Raab/Goodwin
Esther Raab Holocaust Museum
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Raab/Goodwin Book Synopsis

Teaching Tolerance Book List

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Remember
Remembrance is Continuing the Resistance
NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

JCRC
Jewish Community Relations Council
of Southern New Jersey

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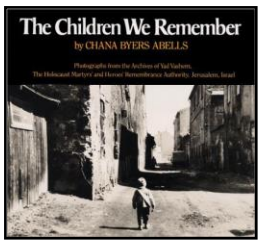
Abells, Chana Byers,
"The Children We Remember"
Story told with photos from Yad Vashem Archives and very few words of explanation–many details will need to be filled in.
Includes explicit photo of child being shot.



Grades: 3 – 5

Themes:
- Death and loss, along with courage and endurance
- Children who lived and died during the Holocaust were much like children of today–until the Nazis came

Vocabulary: Synagogues, Nazis, Jews, Holocaust (not in text)

Pre-reading:
- Discuss what children already know about the Holocaust
- Locate Europe (Germany, Poland) on map
- Look at title and examine cover photo in detail

Note: Students need to pay close attention to the photos because this story is a photo essay.

Post-reading:
- What do the photos tell us about the children's lives before the Nazis and then when the Nazis took control?
- How are the Jewish children pictured in this book like you?
- How are they different?
- Why must we never forget these children?

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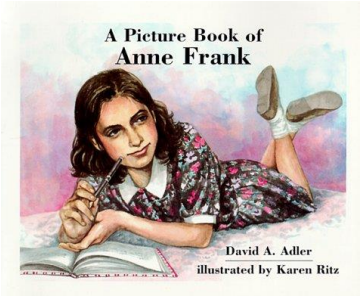
Adler, David
"A Picture Book of Anne Frank"
Illustrated by Karen Ritz



A chronicle of the life of Anne Frank, a young Jewish girl, who kept a diary during her family's attempts to hide from the Nazis in the 1940s. The author introduces Anne Frank and her family to primary grade readers. He explains Hitler's rise to power and describes the severe restrictions the Nazis placed on Jews during this period. He details life in the annex where the Franks hid for more than two years, their discovery and capture by German soldiers, and the cruelties endured by Anne and her sister at Auschwitz and Bergen-Belsen. Following the story, the author has included a note explaining how Anne's diary was published and recounts several other interesting sidelights to the story as well as a timeline of dates. Ritz's illustrations, some based on actual photographs, allow Anne's lively personality to emerge, and yet never appear undignified.

Grades: 3-5

Themes:

- Hope, promise and courage
- Living in the face of adversity and prejudice
- Ties literature to world history
- Suffering and Loss of life
- Prejudging others, intolerance

Concepts/Vocabulary:

- Yellow star, diary, Holocaust, Nazi, prejudice, annex, translated
- Hiding, refugee, typhus, tragedy
- Auschwitz, Bergen-Belsen, Hitler, chancellor

Pre-reading:

- Why do some people take risks? Have you ever taken a risk?
- Preview the illustrations and ask what feelings the illustrations convey.

Post-reading:

- How did the lives of the Frank family change when Hitler came into power?
- Why did the family feel they had to leave Germany and go to Holland?
- Can you think of any types of prejudice that people experience today?
- Did the Frank Family take a risk when they went into hiding? Were their friends taking a risk by helping them?
- What were the preparations the Frank family made before they went into hiding?
- What was the plan Mr. Frank told his family so that they would be able to find each other if they were separated?
- What were the difficulties the Frank family encountered while they were in hiding?
- What are some of the ways Anne occupied herself while in hiding? Is it like some of the things you do or not?
- What was Anne's life like after the Nazis found her and her family?
- How has Anne's diary been used for good?

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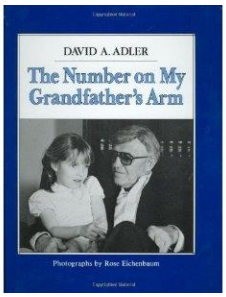
Adler, David,
"The Number on My Grandfather's Arm"



Very simple language and photographs but mature subject matter. A brief, simplified explanation of the Holocaust, as told by a survivor grandfather to his young granddaughter in response to her question about the number on his arm.

Grades: 3 – middle school

Themes:
- Hatred, prejudice, and talk can lead to the most terrible crimes
- Survivors shouldn't be ashamed; Nazis are the criminals

Vocabulary/Concepts:
Holocaust (not in story), Jews, concentration camp, Europe, Poland, Adolf Hitler, Auschwitz, Nazis, synagogue,

Pre-reading:
- Discuss what students already know about Holocaust
- Locate Europe and Poland on map
- Read title and examine cover photo. Who is telling the story? What do you think it's about?

Post-reading:
- How did Hitler and the Nazis go about their plan to murder all the Jews in Europe?
- Why did the grandfather hide the number on his arm?
- What did the granddaughter do and say to make her grandfather feel better?
- Give examples of how the photographs help you understand the story
- What might have prevented Hitler and the Nazis from murdering 6 million Jewish people?

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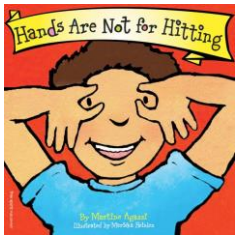


Agassi, Martine
"Hands Are Not for Hitting" *("Las Manos No Son Para Pegar")*
Book is in English and Spanish; there are activities and discussion starters in back of book.

Grades: Pre K – 1

Theme: There are many <u>good</u> things hands can do. Hitting is never okay.
There are ways to express strong feelings without hitting.

Pre-reading:
- How does it feel if someone hits you?
- Why do people hit?
- What are other ways to let your feelings out?

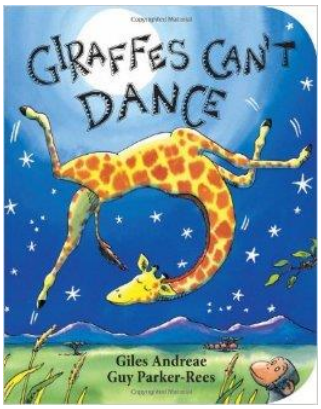
**As you read the story, stop for students to answer questions embedded in the text.*

Post-reading:
- When you are angry, what are some things you can do instead of hitting?
- Is it okay for adults to hit?
- What are some good things hands can do?

**You many want to pair this book with Coleen Paratore's "26 BIG Things Small Hands Do."*

Raab/Goodwin Book Synopsis

"Giraffes Can't Dance"
Andreae, Giles
Illustrated by Guy Parker-Rees



The focus of this book is to help students recognize that they have personal power and can choose to take control of their response to challenges. Everyone is unique! By noticing, naming and celebrating talents and abilities, we tap into the power of positive thinking and learn to treat each other with respect, tolerance, and sensitivity. Positive personal power prevents us from hurting other people's feelings and helps us avoid being the victim of hurtful behavior.

Gerald the giraffe wants nothing more than to dance like the other animals. His legs are too skinny and his knees buckle when he tries to prance, twirl and dance. At the Jungle Dance, the animals are very unkind to Gerald and make fun of his dance moves. Cricket's encouraging words help Gerald the Giraffe learn to dance to his own music.
Grades: PreK – 1
Themes:

- Positive Identity, Positive Peer Influence
- Self Esteem, confidence, do your best
- Empowerment, encourage others with kindness
- Positive values, Positive power
- Support

Concepts/Vocabulary:

- Munching, buckled, swaying, hooves
- Waltz, tango, prance, boogies, swishing, shuffling
- Elegant, clumsy, sneered, clearing, entranced
- Froze up, rooted to the spot

Pre-reading:

- Explain to the class that they are going to listen to a story about a giraffe named Gerald, who gets teased because he is clumsy and unable to dance like the other animals. However, Gerald meets a special friend who helps him.
- Ask the children if someone has ever helped them learn how to do something new.
- How did they feel when they could not do what everyone else was doing?
- How did they feel once they learned how to do it?
- Listen to the story and look at the pictures to see and hear what Gerald does in the story

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Post-reading:

- What happened when Gerald tried to dance?
- Why did he want to dance?
- How did he feel when he arrived at the dance? Why?
- Have you ever felt like Gerald - wanting to do something that everyone else could do and you weren't very good at it?
- How did it make Gerald feel when the others were unkind to him? What tone of voice did they use?
- What did the cricket do to make Gerald feel better?
- How did kind encouraging words change how Gerald felt?
- What does Gerald do to change his I can't into an I can attitude?
- What did Gerald have to do in order to become a dancer?
- Is it important that everyone is able to do the same thing well?

Raab/Goodwin Book Synopsis

"Welcome"
by Barroux

Grades: Pre- Kindergarten - 2

Three lost polar bears search for a new home in this timely book from award-winning French illustrator Barroux. It is an almost wordless book which encourages child to think carefully about the impact adults have on the environment and the need for caring and compassion for others. Needing to search for a new home, the polar bears are turned away by other animals because they are different. They find an empty island and make that a home all to themselves until three lost monkeys needing a home come along and are welcomed by the bears. Barroux's beautiful story was inspired by the ongoing Syrian refugee crisis and promotes inclusiveness and welcomeness for children!

Themes:

- Environmental changes and how they affect our lives
- Diversity, tolerance, acceptance

Concepts/Vocabulary:

- Paddling, quiet, peaceful
- Drifting away, forever,
- Scared, melting, island, empty
- Kindness, generosity, welcome

Pre-reading:

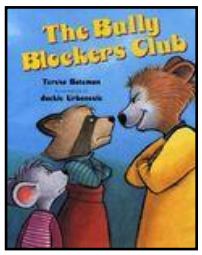
- Do a picture walk
- Why do you think the polar bears need to find a new home?
- Do you think it will be easy or hard for them to find a new home?
- Where do you think they will end up living?

Post-reading:

- What caused the polar bears to need a new home?
- How did the polar bears feel when they had to look for a new home?
- How did they feel during their search?
- What are some the reasons they were scared? eg melting ice floe, meanness of other animals, darkness, etc
- How did the other animals act when the polar bears asked if they could share their land? eg. Intolerant of others, unkind, mean
- Why do you think the other animals were unkind and unwelcoming?
- Did the polar bears act like the other animals when the monkeys needed a home?
- What are some words to describe how the polar bears acted? eg kind, generous, tolerant, welcoming
- What is the moral of this story? eg world is changing due to manmade forces and environmental changes causing people to need to be kind, accepting and tolerant of each other.

Raab/Goodwin Book Synopsis

Bateman, Teresa,
"The Bully Blockers Club"



"In this story Lotty Raccoon has a problem. That problem is a boy in her class named Grant Grizzly, who is very, very mean to her. Listen to the story to find out how Lotty feels when Grant bullies her and what she does to try to get him to stop."

Grades: K – 3

Theme:
- By standing together and being part of a caring community (club), children can stop bullies from assuming power over their victims.

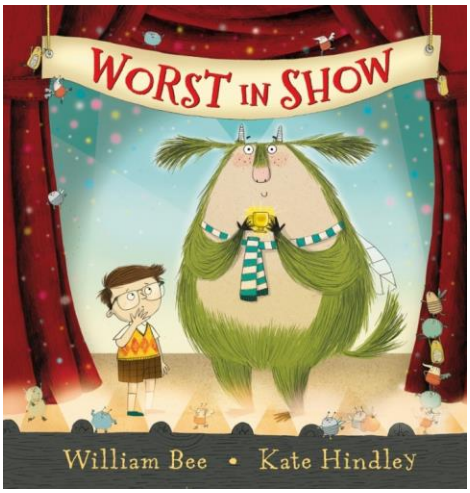
Pre-reading:
- Look at the cover. Discuss illustration and title.
- What is a bully? How would you feel if someone tried to scare you? What would you do?
- Discuss what the "Bully Blockers Club" might be.

Post-reading:
- What were some of the ways Grant bullied Lotty?
- How did it make her feel?
- What were some things Lotty did to try to get Grant to stop?
- What finally worked? What did Jerome say to give her this idea?
- Is a "Bully Blockers Club" a good idea for your school?

** Reader can leave a copy of the last page "About Bullying" for teacher to extend discussion.*

Raab/Goodwin Book Synopsis

Bee, William
"Worst in Show"



Grades: PreS -Gr.2

Theme:
Celebrating every kind of competition, friendship & appreciation of differences.
Wonderful illustrations to show students.

Pre-reading:

- What is a monster? Look at the cover of this book.
- Can you describe a monster?
- Sidney, the monster, is going to be in a competition.
- What is a "competition"?

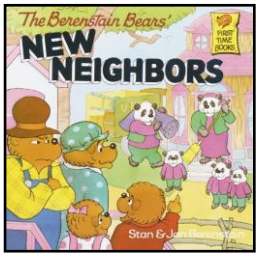
As the story is read, the words "warts", "hover" & "parasites" can be discussed.

Raab/Goodwin Readers: Please OMIT pages 17-20 when reading this book. Some teachers might feel an "inappropriate"/"poor taste" word is used and since we are guests in their classrooms, we do not want to cause any problems.

Post-reading:

- Why doesn't Sidney win any points in the competition?
- Does Sidney always try to do his best to win?
- How does Albert feel when Sidney doesn't win in any of the four rounds?
- What title did Sidney & Albert win at the end of the story?
- How do Albert & Sidney feel about winning the title "Worst in Show?"
- Did you enjoy this story?

Raab/Goodwin Book Synopsis



Berenstain, Stan and Jan,
"The Berenstain Bears New Neighbors"

Grades: K – 3

Themes:
Pre-judging can lead to prejudice
Our words and actions affect others

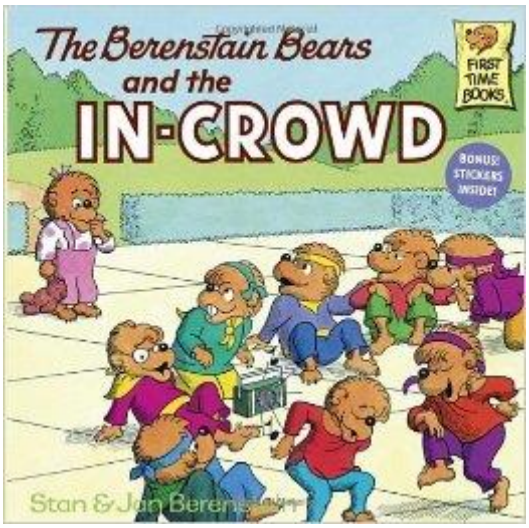
Pre-reading:
- Do you feel excited when new neighbors move to your street?
- Do you hope they are like you, or different?
- How would you welcome the new neighbors?

Post-reading:
- Which Bear was worried about the new neighbors?
- Why was Papa Bear worried?
- What did Papa Bear learn at the end of the story?

More teaching suggestions in the New Jersey Commission on Holocaust Education: Caring Makes a Difference K-4th Grade Curriculum Guide

Raab/Goodwin Book Synopsis

BERENSTAIN, Stan & Jan
"The Berenstain Bears and the In-Crowd"



Grades: 1-3

Themes:
- excluding others
- peer pressure
- standing up for yourself
- being confident, assertive & happy with who you are

Pre-reading:
- What is a "clique"?
- What is "peer pressure"?
- What is a "put down?"

Post reading:
1. What did Queenie McBear say to Sister Bear when Sister asked to join the group?
2. How did Sister Bear feel when she got home?
3. Why did Mama Bear buy Sister some new clothes?
4. Did Sister like the new outfit? What did she say to Mama Bear?
5. What lesson did Queenie learn at the Double-Dutch Tournament?
6. What lesson did Sister Bear learn in this story?

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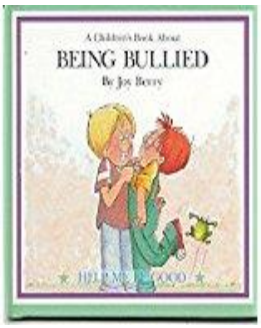


Berry, Joy,
"A Children's Book About Being Bullied"

Grades: K-3

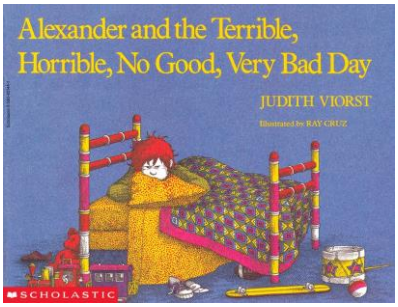
Themes:
Definition of bullying
How to deal with a bully

Pre-Reading:
- 1. What does it mean to be bullied?
- 2. Have you ever been bullied?
- 3. How did it make you feel?

Post-Reading:
- 1. What do you think is the best way to deal with a bully?
- 2. Who can you go to for help?

Raab/Goodwin Book Synopsis

"Alexander and the Horrible, No Good, Very Bad Day" by Judith Viorst



Have you ever had an awful day? This is a story about a boy named Alexander who is having a terrible day. Like Alexander, everyone has a bad day once and a while. It seems like just about everything that can go wrong, does.

Grades: PreK to 2

Themes:
- Determination and perseverance
- Friends and friendship
- Developing empathy, understanding the needs of others
- School life
- Friends and friendship

Concepts/Vocabulary:
- Elevator, invisible, plain, mistake, scolded
- Connections, being nice to others, caring for and helping others
- Bystander – watching others from the sidelines, being bullied or in need and doing nothing
- Feeling ignored

Pre-reading:
- Using the cover, ask children to make predictions regarding the story.
- Tell the children about a bad day you may have had and what experience made it a bad day.
- Ask if anyone has ever had a bad day and why.

Post-reading:
- Name some of the things that made Alexander have a terrible day.
- Did anyone help Alexander that day?
- Alexander's friends are not always nice to him – they tell Alexander they don't want to play with him and they leave him out when they are playing games. Why isn't this the way friends should treat each other? How should good friends treat one another?
- At recess, Alexander's friends Philip, Albert, and Paul, don't want to play with Alexander. Although Alexander keeps trying to play with his friends, they exclude him from their games. Alexander finally asks his friends why they are being so mean to him, and Paul responds by telling Alexander that he used to be his best friend, but now he's his third best friend and, therefore, doesn't want to play with Alexander. How do think Paul's comments and the boys actions made Alexander feel?

