 <i>Molly's Pilgrim</i> by Barbara Cohen	4-19
2-3 <i>The Velveteen Rabbit</i> by Margery Williams	4-23
2-3 <i>The Memory Coat</i> by Elvira Woodruff	4-26
2-3 <i>Passage to Freedom</i> by Ken Mochizuki	4-30

APPENDIX

UNIT 1

PEOPLE

TABLE OF CONTENTS

Introduction	1-3
Objectives	1-4
Literature Selections	1-5
K-1 <i>Knots on a Counting Rope</i> by Bill Martin, Jr. and John Archambault	1-6
K-1 <i>People</i> by Peter Spier	1-9
K-1 <i>Elmer</i> by David McKee	1-12
K-1 <i>Hands</i> by Jane Yolen	1-17
K-1 <i>Just Enough is Plenty</i> by Barbara Diamond Goldin	1-20
2-3 <i>Under the Lemon Moon</i> by Edith Hope Fine	1-24
2-3 <i>Mary McLeod Bethune</i> by Eloise Greenfield	1-27
2-3 <i>Elizabeth Blackwell: The First Woman Doctor</i> by Francine Sabin	1-30
2-3 <i>Gandhi, Peaceful Warrior</i> by Rae Bains	1-33

UNIT 1

PEOPLE

*"A hundred times every day I remind myself that
my inner and outer life depends on the labors of other men;
living and dead; and that I must exert myself in order to
give in the measure as I have received and am still receiving."*

Albert Einstein

INTRODUCTION

"People who need people are the luckiest people in the world." The words to the song *People* indicate our dependency and interdependency on each other. In order to be able to develop healthy relationships, it is essential that students be taught traits that build character. Loyalty, respect, trust, and responsibility are core values embraced by peoples of all cultures. When children can be shown that all people share similar hopes, dreams, and aspirations, they can truly begin to appreciate and live life to the fullest. Educators and parents must serve as role models to the children in their care by gently guiding them to embrace people of all socioeconomic backgrounds, cultures, and ethnicities. The first step in creating and developing a caring community is to help students get to know each other. Building bonds and attachments by appealing to children's hearts and minds through positive classroom activities will establish a sense of community and help forestall the evils of prejudice, discrimination, and stereotyping.

OBJECTIVES FOR THIS UNIT

After involvement in theme-related activities, the students will:

1. Desire to act morally and responsibly.
2. Develop a caring nature towards others.
3. Think about contributions made by others in seeking to better conditions for all people.

LITERATURE SELECTIONS FOR THIS THEME:

Grades K and One:

Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, New York: Henry Holt & Co., 1987.

Concepts: Family values; appreciation of and for life; character building

People by Peter Spier, New York: A Doubleday Book for Young Readers, 1980.

Concepts: Similarities; appreciation of and appreciation for life

Elmer by David McKee, New York: Lothrop, Lee & Shepard Books, 1968.

Concept: Similarities

Hands by Jane Yolen, Littleton, MA: Sundance Publishers & Distributors, 1976.

Concept: Character building

Just Enough is Plenty by Barbara Diamond Goldin, New York: Puffin Books, 1988.

Concepts: Family values; responsibility to self and others

Grades Two and Three:

Under the Lemon Moon by Edith Hope Fine, New York: Lee & Low Books, 1999.

Concept: Character building

Mary McLeod Bethune by Eloise Greenfield, New York: Harper Collins Children's Books, 1977.

Concept: Role models

Elizabeth Blackwell: The First Woman Doctor by Francene Sabin, Troll Associates, 1982.

Concept: Appreciation of and appreciation for life

Gandhi: Peaceful Warrior by Rae Bains, Troll Associates, 1990.

Concept: Role models

Knots on a Counting Rope

By Bill Martin Jr. and John Archambault, New York: Henry Holt and Company, 1987.

CONCEPTS: Family values; appreciation of and appreciation for life; character building

GRADES: K-1

STORY SUMMARY

This book focuses upon the strong and special relationship between a Native American grandfather and his blind grandson. It is a story of devotion, faith, respect, and courage.

As the grandfather is asked to retell the boy the story of the boy's difficult birth and the challenges the boy has had to overcome, the themes of courage and selfless devotion are interwoven. Throughout the story, the reader can see how the grandfather's guidance and tireless efforts help the boy overcome the "dark mountains" and build an everlasting bond of respect and love.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding of the concept of family responsibility.
2. Acknowledge the importance of building trust and loyalty.
3. Develop respect and appreciation for one's elders.
4. Develop an understanding of the concept of caring for others.
5. Acknowledge and respect the talents and abilities of individuals with disabilities.

DISCUSSION QUESTIONS

- What is a promise? Can you always keep a promise that you make? How do you feel when you can't keep a promise? How do you feel when someone can't keep a promise that he or she made to you?
- Why do you think the grandfather wouldn't promise the little boy that there would never be a last time for the story?
- Why do you think the boy wanted to hear "his story" over and over again?
- Why did the grandfather spend so much time with the boy?

- Why was the boy's grandfather so special to him? In what ways was their relationship special?
- Do you have a special relationship with someone in your family? Why is it special? Explain.
- How do you suppose it feels to have been born blind, to never have seen the sun, the stars, colors, or a flower?
- Did being blind stop the boy from doing the things that he wanted to do?
- Do you think the boy should have been treated differently than the other children because he was blind?
- Do you think the boy was brave?
- What gave the boy courage to race his horse in the race?
- Why were the village people proud of the boy even though he didn't win the race?
- Even though the boy didn't win the race, he was a "winner." Why do you think he was a winner?
- Throughout the story, the boy had to face "dark mountains." Dark mountains was the way the boy thought about the challenges he had to face. What are some "dark mountains" you have to face?

RELATED ACTIVITIES FOR STUDENTS

1. Have the students sit in a circle on the floor. Let one student begin retelling the story. Move from one student to another, having each student add a part to the story until the story is completely retold.
2. Have students participate in a *Boundary Breaker*. *Boundary Breaker* question: Throughout the story, the boy showed courage. What is courage? or Courage is...
3. Explain to the students that they will be telling a story about themselves which has a special meaning. Have the students talk to a family member and learn something about themselves when they were younger. Students will come to class and tell the story to their classmates. The day of the storytelling, distribute a piece of yarn to each student. As the students tell their stories to their classmates one by one, have the students tie "*Knots on a Counting Rope*."
4. Present the following examples of vivid, descriptive language to the students: "wild storm," "storm crying my name," "wounded wind," "rainbow danced across the sky." Talk about the pictures that these words create in one's mind. Have the students explain what each descriptive phrase means to them. Have the students visualize the phrases and draw a picture of the "wild storm" or the "rainbow danced across the sky."

5. Talk about a time when they needed to show courage to cross "dark mountains." Hold a discussion about the different challenges boys and girls face.
6. Ask the students to pretend to be the boy and write a letter to grandfather telling him why he is so special.

GENERAL ACTIVITIES FOR STUDENTS

1. Have the students design a card for a special, caring person who has helped them. Within the card, have the students write a message of appreciation.
2. Have the students invite a special family member to class. Ask the students to select a favorite book and read it with their "special buddy." The students may also share their cards and recite poetry.
3. Ask each student to make a list of family members. Have the students tell why each person is special to them.
4. Ask the students to tell about a time or event when a special person helped them with a problem. Draw a picture of this person.
5. Have a discussion with the students about being blind. Talk about the ways blind people are alike and different from people who can see. Construct a class *Venn Diagram*.

People

By Peter Spier, New York: A Doubleday Book for Young Readers, 1980.

CONCEPTS: Similarities; appreciation of and appreciation for life

GRADES: K-1

STORY SUMMARY

Within this intricately illustrated book, Peter Spier highlights the very differences which make every individual unique, yet at the same time make each individual so much the same. The reader is introduced to the concept of physical differences, differences in standards of beauty, character, likes and dislikes, homes, talents, holidays, foods, religion, types of work, and language. Yet, the underlying thread of this book is the richness that this diversity brings to the world.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an awareness of the similarities and differences among people.
2. Discuss the similarities and differences of others.
3. Develop an appreciation and respect for diversity.
4. Acknowledge the individuality of self and others.

DISCUSSION QUESTIONS

- What does the word different mean?
- In what ways are people different?
- What are some ways people are the same?
- How can people be a little bit different and a little bit the same?
- What do you think the world would be like if people ...
 - all looked the same?
 - liked the same foods?
 - played the same games?
 - were all good at doing the same thing?
 - celebrated the same holidays?
 - lived in the same types of houses?
- Do you think people are supposed to be different from one another? Why?

- How does being different make the world a more interesting place?
- If you could make everyone in the world look and act the same, would you or wouldn't you? Tell why.

RELATED ACTIVITIES FOR STUDENTS

1. Using the book's key categories of similarities and differences, review the similarities and differences specified within the book. Compose a class list using either a chart format or *Venn Diagram*. Have the students discuss the similarities and differences noted.
2. Have the students brainstorm categories for comparison such as foods, games, sports, holidays celebrated, books, etc. Prepare a chart with the brainstormed categories. Have the students list their favorite foods, games, holidays, etc. Once the charts have been completed, have the students pair up and compare themselves, noting their similarities and differences (likes and dislikes).
3. Using the book as a model, have the students create their own *People* book. Select the categories to be illustrated. Have the students draw their own illustrations using small, unlined index cards. Place these individual illustrations upon the *Big Book* pages mirroring the author's format. Photographs also may be used when illustrating pages related to the physical differences among people.
4. Have the students bring in pictures of different types of people doing many different things (wearing different clothing, eating different foods, working at different jobs, playing different sports, etc.). Place the students into cooperative groups and sort the pictures into categories. Create several mural sections depicting the categories and join them together into one large mural. Brainstorm a title for the mural.
5. Have the students participate in a story using the *Reader's Theater* technique.
6. Ask the students to create their own illustrations for the story text. As the story is read aloud, have the students hold up the matching illustration for the text they have chosen.

GENERAL ACTIVITIES FOR STUDENTS

1. Take the students to the school library and select picture books about people from other cultures. Have the students sit in literature circles and share the books, observing the ways people are different and alike.
2. Conduct a discussion about the similarities and differences found among their classmates. After the students have completed the charts comparing themselves, have the students discuss what they have learned about each other. Ask the question: What would this class be like if everyone looked and acted the same way? Would you like it? Why or why not?

3. Have the students brainstorm and compose slogans focusing upon the positive aspects of being different. For example, "Being different is great!" Make a list of slogans.
4. Have the students select a slogan and draw a picture to illustrate the selected slogan.
5. Have the students close their eyes and visualize what their world would look like if people looked the same, thought the same way, liked the same things, and did everything the same way. Have the students draw what they visualized.

Elmer

By David McKee, New York: Lothrop, Lee & Shepard Books, 1968.

CONCEPT: Similarities

GRADES: K-1

STORY SUMMARY

Elmer is an elephant who doesn't want to be different from the other elephants in his herd. Although Elmer doesn't wish to be different, he is unique. Elmer has two special qualities. He is the color of a multicolored patchwork quilt, and he is able to make the other elephants laugh. Elmer does not value his individuality, fearing that the elephants in the herd are not laughing "with him" but "at him."

One day, Elmer decides to go deep into the jungle to a berry bush with elephant colored berries. He squashes the berries and rolls in them covering his entire body. No one would know that he was Elmer, for he no longer had his multicolored coat.

Elmer returns to the herd and takes his place among the other elephants. Everything is serious and somber. Everything seems different. No longer being able to handle the quiet, Elmer shouts, "Boo" and the elephants begin to laugh. During the ruckus, one elephant says that he wishes Elmer was there to be part of the fun. Suddenly, a huge rainstorm begins. The rain washes the berry stain from Elmer, revealing his identity to the elephants. The elephants are so amused and happy to have Elmer back that they declare a special holiday where they decorate themselves in many different colors and designs. Elmer learns that being different is a beautiful thing.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an awareness of the similarities and differences among people.
2. Discuss the similarities and differences of others.
3. Develop an appreciation of one's uniqueness and the uniqueness of others.
4. Recognize and describe one's special qualities.
5. Acknowledge the individuality of others.

DISCUSSION QUESTIONS

- Why do you think that Elmer believed he needed to be like the other elephants?

- Why do you think the other elephants liked Elmer and accepted him even though he was different from themselves?
- What is the difference between laughing because someone does or says funny things and laughing at someone?
- At first, how did Elmer feel when he looked like the other elephants? How did he feel after the other elephants didn't recognize him? Why do you think his feelings changed?
- Why do you think that Elmer could no longer remain quiet and be like the other elephants?
- The elephants believed that Elmer was playing a joke on them which they thought was a great joke. Was Elmer playing a joke on the other elephants? What do you think Elmer was trying to do by rolling in the berry juice?
- If you were Elmer, would you have rolled in the berry juice? Why or why not?
- People all have heads, eyes, ears, a mouth, legs, and arms, yet each person has something special or different. Is it okay to be different?
- What would the world be like if everyone were the same?
- What lesson did Elmer learn?

RELATED ACTIVITIES FOR STUDENTS

1. Ask students to design a patterned or decorated elephant using a cut-out of an elephant. Explain that each elephant must be unique. Hold an elephant parade. Talk about the beauty found in the differences in others. What makes each elephant special?
2. Write a class letter to Elmer. In this letter, explain to Elmer why it is okay to be different.
3. Have students write a journal response. Prompts: Being different is okay because.... ; I am like other people because... and I am different because.... Students may dictate to the teacher, use invented spelling to respond, or create an audio journal using a tape recorder.
4. Complete a class survey and determine the different eye colors, hair colors, and favorite ice cream tastes of all the students in the class. Graph information using chart on Unit I Page 15. Then transfer the information to a bar graph. Draw conclusions in terms of numbers. What ice cream is best liked? Are the rights of people who are in the minority any less important than those who are in the majority? Have students address these questions in their journals.
5. Brainstorm with the students to compose a song around the themes of this lesson. What did we learn from Elmer? Use a common song and create new lyrics. Have the children learn the song and sing it for others.

6. Dramatize the story using the *Story Theater* technique. Reread *Elmer* and have the students act out the story. How did it feel to be Elmer? If you were Elmer, would you have tried to be like the other elephants?

GENERAL ACTIVITIES FOR STUDENTS

1. Have students participate in a class discussion. Topic: Let's talk about a time when you've felt different. How did it feel? Is it okay to be different? Should people who look different than ourselves or act differently than ourselves be treated differently? Should we respect others for being different than ourselves? Why or why not?
2. Ask students to draw a picture of family and friends in a play setting either at home, at the beach, or at a family party or gathering. Hold a sharing session. Have each child speak about his/her picture. Point out similarities and differences. Make a class chart labeled "Alike and Different." List the similarities and differences on the chart.
3. Have each student think about his/her unique qualities and abilities. On a large, plain index card, have each student draw a picture representing a special ability or quality. Make several mobiles and place them around the classroom.
4. Have students participate in a class *Boundary Breaker*.
5. Have each student bring from home a favorite hat or a favorite toy. Take a photograph of each student with the hat on or with his/her toy. Arrange the photographs to form a collage. Once the collage is completed, talk about similarities and differences. Create a *Venn Diagram*.
6. Using pictures of people from magazines, have each student create a collage reflecting the diversity of people. Discuss the similarities and differences with the students.
7. Designating a page for each student, have each student dictate a sentence or two about his/her special abilities. Have each student illustrate his/her page. Combine all the pages into a class *Big Book*.
8. Talk about the concept of being prejudice. Have the students describe prejudice. (See Unit 1-Page 16.) Also, have the students draw how they think prejudice looks, smells, and sounds.

Name: _____ Date: _____

Class Graph**Eye Color**

Brown Eyes	Blue Eyes	Green Eyes	Hazel Eyes

Hair Color

Brown Hair	Blonde Hair	Red Hair	Black Hair

Favorite Ice Cream

Strawberry	Vanilla	Chocolate	Other

Name: _____ Date: _____

Prejudice is . . .

Prejudice looks like _____

Prejudice smells like _____

Prejudice sounds like _____

Hands

By Jane Yolen, Littleton, MA: Sundance Publishers & Distributors, 1976.

CONCEPT: Character building

GRADES: K-1

STORY SUMMARY

In this simple picture book, Jane Yolen writes about the many different ways people use their hands. Using the refrain, "Hands are for...", she describes the ways hands are used in work, play, and in friendship.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Explore and identify the ways hands are used in work, play, and friendship.
2. Develop an understanding that hands are used for helping, not hurting.
3. Distinguish between positive and negative ways hands may be used by self and others.
4. Accept responsibility for using one's hands in a constructive manner.

DISCUSSION QUESTIONS

- Name the different ways people may use their hands.
- How do you use your hands in play, work, and friendship?
- Are hands for helping or for hurting? Name ways hands can be used for helping and ways they may be used for hurting.
- Why do you think some people use hands for hurting? What would you tell a friend who uses his/her hands for hurting others?
- Why does the author say, "But best of all hands are for holding the hands of a friend."?
- What are some ways friends can use hands to help friends?
- How do hands show how people feel?
- How do people use their hands to show they care about someone?
- How do people use their hands to show they care about a pet?

- Pretend you are a pair of hands. If you were a pair of hands, what would you do? Explain why.
- Why do people hold hands? Name some times when someone has held your hand. Name some times when you have held the hand of a friend, parent, grandparent, family member, or teacher. How did it feel to hold someone's hand?

RELATED ACTIVITIES FOR STUDENTS

1. Ask students to brainstorm a class list of the positive and negative ways hands may be used. Discuss the lists. Compare and contrast.
2. Create a class bulletin board. Trace each child's hand. Have the students write one positive way hands are used on each hand cutout. Example: I use my hands to wave.
3. Ask the students to pretend that they are a pair of hands and then create a story about the pair of hands. Use the *Language Experience Approach*. Describe what the hands do throughout the day (all the tasks) and how they feel.
4. Develop and post a class list of all the positive ways hands are used by the students in the class.
5. Display a collection of photographs depicting different types of hands (old hands, young hands, baby hands, men's hands, women's hands, etc.). Ask the students the following questions: Are all hands alike? How are they different? What makes them special? Compare the sizes and the shapes.
6. Work with the students to rewrite sections of the book, *Hands*, using the author's format (Hands are for people at play..., Hands are for holding..., and Hands are for people at work...). Create a class *Big Book*. Refer to the book for other formats.
7. Play hand games such as *Pat-A-Cake*, *Take Me Out to the Ball Game*, and *Ring Around A Rosie*. Play other games where the students clap hands and hold hands while playing.

GENERAL ACTIVITIES FOR STUDENTS

1. In a class sing-along session with the students, sing songs with hand motions, such as "The Itsy, Bitsy Spider," "Little Rabbit Foo Foo," and "The Wheels On the Bus."
2. Prepare hand cutouts. Recognize students who treat others kindly by presenting them with a "Helping Hands Award."
3. In groups, have students create posters depicting the positive ways hands are used and warning posters for the negative ways hands may be used. Example: We use our hands to ... ; We don't use our hands to....

4. Ask students to identify common expressions and compound words containing the word hand. Introduce common expressions with the word hand. Suggestions: firsthand, by hand, handout, hand over, hand down. Check a dictionary for other common expressions with the word hand. Introduce compound words with hand. Suggestions: handmade, handsome, handicap, handbook, handbag, handcuff, handkerchief, handshake.

Just Enough is Plenty

By Barbara Diamond Goldin, New York: Puffin Books, 1988.

CONCEPTS: Family values; responsibility to self and others

GRADES: K-1

STORY SUMMARY

This *Hanukkah* story takes place in a small village in Poland. Malka's family is about to celebrate *Hanukkah*, but this *Hanukkah* is to be different from others that they have celebrated. It has been a bad year for her father's tailoring business, and there is little money. The usual celebration with many guests has been reduced to a small family gathering including only Aunt Hildy and Uncle Shmuel.

Malka's mother must use what little money there is to buy ingredients for the *latkes* (potato pancakes), and there may be no money for the children for *Hanukkah*. Malka is upset at the prospect of having no money to play her favorite *Hanukkah* game entitled *dreidel*. This worries her greatly and threatens to ruin her *Hanukkah* fun.

The first evening of *Hanukkah* soon arrives, and the family gathers at the table to eat *latkes* and to celebrate together. There is "just enough" for each person. Just as they are to begin eating, there is a knock on the door. A peddler has come to their home after seeing the *Hanukkah* lights in the family's window. Although the family has "just enough," they invite the stranger to sit amongst them, eat, and celebrate the holiday.

To the children's joy, the old peddler wishes to play *dreidel* and gives the children a few *kopeks* so they can play. He also tells them wondrous stories about all kinds of people and about the prophet Elijah who disguises himself and visits poor people who are kind and generous.

Malka's family offers the unknown peddler a place to stay for the night and before retiring, the peddler gives each child some *Hanukkah* money. As the children sleep, the peddler leaves their home, leaving behind his sack. Upon waking, the family found the peddler gone and the sack beside the door. Within the sack is a note, "Happy *Hanukkah*. This will help you." The sack contained books on top and deep within the sack, beautiful, fine bolts of cloth. At the top of the sack is a book with stories about Elijah. Although they had not known the peddler's identity, Malka now knows that it had been Elijah who had visited their humble home where "just enough was plenty."

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Examine the culture and traditions of others.
2. Develop an understanding of the concept of caring.
3. Develop an understanding of the concept of sharing.

4. Identify the reasons why sharing is important.
5. Recognize how one's behavior affects others within one's community.
6. Develop a concern for the well-being of others.

DISCUSSION QUESTIONS

- What did Mama mean by saying, "We're poor, but not so poor."? Does it mean that even though they have little money, they have the important things they need to be happy? Do you agree or disagree?
- Malka was sad when she realized that there were to be only a few guests to celebrate *Hanukkah* with her family instead of the large number of guests who had been invited last year. Would you have been sad also? Explain.
- The family had very little money to spend. Why do you think they chose to make *latkes* and have Aunt Hindy and Uncle Shmuel come to dinner?
- Malka was sent to get money from her father to buy more eggs for the *latkes*. She wished she could have spent the money on candy treats and sleigh rides like last year. How did she feel? How do you think you would have felt?
- Although the family had very little, why do you think they welcomed the peddler to their home?
- Do you think you would have welcomed the peddler into your home?
- If you had "just enough" of something, would you find a way to share it with someone else? Name a time when you had something that you shared even though you didn't have a lot left for yourself. Why did you share it? How did it feel to share?
- Does a person have to be rich to help others? Why or why not? How can people help other people without giving them money?
- Why do you think the peddler left the family a sack with books and cloth?
- Malka and her brother enjoyed their family's traditions. They played the *dreidel*, ate *latkes*, told the *Hanukkah* story, and lit the candles each year on *Hanukkah*. A tradition is something that a group of people or a family does over and over because it is important to them. Do you have any holiday traditions that are important to you? What are they?
- If you could create your own holiday tradition, what would it be and why?
- Even though Malka and Zalman lived in a different time and a different place, how are they like boys and girls today? (Review the pictures of the book with the students. Have the students identify things that are different from today.)

RELATED ACTIVITIES FOR STUDENTS

1. Hold a class discussion identifying and discussing the significance of the holiday of *Hanukkah*, the *dreidel*, the *latkes*, *Hanukkah* money, and the lighting of the *Hanukkah* candles. How do people celebrate *Hanukkah* in the United States today?
2. The peddler left gifts for Malka's family. Ask students in what ways the peddler and Santa Claus are the same. How are they different?
3. Play the *dreidel* game. Teach the students the rules of playing *dreidel*, which are in the book. Put the students into groups of three to four students. Use chocolate money or candy as *Hanukkah* money.
4. With the students, brainstorm different endings to the story. Does the peddler come back? Does the tailor start earning more money? What is the family's next *Hanukkah* like after the visit from the peddler?
5. With the class, change several key events in the story. Predict what might have happened if Malka had spent the coins her father had given her to buy eggs for the *latkes* on candy or a sleigh ride. Predict what might have happened if Malka's family had not invited the peddler in to enjoy the holiday meal.
6. Use a small box and cover each side with brown or white mural paper. Use all six sides. Put the following information on one of the six panels: book title, characters, setting, problem, solution, and conclusion.
7. Have the students construct the main characters using flannel board figures and retell the story in their own words.
8. Place the students into groups of two or three. Have the students pretend to be Malka, Zalman, or the peddler. What would Malka and Zalman say to thank the peddler? What would the peddler say?

GENERAL ACTIVITIES FOR STUDENTS

1. Introduce the poem "Pancake" written by Shel Silverstein in his book *Where the Sidewalk Ends*. Have the students recite the poem using *Choral Reading* techniques.
2. Read the books *Pancakes*, *Pancakes* by Eric Carle and *Pancakes for Breakfast* by Tomi dePaola. Discuss the stories with the students. Using the wordless picture book *Pancakes for Breakfast*, have the students tell the story.
3. Have students describe traditions which their families use at special times. Make a list of holidays and special occasions. Brainstorm different ways people celebrate. Discuss the similarities and differences.

4. Participate in a Pancake Day comparing and contrasting pancakes from other cultures. *Latkes* are potato pancakes. Ask the students to brainstorm the different types of pancakes they have eaten. With the help of volunteers, have a Pancake Day. Students will sample different types of pancakes. Compare and contrast the different pancakes enjoyed by different cultures.
5. Have students make a list of the different ways people can help other people throughout the year at home, school, and in the community.

Under the Lemon Moon

By Edith Hope Fine, New York: Lee & Low Books, 1999.

CONCEPT: Character building

GRADES: 2-3

STORY SUMMARY

Living in the Mexican countryside, Rosalinda awakens one night to a strange noise. When she rises to investigate, her pet hen, Bianca, follows her. She sees a "Night Man" furtively leaving her yard with a large sack filled with lemons from her beloved lemon tree. In his hurry to steal the lemons, he has done much damage to the tree. As she looks at the broken and damaged branches, Rosalinda is worried that her tree may die. She seeks advice from her family and neighbors on how she might be able to save the tree. Her grandmother tells her to look for La Anciana, the Old One. Rosalinda searches all over for her and finally finds the old woman who offers an unusual solution to healing her tree. La Anciana also tells Rosalinda that the thief may have been driven to such a desperate act because of need. La Anciana's suggestion for saving the tree works, and the tree yields an abundant crop. Rosalinda piles the lemons from the tree into a wooden cart and distributes the bounty to friends and neighbors. When all but one of her lemons have been given away, Rosalinda heads for the *mercado* (market) where she has seen the "Night Man." She reaches in her cart and gives him the last lemon. The man lowers his eyes in shame and mutters, "*Lo siento*. I am sorry." Rosalinda encourages him to plant the seeds of the lemon that very night while the moon is full. Then she heads for home feeling good about what she has accomplished. Her generosity and forgiveness have moved the "Night Man" in a new direction. Rosalinda discovers that to give and to receive are equally important.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Recognize that forgiveness can be liberating.
2. Understand that anger can be redirected.
3. Understand that sharing with others can bring much joy and happiness.
4. Know that people who do bad things can change their ways when good examples are set.

DISCUSSION QUESTIONS

- Why did the leaves of the lemon tree turn yellow?
- What was some of the advice given to Rosalinda on how to make her sick tree well again?
- What is different about Abuela's (grandmother's) advice?

- La Anciana encourages Rosalinda to try and understand why the “Night Man” may have taken her lemons. Should you try and understand why people do bad things? Why or why not?
- When Rosalinda's tree grew new lemons, Rosalinda shared them with everyone. Why did she want to do that?
- How did Rosalinda's gift affect the “Night Man?”
- Do you think the “Night Man” will steal again? Explain your answer.
- Do you think the seeds from Rosalinda's lemon will grow?

RELATED ACTIVITIES FOR STUDENTS

1. Make a list of all the Spanish words used in the book. (*abuela, abuelita, gracias, hermosos, la anciana, limones, lo siento, mercado, mi arbolito, mi hija, mira, mira y recuerda, que grandes, que jugosos, recuerda, siembra las semillas*) Have them divide a paper in half and write down what they think each word means. Then have them check a Spanish-English dictionary or check with a Spanish-speaking schoolmate as to the meaning of the words.
2. Have students write one descriptive sentence for each of the characters in the book. In their description, be sure they include what they think of that person's character.
3. With the students, plant "seeds" of friendship. Have them use beans and watch how the seeds will sprout and grow with proper food and care. Compare the growth of a bean seed to relationships among people when both are properly nurtured or when both are ignored and neglected.
4. Rosalinda sees the “Night Man” in the *mercado* selling her lemons. His wife and family are with him. Ask students to write down some reasons why the “Night Man” may have stolen Rosalinda's melons.
5. Pets require daily care. Have students make a list of the things that Rosalinda may have done daily to make sure that her pet was happy.
6. Ask students to make several props (lemon tree; Bianca, the hen; moon) and follow a *Reader's Theater* format to act out the different parts in the book.
7. Have students interpret the expression, "When life gives you lemons, make lemonade."
8. Ask students to draw a scene from the book on a blank index card. Have them address the card to parent(s) or caretaker(s) and tell them what the book was about and what part they liked best.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students draw a tree with lemons. On each of the lemons, write things that can make people feel sour (unhappy).
2. Make lemonade and ask the students to write a toast to friendship and forgiveness.
3. As a class, create a Spanish alphabet book. Ask each student to be responsible for one letter of the alphabet and find an easy-to-read Spanish word that starts with the assigned letter. Include an illustration.
4. With the students, make a list of things they already know about Mexico and Mexican culture. Then write five things they would like to know about Mexico/Mexican culture. Have them use resource materials to find the answers to the questions and present this information to the class.
5. Have students compare the life they lead in this country to the life of Rosalinda in the countryside of Mexico. Use a *Venn Diagram* to list the differences and similarities.
6. Celebrate Independence Day Mexican style. This national holiday is celebrated on September 16. On that day, people gather in the central plazas of their town to hear the *Grito de Dolores* (Cry of Dolores). The mayor of each town calls out "Mexicans, long live our heroes." The crowd shouts back the word *Viva*. Then the mayor calls out all the names of the town's heroes. Follow this example by having the teacher call out "Americans, long live our heroes." Call out the name of American heroes and respond by saying *Viva*. Make a list of the heroes' names and discuss what they have done to be considered heroes.

Mary McLeod Bethune

By Eloise Greenfield, New York: HarperCollins Children's Books, 1977.

CONCEPT: Role Models

GRADES: 2-3

STORY SUMMARY

Mary McLeod grew up on her parents' farm in South Carolina. Her parents had been slaves, and she was the fifteenth child. With her brothers and sisters, she lived in a four-room log cabin that had been built by her father. Because Mary was black, she was unable to attend a neighborhood school. Her dream was to be able to read.

When Mary was eleven years old, she was given the chance to attend a one-room school for black children. She was a good student and received scholarships. One of her biggest strengths was her voice. When she gave speeches, people listened. Mary became a teacher at a school in Augusta, Georgia, where she met her future husband, Albertus Bethune. They married and had one son. Mary felt very strongly about giving other black children an opportunity to go to school. She decided to start her own school and moved to Daytona Beach, Florida, because there were many poor black families there. With the help of the local people, Mary opened her school. Her school grew from a two-story cottage with five elementary students to a large university called Bethune-Cookman College. In later years, she also established a hospital, and she worked with President Franklin D. Roosevelt to help find jobs for young blacks. Her selfless determination and commitment to others are an inspiration to all people and a testimonial to what one person can accomplish.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that one person can make a difference in the lives of many.
2. Discuss values such as perseverance, responsibility, commitment, and determination.
3. Understand the value of an education.
4. Understand what it means to be a role model and a hero/heroine.

DISCUSSION QUESTIONS

- Why was learning to read and write so important to Mary and her family?
- Of their seventeen children, Mr. and Mrs. McLeod chose Mary to attend the first black school in the area. Why were they not able to let all their children go?
- Mary's initial goal was to become a missionary in Africa. What was her motivation?

- How did Mary earn her scholarships?
- Why did Mary want to start her own school for black children?
- What did she have to do to reach her goal?
- Mary did not stop when her goal became a reality. She set new goals. What are some other things that Mary did to help the people in her community?
- Why did Mary leave her school to work in Washington, D.C.?
- When Mary became ill, she did not rest, but she continued to work on behalf of black people everywhere so that they might have a chance for an education. She said, "The drums of Africa still beat in my heart. They will not let me rest." What do you think Mary meant when she spoke those words?

RELATED ACTIVITIES FOR STUDENTS

1. Have students create a time line of the life of Mary McLeod Bethune and list all the important events and accomplishments in her life.
2. Ask students to prepare and deliver a speech about the importance of education for all people.
3. Have students write letters to Bethune-Cookman College in Daytona Beach asking for more information on Mary McLeod Bethune. Have them ask for facts about the college, such as present enrollment and the different things that are taught there.
4. Have students list all the things they admire about Mary McLeod Bethune.
5. Divide students in groups and have them discuss problems they see in our society today. Have them present the information to the class and ask the class for help in finding solutions.
6. Have students write a newspaper feature story about Mary McLeod Bethune and tell what made her special. Remind them to answer the *Who*, *What*, *Where*, *When*, *Why*, and *How* questions.
7. With the class, develop a cause and effect chart on the life of Mrs. Bethune.
8. Mary was born on July 10, 1875, well over a hundred years ago. Ask the question: What things have been invented since Mary's birth? Have students work in groups and make a list of all the things that are available to children today that were not available to Mary.
9. Mary's first goal was to learn to read. With a partner, ask students to create an ABC book for Mary using words that would be meaningful to her. Example: A is for APPLE you give to a teacher; B is for the BOOK you read in school, C is for the CLASS you are in, etc. Have the students illustrate the book and then work in groups and have an "author" signing party.

10. Have the students create a play about the life of Mary McLeod Bethune and present it to the Kindergarten and/or Grade One students.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students write about a hero/heroine in their lives and tell what makes him/her special.
2. Create a class bulletin board on heroes and heroines. Have students cut out pictures from magazines to contribute to the board.
3. Have students think about what they want to be when they grow up and what they can do in their work to help others. Web this information or create a mobile.
4. Have students create an ABC rhyming play about heroes/heroines and present it to younger children.
5. Participate in a biography fair where students report on a famous person and tell about his/her accomplishments. Include information on character traits that make this person special. Have students dress up as this person when they give their report. Videotape this event, if possible.
6. Ask students to imagine the type of person they would want as a leader. Ask the following questions: How would this person act? What are some of the things he or she would do? Have them make "WANTED" posters and list the character traits that are needed.
7. As a class, make a Caring Citizen's Recipe and list the necessary ingredients for the recipe.
8. Have students imagine they won a large amount of money. What would they do with it? What part of it would they donate to charities? To which charities would they choose to give money? If they had to create a new charity, what would it be and would they name it after themselves?