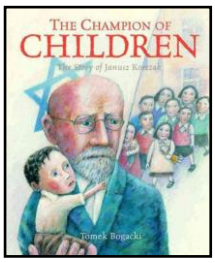
- Why does Alexander think he should move to Australia?
- How can you change from being a bystander to being a good friend and show empathy?
- Who helps Alexander realize that even though he did have a terrible, horrible, no good, very bad day, that this day too shall pass, and tomorrow is a new day with a new start...and it probably won't be so bad.

Activity:

- Distribute paper and have children draw a happy face. Or provide them with copies of pre-drawn happy faces
- Explain that they can use a happy face to be nice to others. Sometimes we see other classmates being bullied. Perhaps someone has said or done something mean to them, and we aren't sure what to do to make the victim feel better. Sometimes we stand up for that person. Sometimes we do nothing. Tell your students that doing nothing is no longer an option — because they have Happy Faces.
- Tell them that whenever they see someone who needs some extra cheer, they can give them a happy face and say something kind to them.

Raab/Goodwin Book Synopsis

Bogacki, Tomek,
"The Champion of Children—the Story of Janusz Korczak"



Grades: 3 – 5

Theme:
How one courageous man dedicated and *gave* his life to create a better world for suffering children and how his spirit continues to inspire people all over the world

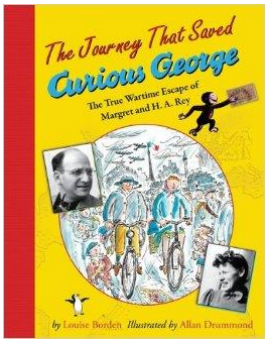
Vocabulary/concepts:
Holocaust, orphanage, Jewish, ghetto, concentration/extermination camp, Treblinka

Pre-reading:
- Have students share what they know about the Holocaust
- Locate Germany, Russia, Poland, and Warsaw on a map
- Read the title and examine the cover illustration. What do students notice? (Jewish star, expression on faces…)
- Listen to the story to find out what is happening in this cover picture. Also listen to find out what makes Janusz Korczak a hero. He wanted to be king when he was a little Boy– what did he become?

Post-reading:
- Why did Janusz want to be king when he was a little boy?
- What was life like for the children in Korczak's orphanage *before WWII*? What did Korczak teach the children? How did he run the orphanage *compared* to the schools he attended as a boy?
- How life change for Korczak and the orphans did after the Nazis took control in 1939?
- What happened to Korczak and the children in 1942?
- Why does Janusz Korczak continue to be an inspiring hero for us today?
- What are some of his character traits that you hope to possess?

Raab/Goodwin Book Synopsis

Borden, Louise
"The Journey That Saved Curious George: The True Wartime Escape of Margret and H.A.Rey"



Grades: 3-7, with the caveat that older children and even adults may enjoy reading it because of their affection for Curious George
Note: The book is longer than the typical picture book. The first part took twenty minutes to read out loud without interruptions, and the second portion fifteen minutes. This would be a delightful book for teachers to read in the classroom over several sessions OR for a Guest Reader to use by summarizing the first part, and then reading the second part.

Themes: Upstanders, victims, refugees, World War II, geography, primary resources, advantages of multi-lingual education,

Vocabulary
Part I:"Two Artists" Kaiser, marmoset, etched, rue de, cabaret, critic, manuscript, accents, chateau, neutral country, illustration, Typesetters, francs, *blitzkrieg*

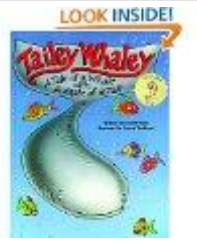
Part II "Escape from Paris" metro, refugees, war zones, Identity Cards, Visas, consulate, passports, francs, blackout cloth, prefecture, sandbags, barricade, tenants, *velo*, manuscripts, stragglers, kilometer,Nazi, swastika, emigres, satchel, neutral, gangplank, bow, porthole, harbor, constellations, tugboat, continent

Prereading
- Bring in a Curious George Book, Ask how many of the children have heard Curious George. Explain that the authors were German Jews, and why they had to leave Germany. Ask students to watch for the "helpers" along the way.
- For teachers who may use this for an integrated educational experience, please visit the books site for incredible lesson plans for geography (including mapping the Rey's journey) making a timeline.
- The issues are really developed in the illustrations, and there are many primary sources pictured.

Postreading
- Discussion could include the people who helped the Reys, did the Reys have an advantage over other refugees, depending on the age group mention may be made of the likely future of the Reyes had they not left.
- The illustrations also point out facts not mentioned in the text. For example-the Reys sold their bikes for 650 Francs and were resold for 1000. The plight of the refugee could be discussed.

Raab/Goodwin Book Synopsis

Boyle, Charles,
"Tailey Whaley: A Tale of a Whale with a Whale of a Tail"



Grades: K – 2
Theme: It can take time to learn how to be friends
Every friend is different &special.
A true friend is a treasure.

Vocabulary: pod, harpoon boat, bully

Pre-reading:
- Read title and show cover. Ask what students they notice.
- This is a story about bullying and friendship. The other little whalesbully TW because he's different. Discuss bullying—why bully; how does it make the victim feel; what can a victim do…
- Is being different a bad thing? Can children who are different from each other become good friends? How do friendships form?
- "Listen to the story of TW to find out what important lessons the bullies learned from TW."

Post-reading:
- Why do TW & his mom Kailey leave the pod?
- How did TW save the whales that had once made him sad & lonely?
- What do TW's decisions & actions tell you about him? Examples.
- What lessons did TW teach the whales who had bullied him?

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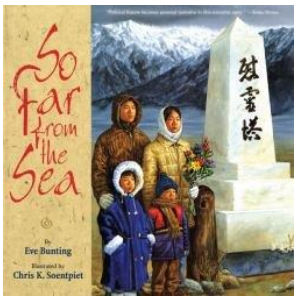
Bunting, Eve
"So Far from the Sea"



Laura Iwasaki's grandfather was among the 10,000 Japanese Americans interned at the Manzanar War Relocation Camp in CA in 1942. The family visits his grave there for the last time in 1972 before they move to Boston.

Grades: 4 – 6

Theme:

- Anger and fear can lead those in power to make decisions that harm and do wrong to innocent people.
- It's important to remember the horrible effects of war and prejudice.

Vocabulary: Relocation camp, barbed wire, obelisk, dignity, origami, barracks

Pre-reading:

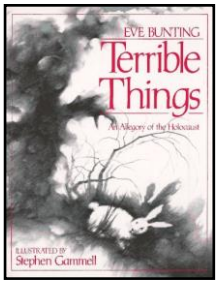
1. Students comment on <u>title</u> and <u>front</u> and <u>back</u> cover illustrations.
2. Fill in background information about WWII—Japanese attack on Pearl Harbor leading FDR to authorize placing all people of Japanese ancestry living on West Coast in relocation camps in 1942.
3. How would you feel if you were a Japanese-American treated like an enemy and imprisoned in a relocation camp?

"In this story, 7 year old Laura Iwasaki and her family visit her grandfather's grave at the Manzanar War Relocation Camp in CA. The family is moving to Boston, so this may be their last visit. Laura never knew her grandfather, but she loves him and wants to leave a special gift for him. Listen to the story to find out what she leaves and why. Also, listen to find out why author Eve Bunting chose the title <u>So Far From the Sea</u>.

Post-reading:

1. What did Laura leave at her grandfather's grave?
   What was its significance?
2. Why is <u>So Far from the Sea</u> a good title for this story?
3. Describe the Manzanar War Relocation Center in 1942 and now.
4. What can we learn from this dark period of our history?

Raab/Goodwin Book Synopsis



Bunting, Eve,
"The Terrible Things: An Allegory of the Holocaust"

This is probably the most widely used picture book to introduce children to the Holocaust

Grades: 3 - middle school

Theme:

- Don't be a "bystander" - speak up for what is right and help your friends.

Pre-reading:

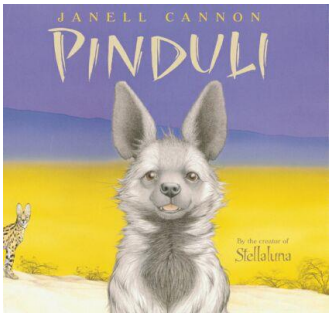
- Discuss bullies and how you would act if someone bullies you or your friend.
- Explain the word "bystander" and have 3 children role-play (one bully, one friend and a "bystander")
- Ask: How does it make you feel when your friend is bullied and you do nothing?
- What could you do to help your friend?
- Why should you help?

Post-reading:

What could the animals do differently if the "Terrible Things" came again? (You could use the word "upstander" for "stand up for what is right").

Raab/Goodwin Book Synopsis

Cannon, Janell
"PINDULI"
Grades: 2 – 4
Theme: What we say to one another matters; what others say affects us for better or worse.



Pre-reading:

- Show the book cover and ask if someone would like to read the title.
- Explain that the title is the name of the animal shown.
- Ask the children if they know what type of animal this is.
- If they haven't guessed correctly see if they can recognize the spotted mother hyena shown in the background on the front cover.
- Ask if they know what part of the world hyenas come from.

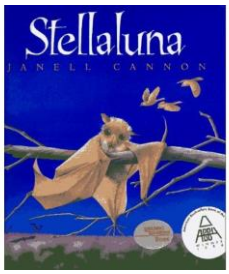
Post-reading:

- What do the dogs say to Pinduli? How does this make Pinduli feel?
- What does the lion say? How does this make Pinduli feel?
- What do the zebras say? " " " " " "
- What does Pinduli do because he's upset about what everyone has said?
- What do all the animals think when they see the changed Pinduli?
- Why did the animals say mean things to Pinduli?
- What happens at the end of the story?
    - What does mother hyena tell Pinduli? How does this make Pinduli feel?
    - Should we say mean things to one another?
- What can you do if someone says something mean to you?
        - Some things to try:
- Ignoring, Laughing and saying something like, "That's funny!" Say (or make up) a funny sounding word like, "Pumpernickel"! and walk away.
- Say, "I know it's a beautiful day!" and then quickly walk away. (You can say this even if it's raining or snowing out which makes it funny and will confuse the person saying the mean thing!)
- Say that it hurts you when this is said and that the person should stop saying it.
- Say, "Do you like it when someone says something mean to you?"
- If the person keeps on saying mean things and you're really upset get a grown-up to help you
- You can demonstrate using some of the ideas for what to do by letting the children say "mean" things to you.

Raab/Goodwin
Esther Raab Holocaust Museum
& Goodwin Education Center

Raab/Goodwin Book Synopsis

Cannon, Janell,
"Stellaluna"



Grades: 1 – 4

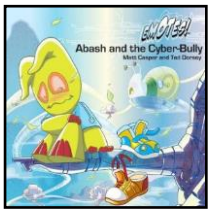
Theme:
Friends can be very different from each other, yet share the same feelings and be very much alike in important ways.

Pre-reading:
- Look at the picture on the cover. What do you notice?
- Listen to find out how Stellaluna, who is a baby fruit bat, landed in the nest of 3 baby birds. Also listen for the ways bats and birds are different from each other.

Post-reading:
- What caused Stellaluna to land in the baby birds' nest?
- How was Stellaluna different from Flap, Flitter, and Pip?
- How were they alike?
- What lesson can we learn from Stellaluna and the birds?

Raab/Goodwin Book Synopsis

Casper, Matt,
"Emotes! Abash and the Cyber-Bully"



Grades: 4-6

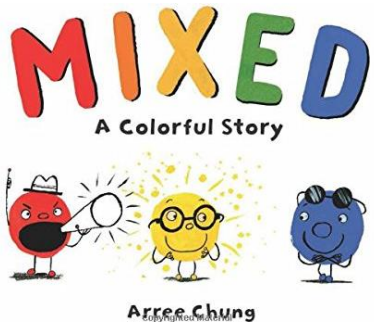
Theme:
Cyber-bullying

Synopsis:
This story is about imaginary creatures called Emotes who were created when energy from all the internet users split into these unique beings who each represent a different emotion. One character is bullied by another who captured him falling down and wearing two left shoes on his camera and then posted the pictures on various communication devices in the school. Eventually the bully was "outted" and he apologized. All is forgiven. The vocabulary is very timely and pertinent to the texting language the children use today.

Post reading:
- Pages 28 & 29 have good question for class discussion on what Cyber-bullying is and what you can do if you find that you are being bullied.

Raab/Goodwin Book Synopsis

"Mixed - A Colorful Story"
Chung, Aree



Grades: PreK - 3
The reds, the yellows, and the blues all think they're the best in this vibrant, thought-provoking picture book, with a message of acceptance and unity. In the beginning, there were three colors . . .reds, yellows, and blues. All special in their own ways, all living in harmony—until one day, a Red says "Reds are the best!" and starts a color fuss. When the colors decide to separate, is there anything that can change their minds? Each believing that their hue is the best, the three primary colors live in separate parts of the city until Yellow and Blue meet, fall in love, and decide to mix.

Themes: Color, tolerance, prejudice, close mindedness

- Embracing differences
- Harnessing our differences to create greatness
- Beauty of diversity

Concepts/Vocabulary:

- Living harmoniously
- Loudest, brightest, coolest, calm
- Color harmony
- Disagree, respond, separate, grumpy, boastful
- Inseparable, vibrant, created, mixed
- Neighborhoods, fascinated, new possibilities

Pre-reading:

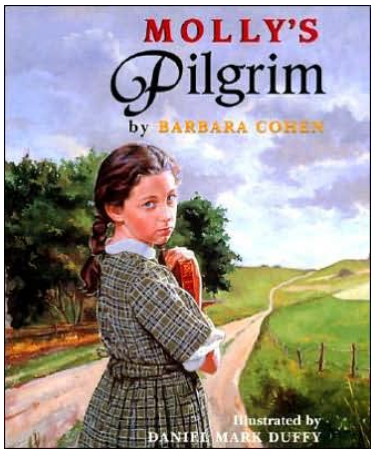
- Do a picture walk, asking students what they see in each picture.
- Establish and name three beginning colors.
- Ask for predictions

Post-reading:

- Ask the students to name the characteristics of each color.
- How did the colors live? Separately, in different neighborhoods
- Did the colors like each other? Were they indifferent to each other?
- Why did each color feel they were better than the others?
- What brought the colors together?
- How did the other colors feel when yellow and blue became friends?
- How did they feel about green?
- After seeing green, what did the other colors do and how did they behave?
- What is the message in the story and how can it apply to you?

Raab/Goodwin Book Synopsis

Cohen, Barbara
"Molly's Pilgrim"



Grades: 3-6

Molly and her family are Jewish and have moved to America from Russia. Molly's mother says they moved to find freedom. The children in Molly's third grade class make fun of her accent and clothes. At Thanksgiving the teacher asks the children to bring in a pilgrim doll to class. The doll Molly's mother makes looks like a Russian peasant girl. It doesn't look like the pilgrims Molly sees in her textbook. Molly is afraid she'll never fit in with her classmates now. When Molly brings the doll to school, something wonderful happens to make Molly and her classmates learn the true meaning of Thanksgiving.

Themes:
- Name calling is a form of bullying and can be very hurtful
- Being new and different makes it difficult to fit in
- There can be many kinds of 'pilgrims'

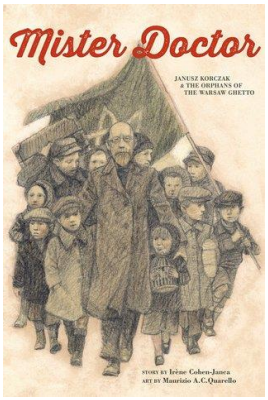
Concepts/Vocabulary:
- Pilgrim, religious freedom, tenement, embroidered kerchief, synagogue
- Pronunciation of Yiddish words in the book: Shaynkeit [*shane-kite*]; Malkeleh [*moll-kah-lah*]; Nu [*new*]; Oi [*oy*]

Pre-reading:
- Explain that this book is about Molly who is Jewish and comes from a different country and is starting a new school and will face many challenges.
- How do you suppose a child feels when he/she is just starting a new school and and doesn't look like or speak like the other students?
- How does it feel to be teased?

Post-reading:
- Discuss 'bullying'. Explain that name calling is a form of bullying and hurts just as much as punches and kicks.
- Why do you think Elizabeth picks on Molly?
- What should you do if you know that someone is picking on someone else just because he/she is different?
- How are pilgrims from the past like the pilgrims of today? How are they different?

Raab/Goodwin Book Synopsis

Cohen-Janca, Irène
"Mister Doctor"
Illustrated by **Maurizio A.C. Quarello**



Nothing—not even the chance to live—makes Dr. Korczak abandon the children of the Warsaw Ghetto. This profoundly moving illustrated book is based on the true story of the celebrated Polish educator, writer, and doctor Janusz Korczak. His works inspired the Universal Declaration of the Rights of the Child, which was adopted by the UN in 1959. With mood-setting artwork and lyrical text, Mister Doctor allows young readers to meet the remarkable man whose humanity and bravery still stand as a glimmer of light in one of history's darkest periods.

Grades: 4 to 8

Themes:
- Leaving home for life in a ghetto
- Courage/bravery
- Death/loss
- Dr. Korczak's humanity, respect and kindness

Concepts/Vocabulary:
- Holocaust, war, history, ghetto, disease, starvation
- Crowded conditions, arrest, orphans, orphanage
- Star of David, Nazis, invasion, Poland, Warsaw Ghetto

Pre and during reading:
- How do adults help you? Brainstorm ways and note on chart paper or chalkboard, e.g. care, food, safety, education, love, rules, encouragement, etc
- Who are the adults who help you? E.g. parents, teachers, friends, community workers, etc.
- What if you had to depend on one adult for everything and had to share that one adult with many other children (170 in this story)?
- Let's look at the cover and describe the feeling you get from the drawing? Examples of concepts:
    1. The children look like they are going somewhere with only what is most important to them
    2. The man looks determined and brave and kind
    3. The children's clothes look old fashioned. Maybe this happened a long

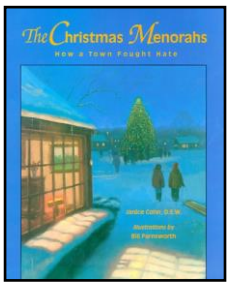
time ago
4. The flag has a Star of David. Maybe the man and the children are Jewish

- What's the setting? – Warsaw, Poland, 1940-1942- when the Nazis invaded Poland
- Explain life in a ghetto- no hospitals, no schools, crowded conditions, starvation, illness
- Describe the characters – Dr. Korczak and the orphans he protects
- Review the photos – the illustrator has used several historical photographs that give readers a feel for how the people and places really looked.

Post-reading:

- What are some connections you can make about children who lived during the war and the present?
- Make a timeline of the events in the story
- Are there any places depicted in the illustrations that remind you of current day places?

Raab/Goodwin Book Synopsis



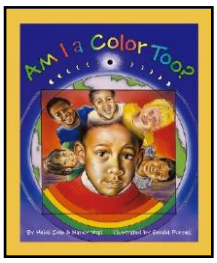
Cohn, Janice, DSW,
"The Christmas Menorahs: How a Town Fought Hate"
The people of Billings, Montana joined together to fight hate crimes against a Jewish family. Cohn's story is based on real events that took place in 1993 and tell how Billings was inspired to take action by stories of the Danish people helping their Jewish neighbors during World War II.
(See complete lesson plan inside the book cover)

Grades: 1 – 6

Theme:
Hate crimes, prejudice, taking a stand.

Raab/Goodwin Book Synopsis

Cole, Heidi & Vogl, Nancy,
"Am I a Color Too?"
This book is written in rhyme and has beautiful realistic pictures.



Grades: Pre-school – 4

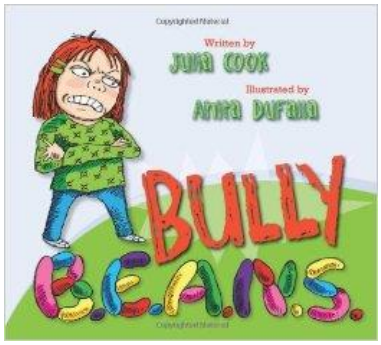
Theme:
Valuing the traits and uniqueness of all human beings; looking past skin color to the person on the inside.

Pre-reading:
- Discuss the cover of the book and the many colors of the children's faces. Ask them to look at each other's faces. Ask, "Can you see the person inside the rainbow of different facts?" "Let's listen to Tyler's poem."

Post-reading:
- What is Tyler's message to you?

Raab/Goodwin Book Synopsis

Cook,Julia
"Bully B.E.A.N.S."
Grades: K-3



Bully B.E.A.N.S. is a fun story that teaches children to become proactive when it comes to bullying. This book can help children and adults understand why bullying happens and what they can do to stop it. It captures how children and adults can find courage and proactive solutions to prevent bullying.

Themes:

- What is bullying? Bullying is something that is done repeatedly (more than once) on purpose to someone they feel they can make feel threatened or scared. It can be physical (hitting, kicking, etc.), spoken (name calling, spreading rumors, telling lies about someone, gossiping, etc.) or written (notes, social media, emails, etc.)
- Simple ways to resolve conflict
- Situations where it is appropriate to seek help and who to turn to for help in those situations

Concepts/Vocabulary:

- Repeated, intentional, imbalance of power
- Courage, reporting

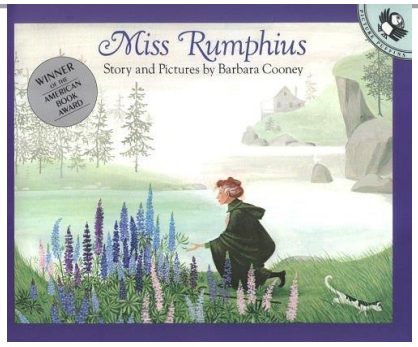
Pre-reading:

- What type of behavior is appropriate at school?
- What type of behavior is inappropriate?
- What are the consequences of inappropriate behavior?
- What do you do if a classmate is behaving inappropriately?

Post-reading:

- Who was the bully?
- How did she make the others feel?
- What did Bobbette do to make the others feel scared and threatened?
- How often did Bobbette bully the others?
- Why was Bobbette a bully?
- What did Bobbette make Winston do?
- How did the others stop Bobbette? Did they report the bullying to an adult?
- How did eating the jelly beans help the children change their behavior towards a bully?
- How did Bobbette react to the children's new behaviors?
- What are the types of behaviors in this story that need to be stopped?
- Why is it important to tell an adult when you or someone you know is being bullied?
- How do we help others who are being bullied?

Raab/Goodwin Book Synopsis



Cooney, Barbara
"Miss Rumphius"

Miss Rumphius' Grandfather tells her to make the world more beautiful. She has difficulty coming up with a way to do this until she plants Lupine and the wind carries the seeds. The next summer she travels, spreading Lupine seeds. Later, at the conclusion of the book, she presents the same challenge to her great niece. The story of Alice Rumphius, who longed to travel the world, and do something to make the world more beautiful, has a timeless quality that resonates with each new generation. The countless lupines that bloom along the coast of Maine are the legacy of the real Miss Rumphius, the Lupine Lady, who scattered lupine seeds everywhere she went.

Grades: K - 3

Vocabulary:
Lupines, Stoop, Wharves, Figureheads, Bristling, Masts, Prows, Conservatory, Jasmine, Cockatoos, Lotus, Headlands, sowing, porridge

Themes:
~Making the world more beautiful - what does this mean and how do we do this?
~Every person has values or principles - how do we acquire them?

Questions for Discussion

***On making the world a more beautiful place:**
Miss Rumphius' grandfather tells her that she must make the world more beautiful

1. What does Miss Rumphius' grandfather do to make the world more beautiful?
2. What does Miss Rumphius do to make the world more beautiful?
3. Are there other ways to make the world more beautiful? Explain.
4. Is there a right or wrong way to make the world more beautiful?
5. Name something that you think is beautiful. What would you do to make it more beautiful?
6. Does making something more beautiful make it better?
7. Can you make a person more beautiful? Does that make a better person?

***On Friendship:**
When Miss Rumphius travels to Faraway places she meets many different people who become her friends

1 What does the Bapa Raja give to Miss Rumphius?
2 Why did Miss Rumphius become friends with him?
3 What do you like about the people who are your friends.
4 Is it possible to be friends with somebody who you know you probably won't see again?
5 What is it about a person that makes them your friend?

Vocabulary with definitions:
1. Lupines- (tall flowers that grow in a cone shaped cluster. Usually, purples, pinks & blues).

2.Stoop- (A porch)

3.Wharves- (A structure built on the shore projecting out into the harbor).

Figureheads- (A carving of a figure at the prow of an old sailing ship.)

4.Bristling- (Stiff and spiky)

5.Masts- (A tall upright post on a boat cruise ship carrying the sail).

6.Prows - (The front of a ship)

7.Conservatory- (A glass building where exotic plants and flowers can grow and thrive.)

8.Jasmine (scent) a fragrant flower

9.Cockatoos- (A type of parrot)

19.Lotus-Eaters (lazy creatures devoted to pleasure and luxury)

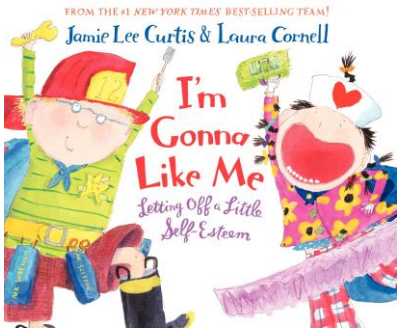
11.Headlands - (points of high land that stick out into a body of water.)

12.Sowing - (process of planting seeds)

13.Porridge - (soft food made of greens boiled in milk or water)

Raab/Goodwin Book Synopsis

"I'm Gonna Like Me"
written by Jamie Lee Curtis illustrated by Laura Cornell



A girl and a boy, both full of personality, share their feelings about who they are. They stay positive through their ups—when they know the right answer and do their chores—and their downs—when they make a mistake or get chosen last on a team. Their perceptive and often funny insights will help readers and listeners make their own paths of self-discovery and incorporate a good dose of self-appreciation. Author Jamie Lee Curtis looks to the source of what makes children feel comfortable in their own skin. Illustrator Laura Cornell pictures the perky rhymes being delivered by a pair of young protagonists confident enough to shake off embarrassment and to feel proud of personal achievements. The book alternates between girls and boys point of views as they explore their physical attributes and personalities.

Grades: PreK to 1

Themes:
- Liking oneself
- Feeling secure in various situations
- the key to feeling good is liking yourself because you are you
- confidence, self esteem
- everyone makes mistakes
- politeness and morality

Concepts/Vocabulary:
- Situations
- Confidence
- Narrators
- plaid: checkered fabric
- fad: short-lived fashion
- inches: unit of length, small amount
- pebbles: small round stone
- octopus: sea animal with eight arms
- task: job assigned to somebody

Pre-reading:
- Let the class know that the characters in this book like themselves in many different situations.
- What is your favorite thing in the world?
- I wonder what the boy/girl are dressed as.
- Ask the students to share something that they like about themselves.

- Ask children for predictions on what they think the book is about and how it will end.

Post-reading:

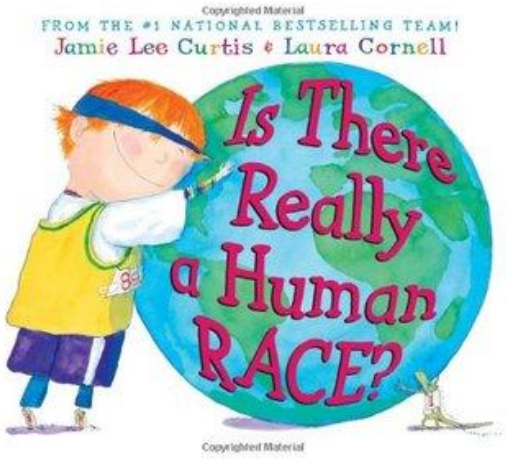
- What makes you feel good?
- Do you like yourself?
- How do you think the boy/girl in this book felt about themselves? How did they feel when they answered questions in school?
- What were some things that they did to help others?
- What did they do when they made mistakes?
- Have you ever shared your lunch with someone or your seat on the school bus?
- Have you ever shared your toys with someone?
- Have you ever done something brave eg going to camp or school when you didn't want to go?
- How did sharing and being brave make you feel?
- What's one mistake you have made and who did you talk to about it?

Activity:

- Ask children to think for a moment about who they are and to create a picture of something they like about themselves. Display the pictures with captions in the children's own words.
- Everyone makes mistakes! It's helpful to children of any age to see that they are not alone. Challenge children to think of one mistake they've made that they can write down or illustrate. Then make a mistake line (similar to a number line or time line) to hang up around the classroom. Remember to talk about what people can do about mistakes.

Raab/Goodwin Book Synopsis

Curtis, Jamie Lee and Cornell, Laura
"Is There Really a Human Race?"



Theme: Play on words using 'human race' as the group we belong to, as well as an actual race. As the book is described, the human race is about "relishing the journey and making good choices along the way--because how we live and how we love is how we learn to make the world a better place, one small step at a time."

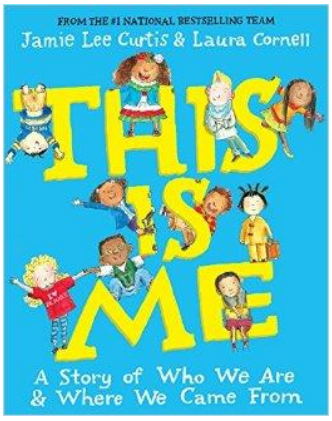
Vocabulary: human race, relay, obstacle course

Pre-reading:
~ Have you ever been in a race?
~ What kinds of races have you seen or been in?
~ Read title and show cover. What do you notice?
~ What do you think this book might be about?
~ "Now listen to this story while you think about how it talks about the human race."

Post-reading:
~ What do you think the book meant by the 'human race'?
~ How can those words have two meanings?
~ What can we do to help others as we are all part of the human race?
~ What are some ways we can make good choices in our lives? What good choices do you try to make?

Extension Activity:
Sit on the floor in a circle. Pass a beanbag from student to student in a relay. The student who has the beanbag can offer a way to help the human race- including a classmate, teacher, family member, teammate, etc.

Raab/Goodwin Book Synopsis



Curtis, Jamie Lee and Cornell, Laura
"This Is Me"
Grades: Pre-K to 2

In This Is Me, a teacher tells her class about her great-grandmother's dislocating journey from home to a new country with nothing but a small suitcase to bring along. This story of immigrants, differences, and acceptance contains an important message and is pertinent to today. The illustrations represent unique and ethnically diverse children; the font is large; there's rhyming; and the story teaches an important lesson about a child's immigration experience. This book could either pair with a discussion about refugees or even just in getting children to relate to stories of immigrant ancestors.

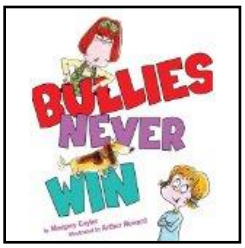
Themes:
- Who am I?
- Immigration – current refugee families
- Immigration – ancestors
- A story about immigration and how little some immigrants get to bring items with them when they move to a new place.

Concepts/Vocabulary:
- immigrants, multicultural, families, rhyme, diversity, rhythm
- leaving your home – by boat, airplane, etc
- ancestors

Pre-reading:
- Imagine you were leaving your home for a new country and could only bring along what would fit into a small suitcase. What would you bring knowing that you are never coming back?
- Is there anything in your suitcase that would best describe you?

Post-reading:
- Think about how you are like or different from your ancestors
- After reading the story and hearing what others would take, now think about what you would take that best represents them as an individual.
- Students can fill their own imaginary suitcases with items they would take with if leaving their homes to emigrate to a new country

Raab/Goodwin Book Synopsis



Cuyler, Margery,
"Bullies Never Win"

Grades: K-3

Themes:
How words can hurt us
Believing in yourself
How to react to bullying

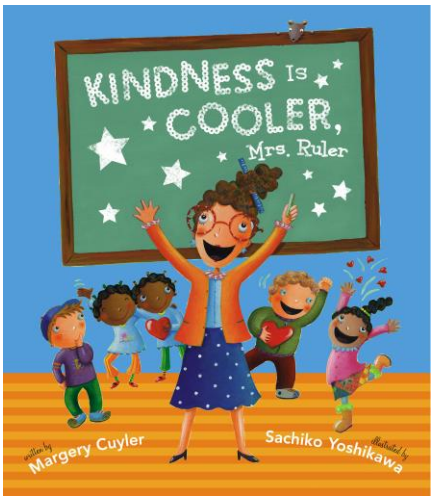
Pre-Reading:
- What is a bully?
- 2. Have you ever encountered a bully?
- 3. What did you do?
- 4. Let's see what the girl in this story does.

Post-Reading:
- Who was the bully in this story?
- 2. How did Jessica react to the bully?
- 3. What would you have done?
- 4. How grown-ups can help

Raab/Goodwin
Esther Raab Holocaust Museum
& Goodwin Education Center

Raab/Goodwin Book Synopsis

"Kindness is Cooler, Mrs. Ruler"
by Margery Cuyler Illustrated by Sachiko Yoshikawa



When Mrs. Ruler asks five of her kindergarteners to miss recess, she's got a special plan up her sleeve. She's about to teach a new golden rule: KINDNESS IS COOL! Even kindergartners can make a difference when they all work together to do acts of kindness. Mrs. Ruler's class builds a kindness bulletin board but they soon find that their classroom isn't big enough to show the many different ways that students can be kind to others. Author Margery Cuyler inspires children of all ages to have a heart and pay kindness forward.

Grades: K to 2

Themes:

- Encouraging others
- Pay-It-Forward
- Acts of Kindness
- Service Projects

Concepts/Vocabulary:

- Kindness: *doing something nice or good or caring for someone else*
- Count on me: *do what is expected, or what was promised to do*
- Shelved books*: to put the books away on a bookcase*
- Puppy chow: *food for a young dog*
- Skinned her knee: *scraped the skin off her knee, a boo-boo*
- Ran for cover: *what you might say when running away for protection*
- Scowled: *to make an angry frown*
- Good Deed: *a good act, action or work*, *Doing something nice for someone else*
- Grated (cheese): *to rub against a tool with small sharp edges, cutting the cheese into small pieces*
- Blackboard: *smooth, hard writing surface to write on with chalk. Sometimes it's black.*
- Cane: *a stick that helps someone walk*
- Bravo: *a saying that means good or well done*
- Exclaimed: *to say in a loud voice,* Congratulate: *to praise when a good thing happens*
- Gerbil: *small mouse-like creature with a furry tail*
- Community: *your neighborhood. Usually includes homes, schools and businesses*
- Hooray: *something you say when you are excited or encouraging someone*
- Manners*: proper behavior, polite conduct*

Raab/Goodwin Book Synopsis

Pre-reading:

- Tell the students that this story is about a kindergarten class, whose teacher's name is Mrs. Ruler, but the concept of being kind and doing good deeds can applies to all grades and adults.
- The class' goal is to do 100 acts of kindness. Do you think that they can meet their goal? What are some ways they can keep track of their acts of kindness to determine if they meet their goal?
- Do you think it is a good quality to be kind? Why or why not?
- What are some kind things that anyone can do?