Elizabeth Blackwell: The First Woman Doctor

By Francene Sabin, Troll Associates, 1982.

CONCEPTS: Appreciation of and appreciation for life

GRADES: 2-3

STORY SUMMARY

Elizabeth Blackwell grew up in a time when society was very different. Born in England in 1821, she spent her young years under the watchful eye of a forward-thinking father and an indulgent mother. Her father, Samuel Blackwell, believed that girls were as smart and as able as boys and should be educated. This was not the way others thought about girls at that time. Samuel Blackwell had other unusual ideas. He opposed the slave trade and child labor policies. In 1832, Mr. Blackwell moved his family from England to the United States. Because of her father's involvement with important thinkers of that time, Elizabeth met many interesting and powerful people. These people would change America with their words and deeds. Elizabeth had a personal goal that was highly controversial. She wanted to become a doctor -- unheard of for a woman in those days. She had to overcome many obstacles but finally reached that goal and became the first woman doctor in the world! Elizabeth Blackwell dedicated her life to fighting ignorance, prejudice, and illness, and she wrote a shining chapter in the history books of medicine and humanity.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that the rights of women were not always recognized.
2. Appreciate that it takes courage and determination to bring about change.
3. Understand that it is not easy to go against a way of thinking that has been accepted by the majority.
4. Realize that injustices continue throughout the world to this day.
5. Appreciate that good health habits require daily discipline.

DISCUSSION QUESTIONS

- What made Elizabeth's father unusual?
- Why did he decide to take his family to the United States over the objections of some members of his family and friends?
- Why was it so difficult to cross the Atlantic Ocean in the 1800s?
- Elizabeth became aware that there was an outbreak of cholera in the steerage section of this ship. This troubled her greatly. Why was she so upset?

- How was Elizabeth affected by her father's activities in the United States?
- Who was primarily responsible for making Elizabeth's dream a reality? Explain.
- Why do you think some of her teachers in medical school and her fellow students treated Elizabeth so badly?
- Does it make sense to discriminate against someone based on gender, culture, race, or ethnicity? Explain your answer.
- Elizabeth could be called a "trailblazer." Not only was she the first woman doctor in the world, but she established a hospital and clinic, founded a medical school for women, trained nurses, and wrote numerous books. What do you think it means to be a trailblazer?
- Why did Elizabeth think it was so important to fight ignorance and illness?
- Do you think that there are some things boys can do better than girls? Explain.
- Do you think there are some things girls can do better than boys. Explain.

RELATED ACTIVITIES FOR STUDENTS

1. Assign students to write a report on cholera.
2. Elizabeth believed in preventative medicine. Have students make a list of preventative measures they can take to stay healthy.
3. Ask students to bring in a large paper bag. On the outside of the bag, have them draw a scene from the book. Then ask them to collect ten items that can be placed in the bag that have a relationship to the story. Examples: toy stethoscope, science book, toy ship, nurse's cap, empty bottle of medicine. Have them explain the significance of each item as they relate to the story.
4. Have the students pretend they are having a conversation with Elizabeth Blackwell. Have them make a list of questions they could ask. Ask them how they think she would answer the questions.
5. Elizabeth traveled on the ocean for more than seven weeks. Give them background on what it was like in 1832. Ask students the following questions: What are some things she could do to keep herself busy? What would you do to keep yourself busy?
6. Have students make a list of items they would need to take with them on a journey that would last seven weeks. Have them think about their basic needs.
7. There were more than 200 people aboard the ship. The rich people were jammed six to a small cabin, while the poor were all in one big area far below the decks. Ask students the following questions: What would be the concerns of the captain of the ship? What kind of supplies would he need to take along for this kind of journey? Have students enter information in a ship's log (journal).

8. Divide students in groups. Present the following questions: Do you think it would be easy to get along with others on a journey of this kind? What kind of problems might people have? What kind of disagreements might take place? How could they be resolved? Discuss in groups and have students report findings to the class.

GENERAL ACTIVITIES FOR STUDENTS

1. Ask students to write definitions of success and failure. Have them make a personal list of successes and failures. Discuss how perceived failures can be turned into successes.
2. Present information on the food groups and discuss the importance of a well-balanced diet. Have a lunch time picnic and ask students to include an item from each of the five food groups in the correct proportion.
3. Have students collect labels that give nutritional information and find out how many grams of fat are in the meals and snacks that are eaten.
4. Ask students to locate persuasive advertising and discuss the tactics that are used to make unhealthy products seem appealing, i.e. cigarettes.
5. Divide students into groups. Ask the following question: If the major systems in the body could talk, what might they say? What would the brain be telling the stomach (digestive system)? How about your respiratory system (breathing)? What kind of air would it want? What would your circulatory system (blood) be looking for? Discuss answers in groups and have them share their responses with the class.

Gandhi, Peaceful Warrior

By Rae Bains, Troll Associates, 1990.

CONCEPT: Role model

GRADES: 2-3

STORY SUMMARY

Mohandas Gandhi was born on October 2, 1869, the son of a government official in the court of Porbandar's prince. Porbandar is a large city in India. The country of India was ruled by the British, and Mohandas' father's job was to please them. Mohandas' mother was a sweet and gentle lady who was faithful about practicing the Hindu religion. She would often fast as a matter of self-discipline and self-purification. Mohan, as he was called, was deeply impressed by his mother's dedication. Between the ages of five and seven, Mohan attended a "dust school." It was given this name because the teacher and the children wrote letters and numbers with a stick on the sand floor. As was customary, Mohan's marriage was arranged when he was seven years old. At thirteen, he married Kasturbai Makanji, who was the same age.

India's society was divided into four main classes called castes. If people did not adhere to the religious principles and to their station in life, they would lose their religion and caste and become "outcastes." Mohan wanted to study in England, which was not favored by the people of his caste. It was thought that if people crossed the ocean to go to a foreign land, they would lose their identity. Mohan persisted in his desire, and he was finally allowed to go. He obtained a law degree and studied the ideas of the great Hindu, Buddhist, and Christian thinkers.

Gandhi did not believe that some people were superior to others. He believed in equality. When he returned to India, he refused to obey laws he felt to be unfair and began his policy of passive resistance. He would often fast to bring attention to his causes. He was sent to jail time and again. Because of his nonviolent resistance, he gained freedom for his people and changes were brought about in the caste system, unfair taxation, and other forms of tyranny. He became known as Mahatma -- which means "great soul." Mahatma Gandhi was killed by an assassin on January 30, 1948 while walking to evening prayers. His example of nonviolence was later followed by many others, including Dr. Martin Luther King, Jr.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that passive resistance is a highly preferable alternative to violent behavior when settling global and personal conflicts.
2. Recognize that every person is of equal value and has equal rights.
3. Discuss ways in which problems can be solved peacefully.
4. Help establish a peaceful classroom community.

DISCUSSION QUESTIONS

- Who influenced Mohan the most when it came to fasting?
- What did Mohan learn from watching his father?
- Why did Mohan want to go to England to study?
- Why did Mohan begin his passive resistance when he returned to India?
- Why was Mohan married when he was only thirteen?
- Why did Mohan resist wearing Western clothing?
- Who were the "untouchables" and what was the policy concerning their existence?
- Gandhi protested against the policy that treated "untouchables" as subhuman in India.
- How would you feel if you were rejected by society? In what ways did Mahatma Gandhi help the people in India?
- Why do you think someone as good as Gandhi would be assassinated?
- What were some of Gandhi's qualities that you would like to imitate?
- What major goals did Gandhi accomplish?

RELATED ACTIVITIES FOR STUDENTS

1. Have students compare Mahatma Gandhi to Dr. Martin Luther King, Jr. in terms of ideas, actions, and accomplishments. Use a *Venn Diagram* and have students write a paragraph on their findings.
2. In Mohan's culture, marriages were arranged by parents. Have students contrast our society's belief to the one that existed when Mohan was a child. Ask them to divide their paper in half and use two headings: U.S. Society and Indian Society.
3. Ask students the following question: What problems might arise if a person is forced to marry someone who has been chosen by his/her parents? Have students present their answers in the form of a round table discussion.
4. When Mohan was married, he preferred to be with his childhood male friends, and his wife preferred her girlfriends. Ask students the following question: Is thirteen a good age to be married in our society? Ask students to support their answer and respond in their journals.
5. Have students create a mobile book report describing important events in Gandhi's life. Use the following method: Cover a rectangular-shaped cardboard with colorful paper and label it "Gandhi, the Peaceful Warrior." Use poster board to cut out a circle, a square, and a triangle. Use each shape to write information about the beginning, middle, and end of Gandhi's life. Punch three holes along the bottom of the cardboard rectangle. Punch holes in the three shapes. Tie strings to the shapes and the cardboard to display the mobile.

6. Have students complete a book information and summary sheet. On a lined sheet of paper, write the author's name, the title of the book, the publisher's name, and the copyright date (See Unit I Page 36.) Then complete the following sentences: "This book is about...." And, "I would recommend (or not recommend) this book because...."

GENERAL ACTIVITIES FOR STUDENTS

1. Ask students to develop a peace plan and list the things they can do to help bring about a more peaceful world.
2. Assign students to read biographies of other famous people who were trailblazers. On an index card, have students write six clues about one famous person. Have them start with the hardest clue first, then the next hardest, and so on. Ask them to read the clues one at a time and have classmates guess after each clue is read.
3. Have students write questions on an index card addressed to famous persons in history who contributed to the goal for peace.

BOOK INFORMATION AND SUMMARY

Student's Name: _____

Date: _____

1. The author of the book I have read is _____

2. The title of the book is _____

3. The publisher of the book is _____

4. The copyright date is _____

5. This book does/does not have an illustrator and his or her name is _____

6. This book is about _____

7. I would recommend /not recommend this book because _____

UNIT 2

COMMUNITY: NEIGHBORS AND FRIENDS

TABLE OF CONTENTS

Introduction	2-3
Objectives	2-4
Literature Selections	2-5
K-1 <i>Yo! Yes?</i> By Chris Rachaska	2-6
K-1 <i>The Rainbow Fish</i> by Marcus Pfister	2-9
K-1 <i>The Rag Coat</i> by Lauren Mills	2-12
K-1 <i>Stellaluna</i> by Janell Cannon	2-15
2-3 <i>Onion Tears</i> by Diane Kidd	2-18
2-3 <i>Miss Tizzy</i> by Libba Moore Gay	2-21
2-3 <i>Sidewalk Story</i> by Sharon Bell Mathis	2-24
2-3 <i>Love Your Neighbor: Stories of Values and Virtues</i> by Arthur Dobrin	2-27

UNIT 2

COMMUNITY: NEIGHBORS AND FRIENDS

*"It is in the shelter of each other
that the people live."*

Irish Proverb

INTRODUCTION

One of the most important things we can teach our children is to care about others. As educators, we must guide and direct their intellectual abilities, but we can not stop there. Helping students develop good habits and worthy character traits are integral to becoming whole persons. Responsibility, trust, kindness, loyalty, and respect are values universally admired. Following the precept of "The Golden Rule" is essential in establishing a circle of friends, a helping community, and a peaceful world. Taisen Deshimaru, a great thinker, said that "to receive everything, one must open one's hand and give." We are, therefore, compelled to act by recognizing that schools are not islands unto themselves but mirrors of the community. The numerous problems that face our society today can often be traced to a lack of good character. As educators, we must make every effort to open the hands and hearts of our children, so that, in turn, they may give back to their family, friends, and community.

OBJECTIVES FOR THIS UNIT

After involvement in theme-related activities, the student will:

1. Participate in committing "random acts of kindness."
2. Develop good habits.
3. Respect and help others.
4. Help to build a more peaceful world.

LITERATURE SELECTIONS FOR THIS THEME:

Grades K and One:

Yo! Yes? by Chris Rachaska, New York: Orchard Paperbacks, 1993.
Concepts: Diversity; friendship

The Rainbow Fish by Marcus Pfister, New York: North South Books, 1992.
Concepts: Friendship; sense of community

The Rag Coat by Lauren Mills, Little, Boston: Brown & Company, 1991.
Concepts: Sense of community; friendship

Stellaluna by Janell Cannon, New York: Harcourt Brace & Company, 1993.
Concept: Friendship; diversity

Grades Two and Three:

Onion Tears by Diane Kidd, New York: Orchard Books, 1989.
Concepts: Tolerance; diversity

Miss Tizzy by Libba Moore Gay, Aladdin Paperbacks, 1998.
Concepts: Sense of community; friendship; diversity

Sidewalk Story by Sharon Bell Mathis, New York: Puffin Books, 1971.
Concepts: Friendship; sense of community; working together

Love Your Neighbor: Stories of Values and Virtues by Arthur Dobrin, New York: Scholastic, Inc. 1999.
Concepts: Tolerance; diversity; friendship; sense of community; working together; indifference

Yo! Yes?

By Chris Rachaska, New York: Orchard Paperbacks, 1993.

CONCEPTS: Diversity; friendship

GRADES: K-1

STORY SUMMARY

In this simple book, two boys meet each other. One is African American and the other boy is white. The boys are dressed differently and speak differently. The African American boy calls out, "Yo!" to get the other little boy's attention. The white boy responds, "Yes?" in a questioning tone, uncertain if someone is speaking to him. From there, the conversation continues with a series of single word responses, gestures, and simple phrases centering around the African American boy's attempts to befriend the white boy. In the end, both boys join together in friendship overcoming their differences.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding of the concept of friendship.
2. Develop a sensitivity towards the needs and feelings of others.
3. Recognize that although people may be different, friendships can develop.
4. Become aware that people can communicate feelings through words, gestures, and body language.

DISCUSSION QUESTIONS

- Why do you think the African American boy called out to the other little boy?
- What does the saying, "Yo" mean?
- Why do you think the white boy was confused when the African American child called out to him?
- Why was the white boy sad?
- Would you be sad if you had no one with whom to play?
- Why did the African American boy offer to be the other boy's friend?
- Why do you think the white boy took a little time before he said, "Yes?"

- Would you have said "yes?" Explain.
- How are the boys different from each other? How are they the same?
- Do you think they will become good friends?
- How do you think the African American boy would have felt if the other little boy didn't want to be friends?

RELATED ACTIVITIES FOR STUDENTS

1. With the students, discuss the way the author writes the words in different sizes, widths, and colors. Turn the pages of the book, asking the students why the words are written a certain way on the page. How does this change in writing help to tell the story?
2. Ask the students to create a comic strip with three to five panels showing the key events at the beginning, middle, and end of the story.
3. Ask the students to rewrite the story using complete sentences. Have them reread the story. As the students listen to the story, have them reword the conversation into complete sentences showing that they understand what the characters are communicating to one another.
4. With the class, transform the story. Select multi-ethnic characters and include both genders. Talk about the setting, characters, and the problem (making friends with others who are different from you). Using the author's technique of single words and short phrases, write the conversation. Reduce the text and make individual copies of the *Big Book*. Have the students illustrate the pages.
5. Have the students dramatize the story using the *Story Theater* technique. Select pairs of students to mime the story while it is read aloud.
6. Using the pictures, show the children how the pictures help to tell the story. Talk about the different gestures and poses the boys make and how these gestures and poses help to tell the story and show the boys' feelings.

GENERAL ACTIVITIES FOR STUDENTS

1. Have the students trace their body outline and draw themselves. Ask them to find someone in the class that they would like to get to know better. Have them work side by side. Have them pair up their body outlines with the outline of their partner. Hang the body outlines hand to hand in pairs or trios.
2. Have the students talk about a time when they have been alone without a friend. How did they feel? How did they meet a new friend? What did they do to make that friend?

3. Using conversation bubbles, have the students write what they would say to someone they have seen and with whom they would like to become friends. Have them paste these conversation bubbles onto the body outlines.
4. After talking about the body language in the story, have the students act out various emotions using gestures and poses. Ask the following questions: How do you think someone would look and stand if he/she felt angry, scared, surprised, happy, sad, confused, ill, cold, warm, hungry, thirsty, etc.? Can you understand the way someone is feeling from the way they use their body? Why is this important to know?

The Rainbow Fish

By Marcus Pfister, New York: North South Books, 1992.

CONCEPTS: Friendship; sense of community

GRADES: K-1

STORY SUMMARY

The Rainbow Fish was the most beautiful fish in the ocean with many shimmering scales adorning his body. The other fish in the sea did not have the beautiful shiny scales. They would often call out to the Rainbow Fish asking him to swim with them, but the Rainbow Fish would swim on, paying them no mind, basking only in their admiration.

One day, a little blue fish swam up to the Rainbow Fish and asked him to give him one of his shiny scales. The Rainbow Fish, not wanting to part with any of his beautiful scales, refused to share with the tiny blue fish and sent him away. This upset the tiny blue fish so much that he told all his friends, and soon no one paid any attention to the Rainbow Fish.

No longer being admired by the other fish in the ocean, the Rainbow Fish became lonely. He was troubled and asked the advice of the starfish. The starfish told him to see the wise octopus who may be able to help him. The octopus had been waiting for the Rainbow Fish and advised him to give a scale to each of the other fish. The Rainbow Fish may no longer be the most beautiful fish in the ocean, but he would be the happiest.

Thinking about the octopus' advice, the Rainbow Fish felt that he still could not part with any of his beautiful scales. As the Rainbow Fish swam along, he once again was approached by the tiny blue fish wishing to have one of the Rainbow Fish's scales. Still uncertain about sharing his beauty, the Rainbow Fish gave the tiny blue fish just one scale. As he watched the blue fish swimming happily and proudly, a good feeling overcame the Rainbow Fish.

Soon the other fish surrounded the Rainbow Fish, each asking for a glimmering scale. As the Rainbow Fish passed his scales to the other fish, he felt himself become happier and happier. Having one scale left, the Rainbow Fish began to feel a sense of belonging which he had not felt before, and he swam off happily with his new friends.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop the concept of friendship.
2. Recognize the positive aspects of sharing.
3. Develop a respect for the feelings of others.
4. Understand the importance of caring about the well-being of others.

DISCUSSION QUESTIONS

- Why didn't the Rainbow Fish want to share his scales?
- Why did he ignore the other fish in the sea?
- Do you think it was fair for the other fish to ask the Rainbow Fish for his scales? Why or why not?
- If you were the Rainbow Fish, would you have shared the first time you were asked to share? Why or why not?
- Do you think it was fair for the Rainbow Fish to want to keep all of his scales? Why?
- Why did the Rainbow Fish feel lonely when the fish didn't call to him any longer?
- Did the Rainbow Fish deserve to be lonely? Explain.
- If you were one of the other fish, would you have ignored the Rainbow Fish? Why?
- What do you think about the octopus' advice? Do you agree or disagree?
- Why did the Rainbow Fish think he couldn't be happy without all of his scales?
- Why did the Rainbow Fish finally decide to give the little blue fish a scale?
- Why did he then decide to share with the other fish?
- What lesson did the Rainbow Fish learn about giving, caring about others, and the meaning of friendship?

RELATED ACTIVITIES FOR STUDENTS

1. Give each student a pattern of the Rainbow Fish. Have the students design their own fish. Use colored sequins and/or glitter to add the sparkle of the Rainbow Fish.
2. Read the story the *Giving Tree*. Compare and contrast the lessons of that story to those being taught in *The Rainbow Fish*.
3. Have students pretend to be the Rainbow Fish and explain the lessons learned from the story.
4. Have the students pretend to be the wise octopus. Ask the students what advice they might have given the Rainbow Fish. Ask the students to write and then read the advice they would give the Rainbow Fish.
5. Pretending to be the little blue fish, have the students write a thank you letter to the Rainbow Fish. Make sure the students include the reasons why the little blue fish wanted the scales and why he is now so happy.

6. Divide the class into two groups. Tell the students that they will be participating in a debate. Each group will answer the debate question and support it. The topic for debate is: Should the Rainbow Fish have kept his scales? One group will take the position that the Rainbow Fish should have shared its scales and tell why. The other group will take the position that the Rainbow Fish should have kept his scales and tell why. The teacher will be the moderator and list each group's supporting statements.
7. Draw a time line showing the main events. Sequence the main events in the story. Have the students place the events on a time line and illustrate each event.

GENERAL ACTIVITIES FOR STUDENTS

1. Ask the students to bring in a snack that they like. Have a sharing party during which the students will buddy up and share their snacks. Afterwards, hold a discussion asking the following questions: How does it feel to share? How did it feel to have someone share with you? Why do people share? Why is sharing important?

The Rag Coat

By Lauren Mills, Little, Boston, MA: Brown & Company, 1991.

CONCEPTS: Sense of community: friendship

GRADES: K-1

STORY SUMMARY

Minna is a little girl living in an Appalachian community with her family. She is very poor. Her family is so poor that Minna has never had a coat to call her own. Her father used to wrap her in a burlap feed sack and a quilt on the cold, winter days. In fact, Minna didn't attend school, because she had no warm coat for the winter months.

Minna's father was a coal miner who became ill working in the coal mines and was soon unable to work. Her mother made quilts to help support her family. When Minna turned eight years old, her father decided that it was high time that Minna attend school. Although Minna wanted to go to school, she was worried about not being able to attend school during the cold winter. Minna's father promised to think of a way to get Minna a coat for the winter. Sadly, Minna's father died during the summer, unable to fulfill his promise to his little girl.

When September arrived, Minna's mother said that she could start school, but Minna chose to stay home and help her mother and the other Quilting Mothers with the quilting. The Quilting Mothers were working on a pattern called Joseph's Coat of Many Colors. Minna admired the quilt and wished she had one. When one of the mothers asked Minna why she would like a coat of many colors, Minna said she wanted one so she could go to school. The mothers did not have any spare coats, but they did have spare scraps, and they soon began working on a coat for Minna.

Minna started school, and she loved everything about it. She especially loved Sharing Day when all the boys and girls brought things to show. As Fall moved along, the weather became cooler, and the Quilting Mothers worked hard to finish Minna's coat. Minna even cut a piece of her father's work jacket to put into her very special coat. Finally, the coat was finished and to Minna's delight, it was ready in time for her Sharing Day.

As Minna walked to school, she thought of all the stories that went along with each scrap of material placed within her coat. When Minna arrived at the schoolyard, one of her classmates, Clyde, yelled out, "Hey, Rag-Coat" and all the other children laughed and began teasing Minna. Minna was so hurt by the taunting that she fled from the schoolyard into the woods in anger and hurt. Sitting on a log, Minna soon felt the warmth of the burlap feedbag which lined her new coat and thought of her father's wisdom, "Minna, people only need people and nothing else. Don't you forget that." Minna went back to school determined to face the other children.

The teacher was surprised to see Minna. The children had told her that Minna had gone home feeling sick. Upon seeing Minna, they told the teacher the truth, that they had teased Minna because of her old coat. Minna told the children that it was a new coat, a coat with many stories, their stories. The rags were their rags, and she told them about each one. Soon the children were awed and realized the special beauty of Minna's coat which was made from friendship.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding of the concept of friendship.
2. Become aware of the importance of friends helping friends (community responsibility).
3. Develop a concern for the feelings of others.
4. Develop an understanding of the concept of caring for others.

DISCUSSION QUESTIONS

- Minna's father used a burlap feedbag and a quilt to keep Minna warm. What could you use to keep yourself warm if you didn't have a coat?
- Although Minna was poor, she was not sad or angry. Why do you think she was not sad or angry?
- Minna wanted to go to school but not having a coat meant that she would have to leave school in the winter. She decided that if she couldn't go in the winter, she wouldn't go at all. What would you have decided if you were Minna?
- When the Quilting Mothers learned that Minna wanted a coat so that she could go to school, they volunteered to make her a coat from their rags they were saving for their quilts. Why did they do this? Can you think of some reasons why they would use the rags to make a coat for Minna rather than a quilt they could sell?
- If you were one of the Quilting Mothers, would you have offered to work on the quilt? Why?
- At first when the mothers offered to make the coat, Minna was embarrassed. (What does embarrassed mean? Have you ever felt embarrassed? When?) Then she became excited. Why did she become excited? Would you have felt embarrassed if you were Minna? Would you have been excited?
- Why do you think the boys and girls laughed at Minna's coat? Was that the right thing to do? Why not?
- If you were in Minna's class, would you have laughed along with the other children?
- Why do you suppose the children told their teacher that Minna had gone home sick instead of telling the teacher the truth?
- Why did they tell their teacher the truth after Minna came back?
- If you were in Minna's class, what would you have told the teacher? Why?

- Why do think Minna decided to go back to school instead of going home?
- Why do you think the coat was so special to Minna? Name some reasons from the story.
- Once the children were told about each piece of the quilt, they understood why the coat was so special. What did they learn?
- What did Minna and the children learn about friendship?
- Would you like a coat like Minna's coat? Why or why not?

RELATED ACTIVITIES FOR STUDENTS

1. Have students pretend to be Minna and design a thank you card for the Quilting Mothers.
2. Talk about the specialness of the coat and how it represents a caring community and friendship. With the students, draft a letter to Minna's father highlighting these concepts.
3. Make a cutout model of a coat. Give each student a cutout. Have the students color their cutout. Create a bulletin board.
4. Read the *Coat of Many Colors* to the students. Use a *Venn Diagram* to compare and contrast the two versions. Talk about the lessons to be learned in each story.

GENERAL ACTIVITIES FOR STUDENTS

1. Have the students talk about being a friend. What makes someone a friend? Make a list and post it in the room.
2. Draw a picture of friends helping friends. After drawing, have the students tell about their picture.
3. Have students participate in a discussion session. Talk about the ways people can help other people at home, in school, and in the community. Share stories about people helping people.
4. Have each student bring in a square piece of cloth which has a significance. Have the students work together to arrange the squares into a design. Have the students tell the story about their square. What does the piece of cloth represent?
5. Talk about the need for clothing within the community. Contact one of the local organizations within the community which collects clothing for children. Organize a student clothing drive with the children. Brainstorm a name and logo for the clothing drive. Have the students make posters and collect items from other students within the grade level or school. Arrange a ceremony and present the donations to the designated charity.

Stellaluna

By Janell Cannon, New York: Harcourt Brace & Company, 1993.

CONCEPTS: Friendship; diversity

GRADES: K-1

STORY SUMMARY

Mother Bat and her new baby, Stellaluna, ventured out in the night in search of food when they were attacked by an owl. Mother Bat let go of Stellaluna and Stellaluna tumbled into a tree. Clutching a branch, Stellaluna soon tired, and she fell into a bird's nest occupied by three baby birds: Flap, Flitter, and Pip.

Stellaluna soon learned to live like the birds, eating bugs, sleeping during the night, and not hanging upside down by her feet. Stellaluna tried hard to be like Flap, Flitter, and Pip, but she sometimes found it difficult. She was unable to land on a branch like the other birds, she was able fly at night, and she always wanted to hang upside down.

One day, Stellaluna, Flap, Flitter, and Pip flew far away from home. It became dark and the others turned back, but Stellaluna had flown too far to turn back. She found herself very tired and soon hung from a branch by her thumbs for she had promised Mother Bird never to hang upside down.

As she was hanging from the branch, a group of bats came along. They asked Stellaluna why she was hanging upside down. Stellaluna retorted that they were the ones upside down and not her. Soon Stellaluna learned that she was a bat not a bird as she had thought. As the young bats spoke, Mother Bat came along. She recognized Stellaluna and was joyful at finding her baby. Stellaluna got to fly at night, eat fruit, and hang upside down. She had finally found her own kind.

Stellaluna was so excited that she was a bat that she wanted to share the news with Pip, Flap, and Flitter and show them what it was like to live among the bats. They hung upside down and tried to fly at night. However, the birds could not see in the dark, and Stellaluna had to rescue her friends. As they huddled together and pondered how they could be so similar and different at the same time, they all agreed that they were good friends.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an awareness of the concept of friendship.
2. Accept and respect the differences of others.
3. Accept one's uniqueness.
4. Understand the importance of caring for the well-being of others.
5. Develop an awareness of the concept of trust and belonging.

DISCUSSION QUESTIONS

- How did Stellaluna feel when she was lost?
- How do you suppose you would feel if you were lost like Stellaluna?
- Why did Mother Bird allow Stellaluna to stay?
- In order to stay with the birds, Stellaluna had to promise not to hang upside down. How do you think Stellaluna felt pretending to be something she was not? Explain.
- Would you try to be like someone else to fit in? Why? How would you feel?
- Why do you think that Stellaluna never realized that she was a bat?
- Why did the birds accept Stellaluna even though she was different from them?
- Even though Stellaluna tried to behave like a bird, she couldn't completely behave like one. Why do you think she couldn't change?
- Do you think that Stellaluna was happy to find out that she was a bat? Was she happy to find others like her? Why?
- When Stellaluna was so tired after flying, she hung by her arms and not her feet. Why did she keep her promise to Mother Bird?
- How do you suppose Mother Bat felt after learning that Stellaluna had been living with the birds? Do you think she was grateful to Mother Bird for taking care of Stellaluna?
- Why did Stellaluna and the birds decide to remain friends even though they were different?

RELATED ACTIVITIES FOR STUDENTS

1. Using a *Venn Diagram*, have the students find the similarities and differences of Stellaluna to Pip, Flap, and Flitter.
2. Make stick puppets of Stellaluna, Mother Bat, Mother Bird, Flap, Pip, and Flitter. Put the students into small groups to act out the story as a puppet show.
3. Have the students create a new cover for the book.
4. Ask the students to construct a mobile showing the bird family and Stellaluna.
5. Have the students sequence the main events by retelling the story in comic book form.
6. Have a discussion with the students about the lessons to be learned from the story about friendship and being true to oneself.

7. Brainstorm with the students and have them rename the book focusing upon the theme of friendship in the title.
8. Have the students write a journal entry addressing the question: What advice would you give to Stellanina about being herself?

GENERAL ACTIVITIES FOR STUDENTS

1. With the students, discuss the questions, "How can we be so different and feel so much alike?" and "And how can we feel so different and be so much alike?"
2. Have the students create a friendship greeting card and send it to a friend.

Onion Tears

By Diane Kidd, New York: Orchard Books, 1989.

CONCEPTS: Tolerance; diversity

GRADES: 2-3

STORY SUMMARY

Nam-Huong's tears are locked deep away in her heart, and she does not talk about her terrible experiences in leaving her homeland. She only cries when she is peeling onions for the "auntie" in Australia who has taken her in as a foster child. When Nam-Huong does not respond to the invitations of the school children, they begin to tease and ridicule her. She only communicates by writing letters to the injured little yellow canary that lived with her at her home in Vietnam. The children in school tease her about her name and her unwillingness to speak.

Slowly, through the loving care of her foster mother, a foster brother called Chu-Minh, and a free-spirited, sensitive teacher named Miss Lilly, Nam-Huong begins to trust again. When her teacher falls ill, Nam-Huong joins others in the community in tending to Miss Lilly's needs until she returns to good health. Nam-Huong is finally able to talk about her terrible loneliness for home and the longing for her parents as well as the death of her beloved grandfather. She is relieved to be able to cry real tears for what she has lost and to be able to recognize that she has gained a new family, friends, and community who care about her and will be there for her.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Help develop rules that promote character development.
2. Recognize that schools are learning communities and that each person plays an important role.
3. Empathize with others who may be experiencing difficulties in adjusting.
4. Discuss what steps can be taken to make newcomers feel welcome.

DISCUSSION QUESTIONS

- What are some of the ways "auntie" shows her affection for the two refugees placed in her care?
- What are some of the responsible acts performed by "auntie?" Chu Minh? Nam-Huong?
- Why do the children make up mocking songs and poems about Nam-Huong?

- Are the children who tease Nam-Huong bad children?
- What were some of the reasons Nam-Huong loved her grandpa?
- Why does Nam-Huong write letters to a yellow canary instead of a real person?
- What types of food does Nam-Huong eat for her school lunches, and why does it embarrass her?
- Why do you think Chu Minh collects things that other people throw away?
- What do you think happened to Nam-Huong's mother and father?
- Do you think she will ever see them again?
- Why did Nam-Huong enjoy doing things for Miss Lilly?
- How did Miss Lilly's picnic and her attendance at a party at Nam-Huong's "auntie's" restaurant affect the way the children saw Nam-Huong?
- Why was Nam-Huong finally able to cry?

RELATED ACTIVITIES FOR STUDENTS

1. Have students compose a letter to Nam-Huong and explain the meaning of friendship.
2. Have students write an essay on the importance of friendship.
3. With the students, discuss one interpretative and one evaluative question relative to *Onion Tears* by using a *Shared Inquiry* format, i.e. Why is Nam-Huong unable to cry until the end of the story? Do you think Nam-Huong loves the "auntie" who takes care of her?
4. Invite a guest speaker from Vietnam to discuss the country's culture, language(s), foods, music, geographical location, and other pertinent features.
5. Ask the students to write a summary of the information presented by the guest speaker.
6. Follow up by having the students write a thank you letter to the guest speaker and by learning how to say thank you in Vietnamese.
7. Invite a Vietnam veteran to come to class and answer selected interview questions previously agreed upon.
8. Participate in daily "quick writes." Use ideas from the unit being studied. Examples: Reasons to welcome newcomers_____, Reasons to be a friend_____, Ways to make a friend_____, Things never to do _____.

9. Working as a team, have students select ten key vocabulary words from the story and write a test question for each word, then exchange papers with another team and answer each other's questions.
10. Arrange a field trip to a Vietnamese restaurant and, if possible, have lunch. Order some of the items that were among Nam-Huong's favorites. Prior to the field trip, obtain some take-out menus from the restaurant and discuss food selections and compute the cost.
11. Practice table manners and polite conversation in preparation for the field trip.

GENERAL ACTIVITIES FOR STUDENTS

1. In cooperative learning groups, use a decision-making model, such as creative problem solving, to establish a set of rules that promote academic behavior and character development. Have groups present rules to the class in the form of an oral presentation.
2. Ask students to write letters to the Chamber of Commerce asking for information on their community.
3. Have students write analogies on the theme of community, neighbors, and friends. Example: Fire engine is to fireman as mail truck is to mailman.
4. Ask students to think about what they would like to do when they grow up. Create a bar graph on the future careers classmates have chosen for themselves.
5. Have students each write a journal entry on a random act of kindness they have seen or done. Then have them create and develop a "Random Acts of Kindness" journal documenting eyewitness accounts and using illustrations whenever possible.
6. Participate in a "Random Acts of Kindness" symposium and invite parents and others from the community to a panel discussion where journals are displayed and an award is presented to the "Kindest Man or Woman of the Year."
7. Discuss what can be done to make someone feel welcome in a new school or new neighborhood.
8. As a class, create a "welcome mat" booklet providing useful information to newcomers about the school/community.
9. Brainstorm with the students about what would be an ideal community. Then create a visual of an "ideal community." Have students compare their community with the ideal.