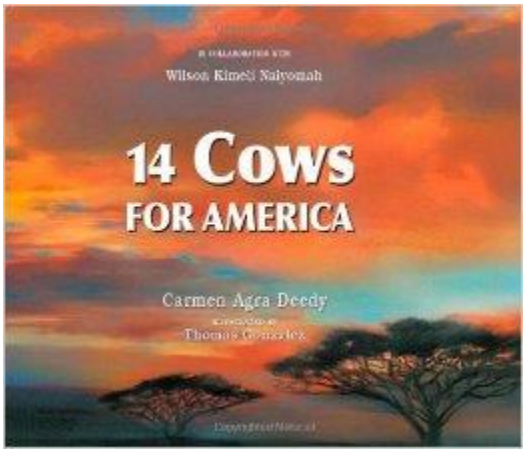
Post-reading:

- Why was the class "jumpy and grumpy"? What kind of behavior were they exhibiting? What are some things that we do when we are jumy and grumpy?
- What was the consequence for the 5 students kept in from recess?
- What did it mean when Mrs. Ruler said, "Good deeds fill needs"?
- What are some examples of the good deeds the children performed?
- Did any of the children have difficulty thinking of a good deed?
- Which good deeds in the book are your favorite? Which ones are your least favorite?
- What are some ways you can be kind and encourage others to be kind?
- Being kind isn't always about being kind because someone was kind to you first. It is usually easy to be kind to someone if they are kind to you first – but what about when someone isn't kind to you – or if they are even mean to you? Can you be kind to someone and expect nothing in return – that's how you keep kindness going by paying-it-forward!

Activity:

- Discuss ways to be kind to other students in the class. Then have each student pick their favorite action and draw it. Use dictation or student writing to have then talk about their pictures and write the words that they use to talk about their pictures.
- Model 'back-and-forth kindness' by saying kind words, just between each other. Pick two students to come to the front of the classroom. Ask them to say something kind to each other, going back and forth a few times for emphasis.
- Another way to model is for students to turn to the child next to them and say something kind to each other.

Raab/Goodwin Book Synopsis



Deedy, Carmen Agra
"14 COWS FOR AMERICA"

NYTimes bestseller. True story of Kimeli Naiyomah, a Maasai from Kenya, who witnessed 9-1 1

while in America on scholarship. When he returned to his tribe and told them the story of 9-11,

Maasai wanted to give US comfort by offering what is life to them--the cow. 14 sacred, healing

cows remain in Kenya protected--a symbol of hope from the Maasai to Americans.

Grades: 2 - 5

Themes: 1. To heal the pain in someone's heart, give something you hold precious.

2. Even the most powerful can be hurt; anyone, no matter how small or how far away, can provide comfort, kindness, healing.

Pre-reading:

1. If teacher has map, point out USA & Kenya. This story will connect these two faraway places in a surprising way.
2. Ask students what they know about 9-11. Fill in what they need to know.
3. Show students some of the pictures of the Maasai in book. What do they look like? What can you predict about them?

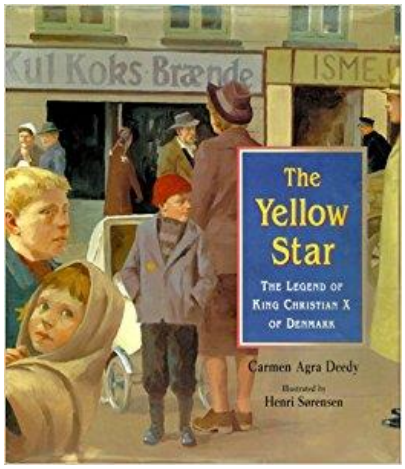
" In this true story, a young man from Kenya was in NYC during 9-11. When he came home to Kenya, he told his people what happened. Listen to the story to find out the Maasai's response to our tragedy."

Post-reading:

1. How do the Maasai react to Kimeli's story? What does that tell us about them?
2. Why is this book titled 14 COWS FOR AMERICA? What does a cow mean to the Maasai? The Maasai have a saying : " To heal the pain in someone's heart, you give them something that is close to your own heart." Give a personal example.
3. What happened as a result of the Maasai's gift?
4. What lessons can we learn from this story? Can powerful nations or people be hurt? How can anyone, no matter how small or far away, offer comfort & healing?

Raab/Goodwin Book Synopsis

Deedy, Carmen Agra
"The Yellow Star: The Legend of King Christian X of Denmark"
1 by Henri Sorenson



Grades: 3-7

This story retells the story of King Christian X and the Danish resistance to the Nazis during World War II. Without the yellow star to point them out, the Jews looked like any other Danes. For centuries, the Star of David has been a symbol of Jewish pride. But during World War II, Nazis used the star to segregate and terrorize the Jewish people. Except in Denmark. When Nazi soldiers occupied his country, King Christian X of Denmark committed himself to keeping all Danes safe from harm. The bravery of the Danes and their king during that dangerous time has inspired many legends. The most enduring is the legend of the yellow star, which symbolizes the loyalty and fearless spirit of the king and his people. Author Carmen Deedy has recreated this legend, which is accompanied by Danish illustrator Henri Sørensen's full-color portraits. The result is a powerful and dignified story of heroic justice, a story for all people and all times.

Themes:
- Denmark
- History, World War II
- Holocaust, German occupation
- Monarchy and the responsibility of leaders
- Bravery, courage, defiance, heroism

Concepts/Vocabulary:
- Danes - stout, great, tall, cranky, silly, old
- Differences in people, commonalities
- Copenhagen
- Bodyguard
- Nazis, rules imposed, cruelty
- Food shortages, curfews, yellow stars
- Symbols of resistance, fear

Pre-reading:
- What do you know about World War II? What is this time period called in history?
- Do you know what countries were involved and what happened to Jews who lived in those countries?
- If a map is available in the classroom, point out Denmark.

Raab/Goodwin Book Synopsis

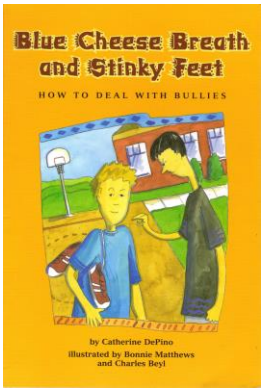
Post-reading:

- How does the author describe Danes? What are their differences and what do they have in common?
- What the King do everyday and why? Discuss why a King should be visible and accessible? Why didn't he need a bodyguard as other leaders employ?
- How did the Nazis respond to the removal of their flag and how did they respond?
- How did the King respond to the Nazi occupation?
- Do you think the King was heroic and why?
- Explain that the King and the Jews of Denmark historically did not wear yellow stars and that the story is a legend that has been told through the years.
- What are values that are embedded in this legend? The legend explains the monarchy's support and dedication to their citizens regardless of race, religion or other differences.

Raab/Goodwin Book Synopsis

DePino, Catherine

"Blue Cheese Breath and Stinky Feet"
How to Deal With Bullies



Ages: 6-12

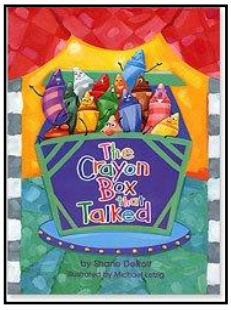
Theme: Bullying

Synopsis: A boy is bullied by another boy in his school. The bully, Gus, calls him "Blue Cheese Breath and Stinky Feet". The victim, Steve, is afraid of Gus and afraid to tell anyone, even his parents, that he is being bullied by Gus. Eventually it gets so bad that his parents and his teacher notice his behavior has changed and he is withdrawn. They confront him and learn about the bullying. His parents give him a check list of appropriate actions to take against Gus, including looking him in the eye, standing straight and tall, talking in a loud voice etc. Steve practices these behaviors and uses them on Gus the following day. The new attitude towards Gus shocks Gus and forces him to back down. The actions his parents told him to use worked against the bully and the bullying stops.

Follow Up discussion:

Go over the check list of appropriate 'anti-bullying' suggestions listed on page 37. Role-play some of these actions.
Discuss how it is not being a tattle-tale to solicit the help of an adult.
Explain that bullies are really cowards who will often back down when the person they are bullying stands up for himself/herself or solicits help from others.

Raab/Goodwin Book Synopsis



DeRolf, Shane,
"The Crayon Box that Talked"
The author uses crayons to explain how all the different colors create a beautiful picture.

Grades: PreK-1 (See note below)

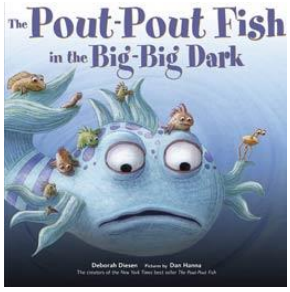
Theme:
Everyone is unique, but can work together and get along.

Pre-Reading:
- Discuss the word "unique"
- Who likes to color? What is your favorite color?
- Do you use more than one color crayon when you draw a picture? Why?

Post-Reading:
- What was the story about?
- Why did the crayons complain about each other?
- How did the little girl help the crayons get along and work together?
- What important lesson did the crayons learn?

Note: (For 2nd - 3rd grades, using each color crayon to represent different children would further develop this message).
- e.g. Red--a child wearing glasses
- Blue--a child with a different skin color
- White--a child who is handicapped

Raab/Goodwin Book Synopsis



Diesen, Deborah
"The Pout-Pout Fish in the Big-Big Dark"

A Pout fish is a real fish that lives in the North Atlantic and has anti-freeze proteins in its blood that allow it to survive in near-freezing waters!

Grades: Pre-K - 2

Themes:
- Overcoming fear
- Friends help friends
- Two are better, braver, faster & stronger than one

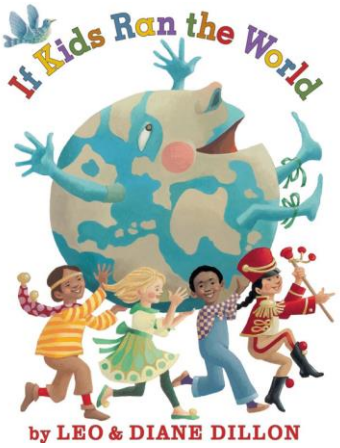
Pre-reading:
- You may want to wear some pearl jewelry or bring in a "pearl" to show!
- Show the cover of the book- ask if someone would like to read the title
- Ask if anyone knows the original "Pout-Pout" book
- Explain about the real Pout fish
- Tell the children to look at the fish's face- ask what the fish might be feeling
- Ask if anyone knows where real pearls come from

Some vocabulary words that you may want to ask the children about or that you can define for them:
- fin
- reef
- slope
- ocean trench
- wreck
- despair
- smooch

Post reading:
- What was the Pout-Pout fish afraid of ? Ask the children if any of them are afraid of the dark
- How did the Pout-Pout fish find Ms. Clam's pearl?
- Who kept whispering to the Pout-Pout fish?
- What gave some light? Explain that there are real Lantern fish
- What made the Pout-Pout fish feel less afraid of the dark?
- What did the sea creatures say when they swam in a circle?
- Did you ever help someone to feel less afraid of something? How did doing that make you feel?

Raab/Goodwin Book Synopsis

"If Kids Ran The World"
written & illustrated by Leo & Diane Dillon
Grades: Kindergarten – 3



The authors depict children playfully creating a more generous, peaceful world where everyone shares with others. All roads lead to kindness in this book where a rainbow of children collaborates in a colorful tree house to determine the most important needs of the world. In a world run by children, nobody goes hungry, medicine is given to the sick, religious tolerance is the norm, and forgiveness and generosity are essential. The book closes with examples of fun ways to help others--along with FDR's "Four Freedoms" and "The Second Bill of Rights," which illuminate these concepts.

Themes:

- Creativity, imagination
- Culture, diversity, tolerance, acceptance
- Helping others, kindness, compassion,

Concepts/Vocabulary:

- World, kindness, bullying, being generous
- Sharing, differences, similarities
- Forgiveness, religious tolerance, rights of all people
- Peace, collaboration

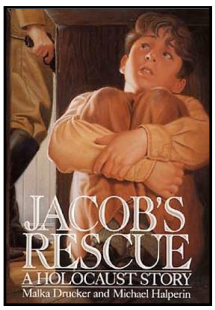
Pre-reading:

- Read the title and ask the children what they think it means?
- What do they think the children are holding in this picture? If children are not familiar with a world globe check for one in the classroom to display.
- How is a real globe different from the one depicted in the book
- Do a picture walk

Post-reading:

- What are some of things the children in this book are doing to make the world a better place?
- If you could change one thing in the world to make it better, what would it be?
- What are some things you are thankful for?
- How can you demonstrate generosity?
- How does it feel when we forgive someone or when someone forgives us? Why did you forgive or need to be forgiven?
- How could you and your friends help to make the world a better place?

Raab/Goodwin Book Synopsis



Drucker, M. & Halperin, M.,
"Jacob's Rescue" (based on a true story)

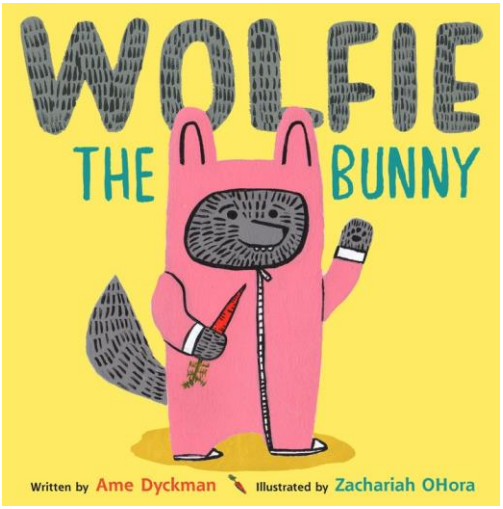
Grades: 5 - 9

Themes:
A Polish couple hides 2 children during the Holocaust, risking their own lives
Fear, hunger, hardships, heroism and goodness

Pre-reading:
- How would it feel to pretend to be someone else?
- Would you leave your family and change your name, religion and behavior if your life was in danger?
- How would you feel?

Post-reading:
- Do you think the Roslan's were heroes? Why? What did they do?
- Is it difficult or easy to pay attention to another person's suffering?
    - Explain your answer.
- Did the Roslan family want the medal? Why?

Raab/Goodwin Book Synopsis



Dyckman, Ame [lives in NJ]
"Wolfie the Bunny"

Grades: PreS--Gr. 1

Theme: adoption, sibling rivalry, anger, courage & acceptance

Pre-reading:

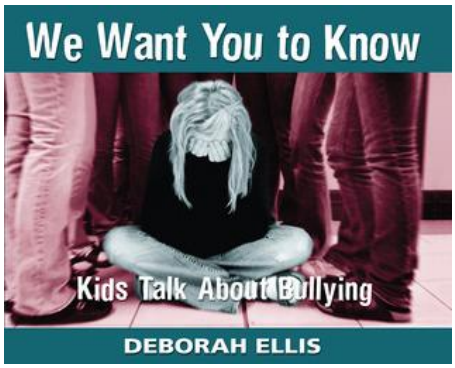
- Read the title & show cover .Ask students what they notice about the animal.
- Why is a wolf dressed like a bunny?
- The illustrations are wonderful. Point out the family members.

Post-reading:

- What was in the bundle outside the Bunny family's door?
- Was Dot happy about having Wolfie in their house? What did she say?
- What did Mama & Papa do to show they loved Wolfie? How did Dot feel when Wolfie got all of the attention?
- Why does Dot keep saying "He's going to eat us all up!"
- Why did Wolfie cry when Dot left the house?
- What animal roared & said "DINNER!"
- How did Dot save Wolfie?

Raab/Goodwin Book Synopsis

Ellis,Deborah
"We Want You to Know, Kids Talk About Bullying"
Grades: Middle and High School



Bullying occurs when one individual or a group targets another individual or group—often repeatedly over time—using physical, verbal, or psychological aggression to dominate the person.

The author has complied a series of interviews conducted with students who have been the victims of bullying.

Themes:

- What bullying really is and the forms it takes
- Bullying can be direct and/or indirect
- All bullying is serious with the level of seriousness determined by the victim
- It's important to be clear when reporting, not ambiguous

Concepts/Vocabulary:

- Gossiping, meanness, exclusion, intimidation, insecurity
- Spreading rumors, direct, indirect, feelings of being alone
- Retaliation, peer rejection, importance of reporting, prevention
- Physical, non physical, verbal, cyber bullying, social media, judgements

Pre-reading questions and activities:

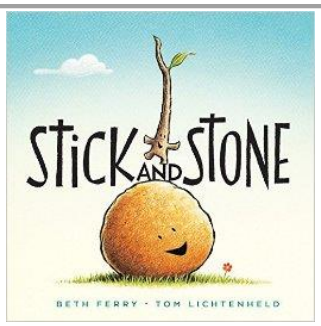
- Why do some people bully others?
- How does bullying feel? How does it sound?
- Brainstorm: Have students give you one-two word description of bullying and post words on chart paper or chalkboard as a visual
- Note: You can choose which interview you would like to focus on and use the questions at the end

Post-reading questions and activities:

- What are some ways you can welcome a new student to your class?
- Why do some people feel they are better than others?
- Think of the ways that you and your friends are alike and different and how those differences add to the quality of your friendship. Activity: Make a visual chart with headings - likeness and differences. Have children complete their own chart
- How can making a judgment become negative?
- Bullying wants you to think it's your fault or deserved. How can you avoid feeling this way?
- Why is it so important to report bullying to the adults in charge?

Raab/Goodwin Book Synopsis

Ferry, Beth
"Stick and Stone"
Grades Pre school --2



This book is spare but dramatic. The themes include kindness, friendship, caring for all of your friends and anti-bullying.The illustrator, Tom Lichtenheld, conveys the expressions in the characters' faces[the stick & the stone] in a way children will understand & enjoy. The rhyming couplets add humor to the story.

Pre-reading:

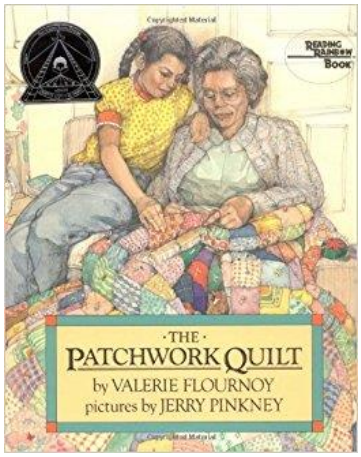
- What do you see on the cover of the book?
- Do they look sad, angry, or happy? How can you tell?
- Can sticks & stones really smile?
- The author of this story has a message to share with you. Listen to the story to discover the author's message!