Miss Tizzy

By Libba Moore Gray, New York: Aladdin Paperbacks, 1993.

CONCEPTS: Sense of community; friendship; diversity

GRADES: 2-3

STORY SUMMARY

Miss Tizzy is unlike her neighbors. She is an old lady who wears a purple hat with a white flower and high-top green tennis shoes. She lives in a pink house where her flower garden spills over onto the walk. The neighbors all have nice neat lawns, white houses, and pretty white picket fences. They think Miss Tizzy is peculiar. However, the children in the neighborhood love her. Miss Tizzy spends her time baking cookies, making puppets, playing bagpipes, and dressing up with them. She even roller skates! When Miss Tizzy becomes ill, the children miss their grown-up friend. They decide to continue with the activities they used to do with her. They put on a puppet show for her, bake her cookies, draw her pictures, and sing the songs she taught them. And they give her a peaceful dream.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Describe what makes some people special.
2. Recognize that friends can come in all sizes, shapes, and ages.
3. Discuss the different ways that people show love.
4. Develop an understanding of uniqueness.

DISCUSSION QUESTIONS

- Why do the neighbors think Miss Tizzy is peculiar?
- Why do the children love Miss Tizzy?
- What are some of the qualities you admire in Miss Tizzy?
- Would you like to have a neighbor like Miss Tizzy? Why? Why not?
- Do you think Miss Tizzy will get well?
- How do the children show their love for Miss Tizzy?

- How do you show your love for people?
- Do you think that some older people enjoy being playful?
- Do you know anyone that is a little bit like Miss Tizzy?
- What would you do for Miss Tizzy in order to cheer her up?

RELATED ACTIVITIES FOR STUDENTS

1. Miss Tizzy had a different activity for every day of the week. Have a Miss Tizzy seven-day celebration! Have students create a calendar and list an activity they would like to do for each day. Have them draw a picture or symbol of the activity.
2. On Mondays, Miss Tizzy baked cookies. Have students draw a picture of their favorite cookie and list the ingredients. (Alternatively, they can make the cookies at home with someone they love and bring a sample to school.)
3. On Tuesdays, Miss Tizzy made puppets out of old socks. Have students create puppet socks and make up stories that would make Miss Tizzy laugh and clap.
4. On Wednesdays, Miss Tizzy played the bagpipes, and the children marched. With the students, listen to music that features bagpipes and participate in a friendship march around the classroom.
5. On Thursdays, Miss Tizzy let the children draw, and the children delivered the drawings to people who seemed unhappy and sad. Have students draw pictures of sunshine and butterflies (or anything else that would put a smile on someone's face) and deliver the pictures to people who do nice things for them. Suggestions: cafeteria workers, school maintenance people, school volunteers, school counselor, bus drivers, teachers, principal, etc.
6. On Fridays, Miss Tizzy played dress up with the children. Have a class dress up day and let them wear whatever they like. Bring in pink lemonade and sip it carefully as if it were being served in fine china cups.
7. On Saturdays, Miss Tizzy put on roller skates, and the children formed a train. Have students form a train in the classroom and imagine all the places they can go. Play music from different countries and imagine traveling through the countryside and through the cities. Let students describe the sounds, smells, and sights they might see. Guide them in writing a diamante poem about a train. Play the song *Here Comes the Train* from the tape *Where, Oh, Where's My Underwear?* by Barney Saltzberg.
8. On Sundays, Miss Tizzy stretched out on bright quilts in her backyard and sang songs off-key. Have an outdoor picnic and bring music that you can use to guide the students in a sing-along.

GENERAL ACTIVITIES FOR STUDENTS

1. Celebrate friendship by having students participate in an oral presentation where they tell about a special person in their lives.
2. Have students write cards and messages to people who are confined or in a nursing home.
3. Tape some songs sung by the children and send them along with the cards.
4. Visit a retirement home and create a talent show. (Use sock puppets for dramatizations or act out the book *Miss Tizzy*.) Conclude with a fashion show where students can wear the clothes they like to dress up in.
5. Have a grandparent day and ask students to invite to the class a grandparent or older person with whom they have a special relationship. Show a movie on friendship and share popcorn or Miss Tizzy cookies. Suggestions for movies: *Charlotte's Web*; *The Hunchback of Notre Dame*; *Pocahontas*; *Sarah, Plain and Tall*; *The Sound of Music*.
6. Have the students write journal entries on ways to remain positive, happy, and thankful.
7. Keep a compliment box in the classroom where students contribute compliments to people who have done nice things. Read the compliments at the end of the day and hand them out to the individuals who deserve them.
8. Show the movie or read the book *The Hundred Penny Box* by Sharon Bell Mathis and discuss the special relationship that existed between the young boy and his 100-year old great-aunt. Ask students to collect a penny stamped with the year they were born and one for each subsequent year since. Ask them to create a penny time line where they tell of one important event that occurred in that year.

Sidewalk Story

By Sharon Bell Mathis, New York: Penguin Books USA, Inc., 1971.

CONCEPTS: Friendship; sense of community; working together

GRADES: 2-3

STORY SUMMARY

"When I get big, I don't want friends that can't help me!" These are the words uttered by Lilly Etta as she vents her frustration at her inability to think of a way to help her best friend, Tanya, who is getting evicted from her apartment. All of the family's belongings are being placed at the front of the apartment building in a big heap.

Lilly Etta decides that she just can't sit there and do nothing. She makes her way to Tanya's apartment and tells her she has a plan, but they will need some money for phone calls. Together they locate 25 cents. Lilly Etta makes her first phone call to the police department. When the policeman hears that it is an eviction, he tells her that there is nothing he can do. Her second phone call is to the newspaper. She tells a reporter about the problem. At first, he indicates that there is nothing newsworthy about an eviction. These things happen all the time. However, Lilly Etta is only nine years old, and the reporter finds her caring and concern fascinating.

Tanya, her mother, and five brothers and sisters say their good-byes as they leave in a taxi that has been called. All evening long, Lilly Etta looks out the window at the belongings piled on the sidewalk. She wakes up to the sound of thunder and is afraid that all of Tanya's things will get wet. Gathering an assortment of towels, blankets, and sheets, Lilly Etta sneaks out of her apartment and heads toward the pile on the sidewalk. She tries to cover the belongings, but the wind keeps blowing things around. She holds them down with her body and falls asleep. This is how the reporter finds her. The resulting publicity saves the day, and Lilly Etta's efforts pave the way for Tanya and her family.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that friendships can be strengthened through adversity.
2. Discuss the qualities needed to be a good friend.
3. Realize that bad things can happen to good people through no fault of their own.
4. Implement a plan to help others who are less fortunate in the community.

DISCUSSION QUESTIONS

- Why are Tanya and her family being evicted from their apartment?
- Why is Lilly Etta outraged by what is happening?
- Why does Lilly Etta think that calling the newspaper and television station might help? Why doesn't her friend, Tanya, want to see her at first?
- Why was the reporter disinterested at first and became interested when he discovered that Lilly Etta was only nine years old?
- Why doesn't Lilly Etta's mother become involved?
- Do you think Lilly Etta was right to disobey her mother?
- How do you think Tanya's family feels when their belongings are placed in a heap on the sidewalk?
- Do you think it is right to evict someone for nonpayment of rent?
- What would happen if people were allowed to stay on in their apartments without having to pay rent?
- What are some things people can do for each other in times of need?

RELATED ACTIVITIES FOR STUDENTS

1. With the students, create a friendship recipe. List all the essential ingredients to form a long-lasting and true friendship.
2. Have the students write a letter to their best friend telling him/her the things that make the relationship special.
3. Have students create greeting cards that focus on friendship.
4. Together with the class, create a mural that illustrates the meaning of friendship.
5. Have the students write a journal entry explaining why or why not they would like Lilly Etta as a friend.
6. Ask students to plan an imaginary trip with their best friend. Where would they go? How would they travel? What would they do? How much money would they need?
7. Have the students become the newspaper reporter and write a newspaper article reporting on what was heard and seen when they went to investigate the eviction.
8. In small groups, have students role play a telephone call that Lilly Etta might make to Tanya telling her that her family's belongings are safe and that another apartment had been located.

9. Have the students pretend they are television reporters and interview Lilly Etta, Tanya, and Tanya's mother.
10. Have the students report the news as if they were newscasters appearing on the 6:00 o'clock news.
11. Ask students to participate in creating a classroom friendship quilt. Involve a "friendly" parent or volunteer in helping them design a square for the quilt. Use permanent markers to create the design.
12. Have a "Friends 'R Us" Activity Day. Pair students and do buddy reading, buddy journaling, buddy computer time, buddy math. Ask students to bring lunch for their buddy and vice versa. If there are an odd number of students in the class, form a group of three. Tell students to make every effort to be the best possible friend for the entire day and longer! Do not leave anyone out!
13. Encourage students to be tattletales and to tell the class about something nice that they have seen someone do.
14. Ask students to create a *friend* ship. Write an imaginary story as to where the ship goes, where it docks, and describe the ship's cargo. Have them name their ships and include an illustration of it.

GENERAL ACTIVITIES FOR STUDENTS

1. Have a class toy or clothing drive and donate the items to one of the charitable organizations for distribution to needy families.
2. Establish a *Friendship* award within the classroom. Have students assist in helping to develop criteria for winning the award. At the conclusion of every nine week grading period, have students and the teacher vote for the person who has done the most to promote friendship in the class. Present that person with the award and invite the person's parents to a classroom celebration. Choose a theme song and play the song when the award is presented.
3. Have your class become friends with one of the kindergarten classes. Have each of your students buddy up with one of the kindergarten students and spend an allotted time each week reading a picture book or poem to that student. Ask them to bring in a little treat for their kindergarten buddy on the day they meet. (Have something on hand in case one of them forgets.)
4. Have students create friendship bumper stickers.
5. When students do cooperative group work, call the groups "friendship clubs" and ask them to give their "club" a special name.
6. As problems or arguments occur in the classroom, help solve them by using creative problem-solving methods or mediation techniques. (Contact The Peace Education Foundation, 1900 Biscayne Boulevard, Miami, Florida 33132-1025 - Telephone: (305) 576-5075 for information on mediation for kids.)

Love Your Neighbor: Stories of Values and Virtues

By Arthur Dobrin, New York: Scholastic, Inc. 1999.

CONCEPTS: Tolerance; diversity; friendship; sense of community; working together; indifference

GRADES: 2-3

STORY SUMMARY

This book consists of thirteen stories with themes of tolerance, prejudice, love, loyalty, freedom, friendship, and being different. Using a fable format, the author ends each story with a question, rather than a moral statement. The questions lend themselves to literature circle discussions and an examination of one's own thinking. The lessons are ageless and will allow children to explore values and virtues in a nonthreatening way. The author encourages conversation about the stories and characters but advises against the temptation for the teacher or parent to give his or her own interpretations. The deeper meaning of the story may not yet be apparent to the child, and this should be accepted. Open-ended questions are suggested. "What did you like about this story?" or "Do the characters remind you of people you know?" are probes that can lead to reflective thinking. The stories are enjoyable, and this enjoyment will lead to meaning and understanding.

DISCUSSION QUESTIONS

- Sometimes people do nice things for each other without telling anyone. Why do you think people like to keep their generosity a secret?
- Each one of us has something to offer. Our special gifts can help a neighborhood or community. What are some special gifts in this classroom that make our lives richer?
- When we find something that belongs to another, our first inclination is to keep the item we found. What are some things that might be considered before we make a decision to claim the item?
- Often times parents worry about their children. What are some of the worries parents may have?
- When things go wrong, it may be easier to blame others rather than ourselves. What are some things we might think about before we point our finger at someone else?
- Friends can have many things in common, but they can also be liked for their own uniqueness. In what ways are your friends different from you? Consider individual tastes in food, clothing, hobbies, talents, etc.
- There is more than one way to do things. Some people eat with forks and knives, others use chopsticks. What problems could arise if someone thinks that his/her way is the right way and the only way?

- We are often told that sharing our toys, talents, and gifts is much better than keeping them to ourselves. What are some things that you have shared that have made your life more enjoyable?
- Helping others may not always be convenient. Why do you think people take the time to help, save, or rescue someone they may not even know?
- Most people have preferences in flowers. They may not like the dandelion, because it is considered a weed. Yet it, too, is a flower. A lot depends on our attitude. We have heard people say, "Beauty is in the eye of the beholder." Many things have an undiscovered beauty. What are some things you may not have found beautiful at first and that you have changed your mind about later?
- Some things can make us happy, but the same thing can cause sadness to another person. For instance, we may want to capture or cage an animal because we admire it. That may cause unhappiness to the creature that is contained. Can you think of some situations that have brought happiness to one person but unhappiness to another?
- Stubbornness does not solve problems. What are some alternatives to stubborn behavior?
- Prejudice can cause people to make big mistakes. It can also cause great unhappiness. What are some things to consider before we prejudge a person or an event?

RELATED ACTIVITIES FOR STUDENTS

1. Using poster board, ask students to illustrate a favorite fable and write an accompanying moral. Each week, display a student's work and discuss the story and moral.
2. Have students rewrite fables using different characters and events.
3. Ask students to rewrite morals using different wording but imparting the same message.
4. Using a reference book such as Bartlett's *Familiar Quotations*, have students copy quotations that would make good fables. Write a fable around the quotation and add the fable to a class book.
5. Have students create a flip book based on one of the fables.
6. Many fables involve a type of conflict dispute. Have students act out the fables in a mock trial where the judge determines what needs to be done to resolve the situation.
7. Ask students to retell the fable in their own words and choose music to accompany the story. Fables make use of animals. There are also many nature tapes available today.

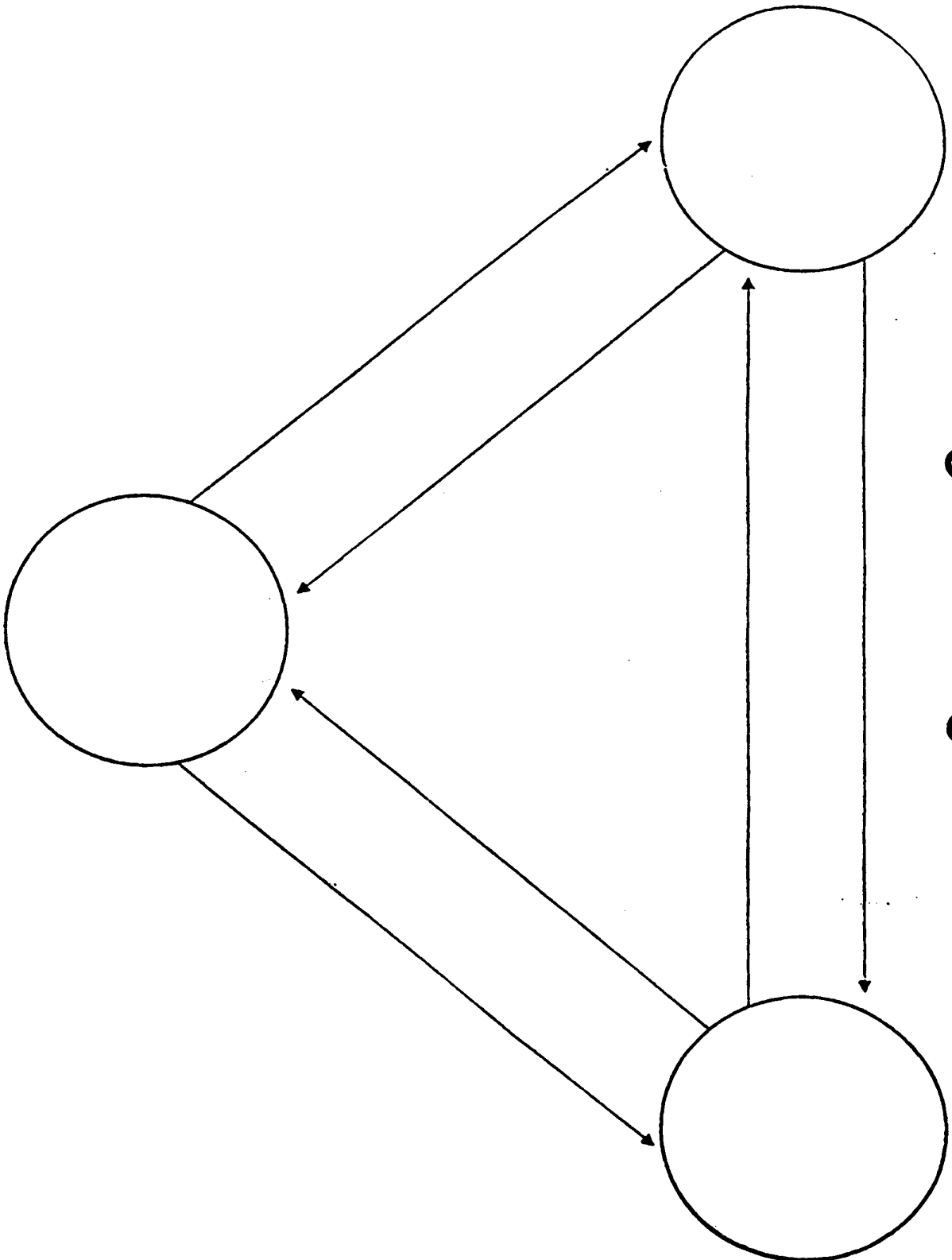
8. Sociograms analyze relationships between story characters. They also help in understanding and focusing on the perceptions the characters have of each other. Have students complete a sociogram on one of the fables. (See Unit 2 Page 30.)
9. Complete a *Venn Diagram* of the story's two main characters.
10. Act out the fable by creating dialogue and using costumes as appropriate.
11. Have students write out the name or location of the various settings in the fables in an acrostic format. Describe the setting by using the letters provided.

Example: **W**ildlife
 Opossum
 Owls
 Dark
 Silent

GENERAL ACTIVITIES FOR STUDENTS

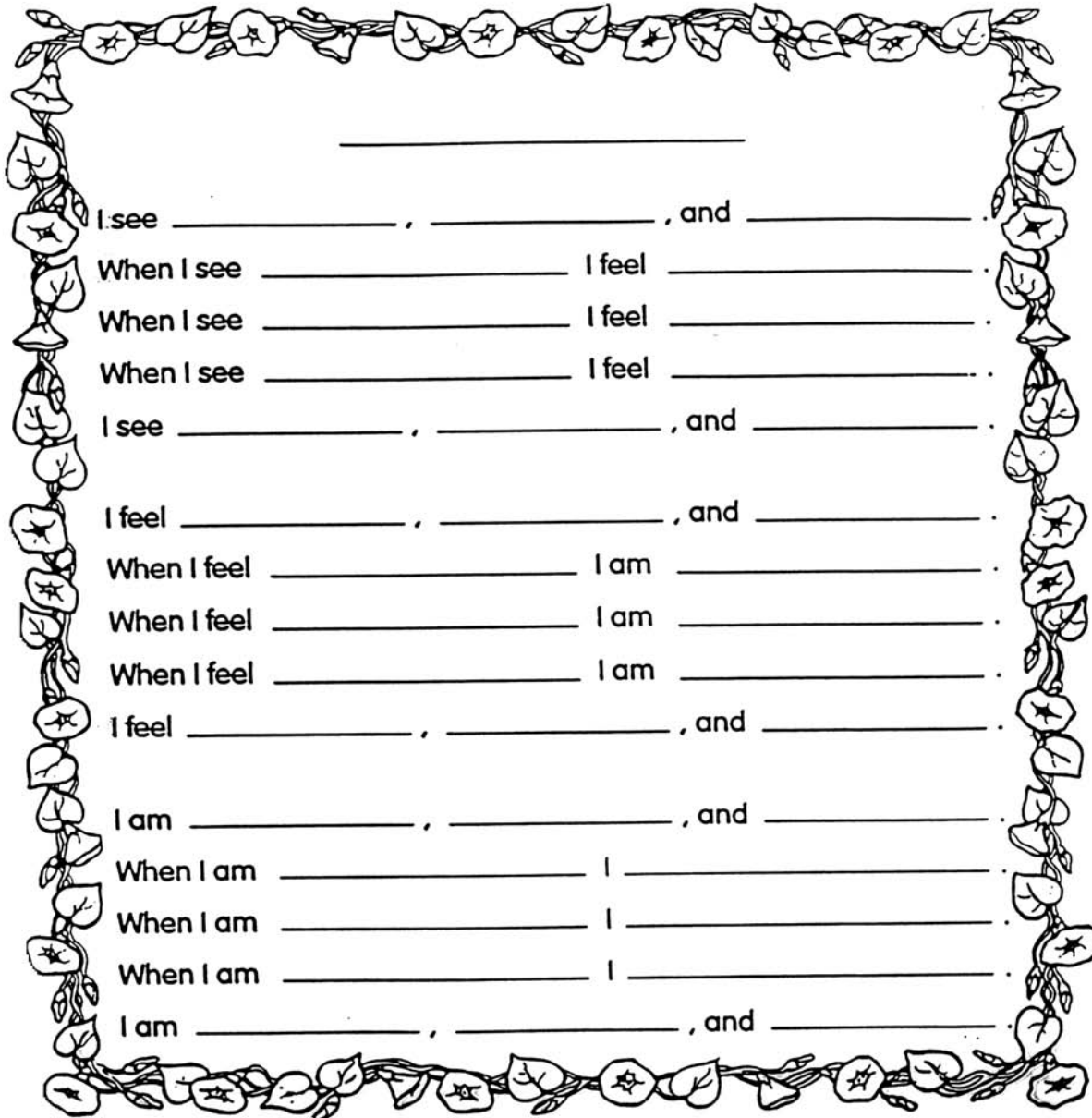
1. Have students create a sociogram of themselves and their friends or themselves and other members in their family. (See Unit 2 Page 30.)
2. Ask students to create bookmarks and illustrate adages or morals.
3. Have students create a journal of virtues. Have students make daily entries when they observe someone acting morally or displaying virtuous behavior. Encourage them to add stickers for eye appeal. Ask them to locate articles from newspapers and magazines that give information on people who have helped others. Have them set off their journals with adages, wisdoms, and insights. They might begin their journal using the "Me Poem" outline. (See Unit 2 Page 31.)
4. Too often, readers focus on a character's physical attributes, ignoring the qualities below the skin that shape his or her attitudes and actions. To help students gain a deeper understanding of a character, introduce the concept of a continuum. This will encourage students to analyze the character's inner qualities as they determine where on the continuum their character would fall. Use the Character Continuum (See Unit 2 Page 32.) or let students create their own. It is important for students to realize that most people fall somewhere between the two extremes; this middle area results in our humanness and individuality.

Making a Sociogram



Writing Activities

Me Poem Outline



I see _____, _____, and _____.

When I see _____ I feel _____.

When I see _____ I feel _____.

When I see _____ I feel _____.

I see _____, _____, and _____.

I feel _____, _____, and _____.

When I feel _____ I am _____.

When I feel _____ I am _____.

When I feel _____ I am _____.

I feel _____, _____, and _____.

I am _____, _____, and _____.

When I am _____ I _____.

When I am _____ I _____.

When I am _____ I _____.

I am _____, _____, and _____.

#502 Write All About It

© 1993 Teacher Created Materials, Inc.

Source: Teacher Created Materials, Inc. : From *Write All About It*, page 28. Reprinted with permission of Teacher Created Materials, Inc., 6421 Industry Way, Westminster, CA 92683. Phone: (714) 891-2273.

CHARACTER CONTINUUM

TITLE OF BOOK OF STORY _____

NAME OF CHARACTER _____

FRIENDLY _____ **UNFRIENDLY**

HAPPY _____ **UNHAPPY**

POPULAR _____ **UNPOPULAR**

WISE _____ **FOOLISH**

CONTENT _____ **DISCONTENT**

OUTGOING _____ **SHY**

UNSELFISH _____ **SELFISH**

SOCIABLE _____ **UNSOCIABLE**

AMBITIOUS _____ **LAZY**

NEAT _____ **UNTIDY**

MATURE _____ **IMMATURE**

HONEST _____ **DISHONEST**

BRAVE _____ **COWARDLY**

KIND _____ **CRUEL**

Taken from Rothlein, L. & Meinbach, A.M. (1996) *Legacies: Using Children's Literature in the Classroom*. New York: Harper Collins College Publishers.

Printed with permission from Allyn and Bacon Publishers

UNIT 3

BUILDING BRIDGES TO OTHERS

TABLE OF CONTENTS

Introduction	3-3
Objectives	3-4
Literature Selections	3-5
K-1 <i>Chrysanthemum</i> by Kevin Henkes	3-6
K-1 <i>Swimmy</i> by Leo Lionni	3-9
K-1 <i>The Grouchy Ladybug</i> by Eric Carle	3-12
K-1 <i>An Enchanted Hair Tale</i> by Alexis De Veaux	3-15
2-3 <i>Milo and the Magic Stones</i> by Marcus Pfister	3-18
2-3 <i>Wagon Wheels</i> by Barbara Brenner	3-21
2-3 <i>The Hunchback of Notre Dame</i> by Walt Disney Company	3-25
2-3 <i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr	3-28

UNIT 3

BUILDING BRIDGES TO OTHERS

“Where, after all, do universal rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person, the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination...”

Eleanor Roosevelt
The Great Question 1958

INTRODUCTION

The history of all people has its origins in Africa. The oldest human remains have been found in Ethiopia. The physical evidence to date suggests that Africans have existed for more than four million years. Asians are next, and scientists believe their existence on earth can be established at well over 700 thousand years. By contrast, Europeans appear to have been around for only about 70 thousand years. Throughout history, people have accomplished incredible things. Over 5,000 years ago, the Egyptian pyramids were built, and they are still standing today. The body of knowledge that has been acquired in mathematics, science, literature, medicine, psychiatry, technology, communications, and architecture is awesome. Yet, there remain some very serious problems that have been around since humans first walked the earth. Dominance, aggression, ruthlessness, greed, prejudice, and subjugation are but a few of the ways that man has shown his inhumanity towards man, beast, and land. If we are to survive as a species, it is imperative that we value each other and strive to develop positive character traits that promote peaceful living within our own community and our world.

OBJECTIVES FOR THIS UNIT

After involvement in theme-related activities, the student will:

1. Understand that change is necessary if our world is to survive.
2. Appreciate the importance of developing good character traits.
3. Analyze the effects of prejudice, discrimination, and stereotyping.

LITERATURE SELECTIONS FOR THIS THEME:

Grades K and One:

Chrysanthemum by Kevin Henkes, New York: Mulberry Books, 1991.
Concepts: Unjust treatment of others; bullying

Swimmy by Leo Lionni, New York: Pantheon Books, 1991.
Concepts: Choices; standing up for others

The Grouchy Ladybug by Eric Carle, Harper Collins Publishers, 1977.
Concept: Bullying

An Enchanted Hair Tale by Alexis De Veaux, New York: Harper Collins Children's Books, 1987.
Concepts: Stereotyping; discrimination

Grades Two and Three:

Milo and the Magic Stones by Marcus Pfister, New York: North South Books, 1997.
Concept: Choices

Wagon Wheels by Barbara Brenner, New York: Harper and Row, 1978.
Concepts: Unjust treatment of others; prejudice

The Hunchback of Notre Dame by The Walt Disney Company, 1996.
Concepts: Unjust treatment of others; prejudice; discrimination; standing up for others; bullying; fence sitting - bystanders; choices

Sadako and the Thousand Paper Cranes by Eleanor Coerr, New York: Yearling Publishers, 1979, 1990.
Concepts: Unjust treatment of others; victim

Chrysanthemum

By Kevin Henkes, New York: Mulberry Books, 1991.

CONCEPTS: Unjust treatment of others; bullying

GRADES: K-1

STORY SUMMARY

Chrysanthemum is a little girl mouse who had been loved and cherished by her family since the day she was born. Her parents named her Chrysanthemum believing that it was the perfect name for a perfect child. As Chrysanthemum grew and grew, she loved her name more and more. She felt proud of her name and who she was.

Soon it came time for Chrysanthemum to start school. She was so excited and happy to be going to school for the very first time. Unfortunately, Chrysanthemum's first school experiences were not to be happy ones. When attendance was called on the first day, the children laughed when they heard Chrysanthemum's name called. Victoria, Jo, and Rita began teasing Chrysanthemum about her name. They said it was too long, that her name was a flower, and that she should change her name. Chrysanthemum went home feeling sad and feeling as if she didn't belong in school.

When Chrysanthemum arrived home, her parents greeted her warmly and tried to soothe her hurt feelings. They told her how special she was and soon Chrysanthemum felt better about herself, although she went to bed dreaming her name was Jane. Each day, Chrysanthemum arrived at school dreading the teasing led by Victoria, and each evening, she returned home with a feeling that she didn't belong and the need to be comforted by her parents.

One day in music class, Chrysanthemum was assigned to play the part of the daisy in the class musicale. Victoria, Jo, and Rita thought that that was funny and began teasing little Chrysanthemum. Mrs. Twinkle, the music teacher, overheard the teasing and told the girls that her name was just as long as Chrysanthemum's name and was also a flower name. Mrs. Twinkle announced her name was Delphinium and to Chrysanthemum's delight, Mrs. Twinkle also announced that she was considering naming her newborn child Chrysanthemum. Chrysanthemum just glowed with pride and soon Victoria, Jo, and Rita wished they had a flower name like just like little Chrysanthemum.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding that one's actions affect others.
2. Develop a respect for the feelings of others.
3. Recognize that teasing and bullying are acts which cause harm to others.
4. Appreciate one's uniqueness and the uniqueness of others.

DISCUSSION QUESTIONS

- How did Chrysanthemum feel when the children laughed at her name? Have you ever been in a class when the other students laughed at another child's name? How do you think that child felt? How did you know the way that child felt? Did you laugh? Why or why not?
- What does the word "tease" mean? Have you ever been teased about your name? If so, how did it feel to be teased?
- Have you been teased about something else, such as your size, your hair, or your clothes? How did you feel? Why do think children tease each other?
- How did Chrysanthemum feel about her name before she started school? How did Chrysanthemum's feelings about her name change during her first day of school? Why?
- How did Chrysanthemum feel about her name when she was at home? Why do you think she felt one way at home and a different way in school?
- Why do you think Victoria was so mean to Chrysanthemum? Do you think she was a bully? What is a bully? What are some reasons why someone would act like a bully?
- List the mean things that Victoria, Jo, and Rita said to Chrysanthemum. What makes these statements hurtful? Pretend you are Chrysanthemum. How would you feel?
- How would you feel if someone said to you, "If I had a name like yours, I'd change it."?
- Why did Chrysanthemum "bloom" when Mom and Dad praised her and "wilt" when Victoria teased her? How do you feel when someone says nice things about you? How do you feel when someone says hurtful things to you? How would school have been different for Chrysanthemum if the girls had admired her name rather than teased her about her name?
- Should Mrs. Chud have handled Victoria differently other than to say, "Thank you for sharing that with us, Victoria. Now put your head down."? What message do you think she was giving Victoria? If you were the teacher, how would you have handled Victoria's teasing?
- Why do you think Rita and Jo teased Chrysanthemum? Could they have been teasing Chrysanthemum to please their friend Victoria? Why? Would you tease someone to please a friend of yours?
- Why did Victoria, Rita, and Jo want flower names after learning that Mrs. Twinkle's first name was Delphinium and that she admired Chrysanthemum's name?
- What lesson do you think could be learned from Chrysanthemum's story? Explain.

RELATED ACTIVITIES FOR STUDENTS

1. Make a list of all the children's names and talk about the origin of their names. Chrysanthemum was named after a flower her parents thought was beautiful and perfect. Have the students interview their parents, asking about the origin of their names. Who were they named after and why? Compare the different names. Talk about any cultural differences which may arise from the class discussion.
2. Compose a class letter of apology from Victoria, Jo, and Rita to Chrysanthemum apologizing for treating her so poorly.
3. Create a list of the flower names mentioned in the story and brainstorm the names of other flowers, adding them to the class list. Bring in flower seeds. Show the pictures on the seed packets to the students. Add these flower names to the class list. Plant the flower seeds in a class flower garden consisting of small pots or milk cartons. Permit the students to select the flower seeds of their choice to plant and tend. Use the remaining seed packet pictures to create flower mobiles to decorate the class.
4. Pretend to be Chrysanthemum and compose a class letter to Victoria, Jo, and Rita. Have the students explain how it feels to be teased. As a follow-up, have the students individually compose cards of apology.
5. Compose a journal entry. Write or draw a picture about a time when your Mom and Dad made you feel better after you've had a bad day at school.
6. Interview a classmate. Ask each student to tell a buddy about a time that they were teased and how they felt.
7. Brainstorm different titles for the book *Chrysanthemum*. Ask the students to pretend to be the author Kevin Henkes who has been told by his book editor to change the title of his book. Select the best ones and have the students create a cover for the new titles.

GENERAL ACTIVITIES FOR STUDENTS

1. Give the students sentence strips. Have them write their names in a very special way using different colors and designs. Post these name tags in the classroom.
2. Observe the class interacting on projects and activities. Note any instances of teasing. Discuss these events with the class in a non-threatening manner reminding the students of Chrysanthemum's feelings.
3. With the students, develop a set of class rules specifically related to treating others kindly and not teasing. Have the students decide upon their own set of standards. Develop a set of consequences and rewards.

Swimmy

By Leo Lionni New York: Pantheon Books, 1991.

CONCEPTS: Choices; standing-up for others

GRADES: K-1

STORY SUMMARY

Swimmy was a tiny fish who lived in the sea with his brothers and sisters. Swimmy was the only black fish in the school. All the other fish were red. One day, a hungry tuna came along and ate every fish in the school except for Swimmy. He was a swifter swimmer than his brothers and sisters.

Poor Swimmy was all alone in the big ocean. At first, he was frightened and felt very much alone, but soon he began to enjoy the other wonders of the sea. As he swam along, Swimmy came upon a school of fish just like his own. These fish were hiding among the rocks and plants.

Swimmy asked them to come out and play, but they were too fearful of the the big fish who swam in the open sea. Swimmy tried to think of an idea to help them. Suddenly, Swimmy got an idea; they would swim together in the shape of a big fish. So, Swimmy taught the fish to swim together, each fish having its own special place. Swimmy, being the only black fish, would be the eye. Soon they were swimming in the open sea, appearing to be the biggest fish of all.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Become aware of the importance of caring about the well-being of others.
2. Recognize that one should defend one's rights.
3. Understand the importance of demonstrating responsibility and cooperation.

DISCUSSION QUESTIONS

- Swimmy was the only fish to escape. How do you think Swimmy felt being the only one to escape the hungry tuna?
- If you were Swimmy, how do you think you would have felt?
- How did Swimmy feel when he found other fish in the sea just like him?
- Why do you think Swimmy stayed to help the fish rather than swimming away?

- The other fish were hiding in the rocks and plants. Why didn't Swimmy join them in hiding rather than trying to think of a way to solve their problem?
- The little fish were ready to do nothing to protect themselves until Swimmy came along. Why do you think they just hid among the rocks?
- Do you think that you would have acted like the little fish and hidden in the rocks, or do you think that you would have acted like Swimmy and tried to find a way to play and swim safely outside the rocks?
- Why do you think the fish decided to try Swimmy's idea?
- All the fish needed to work together, and each fish had its special place. If one of the fish had not cooperated, what do you think might have happened?
- What made Swimmy's plan successful?
- What can happen when someone relies on you to do something and you don't do it? How does it make that person feel? How do you feel?

RELATED ACTIVITIES FOR STUDENTS

1. Talk with the students about Swimmy and his character traits. Make a list on the board. Discuss Swimmy's statement: "But you can't just lie there," said Swimmy. "We must think of something."
2. After having discussed Swimmy's character traits, have the students honor Swimmy by creating an award for cleverness, bravery, etc.
3. Draw the outline of a big fish on drawing paper. Ask the students to draw little fish within the pattern demonstrating how the fish working together formed the illusion of a big fish.
4. Ask the students to predict what might have happened if the fish decided not to work together and show responsibility. Write that ending as a class story.
5. Have the students choose a scene from the book and create a diorama.
6. Talk about the who, what, where, when, and why covered in a news article and about headlines. With the class, write an article highlighting Swimmy's creativity, bravery, and the cooperation of the little fish.
7. Place the students into groups of three to four and have them act out the story.

GENERAL ACTIVITIES FOR STUDENTS

1. With the class, brainstorm ways people cooperate. Compose three to five key rules to follow.
2. Ask the students to finish the following prompts for their journals: I cooperate when...; I am responsible when....
3. Place the students into cooperative groups. Plan an activity such as baking cookies or making a cake where each student must bring in one item that is essential for the completion of the group task. (If one student forgets the item, then the project can not be done.) Have the students work together. Discuss the project when it is completed. Ask questions related to demonstrating responsibility towards others and cooperation.

The Grouchy Ladybug

By Eric Carle, New York: Harper Collins Publishers, 1977.

CONCEPT: Bullying

GRADES: K-1

STORY SUMMARY

One sunny morning, two ladybugs spy some aphids upon the leaf of a plant. Both are hungry and searching for breakfast. One of the ladybugs, the friendly ladybug, came upon the leaf from the left, while the other ladybug, the grouchy ladybug, came upon the leaf from the right. The friendly ladybug greeted the grouchy ladybug with a cheery "Good morning." The grouchy ladybug responded grouchily, "Go away! I want those aphids."

The friendly ladybug quickly offered to share the aphids with the grouchy ladybug. In response, the grouchy ladybug replied that all the aphids were hers, and she asked the friendly ladybug if she wanted to fight. To the grouchy ladybug's surprise, the friendly ladybug retorts that she is not big enough for the grouchy ladybug to fight and that the grouchy ladybug should look for someone bigger. Whereupon the grouchy ladybug flies off in search of a bigger and more worthy foe.

Along the way, the grouchy ladybug meets many different animals, but each one is not big enough for the grouchy ladybug to bother with until she comes upon a huge whale. She asks the whale to fight but receives no reply. When the whale does not answer her, the grouchy ladybug flies to the whale's flippers and fin, challenging each. Still receiving no reply, she comes upon the whale's tail and asks the tail if it wishes to fight. In response, the tail hits the grouchy ladybug, sending her far away.

At dinner time, wet and hungry, the grouchy ladybug and the friendly ladybug meet once again at the same leaf. As before, the friendly ladybug offers to share. This time the grouchy ladybug says, "Thank you." She's learned her lesson.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding of the concept of sharing.
2. Distinguish between cooperation and non-cooperation.
3. Identify the reasons sharing and cooperating are important.
4. Recognize how one's behavior affects others.
5. Demonstrate common courtesy towards others as a sign of mutual respect.

DISCUSSION QUESTIONS

- Describe the way the friendly ladybug and the grouchy ladybug acted when they first met. Why did the friendly ladybug become upset with the grouchy ladybug? Would you have become upset? Explain.
- Who would you have rather met, the friendly ladybug or the grouchy ladybug? Why?
- Do you know anyone who acts like the grouchy ladybug? Do you like being with that person? Why? Why not?
- Do you know anyone who acts like the friendly ladybug? Do you like being with that person? Why?
- What makes the friendly ladybug more likeable?
- The grouchy ladybug wanted to fight over the aphids. Why do you think she didn't want to share?
- Is fighting a good solution to a problem? Does it solve the problem or make more angry feelings? What are some ways to solve problems peacefully?
- The friendly ladybug was clever. She told the grouchy ladybug that she wasn't big enough for the grouchy ladybug to fight, and she should look for someone bigger. Why do you think she said that?
- Do you think that the friendly ladybug was afraid to fight or do you think she just had a more clever way to solve her problem with the grouchy ladybug?
- Who do you think had a better way to solve her problem, the friendly ladybug or the grouchy ladybug? Explain.
- Why do you think the grouchy ladybug kept searching for someone bigger to fight even though each animal she approached was willing to fight?
- How did the grouchy ladybug finally learn her lesson? What lessons did she learn? How do we know that she learned her lesson?

RELATED ACTIVITIES FOR STUDENTS

1. Assign the animal characters to the students. Have them read the story aloud, with the children dramatizing the story.
2. What would have happened if the grouchy ladybug hadn't learned her lesson? Have the students create a new ending for the story.

3. Brainstorm a list of additional animals the grouchy ladybug may have challenged. Using the *Language Experience Approach*, write the conversations with some of the new animals. Have the students copy one or two of the newly created conversations and illustrate each one.
4. Ask the students to think of a new animal that the grouchy ladybug should ask to fight with her. In the first frame, show how they meet. In the second frame, write what they say. In the third frame, show the grouchy ladybug flying away.
5. Create a list of "ladybug do's and ladybug don'ts "stressing ways to share and solve problems in a positive manner.

GENERAL ACTIVITIES FOR STUDENTS

1. Discuss times when the students wanted to share something with a friend and their friend didn't want to share. How did they feel? How did they act?
2. Discuss times when they were asked to share with a classmate and they didn't share. How did their classmate feel? How did they act?
3. Give advice to other classmates about the importance of sharing and cooperating. Ask the students to pretend to be the school counselor. They are being asked to help students learn to share and cooperate. What should they tell the boys and girls? Compose a list of helpful hints.
4. Make a class bulletin board listing expressions which reflect good manners. Use this starter: The friendly ladybug says. Please, thank you, etc.
5. Role play having good manners (please, thank you, you're welcome, excuse me, good morning, etc.) at school and at home.
6. Create a picture time line depicting the grouchy ladybug's adventure in sequence (yellow jacket to whale).
7. Create a presentation for the school morning announcements focusing upon the story lessons of sharing, cooperation, and courtesy.

An Enchanted Hair Tale

By Alexis De Veaux, New York: Harper Collins Children's Books, 1987.

CONCEPTS: Stereotyping; discrimination

GRADES: K-1

STORY SUMMARY

Sudan was a little boy who was different from the others in his neighborhood. His hair was "enchanted hair" falling in dreadlocks. The people in his neighborhood were frightened of Sudan's hair and thought that he was strange and different. This made Sudan angry and sad.

One day, Sudan became so frustrated with the adults and the children who taunted him that he disobeyed his mother and crossed the street, traveling away from his neighborhood. As he walked, he came upon a group of acrobats with the most wondrous hair - hair like Sudan's. These acrobats performed the most marvelous tricks, and Sudan was amazed by their feats. Suddenly, Sudan heard his name called. It was Miss Pearl, his mother's friend, who had recently joined the circus. Miss Pearl invited Sudan to join them, and he tumbled and jumped on the trampoline.

When it became time to go home, Miss Pearl walked Sudan home. As they walked, Sudan told Miss Pearl about the awful way others treated him. Miss Pearl listened and then offered Sudan some advice. She told him to be himself and not worry about the words of others. That evening, Sudan stared at his hair in the mirror remembering the Flying Dreads and felt proud to have "enchanted hair."

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop a respect for cultural and ethnic differences.
2. Acknowledge that it is okay to be different.
3. Develop an awareness of the concept of stereotyping.
4. Recognize the similarities and differences of others.

DISCUSSION QUESTIONS

- Why did some people dislike Sudan because of his hair?
- Why do you suppose the adults and the children in his neighborhood said, "He's strange. He's different."?

- Is it okay to decide to like or dislike someone just by the way he/she looks? Explain.
- How did Sudan feel because he was teased and ignored by others simply because his hair was different?
- How do you think it feels to be teased and ignored by others just because you look different?
- Would you cry and fight like Sudan if you were him? Why or why not?
- Why did Sudan have such a good time with Miss Pearl and the Flying Dreads?
- Why was Sudan's hair thought to be enchanted?
- Miss Pearl tells Sudan to be his "pretty self." Do you think that is good advice? Explain.
- Do you think Sudan believed Miss Pearl?
- Would you follow Miss Pearl's advice?
- How do you think Sudan's visit with Miss Pearl and the Flying Dreads changed Sudan?
- What lesson/lessons may be learned from this story?

RELATED ACTIVITIES FOR STUDENTS

1. Have the students write a class letter to Sudan. In this letter, have the students explain the lesson/lessons that they learned from the story.
2. Have the students write a sequel to the book. In the sequel, answer the following questions: Does Sudan follow Miss Pearl's advice? What happens the next time someone teases or ignores him?
3. With the class, sequence the main events in the story. Divide the class into groups corresponding to the number of events sequenced. Have each group illustrate an event using marker, crayon, or water colors. Hang the mural in the classroom.

GENERAL ACTIVITIES FOR STUDENTS

1. Draw a self-portrait and write one or two sentences about themselves telling what they like most about themselves.
2. Place student name cards in a bag. Have the students select a name from the bag and write a compliment for that person. Ask the students to stand together and read the compliments aloud. Note: Preview all the compliments for appropriate comments.

3. Explain to the students what it means to stereotype. Talk about examples of stereotyping making sure to use age-appropriate examples and sensitivity for cultural differences. Example: Tom is fat. He can't run fast. Question: How can judging a person/classmate by the way he/she looks hurt that person? Talk about the expression, "You can't always judge a book by its cover."
4. Have the students compose audio journal responses by having them complete the statements: I am different and special because...; It's okay to be different because...
5. Create group collages entitled "I am special because I'm different." Have the students bring in pictures of themselves. Place the students into small groups and have them arrange the pictures into a collage. Students may also choose to create a scene and cut the pictures so they fit within the scene. Give the students a chart with two columns. Label one column Ways I Am Alike and the other column Ways I Am Different. Assisting the students, complete the chart.
6. Talk with the students about the saying "Sticks and stones may break my bones, but ugly words shall not harm you." Ask the students to interpret the saying. Questions: Is that always true? How can words hurt? Can words hurt as much as sticks? Why would someone give that advice? Do you agree with that advice?
7. Have the students bring in magazine pictures showing the different styles, types of hair, and hair colors. Discuss the differences and similarities.
8. Plan a fashion show. Have the students style their hair and show their styles to the class. With the students, write a brief statement about the hair style being worn. Model the statements after the types of statements used in real fashion shows. Add music to the fashion show.

Milo and the Magical Stones

By Marcus Pfister, New York: North South Books, 1997.

CONCEPT: Choices

GRADES: 2-3

STORY SUMMARY

When Milo finds a beautiful, magical, glowing stone, he is happy with his discovery. All the mice on the mountain island marvel at its beauty. They want Milo to tell them where he found it, so that they may also own such a stone. Milo tells his best friend, Balthazar, that he must give something to the island in return for the beautiful stone. Milo finds a replacement stone and is happy that he has given something back.

The book is unusual because halfway through, it splits in half. The top half of the book tells a sad ending to the story, and the bottom half gives a happy ending. In the sad ending, greed and avarice have made the other mice reckless. They have stripped the mountain of the golden stones, and the mountain island collapses. Only Milo and Balthazar are saved. In the happy ending, the mice have each collected one stone and have replaced it with another. Everyone is content, and the island is their happy home.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Examine cause and effect relationships in terms of our environment.
2. Understand that greed and avarice can lead to destruction.
3. Discuss responsible and irresponsible behavior in terms of protecting the environment.
4. Examine the lives of people who have had a positive impact on the lives of others.

DISCUSSION QUESTIONS

- Why does Milo want to give something back to the island?
- In what way are the mice like people?
- What happens when you strip the world of its resources? What happens when you cut down all the trees? pollute the rivers, air? use up all the crude oil?
- Which ending is the more likely one?
- Do you know any people who are never satisfied and always want more than they get?

- What would you do if you had more than you needed?
- In what ways can we give back to the earth after we have taken something from it?
- What can happen to our earth if the majority of the people become greedy and reckless?

RELATED ACTIVITIES FOR STUDENTS

1. Have students locate a relatively smooth stone. Ask them to draw a design on it with a one-word message. Use permanent markers or paint. Consider words that impart strength of character and other sentiments that promote a peaceful world. Have them add their stone to a garden or keep it as a reminder of Milo's message.
2. Read the book *The Everglades* by Jean Craighead George. Complete a *Venn Diagram* on the two books.
3. Milo was responsible when he replaced the stone with another one. We are all responsible for ourselves, each other, and the earth. Have students create a "Responsibilities" chart from Monday through Thursday. Under each day, have them write down three things that they are responsible for doing.
4. Have students pretend that they are the governor of Milo's island. Draft a speech that will tell the mice of the island why it is important to conserve resources. Have them explain what will happen if the mice deplete the supply of stones. Tell them of the consequences and the punishments that have been selected for those who disobey the law.
5. Have students retell the story in their own words. Have them press the tips of their fingers into an ink stamp pad. Ask them to add illustrations to their stories by using their fingerprints as "mice bodies." Instruct them to add ears, eyes, whiskers, and tails with a fine-tipped black marker.
6. Read *The Giving Tree* by Shel Silverstein to the students and discuss the similarities to *Milo and the Magical Stones*. With direction, have them make a cause and effect chart for each.
7. Have students draw a picture of Milo's island. Provide a compass and a key to certain places in the island. Identify the place where the stones can be found in the mountain. Give the island an appropriate name.

GENERAL ACTIVITIES FOR STUDENTS

1. As a class, brainstorm a list of important people in students' lives. Have them choose one of these people and think about what he/she is responsible for in his/her job and duties at home. Make a list of the things that come to mind. Example: Teacher. The list would include: get up at a certain time, eat breakfast, prepare a school lunch, shower and get dressed, go to school, drive safely, be on time, take attendance, teach reading, writing, arithmetic, science, social studies, cooperation, friendship, rules, responsibility. Watch that

the children do not get hurt, include everyone, be mindful of special needs, take students to lunch or other classes, grade papers, file papers, maintain a record of all grades, make lesson plans, read books, use good judgment, call parents, go to meetings, drive home, prepare dinner, clean-up, think ahead about the next day's activities, plan, get exercise, keep the house clean and organized, do laundry, get plenty of sleep.

2. Have students write a story about a giraffe and an ostrich. The giraffe "sticks out his neck" to help in his community, and the ostrich "buries his head in the ground." Tell what happens to the community they live in.
3. Locate biographies of individuals who have made a difference in our world. Have students prepare an oral report on one of these individuals and tell the class how they affected the lives of others. Consider: Dr. Martin Luther King, Jr., Mahatma Ghandi, Mary McLeod Bethune, Florence Nightingale, Dr. Elizabeth Blackwell, Mother Theresa, Sojourner Truth, Harriet Tubman, Abraham Lincoln, Jacques Cousteau.
4. With the students, read the book *50 Simple Things You Can Do to Save the Earth* by Earthworks Group and highlight one of the ideas each week.
5. Follow the *think, pair, share method*. Ask students to work with a partner and think about a time when someone was responsible (think several minutes), then have them discuss their thoughts with a partner (pair). They should (share) their findings with the class and discuss the result of the responsible behavior. Then repeat the exercise using irresponsible behavior as your topic. In both cases, caution them not to mention any one person by name.

Wagon Wheels

By Barbara Brenner, New York: Harper and Row, 1978.

CONCEPTS: Unjust treatment of others; prejudice

GRADES: 2-3

STORY SUMMARY

Nicodemus, Kansas is an unusual town because all of its citizens have one thing in common: they were all slaves and have recently been freed. Mr. Muldie, a widowed father, and his three sons have recently made the journey to Nicodemus from Kentucky.

The conditions are harsh, and the townspeople nearly starve to death. They are saved by the Osage Indians who bring them necessary food items and hay to keep warm throughout the cold, winter months.

After the winter, Mr. Muldie decides to leave the boys on their own to search for a more fertile building site. The boys must depend on the strength of their characters and faith in their father. After many months, they receive a letter and a map directing them to Solomon City, 150 miles away. They must travel on foot and the way is fraught with danger.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Discuss what people need to survive on a long trip.
2. Discuss how they would feel if they were to leave familiar surroundings.
3. Role play situations that involve responsible behavior.
4. Discuss the Homestead Act of 1862 and the Emancipation Proclamation.

DISCUSSION QUESTIONS

- Why do you think the Osage Indians helped the people in Nicodemus?
- What type of home did most people build when they first came to Nicodemus?
- What did the boys use for protection from wild animals?
- How would you feel if you had to be responsible for your brothers and sisters?
- How do you feel when someone shows they trust you?

- What would you do if you were left on your own?
- The Homestead Act was enacted in 1862 and promised 160 acres of land to anyone who would produce a crop and live on it for at least five years. Why would the Homestead Act appeal to the Muldies?
- What difficulties would the early pioneers have in settling the land?
- Instead of log cabins, the early settlers dug holes in the ground (called "dugouts") and lived in them. Why do you think they did this?
- What does the word *responsibility* mean to you?
- What are possible consequences of irresponsible behavior?

RELATED ACTIVITIES FOR STUDENTS

1. Complete a "responsible me" self-assessment chart.
2. Ask students to prepare a chart that recalls events from the story that showed the Muldie boys to be responsible. List the possible consequences if they had shown irresponsibility in certain situations.
3. Early settlers like the Muldies would have eaten cornbread. The recipe is simple and calls for corn meal, salt, sugar, eggs, flour, shortening, baking powder, and milk. Follow a cookbook recipe and prepare cornbread in the classroom.
4. Have a field day and play the games that were played during freedom celebrations. Suggestions: *sack race* (use a burlap sack or an old pillow case); *shoe scramble* (Everyone takes off his/her shoes and puts them in a big pile. After the signal is given, the shoe search starts. The winner is the person who is first in putting both shoes on correctly.); *food eating contest* (Determine who can eat a banana, watermelon wedge, or other food item the fastest.); *Quoits* (An activity similar to horseshoes -- rings are thrown around posts that stick up from the ground.)
5. With the students, discuss vocabulary words: emancipation, homestead, and proclamation. Explain to students that on January 1, 1863, slaves in some of the states (states that were at war with the United States -- Confederate states) were granted freedom from bondage. Many took advantage of the Homestead Act and were given 160 acres of land in Kansas promising to produce at least one crop and live on the land for at least five years. Create a *feelings* word web and discuss all the different feelings the slaves may have experienced when they were given their freedom.
6. After discussing the Emancipation Proclamation, have students locate the states on a map where slaves were freed.

7. As a class project, create a map that would give directions from Nicodemus to Solomon. Include a key to identify rivers, cities, trails, etc.
8. As a class, have students write a letter to the author, Barbara Brenner, and ask her the reasons for writing the book. Also, ask her what other books she has written.
9. Have students determine how long it would take them to walk 150 miles if they traveled ten miles per day, eight miles per day, eleven miles per day.
10. Have students create a word puzzle using facts from the book for clues.
11. Use the Internet and locate a school in Nicodemus, Kansas. Then have students write letters to a third grade classroom telling them what they have learned about Nicodemus and asking for a response.

GENERAL ACTIVITIES FOR STUDENTS

1. Make a list with students on what it means to be free. Complete a "Me Poem" outline (See Unit 2 Page 31.) emphasizing what it means to live as a free person.
2. Have the students complete a "Community Research" outline (See Unit 3 Page 24.) Have them use the outline form to learn more about their communities.
3. Have the students research outstanding African Americans who led slave revolts. Nat Turner, Harriet Tubman, Gabriel Prosser, Denmark Vesey are just a few. Complete an interview questionnaire and using a partner as the interviewer, have students present the oral interview to the class.
4. Teach the words to "Lift Every Voice and Sing" to the students and sing it as a class. Discuss the significance of the words and find out more about James Weldon, the composer.
5. As a class, create a time line on the life of Abraham Lincoln.
6. Have the students contribute articles, pictures, etc. towards a class scrapbook of role models (people who have displayed courage and bravery during difficult times).

*Community Ties**Wagon Wheels*

Name _____

Community Research Outline

Here is a form to help you organize research about the first settlers in your community. You can check with your city's historical society to gain more information about the early days of the community. A historical society often has old photographs and maps of the area.

Natives of the region: _____

First outside settlers: _____

Arrived in the year: _____

Relocated because:

They built homes from: _____

The homes looked like:

The languages they spoke: _____

They made a living by:

Their religion:

Popular foods:

Popular music:

The Hunchback of Notre Dame

By: The Walt Disney Company, 1996.

CONCEPTS: Unjust treatment of others; prejudice; discrimination; standing up for others; bullying; fence sitting - bystanders; choices

GRADES: 2-3

STORY SUMMARY

Walt Disney's version of the classic by Victor Hugo has broad appeal. It is the story of Quasimodo, the bell ringer at Notre Dame Cathedral.

He has lived in the bell tower of the cathedral for all of his life. When he was a tiny baby, his mother had been killed by soldiers under the command of the evil Judge Claude Frollo. Frollo hated Gypsies and was just about to drop Quasimodo into the dark opening of a well when he was stopped by the Archdeacon, who ordered him to adopt the infant and raise him as his own. Frollo feared for his soul and agreed, but on the condition that the child would live in the bell tower of Notre Dame.

It was now twenty years later, and Quasimodo has never left the bell tower. His deformities and Frollo's admonitions have left him reluctant to enter the city. He has three faithful companions -- Hugo, Victor, and Laverne who appear to be mere stone gargoyles, but they are real to Quasimodo.

Urged on by the gargoyles, Quasimodo decides to attend a festival. Everyone is masked and in funny costumes, and Quasimodo does not attract any unfavorable attention. He meets Esmeralda, a beautiful Gypsy girl, and is plucked from the crowd and named King of Fools, as a result of his "costume." When the crowd realizes that he is not wearing a costume nor a mask, he is ridiculed and taunted. Esmeralda comes to his rescue, and this enrages Frollo. He tries to arrest her, but she slips into the cathedral with the help of one of Frollo's soldiers, Phoebius, who has fallen in love with her. Frollo becomes obsessed with killing Esmeralda and Phoebius. He condemns Esmeralda to death and imprisons Phoebius.

At the moment, Esmeralda is to be hanged. Quasimodo swings from the wall of the cathedral and saves her. Frollo's anger knows no limits, and he orders the soldiers to attack the cathedral. Quasimodo fights off the soldiers by hurling huge vats of lead at them. Phoebius escapes. As Quasimodo is kneeling next to the limp body of Esmeralda, he sees the shadow of Frollo with his dagger raised. Esmeralda awakens and Quasimodo tries to carry her to safety with Frollo in pursuit. Frollo is within striking distance and resting atop a gargoyle. Suddenly the gargoyle breaks off and Frollo plummets to his death. Phoebius then rescues Quasimodo, and all three leave the cathedral. They are hailed by the crowd around them. Quasimodo has become their hero.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that inner beauty is more important than outer beauty.
2. Understand that people with disabilities are people first and foremost.
3. Recognize that encouragement and support should be provided to everyone.
4. Recognize that a prejudiced attitude can poison a person's mind.

DISCUSSION QUESTIONS

- Why was Quasimodo's mother running from the soldiers?
- Why was Judge Claude Frollo shamed into taking care of Quasimodo?
- Was Quasimodo happy in his bell tower?
- Why did Quasimodo have stone gargoyles as friends?
- What was beautiful about Esmeralda?
- What was the reason for Frollo's hatred?
- Why did Quasimodo attend the festival?
- Why were people repulsed by Quasimodo?
- What were some of Quasimodo's admirable qualities? Esmeralda's? Phoebus'?
- What actions indicate that Judge Claude Frollo was a prejudiced and evil person?
- Why did the people of the town come to admire Quasimodo?

RELATED ACTIVITIES FOR STUDENTS

1. Have a group discussion on how students think they would feel if they had a hunched back and a deformed face.
2. With the students, watch the Disney film and compare it to the book.
3. People are often stereotyped -- seeing a culture, race, gender, age group, etc. in a fixed way, believing that all people in a certain group behave in the same way. Stereotyping is a type of prejudice. After reading the book, ask students to find evidence that Frollo engaged in stereotypical thinking. Discuss the dangers of stereotyping. Discuss stereotyping in our society.

4. Have the students make an accordion book by folding a roll of shelf paper accordion-style. Attach cardboard to the first and last pages. Have students retell the story of Quasimodo by drawing pictures and adding text. (Some Gypsies play instruments called the accordion.)
5. Use the *double entry diary method* to respond to the book. In double entry diaries, students write a word or phrase on the left side of the paper. They also write why they chose to focus on that word or phrase on the left side. Have the student respond to the word or phrase on the right side by sharing their feelings and ideas and how the word or words affect them. Ideas for double entry journaling: Quasimodo, Esmeralda, Phoebius, Judge Claude Frollo, hunchback, Gypsies, brutal soldiers, sanctuary, gargoyles, The Topsy Turvy Day Parade, King of Fools, rampage, dagger.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students write a newspaper article warning people what can happen when people behave in a stereotypical manner.
2. Describe the words *inclusion* and *exclusion*. Ask students to write about a time they were excluded from a group or an event and what it felt like.
3. With the students, discuss groups of people today who are left out of community life. Why is this still happening? What things can be done to help people feel a part of the community?
4. Have students create a collage of all the different people in our world. Try to include people from all walks of life: young and old, different skin colors, hair colors, face shapes, features. Have them create a slogan for their posters.
5. Read to the class the book *Two Eyes, a Nose and a Mouth: A Book of Many Faces, Many Races* by Robert Intrater, New York: Cartwheel: A Division of Scholastic, 1995. Compare the collage to the book and ask students to write their reaction in their journal.
6. Gypsies have been discriminated against throughout history. During World War II, they were placed in concentration camps, and many were killed. Have students research Gypsies and learn about their beliefs, lifestyles, interests, and music.
7. Locate Gypsy music, listen to the violins, and have students write a journal reflection on how the music makes them feel.
8. Rent the movie *Into the West* and learn about Irish Gypsies called *traveling people*. Have students write a film review and comment on the times they saw stereotyping and prejudiced behavior.

Sadako and the Thousand Paper Cranes

By Eleanor Coerr, New York: Yearling Publishers, 1979, 1990.

CONCEPTS: Unjust treatment of others; victim

GRADES: 2-3

STORY SUMMARY

Sadako Sasaki is a happy girl. She is loved by her family, and she is very proud of her ability to run fast. When Sadako feels dizzy after one of her races, she does not think too much of it, and the feeling soon passes. However, the strange feeling returns, and her parents take her to see a doctor. Sadako is only twelve years old when she learns that she has the dreaded radiation disease -- leukemia.

When Sadako was two years old, an atomic bomb was dropped on her hometown of Hiroshima in Japan. This bomb killed thousands of people instantly, but its effects caused many deaths in later years as well. Sadako is devastated, but she bravely holds fast to a dream. Her girlfriend has told her that if she folds one thousand paper cranes, her wish for life will be granted. For a while, it seems as if the paper cranes are working on her behalf. Sadako enjoys a period of remission, but her wish for life is not to be. Working feverishly to reach her goal, Sadako succumbs to the disease and dies. Her courage is inspirational, and her classmates help raise a monument of peace in her honor.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that war is destructive and that innocent people are affected.
2. Discuss how each person can help make the world a peaceful place for all living things.
3. Recognize that it is important to learn about events in history that affect humankind.
4. Understand cause and effect relationships.

DISCUSSION QUESTIONS

- How did Sadako become ill?
- Why did Sadako believe she would get well?
- Why did her conversation with the boy in the hospital frighten her?
- Do you think her friend really believed that Sadako would get well if she folded 1000 paper cranes?
- Why did her parents buy Sadako a beautiful new kimono?

- Sadako's death resulted in her classmates helping to raise a peace monument in her honor. Do you think she deserved such an honor? Why?
- Why do you think people fight in wars?
- What are some things we can do to make our world a peaceful place to live for everyone?

RELATED ACTIVITIES FOR STUDENTS

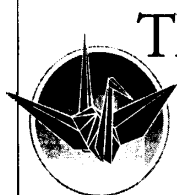
1. Have students give a definition of war and list its effects on people and things.
2. With students, watch the video *Sadako and the Thousand Paper Cranes* (VHS. 30 min. - Informed Democracy,* 1990) and compare the film to the book using a *Venn Diagram*.
3. Have students watch the award-winning video *How to Fold a Paper Crane* (VHS. 30 min - Informed Democracy,* 1994) and learn how to fold a paper crane. (See Unit 3 Pages 31 and 32.)
4. Ask students to write and illustrate a haiku poem. Haiku poems consist of three lines: the first line has five syllables, the second line has seven, and the third line has five. Suggested topics: peace, dove, nature.
5. Have students learn about origami, the art of paper folding. Ask them to try making a dog, a pig, and a fish. (See Unit 3 Page 33.)
6. Give each student a wooden spoon or white plastic spoon for making a doll. Have them draw a face on the spoon with a permanent marker and dress the doll in a kimono. Boy dolls can be dressed in judo costumes. Metallic gift wrapping can be used for creating a kimono pattern.
7. Japan has a Children's Doll Day celebration. Have students debate the pros and cons of celebrating a Children's Doll Day in this country.
8. Have students discuss what they think Langston Hughes meant when he wrote this about dreams: *Hold fast to dreams - For if dreams die - Life is a broken winged bird - That cannot fly.*
9. Ask students to write about their dreams and hopes for the future. Start them off with "I dream about ...". String the dreams together and place them around the neck of a dove. Have the students draw a large peace dove on sturdy white poster board. Hang the bird in the classroom.
10. Ask students to look at newspapers clippings and identify countries that are suffering from war or the effects of war. Have them locate these countries on a map.
11. Have students help create a War and Peace bulletin board. Divide the bulletin board in half. On the side marked "War," show the effects that war can have on people and the world. On the side marked "Peace" show the effects of peace.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students create "Peace" bumper stickers. Use magnetic backing and place them on magnetic surfaces like chalkboards, etc.
2. Ask students to design and produce a "Peace" postage stamp.
3. Locate a Japanese American person who will visit the classroom and give instructions on how to participate in a Japanese tea party. Have a classroom "peace" tea party.
4. Write an acrostic with the word Hiroshima or Nagasaki providing information on the effects of war.

Note to Teachers: Catalogs and other resources can be obtained from:
Peace Resource Center, Hiroshima/Nagasaki Memorial Collection
Pyle Center, P.O. Box 1183
Wilmington College
Wilmington, Ohio 45177
Phone: (513) 382-5338

*Informed Democracy, P.O. Box 67, Santa Cruz, CA 95063



The Crane, Sadako, and You

History Crane-folding is an example of origami, the Japanese art of folding paper to resemble the shape of animals and objects. It dates back to the 8th century. There are about 100 traditional origami figures, including birds, fish, and flowers. The crane has always been among the most popular origami figures, in part because of its elegance and also because of the old Japanese legend that anyone who folds a thousand will be granted a wish. In recent times, the paper crane has become an international symbol of peace stemming from its connection to the story of a young Japanese girl named Sadako Sasaki.

Sadako was born in Hiroshima, and she was two years old when the atomic bomb exploded over her city on August 6, 1945. Ten years later, she felt the first stirrings of the sickness that soon would be diagnosed as leukemia — the “A-bomb disease”. When her closest friend told her that folding a thousand paper cranes could result in the gods granting her wish to get well, Sadako set to work. Her courageous struggle with her illness eventually became the inspiration for a monument to memorialize all the children struck down by the bomb. Today, people all over the world, after hearing Sadako’s story, fold garlands of a thousand paper cranes and send them to Hiroshima.

In many ways, the process of folding a crane is like the process of making peace: at first it may look impossible; some of the steps are awkward; there is generally more than one way to do it; patience and consultation are definitely helpful; and the result, big or small, is ultimately quite graceful and beautiful.

Origami paper comes in a wide variety of colors, sizes, and textures. To make a crane (and most other origami figures), the paper must be square. Sadako made many of her cranes out of candy wrappers, and some were no bigger than a rice kernel. (She folded these with the help of a toothpick.) Most art and stationery stores carry traditional origami paper, though any available paper can be cut into squares and used to

produce beautiful paper birds. It’s easy to make a perfect square out of the page of a magazine or any standard sheet of paper. Lift up the bottom corner of the sheet and fold it diagonally so that the bottom edge meets the side edge of the paper. Cut off the strip of paper that is left at the top, and you have a perfect square!

Mastery While the crane is one of the more advanced origami designs, it can be mastered by most nine-year-olds. Repetition is the key to getting all the steps memorized, and the best results come from making the creases just so. Don’t be discouraged if your first few cranes look a little scrunched or lop-sided. After you get it right the first time, make five more within the next day, and it will stay with you for a long time. Crane-folding is like bike-riding in that once you learn how, you probably will never forget. It kind of gets into your genes. One of the best ways to remember the steps is to teach them to someone else.

Once the cranes are finished, they can be strung together into garlands. Attach a string to a long needle, push it through the hole in the bottom of each crane, and bring it out through the point in the center of the crane’s back. Be sure to tie a knot at the end of the string. To distinguish the cranes on the string, add a 1/4” piece of a plastic straw or coffee stirrer between each crane.