Post-reading

- Why are Stick & Stone lonely?
- What character makes fun of Stick & Stone?
- Do you think Pinecone is a bully? What does Pinecone do Stone?
- Stick stands up for Stone. What word does Stick say?
- What does the word "vanish" mean?
- Why do Stick & Stone become good friends?
- What happens to Stick in the thunderstorm?
- What does Stone do day & night?
- Where is Stick? How does Stone rescue him?
- Now Stick & Stone are good friends. Pinecone's behavior wasn't very nice. Do you think the two friends should forgive Pinecone? What can they say to Pinecone?
- Discuss: One small act, or one small word can make an enormous difference. What can you do to make a difference in your classroom?

Raab/Goodwin Book Synopsis

"The Patchwork Quilt"
Flournoy, Valerie
Illustrated by Jerry Pinkney



Resonating with universal experience, the story is a rich example of a supportive contemporary family: mother, father, two children and their grandmother. The Granmother decides to make a special patchwork quilt from scraps of material in her home, getting the mother and granddaughter involved. When Grandma cannot work on the patchwork memory quilt into which she's been stitching colorful fabric from all family members, Tanya helps continue the creation of her beautiful family record. She even finds a new way to link the present and the past. This story gives the students a sense that we all belong to families at home, school, and in the community.

Grades: 1-4
Themes:

- Arts and crafts
- Cooperation and teamwork
- Family Life – grandparents, grandchildren, parents, siblings
- Sense of community at home, school and in the neighborhood

Concepts/Vocabulary:

- Appreciation of the past as related to the future
- Identification of different groups
- Ways that people are alike and unique
- Individual self worth
- Values, traditions and customs of families
- Patchwork, quilt, textures, colors, masterpiece, heirloom

Pre-reading:

- Activate prior knowledge by asking, Does anyone know what a quilt is?
- Show the book, read the title and ask, What do you think a patchwork quilt is?
- Ask students to predict what is going to happen in the story by looking at the front cover/jacket.

Post-reading:

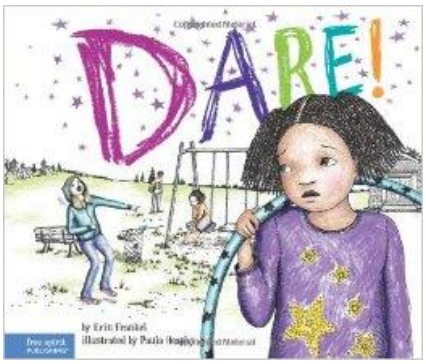
- Why does Tanya's grandmother want to make a quilt?
- What is she going to use to make the quilt?
- What importance will using old pieces of family clothes add to the quilt?
- Why do you think Tanya decides to finish the quilt when her grandmother is ill?
- How did it become a family project resulting in a family heirloom?

Raab/Goodwin Book Synopsis

Activity:
Make a patchwork quilt for the classroom with each child completing a precut piece of manila paper.

Raab/Goodwin Book Synopsis

Frankel,Erin
"Dare"
Grades: K-4



A story about standing up to bullying in schools and the premise that it important to hold children who bully others accountable for their actions. It demonstrates the feelings of the victim and the bystander. Lead character, Jayla feels threatened by her classmate Sam, who has bullied her in the past for her "nerdy" love of astronomy and stars. Sam is now bullying Jayla's friend Luisa, and she enlists Jayla to participate. Jalya reluctantly joins in but soon realizes it is wrong. With the help of caring adults and friends, Jayla comes to sympathize with Luisa and finds the courage to dare to stand up to Sam and put an end to the bullying

Themes:

- Bullying, bullying in schools, fear in children, refusing to take part in bullying
- Courage in children, standing up for yourself and others

Concepts/Vocabulary:

- Telling vs. tattling, threaten, courage, scared, frustrated, angry, lonely, weird

This book includes a lesson plan with questions following specific pages and reader led activities.

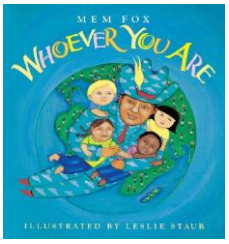
Pre-reading:

- How do you think children feel who are bullied feel?
- Why do you think they don't tell and adult in charge?

Post-reading:

- How did Jayla feel when she was being bullied?
- Did she tell anyone about her feelings? Should she have told or not?
- Why is Sam bullying Luisa?
- How does Sam involve Jayla in bullying Luisa?
- What are some of the ways Luisa was bullied?
- How did Luisa feel when she stood up to Sam?

Raab/Goodwin Book Synopsis



Fox, Mem
"Whoever You Are"
Repetitive text-great for young children; beautiful and vivid folk art illustrations

Grades: Pre-school to grade 2

Theme: Children are the same the world over. We come from different cultures and
backgrounds, but we're the same in everything that matters—feelings, needs, hopes, dreams…

Pre-reading:

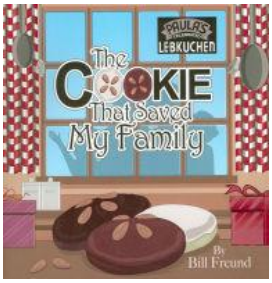
- Examine the book cover. Name the title, author, and illustrator. Have students describe the illustration (man in cloud suit & hat carrying children of different races & flying over earth populated with children)
- What do you think the book is about?
- How are children different from you in different parts of the world?
- What are some ways we're all the same?
- *"Mem Fox wrote this book to teach us something very important. Listen as I read the story to find out what Mem Fox wants us to know. Also, pay close attention to the pictures."*

Post-reading:

- In what ways does Mem Fox say children are different all over the world?
- In what ways does she say children are the same?
- What matters most? (Our hearts are the same…)
- What do you notice about the pictures on the pages?
    - (all in gold frames with jewels—like family album—human race is a family)

Raab/Goodwin Book Synopsis

Bill Freund
"The Cookie That Saved My Family"
Illustrated by Toby Mikle



Grades: 1 to 4

Thus book is based on the author's personal history. It is a true story of what happened to him and his family in the 1930s when he was eleven years old. His family came to the US from Germany. Leaving Germany, the family of four, Bill, his parents and sister were allowed to take only $7.00 with them to their new country. The book stresses his mother's message that while they could only take a small amount, leaving their money and other possessions behind in Germany, what they learned is in their heads and can never be taken from them. Long before they left Germany in 1936, she earned how to make Lebkuchen, a very special cookie famous in Germany. The parents took menial jobs to support the family, with the children taking small jobs when they were old enough to work. The onset of the war in 1939 stopped imports from Germany and the mother began to bake the cookies in their apartment and later opened a very successful store, called Paula's, where they sold the cookies and distributed them throughout the country.

While about the holocaust, the book takes a different path in detailing the struggles and successes of this family. The family's love for each other is conveyed clearly along with their will to survive in spite of the obstacles they faced. The illustrations are colorful and add meaning to the story.

Themes:
- Nazi cruelty, Holocaust
- Determination
- Immigration
- Memoir of remembrance, family love and hope

Concepts/Vocabulary:
- Lebkuchen (love cake – layb-kookh-en)
- Power and skills of women; women as role models
- Popularity of cookie in Germany at Christmas time
- Building a business

Pre-reading:
- Tell students that this is a true story
- Do a picture walk asking children what the illustrations tell them
- Have students make predictions/note predictions on chart paper or chalkboard
- Has anyone ever tasted a lebkuchen? Do you have a favorite cookie?

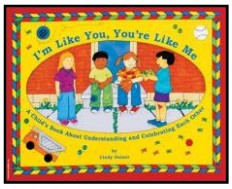
Raab/Goodwin Book Synopsis

Post-reading:

- Refer back to predictions and ask if were accurate
- Why did the family want to leave Germany?
- Why were they limited in what they were allowed to take?
- How did world events shape the cookie's success?
- How did the mother's planning pay off for the family?
- Ask if anyone has a family cookie recipe? Any recipe? Is it a secret? Who makes the recipe for family events?
- Does anyone's family have a business selling a secret family recipe?
- Website reference: Marlo's Bakeshop is a family owned business making and selling her Grandmother's secret kamish bread recipe. Marlo is the granddaughter of holocaust survivors. https://**marlosbakeshop**.com
- What do you think happened to the cookie recipe? Do you think the family ever found the recipe?

Raab/Goodwin Book Synopsis

Gainer, Cindy,
"I'm Like You, You're Like Me"



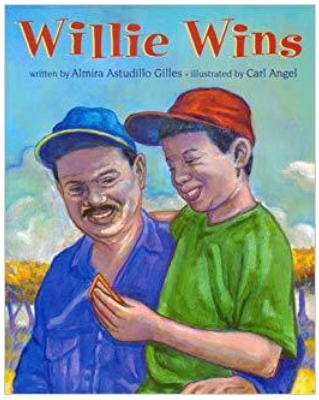
Grades: Pre-school – 3

One book from "Free Sprit's Learning to Get Along" series of 12 titles

Theme:
Tolerance and diversity – celebrating both
Note: This book has "A Leader's Guide" with 20 lessons to reinforce the messages of the child's book.
See back of book for ordering information.

Raab/Goodwin Book Synopsis

Gilles, Almira Astudillo
"Willie Wins"
illustrated by Carl Angel



Grades: 2-3

Willie Wins is the story of a Filipino American boy who overcomes peer pressure and learns about family love and heritage from his father. When Willie needs a bank for a school contest, his father gives him one called an *alkansiya*, made from a coconut shell from the Philippines where Willie's Dad grew up. Dad's been saving the bank for Willie because inside is a surprise, a treasure Dad received as a boy from his uncle. At school, the class bully, Stan taunts Willie about the unusual bank. In the following weeks, Willie puts up with Stan's jeers and works hard to earn the most play money so he will win the prize—tickets to the circus. When it comes time to smash open his bank, Willie not only wins the contest, he finds the very special treasure that Dad has given him—a Willie Mays baseball card from 1964.

Themes:

- Peer Pressure Bullying
- Self Esteem/Identity
- Father-Son Relationships, Sports (Baseball)
- Rewards of hard work

Concepts/Vocabulary:

- Favorite, anymore, confident, according, missile
- Tomorrow, visited, yesterday, memorabilia
- Coconut, alkansiya, different, buffalo,

Pre-reading:

- Looking at the picture and the title *Willie Wins*, what do you predict this story will be about?
- Look at the two characters on the front cover of the book. Who do you think these characters are? How do they know each know each other and how are they feeling?
- How do you act when you have a bad day? Who helps you get over it?
- Have you ever received a very special gift? Why is it special? Who gave it to you?
- The Title of the book is Willie Wins. What do you think Willie wins?

Post-reading:

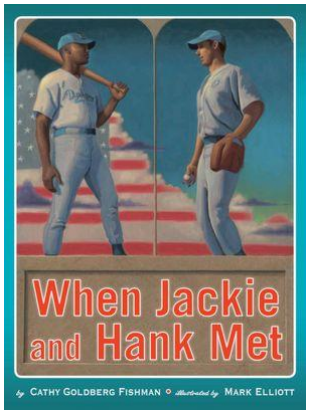
- Why do you think Willie didn't want to hear his Dad's stories about the Phillipines?
- Why does the *alkansiya* have special meaning for Dad?
- How does Willie feel about using the alkansiya as a bank?
- The author says that Stan's words "felt like a missile zooming right at Willie." What do you think that means?

Raab/Goodwin Book Synopsis

- Why do you think Stan really makes fun of Willie's bank?
- Do you think Willie believes there is something special inside his bank?
- Why is Willie working so hard?
- How do you think Willie felt when he found his treasure? Discuss how people feel about memorabilia and what makes it valuable.
- In the story Willie is being bullied by Stan. How does this make Willie feel?
- What steps does he take to deal with Stan's bully behavior?
- At the beginning of the book, Willie didn't want to hear his Dad's stories. Do his feelings change at the end of the book?
- The title of the Book is *Willie Wins*. What are the possible ways that Willie "wins" in this story?

Raab/Goodwin Book Synopsis

Goldberg Fishman, Cathy
When Jackie and Hank Met



Jackie Robinson and Hank Greenberg were two exceptional baseball players who faced a number of similar challenges in their lives and careers – one because of his color, the other because of his religion. On one special day, they met at a collision at first base. While the crowd encouraged them to fight, they chose a very different path.

Grades: 3-5

Themes: include perseverance through adversity and the achievement of success through talent. It stresses the need to become a hero by working to overcome racism and injustice in whatever way you can.

Questions:

1. Have you ever heard of these two baseball players before we read this book?

2. In what ways were Jackie Robinson and Hank Greenberg alike? In what ways were they different?

3. Why were they considered to be heroes? Were they just heroes to their own groups, or did they become heroes to everyone?

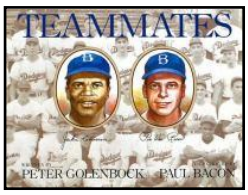
4. What specific actions, either during their careers or afterwards help to fight discrimination in the US?

5. Can you name some other "heroes" and what makes them worthy of being called heroes? What are some of the characteristics of heroes, other than being good baseball players?

6. Have you ever backed away from a fight (or argument)? Why? What strategies did you use to try to improve a potentially dangerous situation?

Raab/Goodwin Book Synopsis

Golenbock, Peter,
"Teammates"



"This is the true story of how one very courageous man broke the racial barrier in the Major Leagues and what it truly means to be "teammates." As you listen to this story, think how you would have treated Jackie Robinson if you were on the Brooklyn Dodgers team 60 years ago."

Grades: 3 – 6

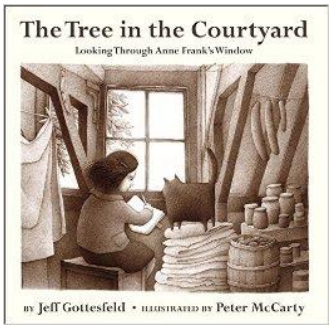
Themes:
People should not be judged by the color of their skin.
Courageous upstanders can help eliminate prejudice.

Vocabulary/concepts: Racial prejudice, segregation, Negro, Ku Klux Klan

Pre-reading:
- Look at the cover—what can students tell about the 2 men?
- Briefly explain segregation before the Civil Rights Act of 1964.
- How would students feel if subjected to racial prejudice?

Post-reading:
- Why did Branch Rickey choose Jackie Robinson to be on his team? (Jackie not only had the talent, but the courage & self-control to not fight back when attacked—future black players depended on him).
- What was life like for Jackie Robinson in the Major League? Why did he put up with it?
- What kind of man was Pee Wee Reese? Although this happened 60 years ago, what lesson can we still learn from Pee Wee Reese's actions?

Raab/Goodwin Book Synopsis



Gottesfeld, Jeff
"The Tree In The Courtyard
Looking through Anne Frank's Window"
Illustrated by Peter McCarty

Grades: K to 3

Told from the perspective of the tree outside Anne Frank's window and illustrated by a Caldecott Honor artist, this book introduces Anne's story in a gentle and incredibly powerful way to a young audience. Told through the "eyes" and ears" of a horse chestnut tree that stood silent watch over her two year confinement, the readers are told the story of Anne Frank.
In the period of over two years (July 6, 1942 to August 4, 1944) that Anne Frank spent in hiding in the secret annex, nature and her longing for freedom played an ever greater role. Through a window in the attic that was not blacked out, Anne could see the sky, birds and the chestnut tree. "The tree in the courtyard was a horse chestnut. Her leaves were green stars; her flowers foaming cones of white and pink. Seagulls flocked to her shade. She spread roots and reached skyward in peace."
The tree watched a little girl, who played and laughed and wrote in a diary. When strangers invaded the city and warplanes roared overhead, the tree watched the girl peek out of the curtained window of the annex. She wrote about the tree in her diary three times, the last time on May 13, 1944: "Our chestnut tree is in full bloom. It's covered with leaves and is even more beautiful than last year." It watched as she and her family were taken away and when her father returned after the war, alone. Sepia drawings and somber tableaus textured like fine engravings, convey the seriousness and sadness of the story.
The tree died the summer Anne Frank would have turned eighty-one, but its seeds and saplings have been planted around the world as a symbol of peace. Its story, and Anne's story, are beautifully told and illustrated in this powerful picture book."

Themes:
- Nature watches as humans wage war
- Personified chestnut tree
- Living in hiding, never leaving the building
- Symbol of hope and redemption

Concepts/Vocabulary:
- Military, factory annex, attic, diary, vigil, strangers, war
- Personification
- Confinement, herded, men in gray uniforms
- Seed pods – gold coins, symbol of her spirit

Raab/Goodwin Book Synopsis

Pre-reading:

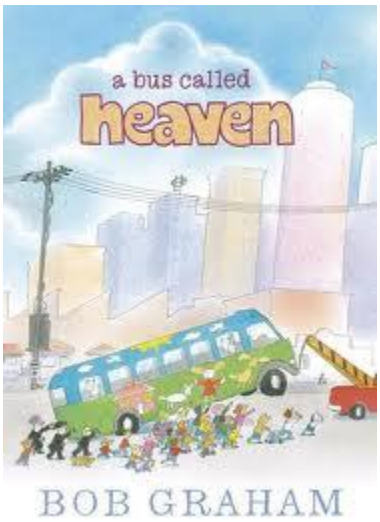
- Share the cover and ask how many students know the story of Anne Frank.
- Explain that they are about to hear her story from a unique perspective: that of the horse chestnut tree that stood in the courtyard of the Amsterdam factory annex where Anne Frank hid for two years.
- Explain personification
- Explain to students that Anne Frank spent much of her time in hiding writing in her diary.
- Ask students to close their eyes. Read the excerpt from the beginning of the book in which Anne Frank describes the tree. This can be repeated if needed.