Outreach Paper cranes are unique and graceful, and folding them is very satisfying and meaningful. One woman, 26 year old Tina Koyama, folded a thousand cranes from the pages of TIME Magazine and sent them to the Editor as part of the Million Cranes Project. She was one of 1,000 volunteers to fold and send 1,000 cranes to 1,000 world leaders as a gesture for world peace. The Editor of TIME responded by writing her an open letter of thanks on the editorial page. Whether they are sent to the President of the United States, the mayor of a small town, or a sick person recovering from an illness, the gift of a thousand paper cranes is a powerful gesture of caring, devotion, and love.

If you would like send garlands of a thousand cranes to the statue of Sadako in Hiroshima’s Peace Park, the address is: Office of the Mayor, City of Hiroshima, 6-34 Kokutaiji-Machi, 1 Chome Naka-ku, Hiroshima 730 Japan.

Two Special Videos

SADAKO AND THE THOUSAND PAPER CRANES is an award-winning half hour video based on the classic book by Eleanor Coerr. The story is told by Liv Ullmann with music by George Winston as the camera moves through hundreds of exquisite pastel drawings by Caldecott Medalist Ed Young. **Gold Apple, National Educational Film and Video Festival; Five Stars, Video Rating Guide.; Gold Award, Parent’s Choice Magazine.**

HOW TO FOLD A PAPER CRANE is a half hour companion video to Sadako and an excellent way for students to participate in her story. It is designed for classroom instruction and relevant for social studies, art, math and multi-cultural study. *“A must purchase. An outstanding production. Video is the perfect medium for teaching this art form.” School Library Journal; Excellent! ...as clear as can be.” Wilson Library Bulletin.*

Sadako Website

For more information about Sadako, Hiroshima’s Peace Park, and real cranes — the kind that come from eggs — visit our Web site:

www.sadako.com

The Sadako Project

The Sadako Project distributes the Sadako video and the instructional video on how to fold a paper crane. We also offer many related educational resources including books, origami paper, posters, greeting cards, and cloisonne crane pins. For more information, call our toll free number:

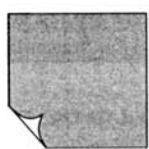


1 800 827-0949

The Sadako Project
P.O. Box 67, Santa Cruz, CA 95063.
Fax: 831 426-2312
EMAIL garden@sadako.com

HOW TO FOLD A PAPER CRANE

Begin with a square piece of paper — ideally one side colored and the other plain. Place the colored side face up on the table. In all diagrams, the shaded part represents the colored side.

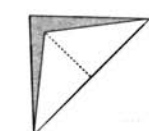


1 Fold diagonally to form a triangle. Be sure the points line up. Make all creases very sharp. You can even use your thumbnail.

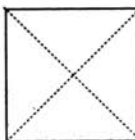


Unfold the paper. (important!)

2 Now fold the paper diagonally in the opposite direction, forming a new triangle.



Unfold the paper and turn it over so the white side is up. The dotted lines in the diagram are creases you have already made.

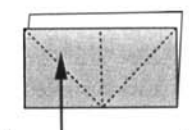


3 Fold the paper in half to the "east" to form a rectangle.

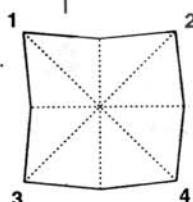


Unfold the paper.

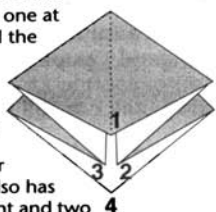
4 Fold the paper in half to the "north" to form a new rectangle.



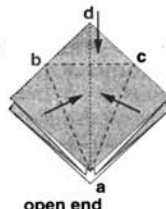
Unfold the rectangle, but don't flatten it out. Your paper will have the creases shown by the dotted lines in the figure on the right.



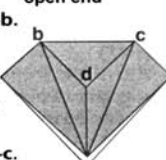
5 Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.



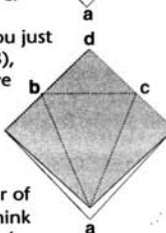
6 Lift the upper right flap, and fold in the direction of the arrow. Crease along line a-c.



7 Lift the upper left flap and fold in the direction of the arrow. Crease along the line a-b.

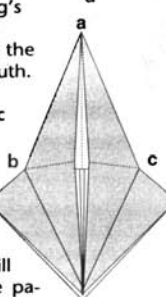


8 Lift the paper at point d (in the upper right diagram) and fold down the triangle bdc. Crease along the line b-c.



Undo the three folds you just made (steps 6, 7, and 8), and your paper will have the crease lines shown on the right.

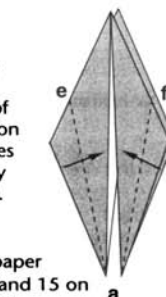
9 Lift just the top layer of the paper at point a. Think of this as opening a frog's mouth. Open it up and back to line b-c. Crease the line b-c inside frog's mouth.



Press on points b and c to reverse the folds along lines a-b and a-c. The trick is to get the paper to lie flat in the long diamond shape shown on the right. At first it will seem impossible. Have patience.

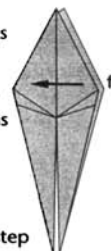
10 to 13 Turn the paper over. Repeat Steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two "legs" at the bottom.

14 & 15 Taper the diamond at its legs by folding the top layer of each side in the direction of the arrows along lines a-f and a-e so that they meet at the center line.



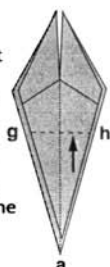
16 & 17 Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.

18 The figure on the right has two skinny legs. Lift the upper flap at point f (be sure it's just the upper flap), and fold it over in the direction of the arrow — as if turning the page of a book. This is called a "book fold".



Flip the entire figure over.

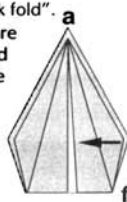
19 Repeat this "book fold" (step 18) on this side. Be sure to fold over only the top "page".



20 The figure on the right looks like a fox with two pointy ears at the top and a pointy nose at the bottom. Open the upper layer of the fox's mouth at point a, and crease it along line g-h so that fox's nose touches the top of the fox's ears.

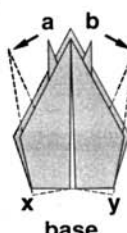
21 Turn the figure over. Repeat step 20 on this side so that all four points touch.

22 Now for another "book fold". Lift the top layer of the figure on the right (at point f), and fold it in the direction of the arrow.

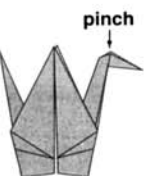


23 Flip the entire figure over. Repeat the "book fold" (step 22) on this side.

24 & 25 There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as the dotted lines. Press down along the base (at points x and y) to make them stay in place.



26 Take the end of one of the points, and bend it down to make the head of the crane. Using your thumbnail, reverse the crease in the head, and pinch it to form the beak. The other point becomes the tail.



Open the body by blowing into the hole underneath the crane, and then gently pulling out the wings. And there it is!

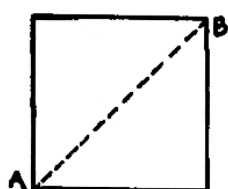


"I will write 'peace' on your wings, and you will fly all over the world."

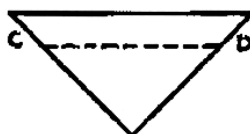
SADAKO SASAKI

Procedure

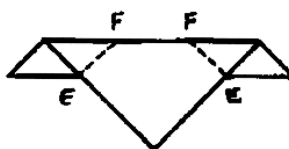
Follow directions for folding paper to make these animals:



Fold diagonally
along A - B.



Fold back along C - D.

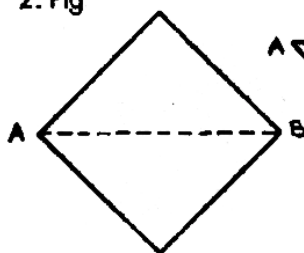


Fold forward along E - F.



Fold back along
G - H and add face.

2. Pig



Fold on diagonal.



Fold A and B to C.

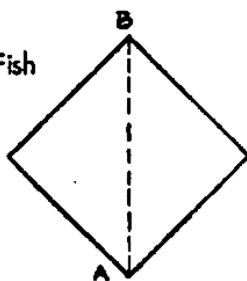


Fold ends of ears back
in opposite direction.

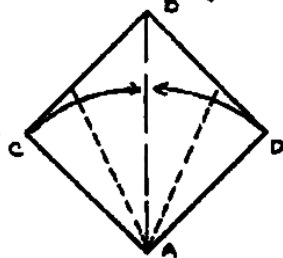


Fold up nose of top
sheet and add features.

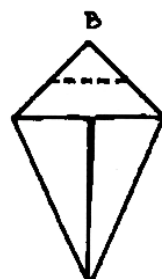
3. Fish



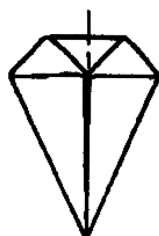
Fold along A - B.



Points C and D
fold into center fold.



Fold down
corner B.



Fold again
along original
A - B centerfold.

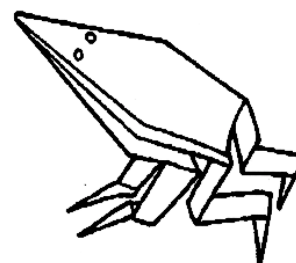
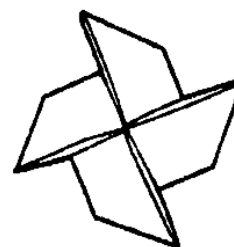
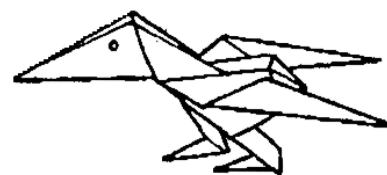


Fold up end to create
tail and add details of fish.

Variation

■ Look through books on origami and try some of your favorites designs.

■ Use large squares of butcher paper for some of your creations.



Integration

■ Glue the origami to a piece of construction paper. Draw a background and write a haiku poem to accompany the drawing.

■ Make an origami card for a special occasion in the coming year.

UNIT 4

PEOPLE AND PLACES

TABLE OF CONTENTS

Introduction	4-3
Objectives	4-4
Literature Selections	4-5
K-1 <i>Angel Child, Dragon Child</i> by Michele Maria Surat	4-6
K-1 <i>How My Parents Learned to Eat</i> by Ina R. Friedman	4-10
K-1 <i>The Long Way to A New Land</i> by Joan Sandin	4-13
K-1 <i>The Keeping Quilt</i> by Patricia Polacco	4-16
2-3 <i>Molly's Pilgrim</i> by Barbara Cohen	4-19
2-3 <i>The Velveteen Rabbit</i> by Margery Williams	4-23
2-3 <i>The Memory Coat</i> by Elvira Woodruff	4-26
2-3 <i>Passage to Freedom</i> by Ken Mochizuki	4-30

UNIT 4

PEOPLE AND PLACES

*"I'd like to go away alone
Where there are other, nicer people,
Somewhere into the far unknown.
There where no one kills another.*

*Maybe more of us,
A thousand strong,
Will reach this goal
Before too long."*

Alena Synkeova

INTRODUCTION

The quality of life which has been established in America is the direct result of the unique contributions of its Native Americans and the millions of people whose journeys have taken them away from their land of birth to the hope of a better tomorrow. A rich diversity in people, traditions, customs, holidays, geography, languages, food, music, and art has been woven into a magnificent human tapestry with each cultural strand contributing to its own distinct beauty.

It is necessary to look beyond stereotypes and preconceived ideas towards a full and true appreciation of our multicultural bounty. The "land of the free" should be more than an ideological construct. It should be a frame of reference to a country that has been liberated from the tyranny of prejudice, bigotry, and racial discrimination. We must teach our children to value themselves and to strip away the barriers that hold them back from becoming "real." We must teach them to value each other so we can truly become "one nation, indivisible, with liberty and justice for all."

OBJECTIVES FOR THIS UNIT

After involvement in theme-related activities, the student will:

1. Appreciate the diversity in cultures, races, and ethnicities that make up America.
2. Value the similarities as well as the differences in people.
3. Examine the harm that has been caused by prejudicial behaviors.
4. Embrace the exchange of ideas and beliefs among people.

LITERATURE SELECTIONS FOR THIS THEME:

Grades K and One:

Angel Child, Dragon Child by Michele Maria Surat, New York: Scholastic Books, 1983.

Concepts: Cultural identification; immigration

How My Parents Learned to Eat by Ina R. Friedman, New York: Houghton Mifflin Company, 1983.

Concept: Cultural connections

The Long Way to a New Land by Joan Sandin, New York: Harper Trophy, 1981.

Concepts: Journeys; immigration

The Keeping Quilt by Patricia Polacco, New York: Simon & Schuster, 1988.

Concept: Traditions

Grades Two and Three:

Molly's Pilgrim by Barbara Cohen, Lothrop, Lee, & Shepard, 1983.

Concepts: Cultural identification; cultural connections; traditions/customs; holidays; journeys; immigration

The Velveteen Rabbit by Margery Williams, New York: Henry Holt & Company, 1983.

Concepts: Holidays; traditions/customs

The Memory Coat by Elvira Woodruff, New York: Scholastic Press, 1999.

Concepts: Cultural identification; cultural connections; journeys; immigration

Passage to Freedom by Ken Mochizuki, New York: Lee & Low Books, Inc., 1997.

Concepts: Cultural identification; cultural connections; journeys; immigration

Angel Child, Dragon Child

By Michele Maria Surat, New York: Scholastic Books, 1983.

CONCEPTS: Cultural identification; immigration

GRADES: K-1

STORY SUMMARY

Hoa, her sisters, her baby brother, and father immigrate to the United States leaving her mother behind in Vietnam. For Hoa and her family living in the United States is a new experience. It is different from Vietnam.

Attending school for the very first time is a frightening experience for Hoa. She dresses differently from the American children and doesn't speak or understand English very well. She is overwhelmed by the differences she encounters around her.

Particularly disturbing for Hoa is the teasing she receives from a little red-haired boy named Raymond, whose first greeting were the words, "Pajamas! They wore pajamas to school!" Hoa's only source of comfort was the tiny matchbox picture of her mother and her mother's tender words which she spoke before Hoa left Vietnam.

One snowy day, Hoa and Raymond get into a terrible snowball fight at school. The principal finds them tussling in the snow and punishes Hoa and Raymond. Hoa must tell Raymond about leaving Vietnam and Raymond must write Hoa's story. Soon Raymond begins to cry and is comforted by Hoa. Upon hearing Hoa speak English, Raymond's feelings toward Hoa change. Raymond soon learns that Hoa misses her mother terribly and is waiting for the family to save enough money to bring her mother to the United States from Vietnam.

Raymond thinks of a way to earn money for Hoa's family so that they can bring Hoa's mother to the United States. He tells the principal that the school should hold a fair. Soon the whole school community is involved in a Vietnamese fair, and enough money is collected so that Hoa's mother can come to the United States. The waiting begins throughout the winter and the spring. Finally on the last day of school, Hoa returns home to find her mother waiting.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an awareness of cultural diversity.
2. Identify the similarities and differences of others.
3. Recognize and identify the difficulties one faces when immigrating to a new country.
4. Develop a respect for the cultural differences among individuals.

DISCUSSION QUESTIONS

- Most boys and girls are excited and a little bit frightened on the first day of school. Hoa was frightened to go to school, but she was scared for a special reason. What was that special reason? If you were Hoa, would you have been afraid to go to school? Why or why not?
- Tell about your first day at school. What was it like? Was it a good day or a bad day? Why?
- Hoa's first experience with her new classmates was an unhappy one. As she entered the school yard, a child yelled, "Pajamas" and all the other children laughed. Why do you think the boy yelled out pajamas and the other children laughed? How did Hoa feel? Would you like to be welcomed to a new school that way?
- How would you have greeted Hoa? How could you have made her feel happy rather than scared and sad?
- Think about a time when you had a new hair cut or shirt that was different from the other children in the class. How did you feel before coming to school? How would you have felt if the other children had teased you for looking and being different?
- Hoa has many "first experiences." She had her first experience with snow. She called them "small feathers." Do you remember any "first experiences?" Tell about them. Were any of your first experiences like Hoa's firsts? How?
- Raymond teased Hoa on her first day of school and from then on until the snowball fight. Why do you suppose Raymond teased Hoa? Would you have teased her?
- Hoa and Raymond were punished by the principal for having a snowball fight. Hoa had to tell her story to Raymond, and Raymond had to write Hoa's story. Why do you think the principal punished the children that way?
- Why do you think Raymond's feelings for Hoa changed when she tried to help him stop crying?
- Why was Raymond happier when Hoa spoke to him in English?
- Hoa's mother had to remain behind in Vietnam while her family came to the United States. How do you think she felt seeing her family leave?
- Hoa was very sad to leave her mother and missed her very much. Her mother had given her a matchbox with her picture. Why do you think Hoa's mother gave her the matchbox picture? Why was it important to Hoa?
- If you had to leave your mother and go to a new country, how would you feel? What do you think your mother would give you as a reminder of herself? What would she say to you?
- Do you believe that Hoa was brave? Why or why not?

- Can people from different cultures (kinds of families) become friends? Do you have any friends who are different from you? How are they different? Explain.

RELATED ACTIVITIES FOR STUDENTS

1. Hoa is both an Angel Child and a Dragon Child. According to the book, a Vietnamese legend explains that the Vietnamese people are descended from an Angelic Fairy and a Dragon King. Ask the students when Hoa acts like an Angel Child and when she acts like a Dragon Child. Ask the students to tell about the times when they have behaved like an Angel Child and a Dragon Child.
2. Ask students to divide the drawing sheet into two sections. Have them draw a picture showing themselves as an Angel Child and a Dragon Child.
3. Hoa did not know the common English words for snowball (snow rock), red-haired (fire-colored hair), clock hands (clock needles), and snow (small feathers). Show the students pictures of everyday items. Ask them to pretend that they are seeing these items for the first time, and they do not know the names of the items. What would they call them?
4. Have students develop a list of those things Hoa found to be different about school in the United States and Vietnam. Have students compare and contrast. Have them discuss how Hoa must have felt that first day. Ask the students how they might have reacted if they had gone to Hoa's school. How might they have felt?
5. With the students, role play the snowball fight scene emphasizing the conversation between Hoa and Raymond as they sort out their differences. Have the students use their own words.
6. With the students, role play the greeting scene as described in the book and revise the scene showing how they would have greeted Hoa and her sisters to make them feel more welcome.
7. Have the students discuss any experiences they may have had which were similar to Hoa's experiences. Some students may have recently immigrated to the United States. They might also have family members who had similar experiences. Discuss these experiences. Were they happy or unhappy experiences?
8. Remind the children about Hoa's matchbox with her mother's picture. Explain that this type of item may be called a keepsake. Talk about the times when one would have a keepsake item. Have the students bring in a picture of their family or a special loved one. Using popsicle sticks, create a picture frame and decorate it. If possible, use a matchbox or a small jewelry box and create a keepsake just like Hoa's.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students locate Vietnam on a world map. Provide some basic background about Vietnam and the reasons why many Vietnamese people immigrated to the United States. Hold a general discussion as to the reasons why people leave one country to move to another country.

2. Ask the student if their families immigrated to the United States. Have the students state their families' country of origin. Locate these countries on a world map. Tally the collected information. Create a class pictograph. Discuss the pictograph stressing the cultural diversity of the student population.
3. Explain that many people who immigrate from a country take only their most valued possessions. Talk about family heirlooms such as pictures, candlesticks, and quilts. Have students choose an item from home that they would take with them if they were moving to a new country and tell why they chose this item. Students should select a item they can easily carry and which would be missed if left behind.
4. With the class, talk about how Hoa might have felt if she had been greeted in a friendly way on her first day at school. With the class, create a plan for welcoming new students and making them feel at ease. Implement the plan.

How My Parents Learned to Eat

By Ina R. Friedman, New York: Houghton Mifflin Company, 1983

CONCEPT: Cultural connections

GRADES: K-1

STORY SUMMARY

In this book, a little girl recounts the story of her Japanese mother and American father's courtship in Japan, explaining why she sometimes eats with a knife and fork and sometimes eats with chopsticks. She tells of her mother and father's concern and respect for each other's culture.

While dating in Japan, her mother and father enjoyed each other's company and spent long hours together getting to know one another, yet they never shared a meal. Both were fearful that they could not eat properly in the manner the other person ate. Her father believed that he must learn to eat with chopsticks, while her mother believed that she must learn to eat with a knife and fork.

After a while, her father learned that he would be soon leaving Japan. Knowing that he would be leaving very shortly, he decided that it was time to share a meal together. So, he visited a Japanese restaurant to learn to use chopsticks. He spent much time practicing and soon invited her mother to dine out.

Upon receiving his invitation, her mother visited her great uncle who had been to England and knew how to use a knife and fork. They went to a western style restaurant, and her lessons began.

When the evening arrived, her mother and father found that they had made different assumptions about their evening. Her father expected to go to a Japanese restaurant, while her mother had expected to go to a western style restaurant. They decided to compromise, eating western style food that evening and Japanese food the next.

That evening, they decided they would share their cultures, respecting each other's different ways. That is why the little girl eats sometimes with chopsticks and at other times with a knife and fork.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an awareness of cultural differences and similarities.
2. Recognize that people can share cultures.
3. Accept and respect the cultural differences found among individuals.
4. Compare/contrast one's culture to the cultures of others.

DISCUSSION QUESTIONS:

- Why did the little girl sometimes eat with chopsticks and at other times eat with a knife and fork? Do you think she was happy?
- Often times people who come from different cultures marry and have families. Do you know of any families where there are two different cultures? Share some stories about these families. How have the cultures blended?
- Why were the little girl's mother and father afraid to eat together? Would you have been afraid? Why or why not?
- Why did each person try to learn to eat the way the other person ate?
- Do you think you would want to learn to eat in a different way to make someone you care about happy? Name a time when you did something to make another person happy. How did it make you feel?
- Do you think that the little girl's parents made a good decision to share doing things each other's way? Explain.
- Do you know anyone who eats, talks, or plays differently than you do? Is that okay? Explain.
- Do you think people who come from other cultures can live together happily? Why or why not?
- Do you always eat foods that are considered American foods like hot dogs and hamburgers or do you eat other types of foods at home such as rice and beans? Describe these foods. Where do they come from?

RELATED ACTIVITIES FOR STUDENTS

1. Create puppets and retell the story.
2. Have the students divide a drawing sheet into three spaces. Students will draw pictures identifying the major events in the beginning, middle, and end of the story.
3. Have students make a chart. Try to locate a picture menu from a Japanese restaurant. Plan a typical American style breakfast, lunch, and dinner menu and plan a typical Japanese style breakfast, lunch, and dinner menu.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students locate Japan and the United States on a world map. Talk about the basic geographical differences and similarities of Japan and the United States.

2. Have students compose five questions to ask someone about his/her culture. Divide the students in groups to do this. Then have them interview someone and ask those questions.
3. Have students create a picture menu for a traditional meal served at home. Discuss the menus and post them in the room.
4. Have the students bring a bag or box to class. Within the bag or box, include items that reflect one's heritage. Present the bags. Have the students explain why they chose each item.
5. Using popcorn or another food, have the students try using chopsticks. Compare using chopsticks to using a knife and fork.

The Long Way To A New Land

By Joan Sandin, New York: Harper Trophy, 1981.

CONCEPTS: Journeys; immigration

GRADES: K-1

STORY SUMMARY

Carl Erik's family was living in Sweden at a time when Sweden was experiencing a long drought. Famine had spread throughout the land, and the Erik family was suffering great hardships on their tiny farm. Often the children would go to sleep hungry or eat bread made from pine bark and moss gathered from the forest.

One day, the family received a letter from Uncle Axel in America. In his letter, Uncle Axel told the Erik family that life was good in America and that the Eriks should think about their children's future and join them in America. Uncle Axel and Aunt Stina offered to help the Erik family. The Erik family decided to leave Sweden, and they prepared for their long steamship trip to America.

The Eriks sold their farm, packed their meager belongings, said good-bye to their neighbors, and began their journey. They traveled three days by oxcart to Gothenburg, sailed three days to Hull, and traveled one day by railway to Liverpool before finally boarding the steamship to America.

The trip across the ocean was harsh and uncomfortable. The family was quartered in steerage and was tossed about in storms. It was a long and arduous trip. Finally, the Erik family arrived safely in America to start their new lives.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding of the concept of immigration.
2. Become aware of the hardships and hopes immigrants experienced as they immigrated to America.
3. Recognize the cultural diversity of the United States.
4. Understand that the United States is a country composed of immigrants.

DISCUSSION QUESTIONS

- How do you suppose it feels to go to bed hungry and eat bread made of moss and pine bark?
- Why did Carl Erik's family decide to leave Sweden?

- Do you think your family would have decided to leave Sweden?
- Why did Uncle Axel want the Erik family to join his family in America?
- Do you think life will be better for the Erik family in America? Explain.
- How do you think the family felt as they packed their belongings, sold their farm, and said good-bye to their friends and neighbors?
- Do you think you need to be brave to move to a new country?
- What was life like for the people traveling to America?
- How would you have felt being on the ship? Would you have been scared or excited?
- Do you think the Erik family ever wondered if they should have stayed in Sweden?
- What were some of the things that happened to the family as they made their journey?

RELATED ACTIVITIES FOR STUDENTS

1. Have students sequence the main events in the story.
2. Have the students pretend to be traveling with the Erik family. Have them write a journal entry describing their feelings as they prepared for the journey, traveled to the steamship, sailed on the steamship, and arrived in America. This may be done individually or as a whole group activity.
3. List the items the family took on their journey and identify the types of items that they would take today if they were immigrating. Have the students draw the items that they would take with them. Alternate Activity: Have the students bring in three items that they would take with them and show them to the class. Have the students explain why they are taking each item.
4. Identify the different languages spoken by the immigrants on the ship. Help the students identify the countries of origin and locate the countries on a world map.
5. Compare and contrast the way the first class passengers were treated to the way the other immigrants were treated aboard the ship. Talk about the ways immigrants travel/traveled to America.
6. Use a map and trace the route the Erik family took to America.
7. With the students, sequence the different types of transportation the family took to get to America. Have them draw each type of transportation.

8. With the students, create a log for each section of the book, listing the key events. Using the *Language Experience Approach*, list the major events which happened in each section (The Letter from America, Good-bye to Sweden, Four Days to Liverpool, Storm and Fever, and America At Last) of the book.

GENERAL ACTIVITIES FOR STUDENTS

1. Introduce the students to Ellis Island and explain to them the procedures immigrants faced upon arriving in America.
2. Talk about the reasons why people want to come to the United States. Have the students create a poster inviting people to come to America. Include some of the reasons why people should come to America in the poster.
3. Talk with the students about the ways immigrants have contributed to the building of America. Have the students create a thank you sign. Include some of the reasons why we should thank immigrants within the sign.

The Keeping Quilt

By Patricia Polacco, New York: Simon & Schuster Books for Young Readers, 1988.

CONCEPT: Traditions

GRADES: K-1

STORY SUMMARY

This story focuses upon the traditions of a Jewish family who emigrated from Russia to the United States at about the beginning of the twentieth century. Beginning with Grandma Anna, the family has handed down a quilt made from some of the old clothing the family had brought to New York City from their native Russia. Taking pieces of clothing, Anna's mother and the other ladies in the neighborhood created a quilt using Anna's babushka as the border and Uncle Vladimir's shirt, Aunt Havalah's nightdress, and Aunt Natasha's apron for applique.

Being passed down from daughter to daughter, the quilt had been an integral part of the family's most memorable occasions. It had been a Sabbath tablecloth, a wedding huppa (canopy), a carrying quilt for the newborn, and a blanket for warmth as it was passed from generation to generation, becoming a symbol of family love and continuity.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Develop an understanding of the concept of tradition.
2. Cultivate a respect for the traditions of others.
3. Become aware of the similarities and differences among various cultures.
4. Develop a respect for family traditions.
5. Become aware of the concept of immigration.

DISCUSSION QUESTIONS

- How do you think Anna must have felt when she came from Russia to live in a new country? Do you think she was excited or scared? If you had to move to a new country, how would you feel?
- Why do you think Anna's family left Russia to live in New York?
- Why do you think English sounded strange to Anna?
- Why do you think it was easier for Anna to learn to speak English than her parents?
- Do you think that making a quilt to remember your family's home country is a good idea? Why?

- Why do you think Anna wanted to remember Russia when she now lived in the United States?
- Why do you think it takes so many people to make a quilt? Why do you think the ladies in the neighborhood helped Anna's mother?
- The quilt was used in many ways over the years. In what ways was it used?
- Why do you think the family handed down the quilt from daughter to daughter?
- Why was the quilt important to the family? How do you know it was important?
- Why is the name of the book *The Keeping Quilt*?

RELATED ACTIVITIES FOR STUDENTS

1. Ask the students the following questions: Does your family have something that they have handed down from generation to generation (explain term)? What was it? Why was it important? Preparation: Send a note home asking the parents to talk with their children about the discussion question as a home learning assignment prior to the planned discussion.
2. Create a flow chart tracing the quilt as it was passed down from daughter to daughter. Chart the following: Who received the quilt? How did each person use the quilt?
3. Draw a picture of all the different ways the quilt was used over the years.
4. Prepare a worksheet with the outline of a quilt. Have the students design their own "keeping quilt." Have them draw pictures of things that are important to them.
5. With the students, compare and contrast the story *The Rag Coat* by Lauren Mills to the *Keeping Quilt*. Use a *Venn Diagram* and compare and contrast the two books. Talk about the significance of the two quilts. Talk about the two cultures and how a quilt is important to both.
6. In a group, talk about the good luck symbols or charms within the story. Talk about the significance of the gold coin (wealth), dried flowers (love) and rock salt (flavor) given at Anna's marriage proposal, the significance of the gold (absence of poverty), flower (love), salt (flavor), bread (absence of hunger) at Carle's birth, and the gold coin, bread, salt, and wine (laughter) at Patricia's wedding. Why were these items given at these times? Talk about the way the symbols changed as time moved on. Talk about the good luck charms or symbols from other cultures.

GENERAL ACTIVITIES FOR STUDENTS

1. Talk about the important events that have taken place over the year within the classroom. Using felt squares and smaller pieces of felt, have the students each design a quilt section depicting something that they would like to remember most about this school year. Sew the pieces together and display the quilt.

2. With the students, compose a class story about an heirloom which is passed down from one family member to another. Talk about the word heirloom. Ask the students to give examples of the types of things which can become heirlooms. Review the story elements with the class. Ask the students for a setting and the characters. Have the students decide upon the heirloom. Write a class story about a family and their special heirloom.
3. Illustrate the class story about the heirloom retelling the story with pictures.

Molly's Pilgrim

By Barbara Cohen, New York: Lothrop, Lee, & Shepard, 1983.

CONCEPTS: Cultural identification; cultural connections; traditions/customs; holidays; journeys/immigrations

GRADES: 2-3

STORY SUMMARY

The children in Molly's new school are not kind to her. They laugh at the way she looks and talks. Molly's parents have recently immigrated from Russia and speak very little English. Molly does not want her mother to discuss the problem with her teacher, because she is afraid of further ridicule. The holiday of Thanksgiving is rapidly approaching, and the children are asked to create a pilgrim doll for their Plymouth, Massachusetts village. Molly's mother creates a beautiful peasant doll, but Molly is afraid that it will not meet the expectations of her teacher. However, the teacher uses the occasion to tell the children that Molly's doll is a modern day version of a pilgrim and special for that reason. She places the doll on her desk for all to admire, and Molly's insecurity gives way to a new self-worth and confidence. Sub-themes of cultural identification, cultural connections, traditions/customs, holidays, and food are integral.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Discuss a time when they felt strange in their surroundings.
2. Demonstrate an understanding of positive self-regard and ethnic pride.
3. Describe the word *adaptation*.
4. Identify individual customs, traditions, holidays, music, food, folk art.

DISCUSSION QUESTIONS

- Why do the children taunt and tease Molly?
- Why does Molly not want her mother to talk to the teacher?
- Why does Molly want to fit in?
- How do you feel when someone laughs at you?
- How would it feel to go to another country and attend school?

- Why was Molly afraid her doll would not please the teacher?
- How did Molly react when her doll was praised?
- Why did the success of the doll make such a difference to the way Molly felt about herself?
- How can a small group of people destroy your self-confidence?
- What are some things you can do to regain your sense of self-worth when people try to make you feel inferior?

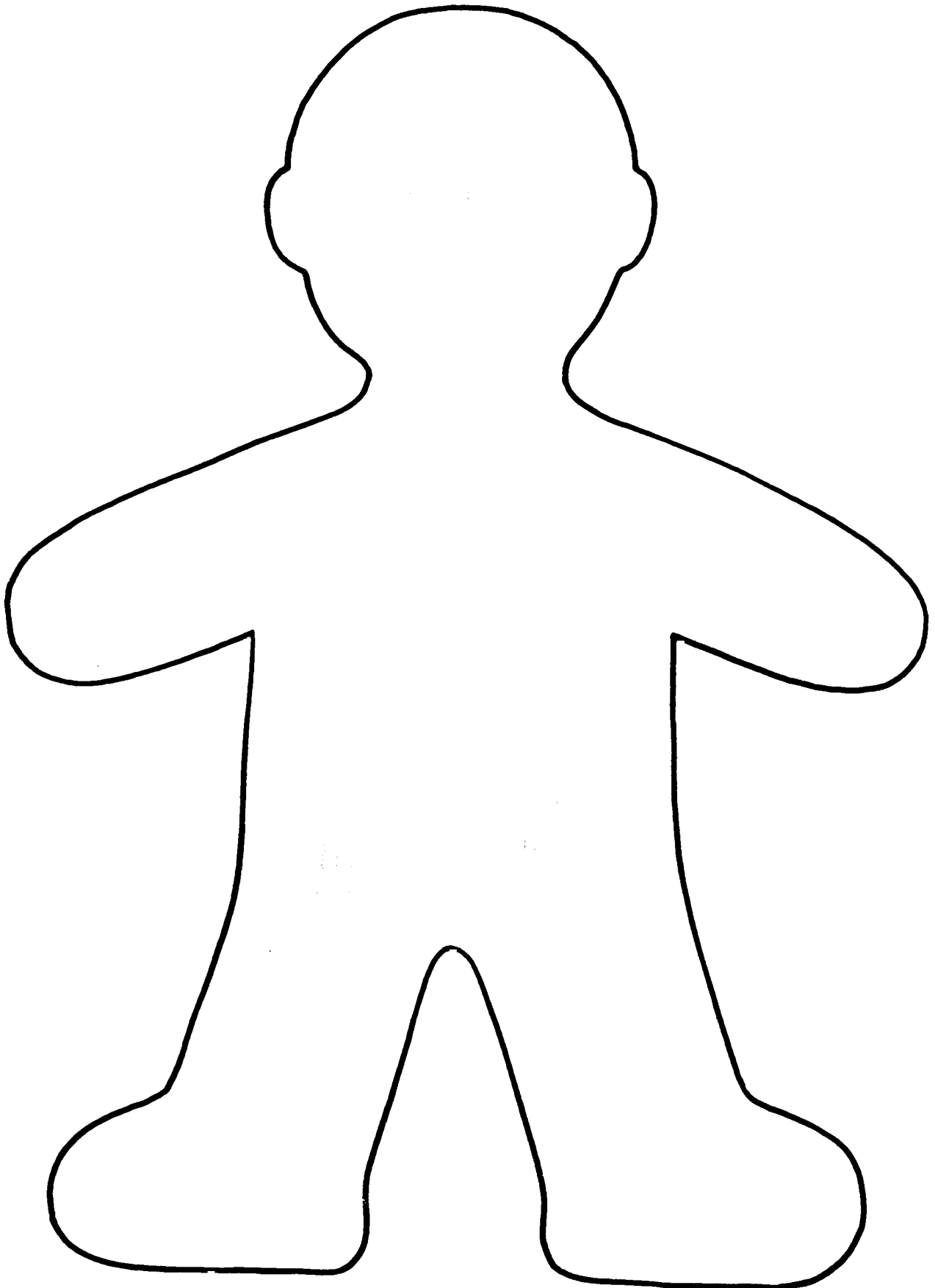
RELATED ACTIVITIES FOR STUDENTS

1. Lead students in a discussion on why some people are not treated nicely by others in the classroom.
2. Ask the students to write down the names of the students in Molly's class who tease her. Tell them to make a list of why people tease others. Ask them to look at their list to see if any of their explanations apply to Molly's situation.
3. Share some "Dear Abby" columns with students. Then ask students to be a "Dear Abby" and write an advice letter to Molly telling her what to do about people who tease. Have students use a pattern to create a "pilgrim" doll (See Unit 4 Page 22.) that represents their native culture or ethnicity. In order to display the doll, use a solid type of backing and choose materials such as cloth, yarn, buttons, and other trinkets that will make it special.
4. Ask students to consider prejudice in terms of: intelligence, gender, social status, economic situation, race, age, religion. Have students work in pairs and find examples of prejudice in each of these categories.

GENERAL ACTIVITIES FOR STUDENTS

1. Create a "Thanksgiving" cultural cookbook by asking children to contribute ethnic recipes that are used by their parents.
2. Have a multicultural celebration and ask students to bring in their favorite food. Also, have them bring music that is representative of the students' culture or ethnicity.
3. Have students write their complete given name (including nicknames) on an index card. Encourage them to provide any culturally relevant information and add it to the card. Have them decorate the card symbolically and display on a class bulletin board.
4. Work in groups and use a telephone directory to find a name that begins with each letter of the alphabet. Tell them to include as many ethnic groups as possible.

5. Have students create a family time line and list important events or happenings in the student's family history. Include such things as births, rites, graduations, trips, awards, celebrations, and deaths.
6. Have students ask their family for the possible reasons for immigration by their ancestors. Then have them write the information in a paragraph. The prompt should be "My ancestors came to America."
7. Divide them in groups to share the paragraphs and list all the reasons given for immigration. Share the results with the class.
8. Make a list of close family members and locate their places of birth on a map. Use the map to add red dots to designate the site of their birthplaces.
9. Use maps and globes to locate the country of one of student's ancestors and provide information as to continent, geographic characteristics, capital, major cities, language(s) spoken, climate, money used, national holidays, flag, symbols, sports, holidays.
10. Ask students to pretend that they are immigrating to another country. Which one would they choose and why? Ask them to write their thoughts, feelings, impressions, and plans in a journal. Have them share the journal page with classmates.
11. Have students find the country of one of their ancestors on a map or globe. Have them write a report providing information on the continent, other countries that surround it, bodies of water, geographical features, its capital and other major cities, its mean temperature. Use other sources of information to determine how many people live there now, the dominant language, educational opportunities, religions, national holidays, popular sports, type of government, money, and types of foods. Have students draw the flag and explain its symbols.
12. By using newspapers, travel brochures, postcards, and magazines, have students make a scrapbook of the country and include a report. Have them include the names and (if possible) pictures of some well-known people. Have them list contributions made by these people.
13. Discuss citizen rights, duties, and privileges with the students. Have them work in groups of three to make three separate posters describing the rights, duties, and privileges of being a student in school, a neighbor in the community, and a citizen of the United States.



The Velveteen Rabbit

By Margery Williams, New York, Henry Holt and Company, Paperback. Ed.1999.

CONCEPTS: Holidays; traditions/customs

GRADES: 2-3

STORY SUMMARY

At Christmas time, the Boy receives a splendid velveteen Rabbit. He is fat and bunched and its ears are lined in pink sateen. The Boy received lots of other gifts as Christmas presents as well. For a while, he forgot all about the brown and white rabbit.

The Rabbit's only friend during that time was the Skin Horse. He was old and wise, and he had lived there a long time. The Skin Horse tells the Rabbit what it means to be real. Although the Skin Horse isn't very pretty on the outside, it doesn't matter, because he is real. The reason he is real is because he has been deeply loved by the Boy's Uncle. He tells the Rabbit that once you have been loved, you become real and you stay real. The Rabbit longs to be loved and to become real.

One night, the Boy's Nana couldn't find the china dog that usually slept with the Boy, so she plopped the Rabbit into bed with him. The Boy started to love the Rabbit. At first, the Rabbit found the Boy's love a little overwhelming. He had been sitting on the shelf for so long. However, the Rabbit begins to love the boy, too, and his heart swells with joy as he hears the boy declare that my Rabbit is "REAL!"

One day, the boy becomes ill with scarlet fever. The Rabbit does not leave his side. When he begins to improve, a visit to the seaside is planned. But the Rabbit may not go along, because it has been infected with scarlet fever germs! It gets tossed out with the rubbish. A tear trickles down the Rabbit's shabby nose and falls to the ground. A flower begins to grow where the tear has fallen and out steps a fairy. She tells him she will make him real to everyone.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand the importance of being real to others.
2. Examine the different ways people care for each other.
3. Understand that gift-giving is one way to express the way you feel about someone.
4. Recognize that long-lasting, loving relationships should be prized and appreciated.

DISCUSSION QUESTIONS

- The holiday of Christmas is usually a time for gift-giving. What are some of the toys you have received at that time of year?
- Do you have favorite toys that you play with a lot?
- Do you have other toys that are just about forgotten?
- The story is about becoming real. What do you think it means to be real to someone?
- Why is it so important for the Rabbit to be real?
- Did you ever have something you liked and that looked shabby to everyone else?
- Children like to sleep with a stuffed toy or to be tucked in with their favorite blanket. This custom has existed for hundreds of years. Why do you think children like to sleep with something soft and warm?
- Why did the boy especially want the rabbit when he was sick?
- Stuffed toys are not real, but people are. What are some of the feelings that the Rabbit describes that people have?
- What does the expression, "Make new friends but keep the old, some are silver, some are gold" mean to you as it relates to this story?
- The Rabbit was sad when he was tossed out. This can even happen to people. In this story, the good fairy came and made the Rabbit real to everyone. Can a sad situation sometimes turn into a happy one for people?

RELATED ACTIVITIES FOR STUDENTS

1. Have students make a list of all their toys and place a star by their favorites. Ask them to explain why they like them best.
2. Personification is when stories are told about animals that have human qualities. They act as humans would. Have students make a list of all the ways that Rabbit acted human or real.
3. With the students, use *Reader's Theater* to act out the important parts of this story.
4. Have students bring in their favorite stuffed animal and tell their classmates why they received it, who gave it to them, and why they like it.
5. Have students draw a rabbit on a 4" x 6" index card. Ask students to address the index card to their parents on the other side. Have them write and tell their parents what they liked about *The Velveteen Rabbit*.

6. The Boy shared all his feelings with the Rabbit. Have students work with a partner and develop a vocabulary for describing all the different feelings people have. Draw faces that express the feelings. Try to find a word for each letter of the alphabet. Example: **A** is for Angry, **B** is for Brave, **C** is for Curious, **D** is for Down-hearted, etc.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students write about the tradition of gift-giving in their house. On what occasions are gifts exchanged? Why are gifts exchanged?
2. Read *Bunnicula* by James Howe to the class. This is a different and modern-day tale about a vampire bunny. Have students write or discuss the similarities and differences in the two bunnies.
3. Have students prepare a report on an important holiday that is celebrated in America or another country. Each student should focus on a different holiday, such as: April Fool's Day, Arbor Day, Christmas, Columbus Day, Easter, Election Day, Father's Day, Groundhog Day, Halloween, Hanukkah, Independence Day, Kwanzaa, Labor Day, Lincoln's Birthday, Mardi Gras, Martin Luther King, Jr.'s Birthday, May Day, Memorial Day, Mother's Day, New Year's Day, Passover, Purim, Rosh Hashanah, St. Patrick's Day, Sukkot, Thanksgiving Day, United Nations Day, Valentine's Day, Veterans Day, Yom Kippur, Washington's Birthday. From other countries: Australia - Australia Day and ANZAC Day; Brazil - Carnival; England - Shrove Tuesday and Boxing Day; Italy - St. Joseph's Day and St. Anthony's Day; Kenya - Kenyatta Day; Mexico - Corpus Christi Day, Guadalupe Day, San Miguel Day; Nigeria - Idul Fitri; Spain - Mayos, Festival of San Fermin; Sweden - St. Lucia Day; Switzerland - Klausjagen. Have students create a class book and include pictures which can be drawn or cut from magazines, illustrations, the name of the day, and the reason for the celebration. Have them include information on special ceremonies or events, types of food that are prepared, greetings that may be exchanged, special costumes or masks, and special games.
4. Have a toy drive and donate the collected items to an organization that distributes to needy children.
5. Ask a representative from a charitable organization to speak to the class to raise greater awareness as to needy children in the community and beyond.
6. Tell a yarn about a rabbit, friendship, or a holiday celebration. Start with a small ball of yarn that has various lengths of different colored yarn ranging from about 6 inches to two feet. These colors have been knotted together. Ask students to sit in a circle and start a story. As you begin to talk, start rewinding the ball. When you come to the knot tying in the new color, pass the ball on to someone else. Each person must add a part and rewind the ball. Everyone must listen carefully so that the story makes sense. Record the story on a tape and play it back to see if it makes good sense.

The Memory Coat

By Elvira Woodruff, New York: Scholastic Press, 1999.

CONCEPTS: Cultural identification; cultural connections; journeys/immigration

GRADES: 2-3

STORY SUMMARY

In the early 1900s, Rachel and Grisha, two cousins, and their families leave their home in a Russian shtetl for the promise of America. The family discusses the importance of making a good impression upon arrival at Ellis Island. The family tries to talk Grisha into replacing his threadbare raggedy coat for a new one. However, Grisha's mother made the coat for him, and he still grieves for her. He will not give it up. Grisha has come to live with his cousin Rachel as a result of losing both parents to an epidemic.

The fourteen-day journey on the ship was a difficult one, but the worst was yet to come. Would they pass the inspections when they landed in America and would the family be separated forever?

As the long line of people moved along slowly, the two children played their favorite storytelling game. However, Rachel's dramatics caused her to fall against Grisha who was knocked over. While he was not seriously hurt, he had scratched his eye on Bubba's basket. When Grisha's turn came to be examined, his red eye caught the attention of the doctor. He marked a big letter "E" on the back of Grisha's coat. The family was in trouble, but Rachel had a plan. She quickly turned his coat inside out, and they waited in another line to see if this doctor would approve Grisha. This doctor proved to be kinder and more patient, and Grisha passed through with the rest of the family. Grisha's memory coat became even more special.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that America is a land of opportunity for many.
2. Understand that killings and burnings in their native country caused many Russian Jews to leave their homes.
3. Recognize that Ellis Island played a critical role in the lives of immigrants.
4. Understand that a medical problem could thwart hopes of obtaining a landing card and that deportation would follow.

DISCUSSION QUESTIONS

- Grisha felt accepted and loved in the large, lively family of his uncle who had adopted him. Yet, he often grieved for his mother. Why does Grisha want to be alone to remember his parents?

- What does Rachel do to comfort him?
- Why will Grisha not wear a new and warmer coat?
- Why did the Cossacks want to destroy Jews and their way of life?
- What does Rachel's father mean when he says, "We must not wait for our children's blood to color the snow."?
- Why would the inspection at Ellis Island be considered far worse than the long, hard ocean voyage?
- What different languages might be spoken at Ellis Island? Why?
- What happens to an eye when it is scratched?
- What do you think the letter "E" written on the back of Grisha's coat meant?
- What made the coat even more special than before?
- What do you think happened to Grisha's coat as he grew older?

RELATED ACTIVITIES FOR STUDENTS

1. Have students write a sequel to the story and tell what happened to the memory coat.
2. Have the students measure the top part of their body in inches. Using butcher block paper, fold it half. Then, using a light pencil, draw a coat about their size. Have them add a collar, pockets, and buttons to their "coat." Reread the part of the book that describes the coat and have them add the details. On the back of the coat, ask them to complete a story map providing information about the setting, characters, sequence of events, and conclusion.
3. Alternatively, have students create a Rachel doll or a Grisha doll. Use a pattern for the doll.
4. As a final product, have students create a scrapbook of their life as if they were either Rachel or Grisha. They should make a scrapbook cover, include pictures or photographs (can be drawn or cut out of magazines), a letter to a friend, any souvenirs or mementos, and a journal entry.
5. Have students create a film strip book report (See Unit 4 Page 29.) Use the template for student's pencil drawing. Have them write bubble sentences or phrases. Photocopy the template panels on an overhead transparency. Give students the overhead transparency and ask them to use color permanent markers on the transparency to color in the panels. Make sure they color the back of the panel so the black lines do not rub off. After they finish, they should cut out the three panel strips and use clear tape to attach them in a 6-panel strip. Have them present information on the overhead projector.
6. In groups of three, students discuss something that is important and meaningful to them. Explain why it has a special memory.

GENERAL ACTIVITIES FOR STUDENTS

1. Have students write a paragraph explaining the meaning of the word *emigrant* and the word *immigrant*.
2. Invite an immigrant to your class and have the class prepare interview questions.
3. Ask students to assume the persona of an Ellis Island doctor, a translator, a new immigrant, a U.S. immigration officer, or a swindler, and tell about what they see, hear, smell, and touch at Ellis Island.
4. Draw a tree with leaves and branches. Ask students to elicit information from their parents and add the names of as many relatives as they can to the tree. Have them try and determine where their relatives were born and, if possible, the date and year of their births. Alternatively, use photos and create a photo family tree. Consider also making an artifact tree where they add items that relate to each person, i.e. a lock of hair, a fingerprint, a baby tooth.
5. Create a "palm tree" where relatives trace their hands on paper. The handprint is then cut out and the name of the hand's owner and other statistical information is added. The handprints can then become the leaves of the tree. Have students think of other ways to personalize a family tree, for example, a bookshelf could be used for a family that loves to read.
6. Have students research the contagious diseases that affected immigrants such as typhus, smallpox, scarlet fever, tuberculosis, and diphtheria. Prepare a class report.
7. The immigrants all longed for their first glimpse of the Statue of Liberty. Emma Lazarus, a Russian Jewish woman, wrote a poem that helped raise funds for the construction of this famous American landmark. Have students interpret the words "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore, Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!" Have students look up words such as *wretched*, *teeming*, *tempest* and rewrite the poem in their own words.
8. Have students conduct an oral history interview of a relative or family friend. Some important tips: 1. Use a small tape recorder and begin by stating who is to be interviewed by whom, the date, and the place. Also place this information on the outside in writing. 2. Give advance warning of your interview. 3. Prepare and think out your questions beforehand and write them down. 4. Try not to interrupt. 5. Ask for songs, poems, or unusual memories.

Name _____

Filmstrip Book Report T E M P L A T E





Passage to Freedom

By Ken Mochizuki, New York: Lee & Low Books Inc., 1997.

CONCEPTS: Cultural identification; cultural connections; journeys/immigration

GRADES: 2-3

STORY SUMMARY

Chiune Sugihara is a diplomat representing Japan in Lithuania. Living in a small town with his family in 1940, life was good for the Sugiharas. Working from an office downstairs, Mr. Sugihara is a respected member of the community.

One day in late July, life changed dramatically for the family. A long line of people has begun to assemble outside of their home asking to see the diplomat. They request visas - official written permission to travel - in order to leave Lithuania. The people are Jews, and they have escaped Poland and the Nazi soldiers who had taken over their country.

When Mr. Sugihara requests permission of his government to grant the visas, he is denied. Mr. Sugihara consults with his family and decides to go against the wishes of his country. In so doing, he places his entire family at risk, but the family is in agreement and tells him that it is necessary to think about the many unfortunate people before they think of themselves.

By hand, Mr. Sugihara writes 300 visas per day for the next several weeks until he is ordered out of the country. He has managed to save the lives of thousands of people! As a result of his actions, he is imprisoned for eighteen months and punished by his government upon his return to Japan by losing his position as diplomat.

This true and moving story is told from the perspective of his young son, Hiroki. In 1986, Mr. Sugihara was the recipient of the "Righteous Among Nations" Award from Yad Vashem in Israel, and in Japan a monument was dedicated in his honor.

OBJECTIVES

By the conclusion of this lesson, students will be able to:

1. Understand that making the right choice is not always easy.
2. Recognize that in certain situations, it may be necessary to go against a majority or public opinion.
3. Define courage and list examples of courageous behavior.
4. Understand that good character traits must be developed.

DISCUSSION QUESTIONS

- What would life be like for the children of a Japanese diplomat living in Lithuania prior to the conflict?
- What would you want your father to do if hundreds of people asked him to do something that was not approved by his country and placed you in danger?
- The people waiting to see Mr. Sugihara have left their native country of Poland. Why do they not have suitcases?
- Why do the Jewish people want visas?
- Why does Mr. Sugihara consult with his entire family before making a decision to help the refugees?
- Why was Mr. Sugihara's decision so important to the Jewish people?
- What would you do if you were in Mr. Sugihara's place?
- Why was his deed courageous and brave?
- Are there reasons today to disobey laws and follow your conscience?
- Mr. Sugihara knows that he may possibly save many lives by writing visas. In disobeying the orders given him by his country, Mr. Sugihara places himself and his family in danger. What would you have done if you had been in Mr. Sugihara's position? Why do you think his family supported Mr. Sugihara's decision?

RELATED ACTIVITIES FOR STUDENTS

1. Tell students that they will be participating in a meeting with "Mr. Sugihara" and that they need to persuade him to write visas on behalf of the people. What reasons would they give?
2. Have students work in a group and complete a *Literature Discussion Web*. Discuss the question "Is it right for Mr. Sugihara to disobey his government and place his family in danger?"
3. Have students respond to the story in their journal. Answer the questions, "How did the story make you feel?" and "What do you think the author was trying to make you think about?" Encourage reflective responses to the question, "What can people do to make sure that there will never be another Holocaust?"
4. Have students create a pop-up book or shoe box scene from the story.
5. Have students make finger puppets, paper bag puppets, or spoon dolls and act out the story. Locate Japanese music and use as an accompaniment.

6. Have students complete a *Character Web* on Mr. Sugihara (See Unit 4 Page 34.) Ask them to identify three character traits. Then ask them to reread the book and find evidence of the character traits they have identified. Tell them to copy the sentences from the book that help describe Mr. Sugihara's character.
7. In later years, Mr. Sugihara was honored by his government and a monument was dedicated at a place called *The Hill of Humanity*. Ask students to write an inscription for his monument.
8. Although Mr. Sugihara died in 1986, his son, Hiroki Sugihara, contributed information to this book. He remembers the events that took place in 1940. Tell students to write a letter to Mr. Hiroki Sugihara and tell him how the story of his father affected you.
9. Together with students, create a timeline of the story and identify the important highlights.
10. With the students, create a *Story Pyramid* (See Unit 4 Page 35.) The first word in the pyramid at the top should be the name of the character, the next two words describe the setting, the next three words describe the character, the next four words should be in the form of a short sentence that describes one event. The last five words should be used in a sentence that concludes the story.
11. Have students develop a *Story Map* of the book. Include the title, character(s), setting, problem, sequence of events, and final outcome.
12. Ask students to pretend they are the diplomat, Mr. Sugihara, and have them write a telegram to the Japanese government asking for permission to issue visas to the Polish refugees.

GENERAL ACTIVITIES FOR STUDENTS

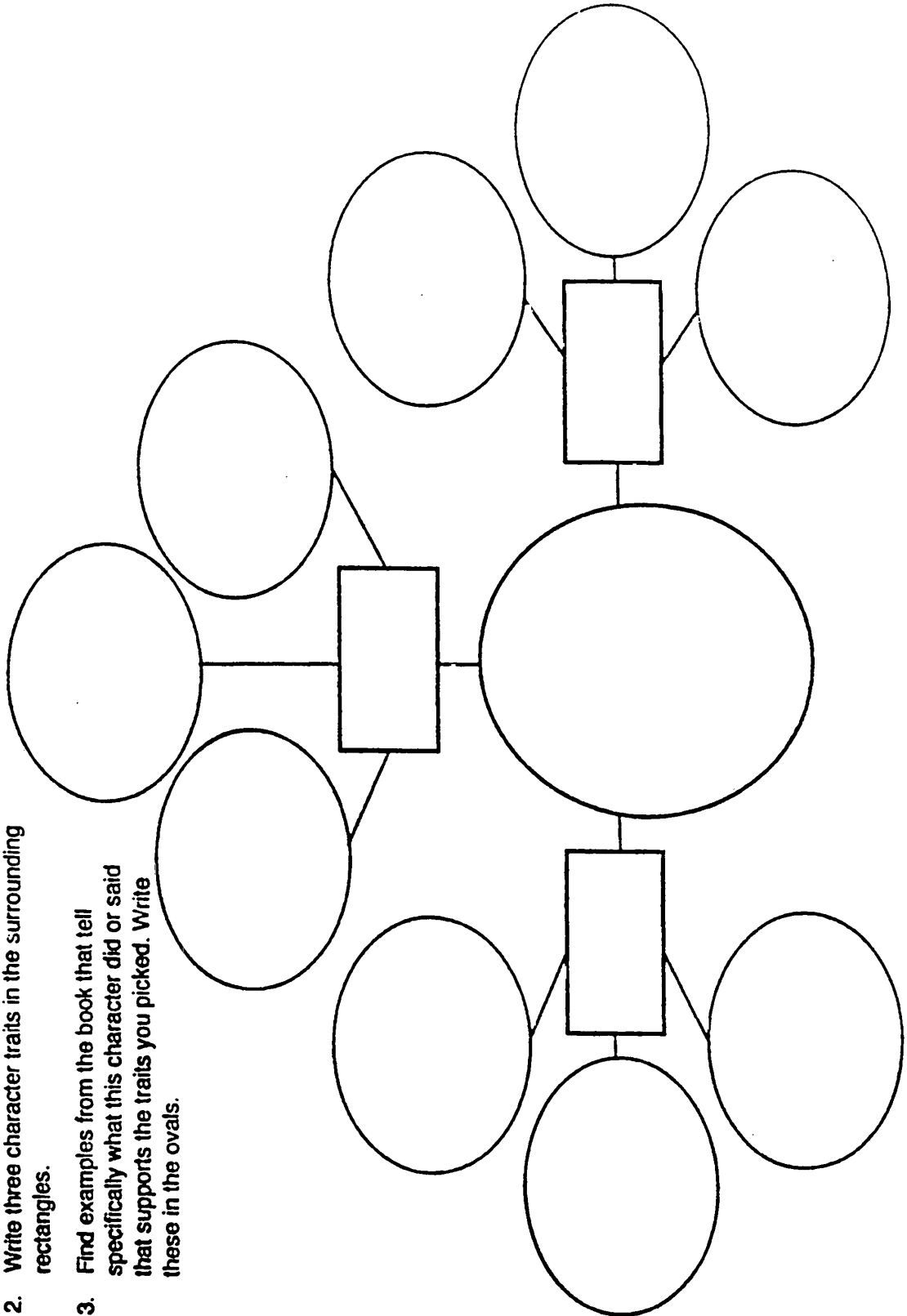
1. Tell students to divide a paper into four sections. In one section write the word "fear." In the next section, write the word "courage." In the third section, write the word "plan," and in the last section, write the word "escape." Have students brainstorm and come up with as many ideas as possible that relate to the words. Allow five minutes for each category.
2. Tell students they are to think about how they would feel if they were in a dangerous situation. Ask them to draw five circles. In the circles, write the following five words: smells, sights, touch, sounds, feelings. Ask them to write words that describe what they smell, see, touch, hear, and feel as a result of the danger. Encourage discussion after they share their sensory perceptions. Relate this information to situations where people fear for their lives, i.e. war, prejudice, violence, and abuse.
3. Have students write a cinquain - a poem of five lines. Use the topic of courage. On the first line, they should write the word *courage*. On the next line, they will write two words that are descriptive. Next line, write three words that relate to the subject and end in -ing. Then write four more words that relate to the subject. On the last line, write a synonym for the word *fear*.
4. Have students create an illustration to accompany their cinquain.

5. Select a relevant topic such as *courage*. Develop analogies using the topic. Use the following guidelines: Courage is like (name of an animal) because ...; Courage is like (name of a season) because...; Courage is like (name of a color) because ...; Courage is like (name of a plant) because...; Courage is like (name of an object) because.... Then, develop analogies using the opposite of the word chosen, i.e. Cowardice, and use the same framework.

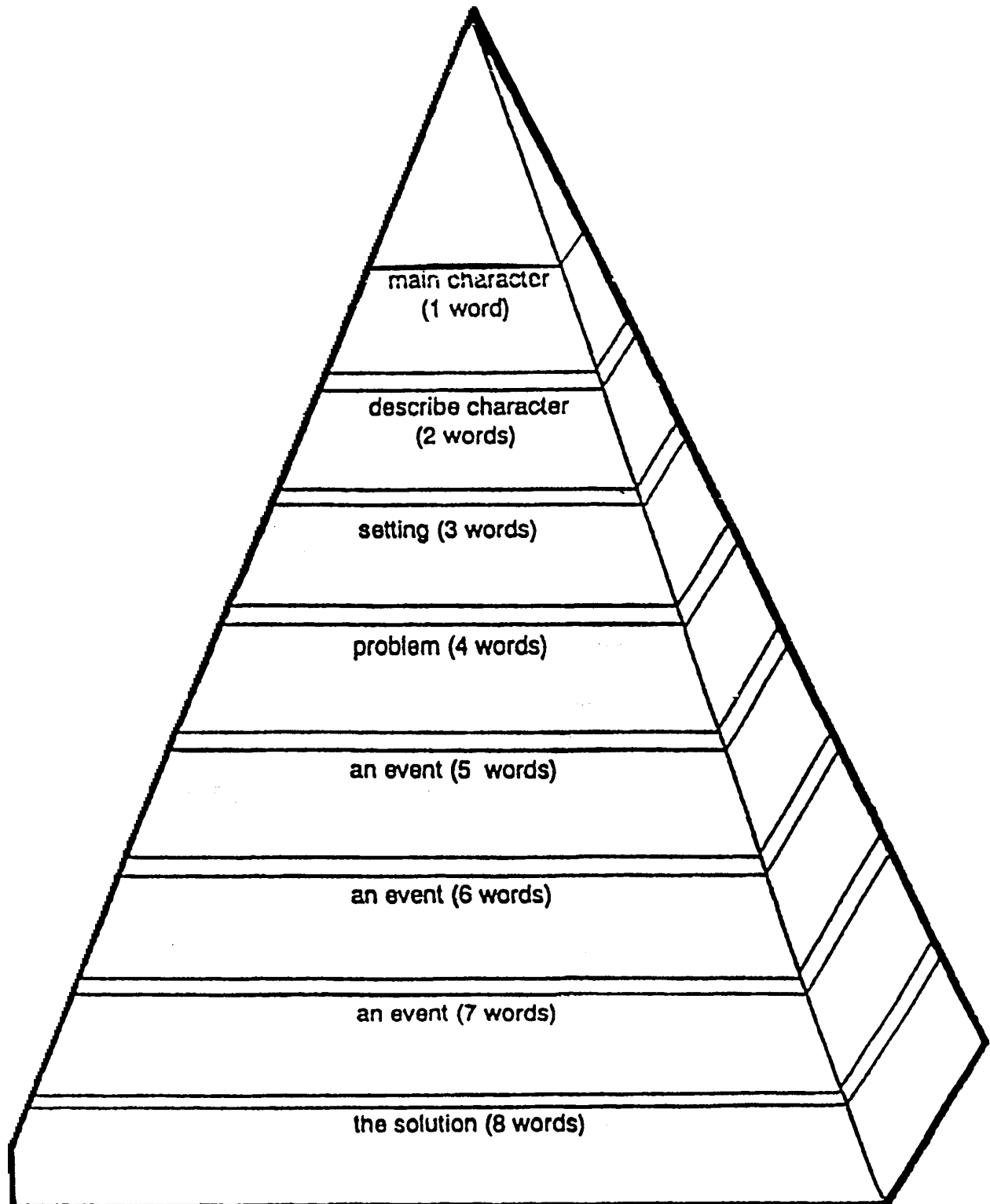
Character Web for _____

name of book)

1. Draw and/or name a character in the center circle.
2. Write three character traits in the surrounding rectangles.
3. Find examples from the book that tell specifically what this character did or said that supports the traits you picked. Write these in the ovals.



Name of book _____



Teacher Created Materials, Inc.

#285 Thematic Unit – Native Americans

Source: Teacher Created Materials, Inc. "Story Pyramid" from *Thematic Unit – Native Americans*, page 43. Reprinted with permission of Teacher Created Materials, Inc. 6421 Industry Way, Westminster, CA 92683.

APPENDIX

TABLE OF CONTENTS

Bibliography for Character Education	3
Annotated Webography of Character Education and the Holocaust . .	6
Holocaust Task Force Affiliated Centers in Florida	12
Florida District Holocaust Coordinators	22
National Holocaust Resource Centers and Organizations	26
International Affiliated Organizations	38

BIBLIOGRAPHY CHARACTER EDUCATION GRADES K - 3

An Enchanted Hair Tale by Alexis De Veaux, New York: Harper Collins Children's Books, 1987.
Concepts: Stereotyping; discrimination
Grade level: K and 1

Angel Child, Dragon Child by Michele Maria Surat, New York: Scholastic Books, 1983.
Concepts: Cultural identification; immigration
Grade level: K and 1

Chrysanthemum by Kevin Henkes, New York: Mulberry Books, 1991.
Concepts: Unjust treatment of others; bullying
Grade level: K and 1

Elizabeth Blackwell: The First Woman Doctor by Francene Sabin, Troll Associates, 1982.
Concept: Appreciation of and appreciation for life
Grade level: 2 and 3

Elmer by David McKee, New York: Lothrop, Lee & Shepard Books, 1968.
Concept: Similarities
Grade level: K and 1

Gandhi: Peaceful Warrior by Rae Bains, Troll Associates, 1990.
Concept: Role models
Grade level: 2 and 3

The Grouchy Ladybug by Eric Carle, Harper Collins Publishers, 1977.
Concept: Bullying
Grade level: K and 1

Hands by Jane Yolen, Littleton, MA: Sundance Publishers & Distributors, 1976.
Concept: Character building
Grade level: K and 1

How My Parents Learned to Eat by Ina R. Friedman, New York: Houghton Mifflin Company, 1983.
Concept: Cultural connections
Grade level: K and 1

The Hunchback of Notre Dame by The Walt Disney Company, 1996.
Concepts: Unjust treatment of others; prejudice; discrimination; standing up for others; bullying;
fence sitting - bystanders; choices
Grade level: 2 and 3

Just Enough is Plenty by Barbara Diamond Goldin, New York: Puffin Books, 1988.

Concepts: Family values; responsibility to self and others

Grade level: K and 1

The Keeping Quilt by Patricia Polacco, New York: Simon & Schuster, 1988.

Concept: Traditions

Grade level: K -1

Knots on a Counting Rope by Bill Martin, Jr. and John Archambault, New York: Henry Holt & Co., 1987.

Concepts: Family values; appreciation of and for life; character building

Grade level: K and 1

The Long Way to a New Land by Joan Sandin, New York: Harper Trophy, 1981.

Concepts: Journeys; immigration

Grade level: K and 1

Love Your Neighbor: Stories of Values and Virtues by Arthur Dobrin, New York: Scholastic, Inc. 1999.

Concepts: Tolerance; diversity; friendship; sense of community; working together; indifference

Grade level: 2 and 3

Mary McLeod Bethune by Eloise Greenfield, New York: Harper Collins Children's Books, 1977.

Concept: Role models

Grade level: 2 and 3

The Memory Coat by Elvira Woodruff, New York: Scholastic Press, 1999.

Concepts: Cultural identification; cultural connections; journeys; immigration

Grade level: 2 and 3

Milo and the Magic Stones by Marcus Pfister, New York: North South Books, 1997.

Concept: Choices

Grade level: 2 and 3

Miss Tizzy by Libba Moore Gay, Aladdin Paperbacks, 1998.

Concepts: Sense of community; friendship; diversity

Grade level: 2 and 3

Molly's Pilgrim by Barbara Cohen, Lothrop, Lee, & Shepard, 1983.

Concepts: Cultural identification; cultural connections; traditions/customs; holidays; journeys; immigration

Grade level: 2 and 3

Onion Tears by Diane Kidd, New York: Orchard Books, 1989.