Post-reading:

- Compare and contrast the picture of the courtyard before and after the invasion. Ask how the courtyard looks and feels at each time, using descriptive words
- Looking at the illustration of the girl peering out the window through ragged curtains, describe how she might be feeling.
- Do you think writing in a diary helped the girl during this time? How? Did looking at the tree help pass the time in any way?
- Discuss how it might feel to be confined for two years
- What did the tree symbolize for the girl?
- When Anne did not return after the war, how did the tree become so powerful and a symbol of her spirit?
- Pass out drawing paper, pencils, and crayons. Have students draw a picture of the tree as described by Anne Frank

Raab/Goodwin Book Synopsis

Graham, Bob
"A Bus Called Heaven"



Grades: K - 4

Themes:
1. A tale of "community"
2. How a little girl named Stella created a gathering place for all of her neighbors
3. Character development/Stella took control and improved her neighborhood.

Vocabulary: regulations (parking regulations), donations, obstruction, junkyard, vacant (lots)

Pre-reading:
- Does your neighborhood have a place where people can meet and talk? Discuss.
- Do you think that just one person can change a neighborhood?

Post-reading:
- What did Stella do for her neighborhood?
- How did Stella make her dream/idea (for the bus) come true?
- Did Stella improve the lives of her friends and neighbors? How did she do it?
- Can just one person, even a young child, make a difference?

Raab/Goodwin
Esther Raab Holocaust Museum
& Goodwin Education Center

Raab/Goodwin Book Synopsis

Greenblatt, Frances
"The Purple Cow" *a story in rhyme*

Grades: Pre K – 2

Themes:

1. No matter how we look on the outside, beneath we are all the same.
2. You shouldn't make fun of someone, just because he/she is different from you.

Pre-reading:

1. Look at the cover. Is there anything unusual about the cow?
2. What are some ways the other animals might react to seeing the cow?
3. What color milk do you think the purple cow will give?

"The animals in this story all wonder if the purple cow gives purple milk. Listen to the story to find out how the animals find the answer and what they learned from Farmer Sam."

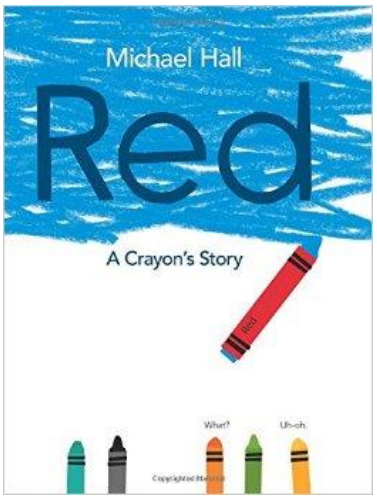
Post-reading:

1. How did the animals act when they first saw the purple cow?
2. What did they want to know?
3. How did they go about finding the answer?
4. What lesson did they learn from Farmer Sam?
5. How can you practice this lesson every day?

****This book is part of The King School Series by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others.Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

Raab/Goodwin Book Synopsis

Hall, Michael



"Red: A Crayon's Story"

"Red: A Crayon's Story" is the story about a mis-labeled blue crayon. "Red" has a bright red label, but he is, in fact, blue. His teacher tries to help him be red, his mother tries to help him be read, everyone around him tries to help him be red. But "Red" is miserable. He just can't be red, no matter how hard he tries. Finally, a brand new friend offers a brand new perspective and "Red" discovers what Readers have known all along. "Red" is blue! This funny, heartwarming, colorful picture book is about finding the courage to be true to yourself.

Grades: Pre-K thru 3 Ages: 4 - 8

Themes:

*Be true to yourself
*Don't try to change yourself to please others
*No need to judge by labels or outwardly appearances
*Pay attention to what's on the inside, not the "label" or the "wrapper"
*Accept people for who they are

Pre-Reading Questions:

*What do you think the story is about based on the title?
*Now look at the cover - What do you think the story is about?
*What is the story trying to say to us?

Post-Reading Questions:

*Why did "Red" get the reactions that he did?
*Was "Red" not trying hard enough?
*Have you ever been in a situation where people expected you to be or do something you could not do?
*What did you learn from this story?

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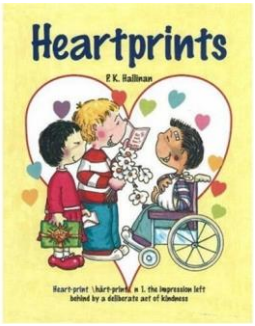
Raab/Goodwin Book Synopsis

Hallinan, P. K.
"Heartprints"



"In this delightful and warm book, the author weaves a story (in rhyme) of children helping others and leaving 'Heartprints' along the way."

Grades: Pre-School – 2nd grade, Ages 4+

Themes:
- Making a positive difference in the world through acts of kindness
- Acts of kindness make others feel good, but also make us feel good

Pre-Reading Questions:
- We know what a footprint or handprint is…What do you think a "heartprint" is?
- How do you think it feels to be touched by a heartprint?

Post-Reading Questions:
- What are some examples of things that we can each do to leave a heartprint?
    - In School?
    - At home?
    - In our community?
    - With our siblings?
    - With our pets?
- What happens when there are lots of heartprints left in a room?
- What did you learn from this story?

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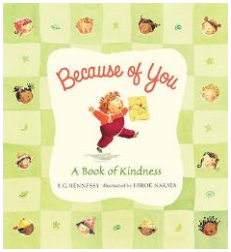
Raab/Goodwin Book Synopsis

HENNESSY, B.G.
"Because of You"



Grades: Pre-K - 1st

Theme:
- Acts of kindness
- Understanding and generosity- no matter how small- can make all the difference in the world

Pre-reading:
- What do you think a book called, "Because of You" might be about?

While or Post -reading:
- *Book is small so have students sit close by or walk near them so they can see the illustrations
- *Include the sentences on the back cover to end the story.
- Ask:
- Who is the new person for your family to love and care for?
- Who can you love and care for?
- What is something you could teach someone else?
- Who is someone you can share with? (What is a feeling you could share? What is an idea you could share?)
- Do you ever need help with something?
- Have you ever helped someone else with something? How did you help?
- Do you have someone that you care about/ listen to?
- Who listens to and cares about you? Do you feel they are a friend?
- What does it mean to be kind?
- How does it feel when you are kind?
- How does it feel when someone else is kind to you?
- Can you think of the name of another country?
- Explain that peace means that countries are being kind to one another and that there is no fighting/war going on.
- What does precious mean? Tell the children that each one of them is very precious.
- What does generosity mean?

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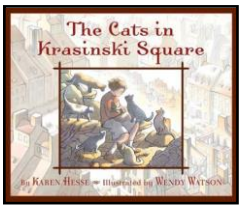
Raab/Goodwin Book Synopsis

Hesse, Karen,
"The Cats in Krasinski Square'



This book is based on an article the author read about cats upsetting a Gestapo raid at the Warsaw Train Station during WWII. It tells about Jewish Resistance (1939- 1942) fighters who snuck food, weapons and medicine into the Warsaw Ghetto, risking their own lives to save those trapped behind the Ghetto walls.

Grades: 4-8

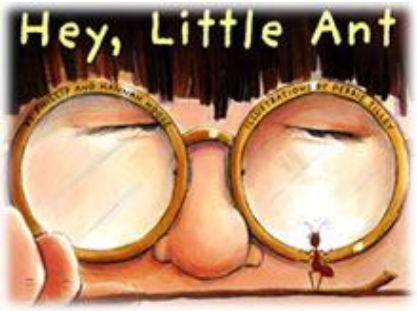
Themes:
Jewish Resistance Fighters' bravery during WWII
Death and suffering of Jewish population in Warsaw Ghetto

Vocabulary/Concepts:
- Some prior knowledge of Holocaust and prejudice
- Rubble, ghetto, Jewish armband, Poland, smuggle, satchels, groats, prey, vanishes, Gestapo, Nazi (See author's and Historical note in back of book)

Pre-Reading:
- Locate Poland on a map and explain the Warsaw Ghetto.
- Who is the young girl shown on the book cover?
- How can cats help in saving Jewish lives?

Post-Reading:
- Who is the young girl? (The narrator)
- How were the cats used to help save Ghetto prisoners?
- What are Jewish Resistance Fighters? What character traits did they have? (brave, caring, upstanders)

Raab/Goodwin Book Synopsis



Hoose, Phillip and Hannah
"Hey, Little Ant"

A rhyming conversation between Kid and Ant, originally a song; wonderful illustrations

Grades: Pre-K to middle school

Themes:
respect for diversity & other points of view; compassion

Pre-reading:

- Have you ever squished an ant or bug? What might make you change your mind about squishing an ant?
- Look at the cover illustration. What do you think will happen in the story?

Post-reading:

- Why did the kid think it was okay to squish the ant?
- What is the ant's point of view? How does he support his position?
- (turn to the double page of giant ant & tiny kid) What do the authors want us to think about?
- What do YOU think the kid should do? Why?
- What is "diversity?'' What is "compassion?" Can you think of a situation when you showed compassion for someone after considering that person's feelings?
- How can we respect diversity and show compassion in our daily lives?

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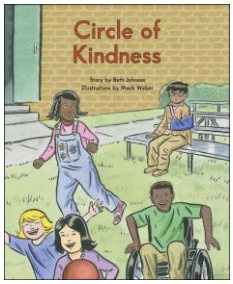
Johnson, Beth
"Circle of Kindness"



Theme:

- Don't be a bystander when someone is in need. Show kindness. That kindness will be remembered and passed along to someone else in need. Kindness is "contagious."

Pre-reading:

- Look at cover.Children describe what they see. Why might book be called "Circle of Kindness?"

As you read story, have children notice details, esp. facial expressions, in illustrations. Discuss emotions.

Post reading:

1. How does the story show "kindness is contagious?" Why is "Circle of Kindness"a good title?
2. Discuss meanings of bystander & upstander. It's not always easy to do the right thing. Give examples from the story.
3. How do you feel when you do a kind deed?

Suggested follow-up activity:

1. Children draw circle on paper & cut it out. (You can bring circles to save time.)
2. Each child writes name of someone who needs kindness in the center of circle.
3. Brainstorm nice things child can do to make person in center feel good.
4. Child writes down 4 ideas around name.
5. Child takes circle home. Uses it to try out kind behaviors.

****This book is part of The King School Series by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others.Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

Raab/Goodwin Book Synopsis

Johnson, Beth
"Coming Home"

Grades: *1-2*

Derek is confused by his mixed feelings when Mom comes home from serving in the army.

Theme: different family structures (parents vs. grandparents), coping with emotions and change

Raab/Goodwin
Esther Raab Holocaust Museum
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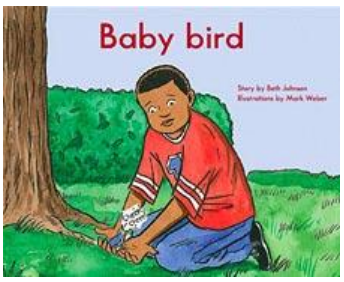
Raab/Goodwin Book Synopsis

Johnson, Beth
"Baby Bird"



Theme:

- Kindness is taking care of those in need (animals, as well as people).

Pre-reading:

- Look at cover. What do you think this boy will do?

Post-reading:

- What did Derek do with the bird?
- What happened to "Cheepers?"
- Why did Grandpa tell Derek that if Cheepers could, he would thank Derek?
- Would you want Derek to be your friend? Why?

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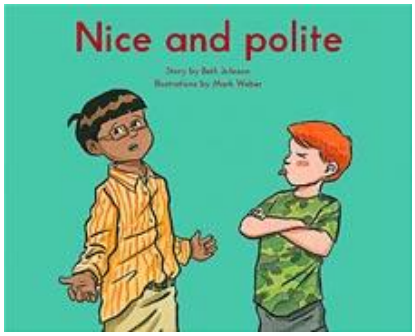
Raab/Goodwin Book Synopsis

Johnson, Beth
"Nice and Polite"



Grades: pre-K-grade 1

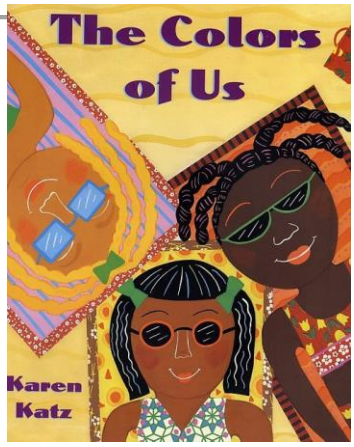
Theme:
learning to be polite, listening to your parent
Vocabulary: polite, guest

Pre-reading:

- Do you ever have friends come over to your house to play?
- What games do you play with the friend?
- How do you treat a guest at your house?
- Discuss book cover.

- Post-reading:
- Did Victor & Tyler have fun playing together?
- Why didn't they have fun?
- Was Victor polite to Tyler? Explain Victor's behavior.
- Why did Victor want to nap after Tyler left his house?

Raab/Goodwin Book Synopsis



Katz, Karen, "The Colors of Us"

Grades: Pre-K – 2nd
Theme: Celebration of diversity: We're all different shades of brown, and each shade is a beautiful color. (Author uses "delicious food" similes & metaphors to describe skin tones—cinnamon, pizza crust, honey…)

Pre-reading:

- Read title and ask students to comment on cover illustration—What do they see? What do they think book will be about?
- Talk about the meaning of "shade" in this context. Using a color like blue or green, you may show examples of shades with crayons or papers or sample paint color strips.

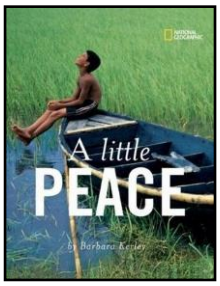
"The narrator of the story is 7 year old Lena. Lena & her mom take a walk where they meet many different people. Listen to the story to find out what Lena learned on her walk."

Post-reading:

- What did Lena notice about each person she met on the walk with her mom?
- How did she describe each person's skin color?
- What did Lena do after her friends left?
- Lena's mom is an artist. What did she teach Lena , so Lena could make each skin shade? (What 4 colors do you need to mix to make any shade of brown?—if you have time & paints, you can demonstrate.)
- Students compare their own skin shade to something good to eat.
- What have you learned from this story?

Raab/Goodwin Book Synopsis

Kerley, Barbara,
"A Little PEACE"



Grades: Pre-K, Kindergarten

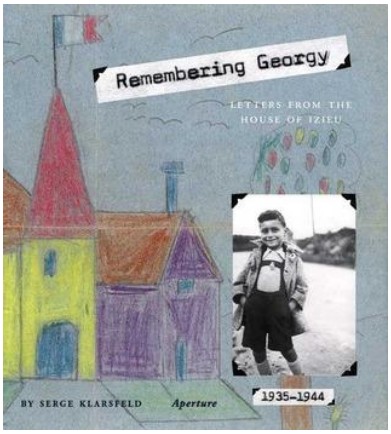
Theme:
Peace

Vocabulary/Concept:
Very simple vocabulary, very few words but nice photos and great concept of spreading peace with a simple smile or gesture.
Shows various cultures from around the world.

Post Reading:
- Last 4 pages show photos of Peace Around the World and a great 'Note on Peace'.
- Great Quote:
  "Peace cannot be kept by force. It can only be achieved by understanding,"
  Albert Einstein

Raab/Goodwin Book Synopsis

"Remembering Georgy: Letters from the House of Izieu" Klarsfeld, Serge



Grades: Middle school, High school

This book is about Georg Halpern, who was eight years old when he was murdered at Auschwitz. It contains reproductions of his letters and drawings that he made for his parents, which he wrote from a series of children's homes, to which he was first sent in 1940. He ended up at the House of Izieu in the Italian occupied zone, which Jews had hoped was a safe area, but tragically the Gestapo came to the home and took away the children. Together with these pictures of Georg are photographs of his parents, who survived the Holocaust. Indeed, they were two of the very few parents of children from Izieu who survived the war. They both died in 1989, and spent many years living in hope that that their son had survived, but their hopes were never fulfilled.

Themes:

- Grief, loss, death, dying
- Racial hatred
- Saving children during the war
- Keeping the memory of the Holocaust alive for current and future generations

Concepts/Vocabulary:

- Murder, executioner, roundup
- Orphanage, separation from parents
- Anti-Semitism, Holocaust
- Children are victims of persecution and war

Pre-reading:

- Pre-read book prior to meeting with class
- Give students a background on events leading to Georgy's death
    1. Many children were separated from parents during the Holocaust with goal of survival. Children lived with other families or in orphanages. This took place not only in France but also in places like England where children were sent to escape the camps.
    2. Cruelty of the Nazis did not save even the children and Georgy was killed at eight years old
    3. Book represents collected letters found written by Georgy to his parents as well as drawings, photographs and documents detailing his parents' search for him after the war.
    4. Author Serge Klarsfeld, along with his wife Beate, are activists and Nazi hunters known for documenting the Holocaust in order to establish the record and to

enable the prosecution of war criminals. He has made notable efforts to commemorate the Jewish victims of German occupied France.

- Read Georgy's letters and show photos and drawings to class.

Post-reading:

- What pictures do Georgy's letters and drawings evoke in your mind?
- Do you think that Georgy understood the reasons for his separation and the dangers that could possibly happen at any time? What type of mood and feelings do they reflect
- Why do you think Georgy's parents searched for him after the war?
- Why is it important to preserve the letters, etc. and learn of the happenings during the Holocaust?

Raab/Goodwin Book Synopsis

Klein, Gerda Weissmann,
"Promise of a New Spring"
This book presents details and photos; asks children to remember this terrible time in history; and to create the "new spring". Ms. Klein, the author, is a survivor who last most of her family in concentration camps during WWII. She wrote this book to teach a lesson about this time in history

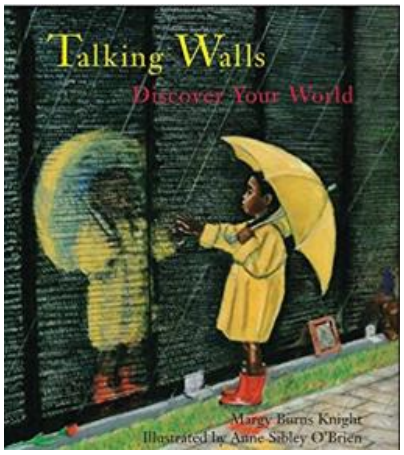
Grades: Ages 5 and above

Theme:
- Holocaust: from the destruction comes a "new spring" (a new generation)

Pre-reading:
- What have you learned about the Holocaust?