Concepts: Tolerance; diversity

Grade level: 2 and 3

Passage to Freedom by Ken Mochizuki, New York: Lee & Low Books, Inc., 1997.
Concepts: Cultural identification; cultural connections; journeys; immigration
Grade level: 2 and 3

People by Peter Spier, New York: A Doubleday Book for Young Readers, 1980.
Concepts: Similarities; appreciation of and appreciation for life
Grade level: K and 1

The Rag Coat by Lauren Mills, Little, Boston: Brown & Company, 1991.
Concepts: Sense of community; friendship
Grade level: K and 1

The Rainbow Fish by Marcus Pfister, New York: North South Books, 1992.
Concepts: Friendship; sense of community
Grade level: K and 1

Sadako and the Thousand Paper Cranes by Eleanor Coerr, New York: Yearling Publishers, 1979, 1990.
Concepts: Unjust treatment of others; victim
Grade level: 2 and 3

Sidewalk Story by Sharon Bell Mathis, New York: Puffin Books, 1971.
Concepts: Friendship; sense of community; working together
Grade level: 2 and 3

Stellaluna by Janell Cannon, New York: Harcourt Brace & Company, 1993.
Concept: Friendship; diversity
Grade level: K and 1

Swimmy by Leo Lionni, New York: Pantheon Books, 1991.
Concepts: Choices; standing up for others
Grade level: K and 1

Under the Lemon Moon by Edith Hope Fine, New York: Lee & Low Books, 1999.
Concept: Character building
Grade level: 2 and 3

The Velveteen Rabbit by Margery Williams, New York: Henry Holt & Company, 1983.
Concepts: Holidays; traditions/customs
Grade level: 2 and 3

Wagon Wheels by Barbara Brenner, New York: Harper and Row, 1978.
Concepts: Unjust treatment of others; prejudice
Grade level: 2 and 3

Yo! Yes? by Chris Rachaska, New York: Orchard Paperbacks, 1993.
Concepts: Diversity; friendship
Grade level: K and 1

ANNOTATED WEBOGRAPHY OF CHARACTER EDUCATION AND THE HOLOCAUST

<http://holocaust.fiu.edu>

State of Florida Commissioner's Task Force on Holocaust Education Web Site. Includes links to Florida District Holocaust Coordinators and Holocaust Task Force affiliated centers in Florida. Task Force mission is to assist school district professional and support staff in the implementation of Florida Statute 233.061, Required Public School Instruction of the History of the Holocaust.

<http://www.resource2000.org/100ideas.htm>

This site provides 100 ideas for teachers to use to educate students about character education.

<http://teacher.scholastic.com/professional/todayschild/charactered.htm>

Two teachers describe how they use literature to explore universal values. If someone were to ask teachers whether they include character education in their curriculum, they might pause before answering. But if they were asked whether they address issues of respect, honesty, loyalty, and tolerance with their students, their response would most likely be yes.

<http://teacher.scholastic.com/professional/todayschild/comeback.htm>

Can we save our students from guns, drugs, bullies, and gangs? Three outstanding programs teach good old-fashioned values: *Peer Mediation Has Power*; *Bully-Proofing as Antidote*; *Teaching Values as the Core*.

<http://www.kamishibai.com>

This website contains information about the Asian picture-storytelling tradition. The stories present the universal truths of human experiences that speak to us across cultures and centuries.

<http://www.cfchildren.org>

Committee for Children develops internationally acclaimed curricula and videos for educators, families, and communities. One program for upper elementary (Grades 3 - 5), entitled *Steps to Respect: A Bullying Prevention Program*, teaches students, staff, and parents skills to develop healthy relationships and decrease bullying at school.

<http://www.kovalik.com>

Programs to teach educators about the biology of learning and its applications in classrooms, schools, and school districts to create dynamic learning communities and responsible citizens across the country and world.

<http://www.character.org>

Through a search form, the Character Education Partnership Resource Center Database provides lists of resources and organizations for anyone interested or involved in character education.

<http://www.crenet.org>

Conflict Resolution Education Network is an organization committed to creating safe schools and civil communities by making conflict resolution education universally available.

<http://orders.edrs.com/members/sp.cfm?AN=ED425092>

Character Education Should Be Part of the Public Education System. A paper which examines the research literature on character education and advocates inclusion in the public school curriculum.

<http://orders.edrs.com/members/sp.cfm?AN=ED420393>

Character Education and the Elementary Curriculum. This paper asserts that character education for elementary students can be useful and discusses implementation of character education.

http://www.indiana.edu/~eric_rec/ieo/bibs/characte.html

This non-comprehensive coverage of character education was assembled from various resources and includes materials that provide a balanced, cursory picture of current resources and practices.

http://www.charactercounts.org/ideas/newidea9_11.htm

Students learn about the importance of volunteering their help when others are in need. They are presented with a variety of scenarios in which the assistance of a caring individual could make a difference.

<http://www.livewiremedia.com/VideosK-6.html>

This site provides resource videos on character education for children in grades K - 6. Some titles include *Prevent Violence with Groark*; *Character Way*; and *Proud to be Polite*.

http://www.charactercounts.org/ideas/newidea4_6.htm

Children play a game in which they learn to distinguish between good and bad choices.

<http://www.teachers.net/lessons/posts//1155.html>

This site contains literature lists on character education. Listed are different words relating to something with character education. Listed under the words are titles that relate to the word.

<http://www.teachers.net/lessons/posts//781.html>

This site contains a selection that students must fill out. This activity should take about 30 minutes to complete. It teaches students that character does count.

<http://www.youth-sports.com/topics/feb98-08.html>

This site will teach children how to be good sports. Contained in the site is a ten item checklist for kids to follow as they try to develop a habit of good sportsmanship.

<http://www.facing.org/>

Facing History and Ourselves Homepage. Facing History and Ourselves is a national educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. At the present time, the homepage offers basic information about their programs and resources.

<http://www.ushmm.org/>

<http://www.ushmm.org/outreach/> [for the Student Outreach Site (authorization required)]

The *United States Holocaust Memorial Museum* homepage. Includes information about: background history and statistics of the U.S. Holocaust Memorial Museum, how to plan a visit to the Museum, Museum membership, community programs, films and lectures, conferences for educators, guidelines for teaching about the Holocaust, historical summaries, a videography for teachers, answers to five frequently asked questions about the Holocaust, Holocaust resource centers nationwide, and a searchable database of the research institute's archives and library.

<http://www.yad-vashem.org.il/>

Yad Vashem. Homepage for Israel's Museum and Memorial to the victims of the Holocaust. Currently under construction, and contains primarily general information, some photographs and excerpts from survivor testimony transcripts. There are educational materials available in Hebrew.

<http://www.wiesenthal.com/>

The *Simon Wiesenthal Center* homepage. Headquartered in Los Angeles, the Simon Wiesenthal Center is an international center for Holocaust remembrance and the defense of human rights and the Jewish people. Contains answers to thirty-six frequently asked questions about the Holocaust, biographies of children who experienced the Holocaust, updates on current events, information on hate groups on the Net, and information about the Center and the Museum of Tolerance. Much of this information is available in several languages including Spanish, German, and Italian.

<http://www.remember.org>

Homepage of the *Cybrary of the Holocaust*. At the time of this writing, the Cybrary is probably the largest web site on the Holocaust. It contains a collection of encyclopedic information, answers to frequently asked questions, curriculum outlines (including a lesson plan on Anne Frank), excerpts from survivor testimony, transcripts of Nazi speeches and official documents, artifact photos, historical photos, artwork, poetry, books written by survivors, links to other Holocaust sites, and more. Both audio clips and transcripts of survivor testimony and interviews with scholars are available. Some of the recent additions to this site include photo tours of Auschwitz, genealogy tracing information, and online chats with scholars. As is the case with most servers on the Web, this one is under continuous construction and continues to grow.

<http://www.tulane.edu/~so-inst/>

Southern Institute for Education and Research at Tulane University. This impressive web site highlights antibias education training resources for combating prejudice. It includes: information about diversity training workshops, Holocaust education, civil rights workshops and lesson plans (including excerpts from an on-line lesson plan on *Schindler's List* and one on "everyday people" during the Holocaust), transcripts of Holocaust survivor testimony, and links to other sites on civil rights, human rights, the Holocaust, Judaism/Jewish history, and African-American history/culture.

<http://www.vhf.org/>

Survivors of the Shoah. The Visual History Foundation created by Steven Spielberg has recorded more than 25,000 videotaped interviews with Holocaust survivors. These are being recorded electronically for computer distribution to museums, CD-ROMs, and other sites. You can find out more about it at this web site.

<http://www.library.yale.edu/testimonies/homepage.html>

Fortunoff Video Archive for Holocaust Testimonies. Contains general information about the archive and how to use it, as well as audio and video clips of several testimonies from survivors, liberators, rescuers. and bystanders.

<http://www.fmv.ulg.ac.be/schmitz/holocaust.html>

This site contains a collection of Holocaust photographs.

<http://sorrel.humboldt.edu/~rescuers/>

To Save a Life--Stories of Jewish Rescue. Written and maintained by Ellen Land-Weber, this site contains excerpts from an unpublished book about the rescue of Jews during the Holocaust. It features personal narratives and photographs of rescuers.

<http://www.annefrank.com/>

Anne Frank Online. This site is dedicated to everything about the Nazis' most famous victim.

<http://www.intrescom.org>

Founded in 1933 at the request of Albert Einstein, the *International Rescue Committee* (IRC) is the leading nonsectarian voluntary organization providing relief, protection, and resettlement service for refugees and victims of oppression or violent conflict. The IRC is committed freedom, human dignity, and self-reliance.

<http://www2.ca.nizkor.org/~klewis>

A history of the Einsatzgruppen killing units as seen through documents, images, and testimonies of victims and perpetrators.

<http://h-net2.msu.edu/~holoweb>

H-Holocaust. Allows scholars of the Holocaust to communicate with each other. Makes available diverse bibliographical, research, and teaching aids.

<http://www.adl.org/>

Anti-Defamation League, an organization founded in 1913 to fight antisemitism through programs and services that counteract hatred, prejudice, and bigotry. The mission of the ADL is “to stop the defamation of Jewish people, to secure justice and fair treatment to all citizens alike.”

<http://www.spectacle.org/695/ausch.html>

An Auschwitz Alphabet. Vocabulary of the Holocaust.

<http://www.historychannel.com>

History Channel.

<http://fcit.coedu.usf.edu/Holocaust/activity/plans1/fau.htm>

The overall goal of this unit is to acquaint students with the multi-ethnic nature of America’s citizens and to help them appreciate the feelings of someone who is different than them. This unit may be used with an entire class or with individual reading groups.

<http://www.hrusa.org>

Human Rights USA suggests ideas and tools for advocating and protecting human rights. Encourages community-based action.

<http://fcit.coedu.usf.edu/Holocaust/activity/plans1/weave.htm>

Students will be able to recognize that history can be easily altered and covered up by others. Students will also be able to consider ways to prevent deceptions about the Holocaust.

<http://fcit.coedu.usf.edu/Holocaust/activity/plans1/nature.htm>

This site includes discussion questions about human nature. Two parts are included in this site. One is taking a position and defending it and the other contains discussion questions.

<http://www.annefrank.nl>

The Anne Frank House in Amsterdam.

<http://www.raoul-wallenberg.org.ar/english>

The official site about *Raoul Wallenberg*, one of the greatest rescuers during the Holocaust.

<http://www.gfh.org.il/>

Ghetto Fighters’ House. Holocaust and Jewish Resistance Heritage Museum in Israel.

<http://www.ellisland.org>

Ellis Island Home Page.

<http://www.socialstudies.com>

Social Studies School Service. An on-line catalog.

<http://www.learn.org/hgp/>

*I*EARN Holocaust/Genocide Project.* An international nonprofit telecommunications project focusing on the study of the Holocaust and other genocides. Involves participating schools around the world.

<http://www.splcenter.org/teachingtolerance.html>

Southern Poverty Law Center. Teaching Tolerance project started in 1991 in response to alarming increase in hate crime among youth. Offers free or low-cost resources to educators at all levels.

<http://www.maven.co.il/subjects/idx178.htm>

Holocaust and Antisemitism.

Sources:

Holocaust Documentation and Education Center, Inc.

Dr. Miriam Klein Kassenoff, District Educational Specialist on Holocaust Studies, Miami-Dade County Public Schools

Ryan Kiel

The Miami Herald

United States Holocaust Memorial Museum

HOLOCAUST TASK FORCE AFFILIATED CENTERS IN FLORIDA

THE HOLOCAUST OUTREACH CENTER OF FLORIDA ATLANTIC UNIVERSITY

777 Glades Road

P.O. Box 3091

Boca Raton, Florida 33431

For information, call 561-297-2929, Fax 561-297-2021, E-Mail: heckler@fau.edu.

The Holocaust Outreach Center of Florida Atlantic University is a joint effort of the College of Holocaust Studies. Its purpose is to provide training, resources, and support for teachers, media specialists, and school administrators in FAU's service area of Broward, Palm Beach, Martin, St. Lucie, Indian River, and Okeechobee Counties.

With the passage of mandated Holocaust education by the State legislature, FAU established the first endowed chair of Holocaust studies in the state of Florida, the Raddock Eminent Scholar Chair of Holocaust Studies. Dr. Alan L. Berger occupies the chair and also supervises the Holocaust Outreach Center. Dr. Berger also directs the Holocaust and Judaic Studies program.

The Holocaust Outreach Center sponsors a yearly week-long summer institute on Holocaust Studies as well as several mini-institutes held during the year. These programs include lectures by scholars in the field, hands-on experience with curricular materials, and personal testimony by those whose lives have been directly touched by the Holocaust.

Attendees not only explore the history of the Holocaust and inquire into its contemporary lessons but focus on the methods necessary for effective teaching of the Holocaust at age-appropriate levels. The Center has developed its own differentiated and sequenced curriculum. K-5 curricula focus on prejudice reduction and 6-12 social studies and language arts units concentrate on various aspects of the Holocaust. Additionally, undergraduate social studies and language arts students at the College of Education receive pre-service training.

The Center maintains a lending library of videos, posters, maps, class sets of curricular materials, and fiction and non-fiction books at elementary, middle, and high school levels. The Center's Speakers' Bureau of survivors, hidden children, and second generation brings personal testimony to students in their classrooms and to training sessions. Furthermore, the Center sponsors special programs for students at all grade levels. The W.I.N. program (Wipeout Intolerance Now) is directed at 4th and 5th grade students, It's About Time at 7th grade, Living Voices at 8th grade, and Student Awareness Days at 10th-12th grade pupils.

To keep in contact with teachers, media specialists, and administrators, the Center maintains its own web site and sends out frequent notices of current and future programming.

FLORIDA STATE UNIVERSITY HOLOCAUST SUMMER STUDY INSTITUTE FOR EDUCATORS

Center for Professional Development

555 W. Pensacola Street

Tallahassee, Florida 32306-1640

For information, call 850-644-1882, Fax 850-644-2589, E-Mail: kbickley@cpd.fsu.edu

The Holocaust Summer Study Institute for educators addresses the need to reach Florida's school students by providing a week-long institute to train teachers in Holocaust studies. Participant-teachers hear thought-provoking presentations in multiple disciplines, visit with Holocaust survivors and members of the Jewish community, and receive ideas and materials to be applied to the classroom. Attendees are selected partly for their leadership in designing instructional materials or developing curriculum in their school or county. They return to their schools to integrate Holocaust studies in their own classrooms and complete a final project for faculty review which includes lesson plans incorporating Holocaust educational materials. They also promote the inclusion of Holocaust studies within the larger school curriculum by offering in-service training and counsel to other teachers, school resource professionals and schools, county and district curriculum supervisors. The institute seeks to help ensure that:

- The significance of the Holocaust, which encompasses important lessons in hate, intolerance, insensitivity, and the resiliency of the human spirit, will not be lost for future generations.
- The curriculum is revised to educate young people about the enormous significance of the Holocaust.
- Systematic curriculum change is reinforced by teachers going back to their districts and conducting training sessions for their school colleagues on the information learned at the institute.

THE HOLOCAUST MEMORIAL RESOURCE AND EDUCATION CENTER OF CENTRAL FLORIDA

851 North Maitland Avenue

Maitland, Florida 32751

407-628-0555

For information, call 407-628-0555, Fax 407-628-1079

Programs and Projects

Commemorative Programs

Annual Yom Hashoah¹ and Kristallnacht² programs for the general community

Accompanying art exhibit, keynote speaker, musical or dramatic program at both commemorations

¹ Holocaust Remembrance Day

² "Night of the Broken Glass" - This historical event (November 8-9, 1938) marked the Nazis' move from political oppression to outward physical violence against the Jews.

Film Series

Annual film series offered to general community free of charge

State Mandate

Implementation of the state mandate to teach the Holocaust through training hundreds of school teachers, instructing thousands of students in the Center's museum and in classrooms throughout Central Florida

Teaching Resources

Circulating elementary, middle, and high school "teaching trunks" transported via the school district's courier system. These trunks offer teachers comprehensive resources for teaching an age-appropriate Holocaust unit.

Full-time Resource Teacher

Coordinates and leads school and community tours; provides teacher training; individualized assistance to students using the Center for research

Circulating Library

4,500 volumes and 600 videotapes - Vertical files available for research purposes.

World Class Exhibits

Exhibits mounted throughout the year in the Holocaust Center's exhibition hall or throughout the community to educate and sensitize the public to the many aspects of the Holocaust

Annual Creative Arts Contest

Annual essay, poetry, and visual art contest for students in Orange, Seminole, and Osceola counties

Archives

Holdings include photographs, news articles, magazines, memorabilia, artwork, testimonies of local survivors and liberators

Curricula Distribution

Writing, publishing, and distributing curricula for students of all ages. The Center's curricula is part of the holdings of the Library of Congress.

Cultural Community Programs

Dramatic and ballet performances in collaboration with area theaters and ballet ensembles

Survivor Testimonies

Holocaust Center acts as a clearinghouse for requests for Holocaust survivor testimonies at schools and community groups

Prejudice Reduction Education Program

Individualized education with Skinheads and other at-risk youth - participation is court-ordered

Publications

Our bibliographies are widely used in U.S. and internationally - Newsletter distributed to approximately nearly 10,000 community residents and School Update distributed to thousands of school teachers throughout Central Florida

Annual Event to Honor Community Leaders

Annual dinner of tribute to honor outstanding community leaders

Participation in Holocaust Conferences

Networking and partnerships with Holocaust centers throughout the world and participation in nationwide and worldwide scholars' conferences on Holocaust education

Partnerships

Coalitions with cultural and educational institutions including University of Central Florida; Valencia Community College; Seminole Community College; Orange, Seminole and Osceola County Public Schools; Orange, Seminole and Osceola County Juvenile Justice Systems; Orlando Museum of Art; Cornell Fine Arts Museum at Rollins College; Mennello Museum of Folk Art; Morse Museum of American Art; Maitland Art Center; Jewish Community Center; National Conference for Community and Justice (NCCJ); National Association for the Advancement of Colored People (NAACP); and the Orlando Mayor and Commissioner's Diversity Board.

HOLOCAUST DOCUMENTATION AND EDUCATION CENTER, INC.

Florida International University - Biscayne Bay Campus

3000 NE 151 Street

North Miami, Florida 33181

For information, call 305-919-5690, Fax 305-919-5691, E-Mail: xholocau@fiu.edu

The History

The Holocaust Documentation and Education Center was established in 1979 as a non-profit, non-sectarian documentation and educational resource. The vision of the founders, Arnold Picker and Abe Halpern, was to create a permanent and irrefutable record of the Holocaust: "*A Living Memorial Through Education*." The primary mission was to collect and preserve eyewitness testimonies of Holocaust survivors, their rescuers, and liberators, thus making this a unique oral history collection available to local, national, and international students and scholars for non-commercial educational and research purposes.

The founders of the Center recognized that the Holocaust is one of history's most extreme examples of intolerance, bigotry, and denial of human rights. With this in mind, the founders invited all of the South Florida university and college presidents to participate in the establishment and work of the Center.

Today, the Center is governed by a Board of Directors, which is composed of leaders in education, presidents of the fifteen Holocaust survivor clubs and representatives of the child survivor and children of survivor groups in Southeast Florida as well as other supporters whose expertise and dedication have guided our development and broadened our goals.

Oral History Programs

Documentation

Since the first interviews in 1980, the Center has achieved recognition and acclaim for the largest, self-produced, standardized collection of Holocaust testimony in the country. To date, the Center's volunteer interviewers have conducted over 1,800 interviews. Licensed copies of these oral histories are housed at the United States Holocaust Memorial Museum.

College-Accredited Interviewer Training and Lecture Series

Annually, the Center provides a 54-hour, college-accredited, volunteer interviewer lecture training and lecture series presented by scholars of the Holocaust, historians, educators, and psychologists as well as survivors, liberators, and rescuers. The history lecture portion is followed by intensive workshops devoted to developing interviewing skills which have been exclusively designed to elicit accurate memories of the Holocaust from those who were there.

Educational Outreach Programs

Since the passage of the legislation in 1994 mandating Holocaust education, the Holocaust Documentation and Education Center has been recognized as one of six Task Force Sites on Holocaust Education officially designated by the Florida Commissioner of Education.

Thus, we have been integrally involved in every aspect of this statewide effort through the following programs and activities.

State of Florida Resource Manual on Holocaust Education

On behalf of the Task Force, the Center has coordinated the overall effort to bring this resource manual to fruition. At present, the Center, on behalf of the Task Force, is focusing on the development of Holocaust resource manuals for grades 4-6 and grades 7-8. The *State of Florida Resource Manual on Holocaust Education* for grades 9-12, published in 1999, has been distributed to every public, private, and parochial high school in the state of Florida and recently has been transferred on to CD-ROM.

Student Awareness Days

The goal of the Student Awareness Day is to raise the consciousness of students by alerting them to the dangers of prejudice. Through the guidance of speakers, in particular survivors, the students journey through the historical and philosophical implications of prejudice exemplified by the Holocaust. A portion of the program is devoted to help students become aware of and confront their own feelings and experiences with discrimination, hatred, and bigotry.

The programs are targeted for high school and college and university students. They are seated at a table with ten peers, a Holocaust survivor, and a facilitator. Throughout the day, the students have the opportunity to talk with and question the Holocaust survivor. This experience provides them with firsthand information from someone who lived through the Holocaust, thus bringing history alive for the students in a unique and meaningful way.

[Holocaust Education Summer Teacher Institute](#)

The goals of this week-long institute, which is sponsored by the State of Florida Commissioner's Task Force on Holocaust Education, are to furnish educators with a hands-on, interdisciplinary approaches to teaching the Holocaust and also to provide them with materials and techniques to use in their classrooms. The educators have the opportunity to probe deeply and understand the in-depth historical perspective which is cultivated throughout the week. By introducing a variety of methods to help teachers impart to their students knowledge of the Holocaust and its implications for our world today, the institute prepares teachers to implement the Florida legislative mandate to teach the Holocaust.

[Annual Visual Arts and Writing Contest](#)

Each year, the Holocaust Documentation and Education Center sponsors a Visual Arts and Writing Contest for students in grades 6-12 as well as in colleges and universities. This contest gives the students the opportunity to reflect on the Holocaust and to understand how the lessons have impacted their lives over fifty years later. This contest also provides the students with a vehicle to express their feelings through creative avenues such as writing, painting, etc.

[Speakers' Bureau](#)

The Center fulfills speaking requests to schools, community organizations, churches, and synagogues. The speakers include Holocaust survivors, liberators, rescuers, child survivors, children of survivors, and educators. During this past year, our speakers addressed more than 15,000 students.

[Library/Newspaper Clipping File](#)

The Center maintains a newspaper clipping file for use by teachers, students, authors, and anyone interested in researching issues applicable to the Holocaust events and their recent implications. The in-house reference library collection contains over 2,500 books on various aspects of the Holocaust.

[Memorabilia Collection](#)

This unique collection is comprised of invaluable documents, letters, manuscripts, personal narratives, diaries, ghetto and concentration camp postage and money, photographs, magazines, newspapers, maps, posters, rare books, pamphlets, and original artwork.

[Other Programs](#)

The Center co-sponsored the first National Conference on the Identification, Treatment and Care of the Aging Holocaust Survivor. (Selected published proceedings are available upon request.) The Center supervises student research of master's and doctoral theses on subjects of the Holocaust. The Center also provides assistance to the United States Department of Justice, Office of Special Investigation in locating particular individuals who may have been witness to events currently under investigation.

In an effort spearheaded by State Commissioner of Insurance Bill Nelson, the Center has worked closely with survivor club organizations to develop a plan to provide Florida's Holocaust survivors with urgently needed long term home health care coverage.

Future Beginnings

The Center is now embarking on a major mission to erect an appropriate and lasting facility and endow a chair of Holocaust Studies, thus memorializing the unique legacy and perpetuating the universal impact of the lessons of the Holocaust.

FLORIDA HOLOCAUST MUSEUM

55 Fifth St. South

St. Petersburg, FL 33701

For information, call 727-820-0100, Fax 727-821-8435

Website: <http://www.flholocaustmuseum.org>

The Florida Holocaust Museum is dedicated to advancing public awareness, education and understanding of the Holocaust, honoring the memory of millions of innocent people who suffered, struggled, and died in the Shoah.

In every generation, there are those who seek to destroy those who are different from themselves. By studying about the Holocaust, we can recognize and fight bigotry, hatred, and prejudice. Our children respond with their hope and optimism as they learn that there are those who will take a chance, will risk all to help the downtrodden, the victim, even against all odds. Through the lessons of the Holocaust, we teach tolerance and diversity.

Architecture: The 27,000 square foot Florida Holocaust Museum is the fourth largest Holocaust museum in North America. Eleven eternal flames, in remembrance of the eleven million victims, are ensconced on the exterior of the building. The entrance incorporates a wall of seven transparent triangles etched with the mission statement of the Museum and deliberately chosen quotations. The large backdrop behind the triangles contains a montage of painted images of the Holocaust. Design of the Museum was the collaborative effort of Nick Benjacob, Architect, and L. David von Thaden, Interior Designer.

Exhibitions: Through a collection of photographs, testimonies, and historical artifacts relating to the Holocaust, the visitor is guided through the comprehensive Core Exhibit. Divided into twelve areas, the Core Exhibit takes a visitor from the flourishing pre-war life of Eastern Europe, through the events of the Holocaust, concentration camps and ultimately, the birth of the State of Israel. Located in the central atrium of the exhibition space is Auschwitz Boxcar #113 0695-5. Resting on railroad tracks from Treblinka, this boxcar was once used by the Nazis to transport Jews and other men, women, and children to the killing centers. The permanent exhibition was designed by Bob Davidson of EAM Shopworks. Hundreds of digitized images and historical and cultural artifacts comprise the Museum's Core Exhibition.

General Information:

- The Holocaust Museum was instrumental in shaping and passing legislation to mandate Holocaust education in the schools.
- 3,000 teachers have received training in Holocaust education from the Museum.

- 100,000 people visited the Museum in 1999-2000.
- A 1997 study revealed that many community leaders view the Florida Holocaust Museum as a critical vehicle to impact racial discord, antisemitism, and white-supremacist activities.
- The following services are available from the Museum:
 - Book and author series
 - Commemoration
 - Community Outreach
 - Scholarly events
 - School programs
 - Survivor services
 - Traveling exhibits
 - Video testimonies
 - Teacher training

Education Resources

- Curriculum K-12 *The Holocaust, Classroom Connections*
- K-12 Teaching Trunks with accompanying curriculum frameworks
- Outreach programs to public/parochial/private schools

Tour Information: Docent-led tours are available for schools and groups of ten or more by appointment. The guided tour includes the theater, permanent exhibition, changing exhibition gallery, library, and memorial rooms.

Museum Hours/Admissions/Policies

Monday - Friday 10 am - 5 pm
Saturday - Sunday Noon - 5 pm

The Museum is closed: Rosh Hashanah, Yom Kippur, Thanksgiving, Christmas, and New Year's Day

General Admission \$6

Seniors and College Students (with ID) \$5

Students 18 and under \$2

Discounts are available to groups of ten or more by prior reservation.

Eating, drinking and smoking are not permitted.

The Museum is accessible to individuals with disabilities.

Directions: The Museum is conveniently situated in downtown St. Petersburg, Florida. It can easily be reached from Interstate 275. Visitors should use exit 10 (I-375) and follow the signs to 4th St. North. Turn right onto 5th Street and go four blocks. The Museum is immediately on the right once you cross Central Avenue. Parking is available in the rear of the building.

Affiliations: The Florida Holocaust Museum is a member of:

- The American Association of Museums
- The Association of Holocaust Organizations
- The Association of Jewish Libraries
- The Council of American Jewish Museums
- The Florida Museum Association
- The Florida State Task Force for Holocaust Education

CENTER FOR JEWISH STUDIES OF THE UNIVERSITY OF FLORIDA

105 Walker Hall

P. O. Box 118020

Gainesville, Florida 32611-7325

For information, call 352-392-9247, Fax 352-392-5378, E-Mail: jst@ufl.edu

Web: <http://www.jst.ufl.edu>

The Center for Jewish Studies, which celebrated its 25th anniversary in 1999, is an interdisciplinary academic institute promoting research, teaching and public service about all aspects of the Jewish experience.

The Center draws on more than twenty affiliated faculty from the Departments of Religion, History, Political Science, English, Geography, Music History, Anthropology, Communications, Hebrew, and German. Each year, these faculty offer more than twenty courses that enroll from 800-1000 students.

The courses range widely over the Jewish experience, from ancient to modern time, covering all facets of Jewish life--literature, history, politics, culture, demography, etc. The Center also offers a BA and an academic minor in Jewish Studies. More than 100 students have earned the BA and gone on to careers in the rabbinate, Jewish communal services, higher education, social work, and other fields. The program typically has about 40 majors and minors per year.

Apart from its curriculum, the Center also arranges an annual lecture series that draws distinguished scholars and activists to campus for both short and long-term visits. In recent years, the visitors have included such well-known speakers as Elie Wiesel, Alan Dershowitz, Shmueli Boteach, Catherine Sousloff, Steven Whitfield, Shibley Telhami, Yehuda Bauer, Julius Lester, and others. The Center has hosted for semester or year-long visits Israeli scholars such as Benny Morris, Shlomo Deshen, Gil Sedan, and Yaacov Bar-Siman-Tov.

The Center also promotes study-abroad programs with universities in Tel Aviv, Haifa, Jerusalem and Beersheva. Each year, more than 25 University of Florida students spend a summer, semester, or academic year in an Israeli academic setting.

In conducting these activities, the Center draws upon the superb Judaica Collection available in the Price Library. With holdings exceeding 64,000 volumes, the Price Library is built on the core collection of Rabbi Leonard C. Mishkin of Chicago. At the time of its acquisition by the Smathers Libraries in 1977, it was the largest personal library of Judaica and Hebraica in the United States.

Users of the library will find a well-balanced Jewish studies collection of notable depth and scope. Its diversified holdings of uncommon research materials in English and other languages support scholarship in virtually every aspect of the Jewish experience.

In 2002, the Center will begin to offer an annual Holocaust Educators Institute. Together with the College of Education, the goal of the Institute will be to assist school teachers in meeting the state mandate to instruct students about the Holocaust. The program will be directed by the noted Holocaust historian, Dr. Geoffrey Giles. In academic year 2000-2001, Dr. Giles was the Shapiro Scholar-in-Residence at the United States Holocaust Memorial Museum.