Post-reading:
- What is Ms. Klein's message? What is the "new spring"?

Raab/Goodwin Book Synopsis



Knight, Margy Burns
"Talking Walls"
Illustrated by Anne Sibley O'Brien

Grades: 3-8

This book introduces readers to different cultures by exploring walls built around the world and the story behind why they were built and what they represent and symbolize. The book isn't necessarily a read aloud but can be used as a resource guide to explore the world's diversity, using the stories of the walls to introduce different cultures and issues, and how they can separate or hold communities together.

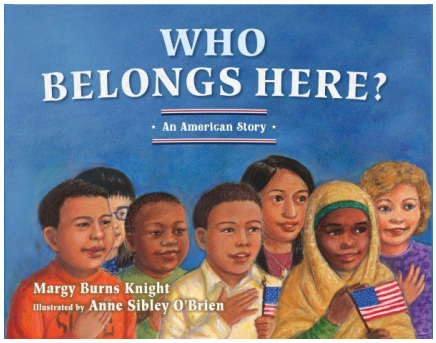
Themes:
- Culture, history, landmarks
- Diversity
- Reasons to build walls
- How walls can bring people together or divide them

Concepts/Vocabulary:
- Literal, figurative, impact of seeing walls
- Examples: Great Wall of China, Vietnam Veterans Memorial Wall, Berlin Wall, Martin Luther King Memorial
- Walls in the neighborhood: sound barriers, fences
- Imaginary vs real walls

Pre-reading:
- What are some walls that you see in your neighborhood? Eg. highway sound barriers, fences to keep pets and children safe, to keep citizens from crossing in the middle of a street
- Do walls talk? If they did, what would they tells us? Who built them? Why?

Post-reading:
- Why were some of the walls in this book built? Eg safety, memorials, monuments or keeping people apart.
- Can people build invisible walls in their minds?
- Do you know about other walls? Are they visible or invisible? Do they tell stories?
- Do you think all the walls serve a positive purpose?
- Discuss the literal and figurative walls that people build and possible reasons
- Discuss different cultures noting likenesses and differences
- Do some of the walls need to stay up or come down? Why?

Raab/Goodwin Book Synopsis



Knight, Margy Burns
"Who Belongs Here?"
illustrated by Anne Sibley O'Brien

Grades: 1-5

This book describes the new life of Nary, a Cambodian refugee, in America, and his encounters with prejudice. It includes some general history of U.S. immigration, tracing the waves of immigrants that have built America and celebrating the Muslim and Latino immigrants who are contributing to Americas future. Nary is a young boy fleeing war-torn Cambodia for safety in the U.S. Some of his classmates, think he should go back to where he belongs. But what if everyone whose family came from another place was forced to return to his or her homeland? Who would be left? Nary helps his class perform a lesson that teaches compassion for recent immigrants and tolerance.

Themes:
- Asian, Asian American
- Immigration
- Tolerance, intolerance and acceptance
- Citizenship
- Effects of war on children and families

Concepts/Vocabulary:
- Refugee, immigrant
- intolerance, prejudice, discrimination
- native-born citizen, naturalized citizen
- Cambodia, war torn
- Culture, bullying, conflict resolution skills

Pre-reading:
- Do a picture walk focusing on cover shot of children talking oath of citizenship
- Who belongs here?
- Was everyone born in America?
- What are some countries that you or your ancestors have immigrated to the US from?

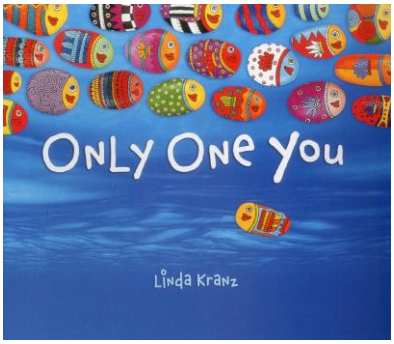
Post-reading:
- Why did Nary and his family leave Cambodia?
- What is a refugee and why do they want to come to the United States?
- How do people especially children feel when coming to a new country? Eg relief, fear, anxiety, loneliness
- What are some problems that immigrants encounter in a new country eg language, jobs, acceptance

Raab/Goodwin Book Synopsis

- Did Nary's classmates react to Nary? Were they welcoming?
- How did the teacher help Nary and his classmates?
- How can our words and actions make a new person to our class feel?
- What can we do to make an immigrant feel welcome and accepted?
- What contributions do immigrants make to their new country?

Raab/Goodwin Book Synopsis

"Only One You"
by Linda Kranz



There's only one you in this great big world. Make it a better place. Adri's mama and papa share some of the wisdom they have gained through the years with their eager son. Their words, simple and powerful, are meant to comfort and guide him as he goes about exploring the world. This beautifully illustrated book is colorful with honest insights. Kranz's uniquely painted rockfish, set against vibrant blue seas, make an unforgettable and truly special impression. *Only One You* will inspire children of all ages as they swim through life.

Grades: K-2

Themes:
- Making the world a better place
- Being enthusiastic, individualism
- Demonstrating wisdom
- Positive affirmations, inspirations and imperatives
- Qualities of an ideal person

Concepts/Vocabulary:
- Wisdom, enthusiasm
- Look out, memory, discover
- Passion, legacy, wishes
- Individual, friendship

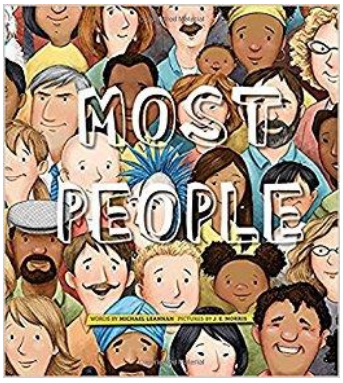
Pre-reading:
- Take children on a picture walk, noting the illustrations and asking for predictions. Tell them this is a book about friendship and becoming the best you that you can be.

Post-reading:
- What is a friend? What qualities do friends have?
- What are some things friends do together?
- How can we be good friends to others?
- When might it not be a good idea to follow your friends or the crowd?
- Sometimes a friend might ask you to do something that you don't agree with, or something that you know is wrong. What would you do in this situation?
- What is wisdom? Do you know anyone who is wise? How can you develop into a wise person?
- What makes a person stand out from other people?
- How do you feel when you perform standout behavior? Pride? Happiness? Satisfaction?

- How can people stand out in a good way in the classroom? In the cafeteria? On the playground? At home?
- How can you be a better person?
- How can you make the world a better place?

Raab/Goodwin Book Synopsis

"Most People"
Leannah, Michael
Illustrated by Jennifer E. Morris



This is a positive book about the good in people. This picture book gently reminds readers, most people are good and have good intentions. Even when someone does something wrong or is angry, it might be that they have made a mistake or can change. A book like this one can help youngsters understand why others behave as they do and perhaps forgive them for their mistakes. The world can be a scary place. Adults want children to be aware of dangers, but shouldn't children be aware of kindness too? Ink and watercolor illustrations bring different neighborhood people into focus as they go about their days. It's a picture book that impresses upon us that most people want to be good, do the right thing, and that they want to see you happy, too.

Grades: PreK to 2

Themes:
- Global Empathy
- Modern Family
- Multicultural
- Tolerance & Resolving Conflict

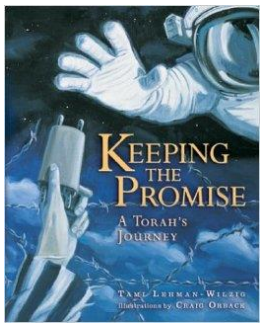
Concepts/Vocabulary:
- smile, laugh, good people, help others, trouble
- bad things, lie, steal, bully, hurt, destroy
- more good people than people who do bad things
- change, seeds of goodness

Pre-reading:
- Do a picture walk, leading students through the pictures of crowded city streets, in the company of diverse, asking them what they think
- Note the diversity of the adults and children in the book and how they interact.

Post-reading:
- Can you tell if a person is good or does bad things by the way they look? Reference the big, bearded, tattooed, chained biker who politely assists an elderly lady onto the bus, the goth teenager with piercings and purple Mohawk who returns a lost wallet to it's owner, the driver of the electric company truck who stops the truck to allow an elderly woman to cross the street.
- Ask if they remember other examples of goodness from the book.
- Compare them to the little boy who stole and apple and how he became good again and to the little girl who was frowning and unhappy and how another little girl helped her to become happy again.
- Ask what they can do to help people change eg. Be kind to others, help others, say nice things, etc.

Raab/Goodwin Book Synopsis

Lehman-Orback, Tami
"Keeping the Promise, A Torah's Journey"



The author writes of the incredible journey of a small Torah scroll belonging to a Dutch Rabbi, of a Bar Mitzvah boy during the Holocaust and finally of Ilan Ramon, the first Israeli astronaut, who died on the space shuttle Columbia. The book takes place during two different times; during World War II and during the early 2000s. Rabbi Dasberg, Joachim, 13 years old during the war, and others are imprisoned at Bergen-Belsen, a Nazi concentration camp, as part of the Nazi's persecution of the Jewish people.

Grades: 4-6

Themes:

- Hope, promise and humanity
- There are real heroes in this world
- Ties literature to world history
- Loss of life

Concepts/Vocabulary:

- Bar Mitzvah, Torah Scroll, astronaut, concentration camp, Spaceship Columbia, freedom
- "*Jood*" Dutch word for Jew, as inscribed on the star patches that the Nazis forced Jewish people to wear
- "*Mazel tov*" good luck, and is used to convey congratulations
- "*Baruch Atah*" the beginning to many Jewish prayers, which translated roughly means "blessed are you" (often followed by *Adonai*, meaning "our Lord")

Pre-reading:

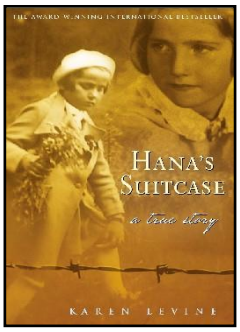
- Why do some people take risks? Have you ever taken a risk?
- What does it mean to be a hero? Do you know any real life heroes?
- Have you ever attended a Bar Mitzvah? Think about what it was like and the feeling felt by the family and guests.
- Preview the illustrations and ask what feelings the illustrations convey.

Post-reading:

- Did the townspeople accurately anticipate what would happen during the war?
- What was life like for Rabbi Dasberg and the others at the concentration camp?
- What did Rabbi Dasberg bring with him to the camp and how did he hide it?
- How did Joachim feel about having his Bar Mitzvah in the camp?
- Describe the emotions Joachim felt when he saw his mother
- Compare how alike and different this Bar Mitzvah was from any you have attended.
- What did the Rabbi give Joachim and what did he ask in return?
- Did Joachim keep his promise?
- Why is sending the Torah into outer space symbolic and how do the restrictions of space compare to the restrictions of life in the camp?
- Describe the risks that the Rabbi, Joachim and Ilan take in life and the freedom they feel when they take those risks.

Raab/Goodwin Book Synopsis

Levine, Karen,
"Hana's Suitcase" (based on a true story)



After viewing the suitcase of a Holocaust orphan, children at the Tokyo, Japan Holocaust Education Center want to learn what happened to her. The curator of the Center searches for answers. In the end the child's brother is found in Toronto and he is able to share their story.

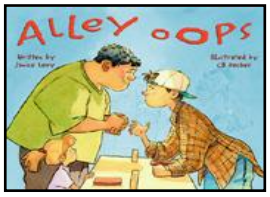
Grades: 5 – 8

Pre-reading:
- Why were the children curious about Hana Brady?
- What do you think you'll learn about her?
- What might be in the suitcase?

Post-reading:
- What happened to Hana?
- Who helped solve the mystery of her life?
- What qualities did Fumiko possess that kept her looking and hoping to find information about Hana?
- How did George survive?

Raab/Goodwin Book Synopsis

Levy, Janice,
"Alley Oops"



This story is about a boy named J.J. who is very mean to a new boy at school.
Listen to the story to see what happens to make J.J. change his behavior.

Grades: 1 – 3

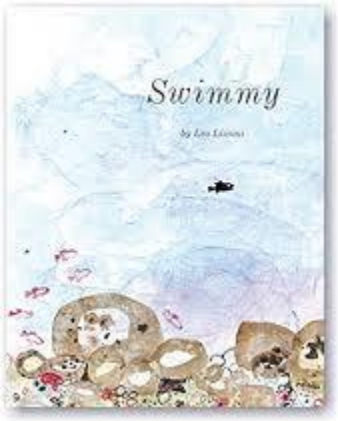
Themes:
Bullying has serious long-term consequences for both the victim and the bully.
Bullies need to understand the impact of their hurtful behavior and change.

Pre-reading:
- How would you feel if someone called you mean names? How might this affect you for a long time?
- What advice would you give to a bully?

Post-reading:
- Why was Mr. Jax the right person to teach J.J. about bullies? (discuss "Frog Face")
- How did J.J. and Patrick become friends? How is each boy better off now?
- Explain Grandpa's story of the two dogs inside us. What can we learn from it?

Raab/Goodwin Book Synopsis

Lionni, Leo
"Swimmy"



Grades: Pre-K - 1st

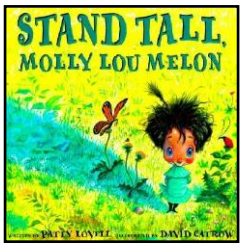
Themes:
- Being different
- Handling adversity
- Dealing with "bullies"

Pre-reading:
- Do you know some of the kinds of plants and creatures that live under the water in the ocean?

Post-reading:
- How was Swimmy different from his brothers and sisters?
- What happened to his brothers and sisters?
- How did Swimmy feel?
- What were some of the animals and plants that Swimmy saw under the water?
- Who did Swimmy find that made him feel happy?
- How did the little red fish feel before Swimmy got his idea?
- What was Swimmy's idea?
- Did Swimmy's idea help the little red fish?
- What could you do if someone was mean to you or to a friend?

Raab/Goodwin Book Synopsis

Lovell, Patty,
"Stand Tall, Molly Lou Melon"



Grades: K – 3

Themes:
- Be true to yourself
- Be proud of who you are
- When you stand up to a bully, you make the bully look foolish

Vocabulary/concepts: Walk proudly, buck teeth, fumble-fingered

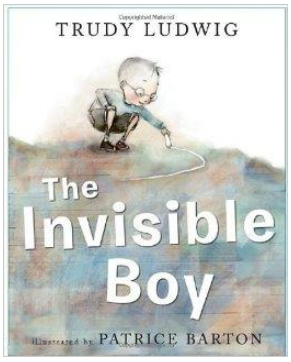
Pre-reading:
- Look at the cover. What do you notice about Molly Lou Melon?
- What does it mean to "stand tall?"
- 3. How would you handle a bully who makes fun of you?

"Let's read to see how Molly Lou Melon handles the bully Ronald Durkin."

Post-reading:
- How was Molly Lou Melon different from her classmates?
- What advice did her grandma give her?
- How did that advice help her deal with the bully Ronald Durkin?
- How and why did Ronald Durkin change?

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"The Invisible Boy"



Grades: K - 3

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.
When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

This gentle story shows how small acts of kindness can help children feel included and allow them to flourish.

Includes discussion questions in back of book.

Themes:
The importance and impact of small acts of kindness
The power of one person
The value of inclusion - Active exclusion as a form of bullying
Everyone is unique and has something to offer

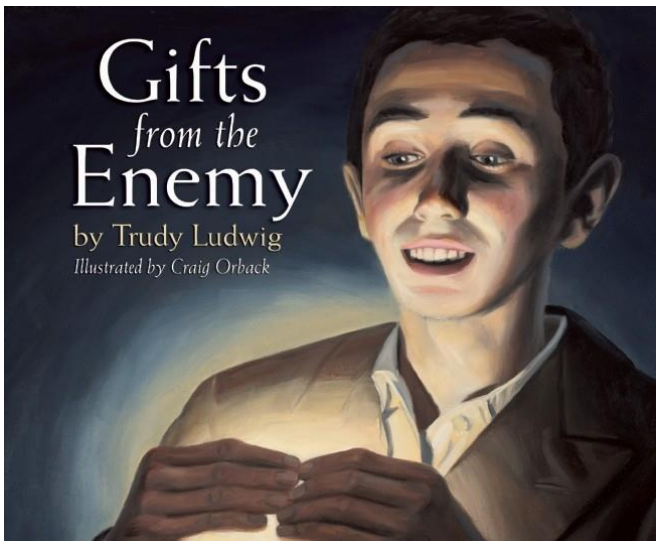
Pre-Reading:
*****Ask what "invisible" means
*Look at cover and title. What predictions can children make from the cover and title?

Post Reading:
*What observations could be made about Brian?
*Share thoughts about phrase "which is worse - being laughed at or feeling invisible"
*What does it mean to be cool?
*How many kids did it take in this story to help Brian begin to feel less invisible?

Review additional questions for discussion in back of book.

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"Gifts from the Enemy"



Grades: 4-6

Theme: Acts of social justice & kindness can change lives. Young people can develop empathy, compassion & caring.
There are good people & bad people in every group.

This is a picture book adaptation of Alter Wiener's 2007 memoir "From A Name to a Number: A Holocaust Survivor's Autobiography"

Vocabulary for lesson [see back pages of book]:
Sabbath, Challah, Nazis, occupation, Houses of worship, curfew, prison labor camps, genocide.