FLORIDA DISTRICT HOLOCAUST COORDINATORS

COUNTY	HOLOCAUST	ADDRESS	TELEPHONE
Alachua	Christina F. Shaw Multicult./Diversity Ed.	620 E. University Ave. Gainesville, 32601	352-955-7614 352-955-7619
Baker	Mike McCaskill	392 S. Boulevard East MacClenny, 32063	904-259-0427
Bay	Lendy Willis	1311 Balboa Ave. Panama City, 32401	850-872-4100
Bradford	Eugenia Whitehead	611 N. Orange St. Starke, 32091	904-966-6810
Brevard	Irene Ramnarine	2700 Judge Fran Jamieson Way, Viera, 32940	321-631-1911
Broward	Linda Medvin	M.E.T.R.I.C. Bldg, 1441 S. Federal H'way Ft. Lauderdale, 33316	954-761-2453
Calhoun	Wynette Peacock	337 River St. Blountstown, 32424	850-674-8734
Charlotte	Elanna Silberman Dr. Dyane Marks	1445 Education Way Port Charlotte, 33948	941-255-0808
Citrus	Regina Allegretta	1007 W. Main St. Inverness, 34450	352-726-1931
Clay	Lyle Bandy	23 S. Green St. Green Cove Springs, 32043	904-272-8100 ext. 2461
Collier	Jack Bovee	3710 Estey Ave. Naples, 34104	941-643-2700
Columbia	Wanda Conner	Route 4 - PO Box 1000 Ft. White, 32038	904-497-2301 904-755-8000
DeSoto	Tamara O'Donnell Dir. of Instructional Svc.	310 Whidden Street Arcadia, 34266	941-494-4222
Dixie	Kenneth Baumer	PO Box 890 Cross City, 32628	352-498-1301
Duval	Alan Rushing	1701 Prudential Drive Jacksonville, 32207	904-390-2130
Escambia	Dr. Jacqueline Young Subject Area Specialist	JE Hall Center 30 E. Texar Drive Pensacola, 32503	850-469-5392

FLORIDA DISTRICT HOLOCAUST COORDINATORS

Flagler	Phyllis Edwards	PO Box 755 Bunnell, 32110	904-437-7526
Franklin	Brenda Wilson	155 Avenue E Apalachicola, 32320	850-653-8831
Gadsden	Janey DuPont	35 Experiment Station Rd. Quincy, 32351	850-627-9651
Gilchrist	Mary Bennett	310 NW 11 Avenue Trenton, 32693	352-463-3200
Glades	Mazie Ford	P.O. Box 459 Glades, 33471	863-946-0055
Gulf	Sara Joe Wooten	150 Middle School Road Port St. Joe, 32456	850-229-6940
Hamilton	Brenda Graham	PO Box 1059 Jasper, 32052	904-792-6521
Hardee	Woody Culigan Sylvia Collins	PO Drawer 1678 Wauchula, 33873	863-773-9058
Hendry	Scott Cooper	PO Box 1980 LaBelle, 33975	863-674-4555
Hernando	Charles Casciotta	919 N. Broad St. Brooksville, 34601	352-797-7052
Highlands	Jim Bible	426 School St. Sebring, 33870	863-471-5571
Hillsborough	Kathy Taylor	901 E. Kennedy Blvd PO Box 3408 Tampa, 33601	813-272-4810
Holmes	Sheri Brooks Tommie Hudson	701 E. Pennsylvania Bonifay, 32425	850-547-6674
Indian River	Karen VanDeVoorde	1990 25 th St. Vero Beach, 32960	561-564-3000
Jackson	Frank Waller	PO Box 5958 Marianna, 32446	850-482-1211
Jefferson	Cynthia Shrestha	1490 W. Washington St. Monticello, 32344	850-342-0100
Lafayette	Betina Hurst	Route 10 Mayo, 32066	904-294-1351
Lake	Karen Kennen	201 W. Burleigh Blvd. Tavares, 32778	352-343-3531

FLORIDA DISTRICT HOLOCAUST COORDINATORS

Lee	Dr. Doug Whittaker	2523 Market St. Ft. Meyers 33901	941-334-1102
Leon	Michael Odom	3955 W. Pensacola St. Tallahassee, 32304	850-488-0093
Leon	Mr. Pat Murphy	FSU School Call Street Tallahassee, 32306	850-644-1025
Leon	Marvin Byers	PO Box A-19 Tallahassee, 32307	850-599-3325
Levy	Rick Turner	PO Drawer 129 Bronson	352-486-5231
Liberty	Sue Summers	PO Box 429 Bristol, 32321	850-643-2249
Madison	Lucile Day	312 NE Duval St. Madison, 32340	850-973-5022
Manatee	Elaine Graham	PO Box 9069 Bradenton, 34206	941-741-7403
Marion	Mary Lou Van Note	512 SE 3 Street Ocala, 34471	352-671-7548
Martin	Dr. Frank Raffone	500 E. Ocean Blvd. Stuart, 34994	561-219-1200
Miami-Dade	Dr. Miriam Klein Kassenoff	1500 Biscayne Blvd. Miami, 33132	305-995-1201
Monroe	Kathleen Guevremont	241 Trumbo Road Key West	1305-293-1400
Nassau	Dr. Edward Turvey	1201 Atlantic Ave. Fernandina Bch., 32034	904-321-5810
Okaloosa	Charlene Couvillon	120 Lowery PL, SE Fort Walton Bch., 32548	850-833-3481
Okeechobee	Barbara James	700 SW 2 Ave. Okeechobee, 34974	863-462-5000 ext. 273
Orange	Mitch Bloomer	851 N. Maitland Ave. Maitland, 32751	407-628-0555
Osceola	John Boyd	817 Bill Beck Blvd. Kissimmee, 34744	407-870-4919
Palm Beach	Eileen Shapiro	3310 Forest Hill Blvd. West Palm Beach, 33406	561-434-8619

FLORIDA DISTRICT HOLOCAUST COORDINATORS

Pasco	Kathleen Steiner	7227 Land O'Lakes Blvd Land O'Lakes, 346639	813-996-3600
Pinellas	Sheila Keller	301 4 th St. SW Largo, 33770	727-586-1818
Polk	David Townes	1925 S. Floral Ave. PO Box 391 Bartow, 33830	941-534-0632
Putnam	Ms. Jimmi Symonds	200 S. 7 th St. Palatka, 32177	904-329-0633
St. Johns	Steve Moranda Sandra McDonnell	St. Johns Dist. Schools 40 Orange St. St. Augustine, 32084	904-826-2173
St. Lucie	Mary Krause	532 N. 13 th St. Ft. Pierce, 34950	561-468-5158
Santa Rosa	DeeDee Ritchie	603 Canal St. Milton, 32570	850-983-5045
Sarasota	Jill Rothenburg	701 S. McIntosh Road Sarasota, 34232	941-361-6520
Sarasota	Bernadette Bennett	1960 Landings Blvd. Sarasota, 34231	941-927-9000 ext. 4100
Seminole	Jane Palmer	400 E. Lake Mary Blvd. Sanford, 32773	407-320-0357
Sumter	John Dixon	2680 WC 476 Bushnell, 33513	352-793-2315 ext.213
Suwannee	James Cooper	702 2 nd St. NW Live Oak, 32060	904-364-2624
Taylor	Clyde Cruce	900 Johnson Stripling Rd. Perry, 32347	850-838-2525
Union	Gale Bartlett	55 SW 6 th St. Lake Butler, 32054	904-496-4179
Volusia	Jason Caros	PO Box 2410 Daytona Beach, 32115	904-255-6475
Wakulla	Judy Myhre	PO Box 100 Crawfordville, 32326	850-926-7131
Walton	Marsha Pugh	145 Park St. DeFuniak Springs, 32433	850-892-8310
Washington	Michael Welch	652 3 rd St. Chipley, 32428	850-638-6222

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

STATE/CITY ZIP	INSTITUTION ADDRESS	TELEPHONE FAX
AR Little Rock 72222	Knowing Our Past Foundation P.O. Box 17005	501/312-2288 501/666-6565
CA Huntington Beach 92647	Auschwitz Study Foundation, Inc. 7422 Cedar Avenue	714/848-1101 714/842-1979
CA Orange 92866	The Barry and Phyllis Rodgers Center For Holocaust Education Chapman University One University Drive	714/628-7377 714/532-6072
CA Chatsworth 91311	California Association of Holocaust Child Survivors	818/886-1979 818/886-7969
CA Los Angeles 90046	Chambon Foundation (Formerly Friends of Le Chambon) 8033 Sunset Blvd. 784	323/650-1774 323/654-4689
CA Burbank 91505-3944	Committee of Concerned Christians 222 N. Rose Street, 104	818/848-3442 818/848-1444
CA Los Angeles 90048	Descendants of the Shoah 6310 San Vincente Blvd. - Suite 350	323/937-4974 323/938-7615
CA San Francisco 94118	Holocaust Center of Northern California 639 14th Avenue	415/751-6040 415/751-6735
CA Burlingame 94011	Holocaust Oral History Project P.O. Box 1597	
CA Los Angeles 90036	Los Angeles Holocaust Museum 6006 Wilshire Boulevard	213/761-8170 213/761-8175
CA Simi Valley 93063	Remembrance Educational Services 2264 N. Graton Street	805/582-9079 805/577-9063
CA Los Angeles 90035-4792	Simon Wiesenthal Center Museum of Tolerance 9760 West Pico Boulevard	310/553-9036 310/277-6568
CA Rohnert Park 94928	Sonoma State University Holocaust Studies Center 1801 East Cotati Avenue	707/664-4076 707/664-3920
CA Los Angeles 90078-3168	Survivors of the Shoah Visual History Foundation P.O. Box 3168	818/777-7802 818/866-0312
CA Beverly Hills 90211	The "1939" Club 8950 Olympic Blvd., 473	310/286-1939 310/203-8833

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

CO Denver 80208	Holocaust Awareness Institute/ University of Denver 2199 South University Boulevard	303/871-3013 303/871-3037
CT New Haven 06520-8240	Fortunoff Video Archive for Holocaust Testimonies P.O. Box 208240 Sterling Memorial Library - Yale University	203/432-1879
CT Stanford 06903	Holocaust Child Survivors of Connecticut, Inc. 243 Quarry Road	203/322-7886
DE Wilmington 19801	Halina Wind Preston Holocaust Education Center 100 West 10th Street, Suite 301	302/427-2100 302/427-2438
FL North Miami 33181	Florida Commissioner's Task Force on Holocaust Education c/o Holocaust Documentation and Education Center, Inc. Florida International University 3000 NE 151 Street	305/919-5690 305/919-5691
FL North Miami 33181	Holocaust Documentation and Education Center Florida International University Biscayne Bay Campus 3000 N.E. 151 Street	305/919-5690 305/919-5691
FL Miami Beach 33139	The Holocaust Memoria 1933-1945 Meridian Avenue	305/538-1663 305/538-2423
FL Maitland 32751	Holocaust Memorial Resource and Education Center of Central Florida 851 North Maitland Avenue	407/628-0555 407/628-1079
FL Boca Raton 33431-0991	Holocaust Outreach Center of Florida Atlantic University P.O. Box 3091 777 Glades Road	561/297-2929 561/297-2021
FL Miami 33137	International March of the Living Alumni Association 4200 Biscayne Boulevard	305/576-4030 305/576-0307
FL N. Miami 33181	International Network of Children of Jewish Holocaust Survivors c/o Florida International University 3000 NE 151 Street	305/919-5690 305/919-5691
FL Delray Beach 33483	League for Educational Awareness of the Holocaust, Inc. (LEAH) 100 E. Linton Blvd. - Suite 147	561/278-6565 561/278-6567

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

FL Davie 33328	Mania Nudel Holocaust Learning Center David Posnack Jewish Center 5850 South Pine Island Road	954/434-0499 954/434-1741
FL St. Petersburg 33701	Florida Holocaust Museum 55 - 5th Street South	727/820-0100 727/821-8435
FL Deland 32723	West Volusia Holocaust Memorial Council, Inc. P.O. Box 4045	904/734-1926
GA Atlanta 30327	Eternal Life Hemshech 3444 Riverly Road	404/351-5572 404/351-0623
GA Atlanta 30322	Fred R. Crawford Witness to the Holocaust Project-Emory University	404/329-6428
GA Atlanta 30334	Georgia Commission on the Holocaust 330 Capitol Avenue SE	404/651-9273 404/657-9449
GA Atlanta 30309-2837	The Lillian and A.J. Weinberg Center for Holocaust Education of the William Breman Jewish Heritage Museum The Spring Center 1440 Spring Street NE	404/870-1872 404/881-4009
IL Skokie 60076-2063	Holocaust Memorial Foundation of Illinois 4255 West Main Street	847/677-4640 847/677-4684
IL Chicago 60605	Zell Holocaust Memorial/Zell Center for Holocaust Studies of Spertus Institute of Jewish Studies 618 S. Michigan Avenue	312/312-1747 312/922-6406
KS Shawnee Mission 66211-1800	Midwest Center for Holocaust Education 5801 W. 115 Street, Suite 106	913/327-8190 913/327-8193
LA New Orleans 70118-5555	Southern Institute for Education and Research at Tulane University Tulane University MR Box 1692 31 McAlister Drive	504/865-6100 504/862-8957
ME Augusta 04330-1664	Holocaust Human Rights Center of Maine P.O. Box 4645	207/933-2620 207/993-2620
MD Baltimore 21215	American Red Cross Holocaust and War Victims Tracing and Information Center American Red Cross 4700 Mount Hope Drive	410/764-5311 410/764-7664
MD Baltimore 21215	Baltimore Jewish Council 5750 Park Heights Avenue	410/542-4850 410/542-4834

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

MA Worcester 01610	Center for Holocaust Studies Clark University 950 Main Street	508/793-8897 508/793-8827
MA Brookline 024445	Facing History and Ourselves 16 Hurd Road	617/232-1595 617/232-0281
MA Springfield 01108	Hatikvah Holocaust Education and Resource Center 1160 Dickinson Street	413/737-4313 413/737-0919
MA Peabody 01960	Holocaust Center - Boston North Peabody Institute Library 82 Main Street	978/531-8288
MD St. Mary's City 20686	International Summer Program on the Holocaust Department of Religious Studies St. Mary's College of Maryland	301/862-0219 301/862-0436
MI Ann Arbor 48104	Center for the Study of the Child 914 Lincoln Avenue	313/761-6440 313/761-5629
MI West Bloomfield 48322-3005	Holocaust Memorial Center 6602 West Maple Road	248/661-0840 248/661-4204
MN Minneapolis 55455	Center for Holocaust and Genocide Studies University of Minnesota 315 Pillsbury Drive	612/626-2235 612/626-9169
MN Minneapolis 55426	Holocaust Resource Center of Minneapolis 8200 West 33 Street	612/935-0316 612/935-0319
MN St. Cloud 56301	St. Cloud State University Center for Holocaust Education Miller Center 235 720 Fourth Avenue South	320/255-4205 320/255-4097
MO St. Louis 63119	Center for the Study of the Holocaust, Genocide, and Human Rights Webster University 470 East Lockwood	
MO St. Louis 63146	Holocaust Museum and Learning Center 12 Millstone Campus Drive	314/432-0020 314/432-1277
NV Reno 89557	Center for Holocaust, Genocide, and Peace Studies - University of Nevada University of Nevada Reno (402)	775/784-6767 775/784-6611
NV Las Vegas 89119-7520	Nevada Governor's Advisory Council on Education Relating to the Holocaust 3909 S. Maryland Parkway Suite 400	702/732-0556 702/732-3228

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

NH Keene 03435	Center for Holocaust Studies Keene State College 229 Main Street	603/358-2490 603/358-2745
NJ Teaneck 07666	American Friends of the Ghetto Fighters' House 181 The Plaza	201/833-5040 201/833-5043
NJ Mahwah 07446	Center for Holocaust and Genocide Studies - Ramapo College 505 Ramapo Valley Road	201/684-2409 201/684-7953
NJ Lincroft 07738	Center for Holocaust Studies Brookdale Community College 765 Newman Springs Road	732/224-2769 732/224-2664
NJ Morristown 07960	College of St. Elizabeth/Holocaust Education Resource Center 2 Convent Road	973/290-4351
NJ Madison 07940	Drew University Center for Holocaust Study Embury Hall	973/408-3600 973/408-3914
NJ Wayne 07470	Holocaust and Genocide Resource Center/ William Paterson University 300 Pompton Road	973/720-3429 973/725-3522
NJ Cherry Hill 08003	Holocaust Education Center of the Delaware Valley - Goodwin Holocaust Museum Weinberg Jewish Community Campus 1301 Springdale Road	856/751-9500 856/751-1697
NJ Vineland 08360	Holocaust Education Committee Jewish Federation of Cumberland County 1063 East Landis Ave. - Suite B	609/696-4445 609/696-3428
NJ New Brunswick 08901	Holocaust Resource Center at the Allen and Joan Bildner Center for the Study of Jewish Life Rutgers - State University of New Jersey	732/932-2033 732/932-3052
NJ Clifton 07012	Holocaust Resource Center of the Jewish Federation of Greater Clifton-Passaic 199 Scoles Avenue	973/777-7031 973/777-6701
NJ Union 07083	Holocaust Resource Center of Kean University Thompson Library, Second Floor Kean University	908/527-3049 908/629-7130

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

NJ Pomona 08240	Holocaust Resource Center/The Richard Stockton College of New Jersey The Richard Stockton College of New Jersey P.O. Box 195	609/652-4699 609/748-5543
NJ S. Orange 07079	Holocaust Studies in Jewish-Christian Studies Seton Hall University	973/761-9751 973/761-9596
NJ Lawrenceville 08648	The Julius and Dorothy Koppelman Holocaust/Genocide Resource Center Rider University 2083 Lawrenceville Road	609/896-5345 609/895-5684
NJ Whippany 07981	Metrowest Holocaust Education and Remembrance Council 901 Route 10	973/884-4800 x178 973/884-7361
NJ Trenton 08625-0500	New Jersey Commission on Holocaust Education N.J. Dept. of Education 100 Riverview Plaza P.O.B. 500	609/292-9274 609/292-1211
NJ Cedar Grove 07009	Society for the History of Czech-Slovak Jews, Inc. Temple Sholom of West Essex 760 Pompton Avenue	973/239-2333 973/239-7935
NY New York 10017	ADL Braun Holocaust Institute 823 United Nations Plaza	212/885-7792 212/867-0779
NY New York 10001	American Gathering of Jewish Holocaust Survivors 122 West 30th Street - Suite 205	212/239-4230 212/279-2926
NY New York 10110-1699	American Society for Yad Vashem 500 Fifth Avenue Suite 1600	212/220-4304 212/220-4308
NY New York 10012	Anne Frank Center USA 584 Broadway Suite 408	212/431-7993 212/431-8375
NY New York 10036	Auschwitz Jewish Center Foundation 36 West 44 Street - Suite 310	212/575-1050 212/575-1051

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

NY Rochester 14607	Center for Holocaust Awareness and Information (CHAI) Jewish Community Federation of Greater Rochester 441 East Avenue	716/461-0290 716/461-0912
NY Brooklyn 11229	Rabbi Leib Geliebter Memorial Foundation, Inc. 1663 East 17th Street	718/998-4437 718/998-2137
NY New York 10017	Hidden Child Foundation/ADL 823 United Nations Plaza	212/885-7901
NY Plainview 11803	Holocaust-Genocide Studies Center Plainview/Old Bethpage John F. Kennedy High School 50 Kennedy Drive	516/937-6382 516/937-6382
NY Garden City 11530	Holocaust, Genocide and Human Rights Institute Nassau Community College English Department Nassau Community College	516/572-7190 516/572-8134
NY Brooklyn 11235	Holocaust Memorial Committee of Brooklyn 60 West End Avenue	718/743-3636 718/646-1444 718/648-8143
NY Glen Cove 11542	Holocaust Memorial and Education Center of Nassau County Welwyn Preserve 100 Crescent Beach Road	516/571-8040 516/571-8041
NY Bronx 10468	Holocaust Museum and Studies Center The Stuart S. Elenko Collection The Bronx High School of Science	718/367-5252 718/796-2421
NY Cheektowaga 14225	Holocaust Resource Center of Buffalo 1050 Maryvale Drive	716/634-9535 716/634-9625
NY Bayside 11364	Holocaust Resource Center and Archives- Queensborough Community College 222-05 56th Avenue	718/225-1617 718/631-6306
NY Manhasset 11030	Holocaust Resource Center Temple Judea of Manhasset 333 Searingtown Road	516/621-8049 516/741-8920
NY Latham 12110	Holocaust Survivors and Friends 800 New Loudon Road - Suite 400	518/785-0035 518/783-1557

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

NY New York 10022	Holocaust Survivors' Memoirs Project of the World Jewish Congress 501 Madison Ave. - 17 Floor	914/722-1880
NY Huntington 11743	Institute on the Holocaust & the Law 18 W. Caner Street	516/549-5898 516/549-1223
NY New York 10014	International Association of Lesbian and Gay Children of Holocaust Survivors c/o CBST 57 Bethune Street	212/929-9498 212/620-3154
NY New York 10016	International March of the Living, Inc. 136 East 39th Street	212/252-0900 212/252-0474
NY New York 10010	International Study of Organized Persecution of Children (Sponsored by Child Development Research) 22 West 21 Street	917/305-0118
NY New York 10001	The Jewish Foundation for the Righteous 305 7 th Avenue - 19 Floor	212/727-9955 212/727-9956
NY New York 10013	The Jewish Heritage Project 150 Franklin Street 1W	212/925-9067 212/343-2553
NY New York 10010	Jewish Labor Committee 25 East 21st Street	212/477-0707 212/477-1918
NY Riverdale 10471	Manhattan College Holocaust Resource Center Manhattan College	718/862-7143 718/862-7294 718/862-7791
NY Rochester 14623	Monroe Community College Holocaust Genocide Studies Project	716/292-3228 716/292-3832
NY New York	Museum of Jewish Heritage - A Living Memorial to the Holocaust 18 First Place Battery Park City	212/968-1800 212/968-1368
NY New York 11367	The National Association of Jewish Child Holocaust Survivors, Inc (NACHOS) P.O. Box 670125 Station C	718/998-4266 718/380-5576
NY New York 10001	North American Friends of AMCHA-Israel, Inc. Seven Penn Plaza, Suite 1600	212/330-6054 212/643-1951

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

NY New York 10023	Remember the Women Institute 11 Riverside Drive - Suite 3RE	212/799-0887 212/496-8837
NY Spring Valley 10977	Rockland Center for Holocaust Studies, Inc. 17 South Madison Avenue	914/356-2700 914/356-1974
NY New York 10016	The Rosenthal Institute for Holocaust Studies/CUNY Graduate School and University Center of the City University of New York 365 Fifth Avenue - Suite 5208	212/642-2184 212/642-1988
NY Riverdale 10471	Society of Survivors of the Riga Ghetto, Inc. P.O. Box 1034	718/543-2655 914/636-3100
NY New York 10151	Thanks to Scandinavia 745 Fifth Avenue, Suite 603	212/486-8600 212/486-5735
NY New York 10001	Warsaw Ghetto Resistance Organization (WAGRO) 122 West 30 Street	212/239-4230 212/279-2926
NY Purchase 10577	Westchester Holocaust Commission 2900 Purchase Street	914/696-0738 914/696-0843
NY New York 10021	World Federation of the Bergen Belsen Associations, Inc. P.O. Box 228 Lenox Hill Station	212/339-6022 212/318-6176
NY New York 10011	YIVO Institute for Jewish Research 15 West 16 Street	212/246-6080 212/292-1892
NC Raleigh 27603	North Carolina Council on the Holocaust Department of Health & Human Services 101 Blair Drive	919/733-2173 919/733-7447
ND Dickinson 58601-4896	Holocaust Resource Center, West River Teacher Center - Dickinson State University Dickinson State University - North Campus	701/227-2129 701/227-2006
OH Columbus 43209	Columbus Jewish Historical Society 1175 College Avenue	614/238-6977 614/237-2221
OH Cincinnati 45242	Combined Generations of the Holocaust c/o Jewish Family Service 11223 Cornell Park Drive	513/469-1188 513/221-0321
OH Dayton 45415	Dayton Holocaust Resource Center 100 East Woodbury Drive	937/278-7444 937/832-2121

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

OH Cincinnati 45249	Greater Cincinnati Interfaith Holocaust Foundation 11251 Ironwood Court	513/489-1177 513/489-1176
OH Cincinnati 45220	HUC-JIR Center for Holocaust and Humanity Education Hebrew Union College-Jewish Institute of Religion 3101 Clifton Avenue	513/221-1875 513/221-1842
OH Kent 44242	Ohio Council on Holocaust Education 314 Satterfield Hall Kent State University	330/672-2389 330/672-4009
OH Sylvania 43560	The Ruth Fajermen Markowitz Holocaust Resource Center of Toledo 6465 Sylvania Avenue	419/885-4485 419/885-3207
OK Edmond 73083-0774	Holocaust Resource Center of Oklahoma P.O. Box 774	405/359-7987 405/359-6746
OR Forest Grove 97116	Oregon Holocaust Resource Center Pacific University 2043 College Way	503/359-2930 503/359-2246
PA Bryn Mawr 19010-7133	Eyes From the Ashes Box 1133	610/527-3131 610/527-9334
PA Pittsburgh 15217	Holocaust Center of the United Jewish Federation of Greater Pittsburgh 5738 Darlington Road	412/421-1500 412/422-1996
PA West Chester 19383	Holocaust/Genocide Education Center West Chester University	610/436-2789 610/436-3069
PA Reading 19612	Holocaust Library and Resource Center Albright College F. Wilbur Gingrich Library 13 th & Bern Streets P.O Box 15234	610/921-7214 610/921-7509
PA Scranton 18510	Holocaust Museum and Resource Center of the Scranton-Lackawanna Jewish Federation 601 Jefferson Avenue	570/961-2306 501/346-2306
PA Melrose Park 19027	Holocaust Oral History Archive of Gratz College 7605 Old York Road	215/635-7300 215/635-7320

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

PA Allentown 18104	Lehigh Valley Jewish Archives Holocaust Resource Center 702 N. 22 Street	215/821-5500 215/821-8946
PA Greensburg 15601	The National Catholic Center for Holocaust Education Seton Hill College	412/830-1033 412/830-4611
PA Harrisburg 17108	Pennsylvania Holocaust Education Task Force P.O. Box 499	718/238-5558 717/238-4626
PA Merion Station 19066	The Philadelphia Center on the Holocaust, Genocide and Human Rights (Formerly The Anne Frank Institute of Philadelphia) P.O. Box 10	610/667-5437 610/667-0265
PA Melrose Park 19027	Seidman Educational Resource Center of The Auerbach Central Agency for Jewish Education 7607 Old York Road	215/635-8940 215/635-8946
PA Conshocken 19428	World Federation of Jewish Child Survivors of the Holocaust (FJCSH) P.O. Box 741	610/527-1039 610/520-9283
RI Providence 02906	Rhode Island Holocaust Memorial Museum An Educational Outreach Center 401 Elmgrove Avenue	401/453-7860 401/861-9246
SC Columbia 29203	South Carolina Council on the Holocaust 617 Glenthorne Road	803/786-0134 803/786-3789
TN Murfreesboro 37132	Holocaust Studies Committee Middle Tennessee State University P.O. Box 97	615/898-2505 615/890-2285
TN Nashville 37240	Tennessee Holocaust Commission on Education Tennessee Holocaust Commission, Inc. 2417 West End Avenue	615/343-2563 615/343-1171
TN Nashville 37240	The Vanderbilt University Holocaust Art Collection Vanderbilt University 402 Sarratt Student Center	615/322-2471 615/343-8081
TX Dallas 75230	Dallas Holocaust Center 7900 Northaven Road	214/750-4654 214/750-4672

NATIONAL HOLOCAUST RESOURCE CENTERS AND ORGANIZATIONS

TX El Paso 79912	El Paso Holocaust Museum and Study Center 401 Wallenberg Drive	915/833-5656 915/833-9523
TX Houston 77004	Holocaust Museum Houston 5401 Caroline Street	713/942-8000 713/942-7953
VA Virginia Beach 23462	The Holocaust Commission of the United Federation of Tidewater 5029 Corporate Woods Drive - Suite 225	757/671-1600 757/671-7613
VA Newport News 23606-6153	Holocaust Education Foundation, Inc. P.O. Box 6153	757/930-2124 757/930-9555
VA Richmond 23226	Jewish Community Federation of Richmond Jewish Community Relations Committee 5403 Monument Avenue	804/288-0045
VA Richmond 23221	Virginia Holocaust Museum 213 Roseneath Road P.O. Box 14809	804/257-5400 804/257-4314
VT Burlington 05405	The Center for Holocaust Studies at the University of Vermont Old Mill Road A301 P.O. Box 4055	802/656-1492 802/656-1497
WA Bellingham 98225	Northwest Center for Holocaust Education Western Washington University Woodring College of Education Miller Hall 306B	360/650-3337 360/650-7516
WA Seattle 98121	Washington State Holocaust Education Resource Center 2031 Third Avenue	206/441-5747 206/956-0881
Washington, DC 20024-2156	United States Holocaust Memorial Museum 100 Raoul Wallenberg Place, SW	202/488-0400 202/488-2690
WV Morgantown 26507	West Virginia Holocaust Education Commission P. O. Box 1125 Morgantown, WV 26507	304/291-3732 304/292-0095

INTERNATIONAL AFFILIATED ORGANIZATIONS

AMCHA, National Israeli Center for Psychosocial Support of Survivors of the Holocaust and the Second Generation

National Office
23 Rehov Hillel
P.O. Box 2930
Jerusalem 94581, Israel
Tel.: 011-972-2-625-0634 F: 011-972-2-625-0669
E-mail: amcha@amcha.org

Australian Association of Jewish Holocaust Survivors and Descendents Inc.

148 Darlinghurst Road
Darlinghurst
NSW 2010 Australia
Tel.: 02-361-3678 Fax: 02-331-4245

Babi Yar Memorial Fund

252103, Kiev 103, Ukraine
7, Nemanskaya St.
Tel.: 2959604 Fax: 8.044.2287272

Beit Lohamei Haghetat - The Ghetto Fighter's House

Kibbutz Lohamei-Haghetat, D.N. Western Galilee
25220 Israel
Tel.: 972-4-995-8080 Fax: 972-4-995-8007
E-mail: Simstein@gfh.org.il

Beit Theresienstadt

Kibbutz Givat Hayim - Ihud
Mobile Post Emek Hefer
38935 Israel
Tel.: 972-4-6369515 Fax: 972-4-6369793
E-mail: bterezin@ghi.org.il

Beth Shalom Holocaust Memorial & Education Centre

Laxton, Newark
Nottinghamshire
NG22 OPA, UK
Tel.: (+44) 1623-836627 Fax: (+44) 1623-836647
E-mail: office@BethShalom.com

Budapest Holocaust Museum and Education Center

Marcus 15 ter 8
Budapest 1053
Hungary
Tel.: 351-266-9461 Fax: 361-266-9468
E-mail: office@bphm.org

INTERNATIONAL AFFILIATED ORGANIZATIONS

Cape Town Holocaust Centre

Albow Centre
88 Hatfield St. Gardens
Cape Town 8001
South Africa
Tel.: (21) 462-5553 F: (21) 462-5554
E-mail: ctholocaust@mweb.co.za

Center of the Shoah

Via Sally Mayer 4/6
20146 Milano
Italy
Tel.: 39024152149
E-mail: son.shoa@agora.stm.it

The Arnold and Leona Finkler Institute of Holocaust Research

Bar-Ilan University
Ramat-Gan 52900
Israel
Tel.: 03-5340333

Freeman Family Foundation Holocaust Education Center of the Jewish Heritage Centre of Western

Canada
C116-123 Doncaster Street
Winnipeg, MB
R3N 2B2 Canada
Tel.: 204-477-7460 Fax: 204-477-7465
E-mail: mdzipursky@aspercampus.mb.ca

Fritz Bauer Institute

Rheinstrasse 29
60325 Frankfurt am Main
Germany
+49-69-975811-0 Fax: +49-69-975811-90
E-mail: info@fritz-bauer-institut.de

Fundacion Memoria Del Holocausto

Montevideo 919
1019 Buenos Aires
Argentina
Tel.: 54-1-811-3537 Fax: 54-1-811-3588

Fundacion Museo Shoa Y Tolerancia

Cerro Colorado 5030, Of. 201
Las Condes
Santiago, Chile
Tel.: 56-2-2481147/56-2-2467309
E-mail: fundacion@bellseouth.cl

INTERNATIONAL AFFILIATED ORGANIZATIONS

Holocaust Education Center/Hiroshima, Japan (In Memory of 1.5 million Jewish children)

866 Nakatsuhara
Miyuki Fukuyama-City
Hiroshima pref.
Japan 720
Tel.: (81) 849-55-8001
E-mail: hecjpn@urban.ne.jp

Holocaust Education and Memorial Centre of Toronto

4600 Bathurst Street
Toronto, Ontario
Canada M2R 3V2
Tel.: 416-635-2883 Fax: 416-6315-5715
E-mail: holmem@feduja.org

Holocaust Education Center-State Teachers College Seminar Hakibbitzim

Namir Road 149
Tel Aviv, Israel 62057
Tel.: 972-2-6902369 Fax: 972-2-6990269

Holocaust Exhibition Project Office

Imperial War Museum
Lambeth Road
London, UK SE1 6HZ
Tel.: 0171-416 5204/5285/5286 Fax: 0171-416 5278
E-mail: lcdavies@iwm.org.uk

House of the Wannsee Conference

Am Grossen Wannsee 56-58
Berlin, Germany
Tel.: 30-805-0010 F: 30-805-001-27

Institute of Contemporary History and Wiener Library

4 Devonshire Street
London W1N 2BH
United Kingdom
Tel.: 0171-636-7247 Fax: 0171 436-6428
E-mail: lib@wl.u-net.com

INTERNATIONAL AFFILIATED ORGANIZATIONS

International Memorial Holocaust Fund “Drobitsky Yar”

P.O.B. 7055
Bat-Yam 59170
Israel
Tel.: (972) 3-6570364 Fax: (972) 3-558666
E-mail: lyakh@drobya.int.org

Jewish Holocaust Museum and Research Centre - Victoria, Australia

13 Selwyn Street
Elsternwich
Melbourne, Victoria 3185
Australia
Tel.: (03) 9528-1985 Fax: (03) 9528-3758

Lithuanian Jewry Memorial Foundation Keren Zikaron Leyahadut Lita

P.O.Box 11456
Jerusalem 91114
Israel
Tel.: 972-2-676-1010 Fax: 972-2-6450379
E-mail: rlc@shani.net

Massuah - Institute for the Study of the Holocaust

Kibbutz tel Yitzhak
45805, Israel
Tel.: 972-2-899563 Fax: 972-2-897410
E-mail: massuah@netvision.net.il

Millenium Information & Internet Solutions LTD

15 Gonen Street
P.O. Box 7577
Petach Tikvah 49170
Israel
Tel.: 03-9234235 Fax: 03-9245552
E-mail: mlenium@inter.net.il

The Montreal Holocaust Memorial Centre

5151 Cote Ste. Catherine Road
Montreal, Quebec
Canada H3W 1M6
Tel.: 514-345-2605 Fax: 514-344-2651
E-mail: mhmc@accent.net

INTERNATIONAL AFFILIATED ORGANIZATIONS

Moreshet - Mordechai Anielevich Memorial

Youth Movement Campus
Moreshet Instruction Center
Givat Haviva
M.P. Menashe 37850
Israel
Tel.: 972-4-6309201 Fax: 972-4-6309305
E-mail: meir_yk@inter.net.il

Research and Study Center/Education After Auschwitz

Wohlers Allee 58
D-22767 Hamburg
Germany
Tel.: (49) 40-431874-0 F: (49) 40-431874-80
E-mail: info@fasena.de

Russian Holocaust Research and Educational Center

Ul. Sadovnicheskaja 52/45
Moscow 113035, Russia
Tel.: 095-953-3362 Fax: 095-951-5876
E-mail: ialtman@mtu-net.ru

Swedish Holocaust Memorial Association

Box 12523
S-102 29 Stockholm, Sweden
Postgiro 421 30 48-5

Sydney Jewish Museum

148 Darlinghurst Road
Darlinghurst NSW
2010 Australia
Tel.: (61-2) 9360-7999 Fax: (61-2) 9331-4245
E-mail: sydjmus@tmx.com.au

Terezinska Iniciativa Mezinarodni Terezinske Sdruzeni

Maiselova 18
11001 Praha 1
Czech Republic
Tel.: 420-2-24826311 Fax: 420-2-24826311

INTERNATIONAL AFFILIATED ORGANIZATIONS

Tokyo Holocaust Education Resource Center

28-105 Daikyo-cho
Shinjuku-ku
Tokyo 160-0015, Japan
Tel.: 81-3-5363-4808 Fax: 81-3-5363-4809
E-mail: Holocaust@Tokyo.email.ne.jp

Topography of Terror Foundation-International and Study Center

Budapester StraBe 40
D - 10787 Berlin, Germany
Tel.: +49-30-254-509-12 Fax: +49-30-2613002
E-mail: info@topographie.de

The Uppsala Programme for Holocaust and Genocide Studies

Uppsala University
Box 514
S-751 20
Uppsala, Sweden
Tel.: (46) 18-4717196, (46) 18-4717589 Fax: (46) 18-4712363
E-mail: HaraldRunblom@multietn.uu.se

Vancouver Holocaust Education Centre

50-950 West 41 Avenue
Vancouver, B.C. V5V 2N7
Canada
Tel.: 604-264-0499 Fax: 604-264-0497
E-mail: holedctr@direct.ca

Vilna Gaon Jewish State Museum

Pamenkalnio 12
LT-2001 Vilnius
Lithuania
Tel: 370-2-620730 Fax: 370-2-227083
E-mail: jmuseum@pub.osf.lt

Yad Vashem - The Holocaust Martyrs' and Heroes' Remembrance Authority

P.O.B. 3477
Jerusalem, Israel 91034
Tel.: 972-2-644-3400 Fax: 972-2-6433511
E-mail: mshalem@yad-vashem.org.il