Pre Reading:

1. Discuss the meanings of the words hatred, prejudice & stereotyping.

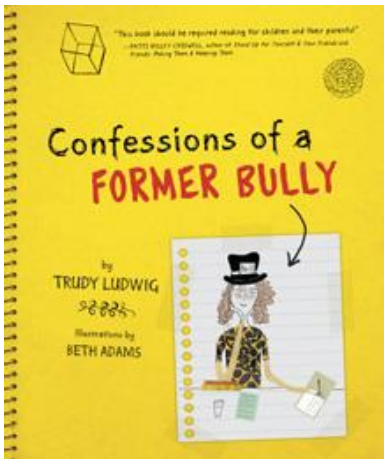
Why are these acts/behaviors dangerous?
How do they get started?
Why is it important to accept differences?

This powerful true story is about a Holocaust survivor.
What do you know about the Holocaust?

Post Reading:
There are excellent questions for discussion & activities in the back pages of this book.

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"Confessions of a Former Bully"



Grades: 2 - 6

Themes:

- Make good choices
- Friendship…what makes a good friend
- Handling physical, cyber, verbal bullying

This text is written in a Diary of a Wimpy Kid style, from the perspective of Katie, a bully. Katie is caught teasing a schoolmate and as a consequence needs to meet with a counselor and right her wrong. Katie realizes that bullying has hurt not only the people around her, but her, too. Included are real life empowerment tools to provide kids with words and ways to deal with relational aggression.

Pre-reading

- Have students share individual connections with bullying behaviors.
- Discuss times that students have said something mean to another person. Is that bullying?

Post-reading

- Role play the empower tools. Note the first four tools are more appropriate for younger kids.
- Discuss the quotes from famous people used throughout the text.
- Role play examples of tattling and then revisit the same situations with reporting language.

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"My Secret Bully"

Grades: 3-6

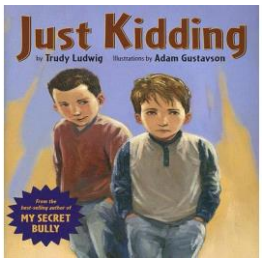
Themes:
This is a story about bullying among friends by teasing, exclusion, and name-calling, all forms of emotional bullying, often referred to as 'relational aggression'. With help and guidance from supportive adults, children can find the tools to deal with and avoid bullying, or to "cope, survive, and thrive".

"As you hear the story about Monica and Katie, listen for the things that happen that make Monica feel bullied and what she does about it."

Post-Reading:

- There are the following excellent follow-up pages at the end of the story:
- What Can a Target Do? provides many helpful suggestions for discussion.
- An Opportunity for Discussion provides wonderful questions to use with the class after reading the story.

Raab/Goodwin Book Synopsis



Ludwig, Trudy

"Just Kidding"

Grades: 1-5

Theme: Emotional bullying among boys; teasing, exclusion & re-building self-esteem

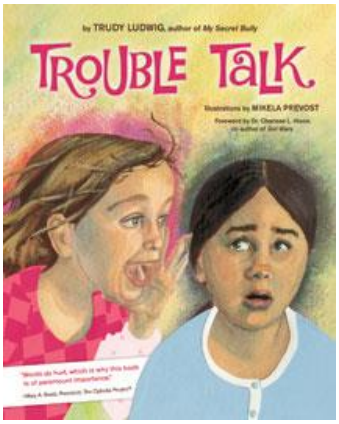
* This book has information, resources & additional questions in the back, as well as "Teasing Dos & Don'ts."

Pre-reading:
1.What is "bullying"? Are there different kinds of bullying?
2. How would you feel if someone bullied you?
3. Would your best friend[s] bully you?

Post -reading:
1. Who was teasing D.J.?
2. What was Vince saying that upset D.J.?
3. How was Vince avoiding punishment after teasing D.J.?
4. Did the words "Just kidding" make the teasing okay?
5. Why didn't Vince stop, even after he knew that D.J. didn't like the mean comments?
6. Who helped D.J. feel powerful and gave him suggestions to stop the bullying?
7. What strategies worked for D.J.?
8. How did the story end?

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"Trouble Talk"



Grades 3-6

Themes:
This book explores the "harmful consequences of 'trouble talk'- gossiping, lying, spreading rumors and sharing others' information in order to establish connection and gain attention."

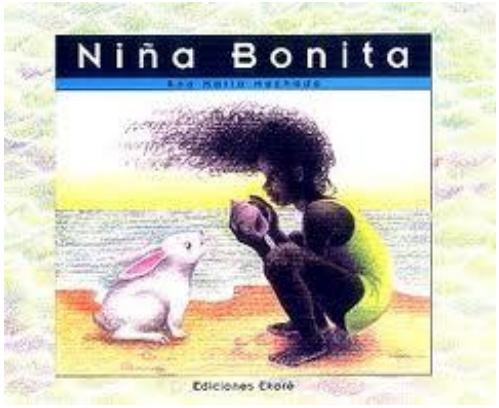
To Students:
"Listen to the story of Bailey and the other girls to find out what kinds of trouble talk happen and the consequences of that trouble talk.After I read the story, we can have a discussion about what happened and how you might have handled it in the same way or in different ways."

Post-Reading:
- In what ways did Bailey engage in trouble talk?
- What were the results of her trouble talk?
- What did the narrator do to try to address the problem?
- How was Bailey given help?
- Who do you feel you could talk to in your school about similar issues?
-Is trust important in a friendship? Why or why not?

Reader:
There are excellent resources at the end of the book to use in discussion:
Author's note: More about Trouble Talk
Questions for Discussion

Raab/Goodwin Book Synopsis

Machado, Ana Maria
"Nina Bonita"



Grades: K – 3

Themes:

- Diversity – the many colors of animals and the human race
- Race – people's skin color resembles that of their parents and relatives
- Pride in being black
- Racial bias and racial differences

Vocabulary: glossy, panther

Pre-reading:

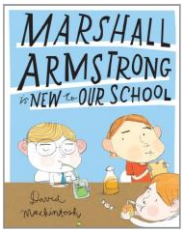
- Discuss what children know about skin colors.
  - Is skin color important? Why
  - Should everyone look the same?
  - What are some of the skin colors you see in your school?
- Discuss treating all people equally.

Post-reading:

- What color does the bunny want to be? Why?
- What does the bunny do to change his color? Does it work?
- Who does the bunny meet and "marry?"
- What colors are their baby bunnies?
- Is the white rabbit happy with this family?
- All colors are beautiful, white, black and in between
- Did you like this book? Why?
- What did you learn about skin or fur colors?

Raab/Goodwin Book Synopsis

Mackintosh, David



"Marshall Armstrong is New to Our School"

Marshall Armstrong is the new kid at school and he is not like everyone else. He plays differently, he eats differently, and he doesn't look the same at all. He sticks out like a sore thumb. That is, until he invites everyone to his birthday party. Soon the other kids start to learn that sometimes different can be cool. This is a charming book about celebrating differences.

Grades: K – 3

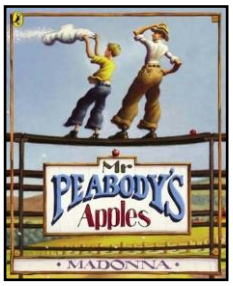
Themes:
- *Differences are OK
- *Tolerance of differences
- *Welcoming the stranger
- *"Don't judge a book by it's cover"

Pre-Reading Questions:
- *What do you think the boys on the cover picture are thinking/feeling?
- *Have you ever been the new kid to the school?
- *What was it like to be the new kid?

Post- Reading Questions:
- *What can we learn from this story?
- *In what ways is Marshall different/alike to the other students?
- *What do you think Elizabeth Bell is thinking/feeling on the last page of the story?
- *How can we welcome a new student?

Raab/Goodwin Book Synopsis

Madonna,
"Mr. Peabody's Apples"
(Based on a 300 yr. old Kabbalah story by the Baal Shem Tov)



Grades: 2 – 6

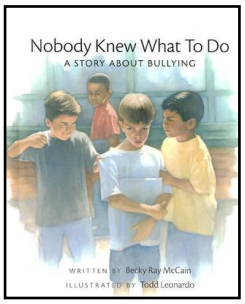
Themes:
- It's hard to undo the damage caused by spreading gossip, rumors, and lies
- Don't jump to conclusions because something *seems* true
- Don't be too quick to judge a person. (p. 28)

Pre-reading:
- What do you notice about the cover illustration? What do you think the story will be about?
- The author of the story is Madonna. What do you know about her? Did you know she writes children's books?
- What is a rumor? Have you ever spread a rumor or been a victim of one? What damage can a rumor do?
- "In this story a boy named Tommy Tittlebottom spreads a rumor about Mr. Peabody. Listen to find out how Mr. Peabody teaches Tommy just how hard it is to take back harmful words."

Post-reading:
- What rumor did Tommy spread about Mr. Peabody? Why?
- What might Tommy have done to find out the truth *before* he jumped to conclusions?
- What did Mr. Peabody have Tommy do to make him understand that once you say something, the damage is done?
- What is the meaning of the illustration on p. 26? What does each feather represent?
- Why do you think Madonna wrote "Mr. Peabody's Apples?"
- How might this story affect your behavior?

Raab/Goodwin Book Synopsis

McCain, Becky Ray,
"Nobody Knew What to Do – A Story About Bullying"



Grades: 1-3

Themes:
- Bullying
- Being an 'upstander' not a bystander

Synopsis:
This book is about a child who observes another classmate being bullied so badly that he doesn't come to school one day. This child decides to go to his teacher about the problem and tell her what is happening to his classmate. The next day, when the child being bullied returns to school and the bullies approach him, the teacher and principal meet all of them, take their names and call their parents. The children who allowed the bullying to happen, and 'looked the other way' learn that there is safety in numbers, and that they need to stick together to prevent others from bullying someone.

Post Reading:
- Back page of book has good information about Bully Prevention

Raab/Goodwin Book Synopsis

McCann, Joseph,
"There's A Skunk In My Bunk"
(Story in rhyme)

Grades: K - 2

Theme: Think for yourself, and do not judge others by what you've been told.

Pre-reading:

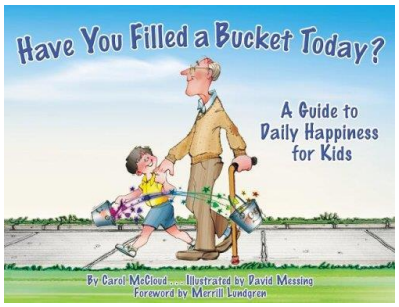
1. Ask students to comment on title and cover illustration. How do they think the boy feels about having a skunk in his bunk? Why?
2. "Have you ever changed your mind about someone after you got to know him or her?" Explain.
3. "Listen to the story to see how a little boy named Timmy learns to think for himself and not to believe everything he hears."

Post-reading:

1. What had Timmy heard from people about skunks? About raccoons? About bats?
2. How did Sammy the Skunk, Ralph the Raccoon, and Bob the Bat change Timmy's mind?
3. What can happen if we believe everything we hear about someone? What should we do?

Raab/Goodwin Book Synopsis

McCloud, Carol.
"Have You Filled a Bucket Today?" A Guide to Daily Happiness for Kids



Winner of 9 awards, this book is part of a widespread "Bucket Fillers" movement to foster self-esteem early in life. For more info, go to www.bucketfillers101.com

Grades: Pre-K – 4

Theme: Everyone is born with an "invisible bucket" (symbol of one's mental and emotional health). When you do or say kind things, you fill someone's bucket, as well as your own. When you're mean, you dip into someone's bucket and your own.

Pre-reading:

- Ask students to comment of cover illustration. What do they notice about the boy and old man? What is going into the buckets? Why?
- What could the title mean?
- "Listen to the story to find out ways you can be bucket fillers or bucket dippers."

Post-reading:

- What is the purpose of the invisible bucket?
- How do you feel when your bucket is full? How do you feel when your bucket is empty?
- What are some ways to be a "bucket filler?" Can you fill your own bucket by dipping into someone else's?
- How is a bully a "bucket dipper?" What are other ways to be a bucket dipper?
- How can you practice to be a bucket filler?

Optional activity:
Bring a child's beach bucket (you can draw a big smiley face on it) and cut out paper hearts and stars. Each student can write on a heart or star an idea for filling someone's bucket.

Companion book: How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer

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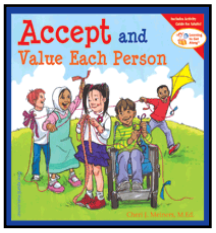
Meiners, Cheri,
"Accept and Value Each Person"
One book from "Free Spirit's Learning to Get Along" series of 12 titles



Grades: Pre-school – 3
- This book has a section for teachers with questions and games to reinforce the ten skills (see pgs. 32-35 in the book).

Theme:
- Accepting and valuing people, respecting differences and teaching empathy

Pre-reading:
- Read about the illustrator and the author on the back cover. Show their photos. Ask students to think about what they like best about themselves.

Post-reading:
- Ask students to share what they like best about themselves.

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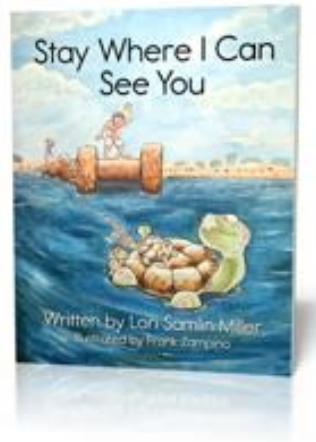

Samlin Miller, Lori
"Stay Where I Can See You"
is an exciting, engaging, educational adventure tale in which a family of turtles attempts to stay together on a challenging journey filled with just the right amount of danger and suspense.

Grades: Pre-school-2nd Grade

Themes:
- Bullies choose their targets
- Children should stay where they can be seen by parents/teachers
- Everyone has unique challenges
- Recognize opportunities to be kind and help others

Pre-reading:
- Why do bullies often pick on someone who is smaller or weaker?
- Have you ever seen someone being bullied?
- How did it make you feel?
- Who can you tell?
- Do you think it is okay to wander off on your own? >Has your parent or teacher ever told you to stay where they can see you?
- Do you know why that is important?
- What would you do if you were separated from your family?

Post reading:
- Did Mother Turtle know she'd left Toby behind?
- Who was the bully in the story?
- Who saved the turtle?
- Did Ben want to keep the turtle or put him back?
- Why did Ben put the turtle back?
- What would you have done?
- Why do you need to stay where you can be seen?
- What can happen (possible consequences) if you wander off or don't listen to directions

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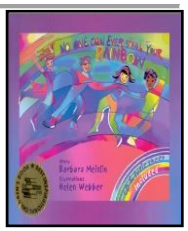
Raab/Goodwin Book Synopsis

Meislin, Barbara,
"No One Can Ever Steal Your Rainbow"
Told in rhyme with CD & lyric sheet included.
This book is based on a true story.



Grades: 2-5

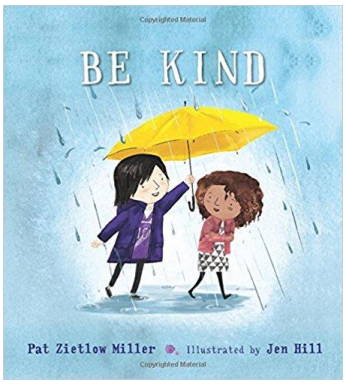
Themes:
- Even when bad things happen, the "rainbow in your heart" [joy, hope, love] will sustain you.
- Your own rainbow cannot be taken away, it will always be there to bring you hope.

Pre-reading:
- Discuss rainbows. Are they real? When do you usually see a rainbow?
- How do you feel when you see one? Can a rainbow really be in your heart?
- Discuss the author's use of symbolism in this rhyming story.

Post-reading:
- What did the author mean when she wrote "No one can ever steal your rainbow?"
- When you feel like giving up, think that things will never get better or just want to quit, will you remember the message in this book?
- Ask some students to explain/paraphrase the message [to keep hope, love & joy in your heart].

Raab/Goodwin Book Synopsis

"Be Kind"
Miller, Pat Zietlow
illustrated by Jen Hill



Grades: PreK –2

Kindness has always been important. Most people want to be kind. Most parents hope their children will be kind. But kindness seems to be getting some extra attention these days, spurred on by current world events. School leaders are focusing on kindness as a core value, taking the time to talk about what kindness is and ways to demonstrate it.

When Tanisha spills grape juice all over her new dress, her classmate contemplates how to make her feel better and what it means to be kind. From asking the new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind, and how each act, big or small, can make a difference—or at least help a friend.

Themes:

- How to be a friend
- How two simple words can change you
- Messages of empathy and compassion
- Kindness, civility, thoughtfulness
- Acknowledgement of human existence

Concepts/Vocabulary:

- Ways to be kind – giving, calling someone by their name, being friendly, giving a donation, helping a friend
- Kindness is contagious – acts of kindness breeds more kindness
- Partner, attention, recycling
- Thank you, bless you, patient, tricky, problem, together, kindness, travel
- Purple splotches, violets

Pre-reading:

- Review title and ask what it means to be kind means?
- Take students on a picture walk, asking them what they see in the pictures.

Post-reading:

- How did the class react when Tanisha spilled grape juice on her clothes?
- What were their facial expressions?
- How did her friend (narrator) try to act towards her? What was her facial expression? What did she think, say and do to try to help Tanisha?
- What is the definition of kindness? See words in purple print
- What are some of the ways a person can be kind?
- Do you think it is easy or hard to be kind?
- What have you done today to be kind?
- What can you do the rest of the day to demonstrate kindness?

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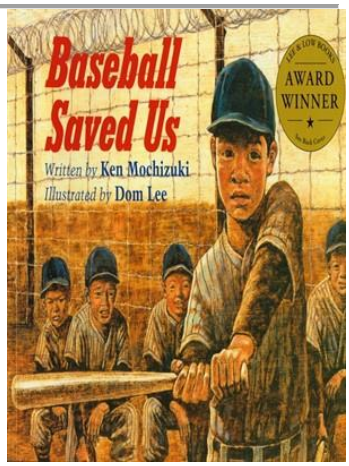

Mochizuki,Ken
"Baseball Saved Us"
Grades: 3-6*The story of the Japanese American internment in the United States during World War II, and the story of a young person who lived in the camps. Baseball Saved Us is a strong story about enduring an extremely tough time of discrimination and hatred. It is centered on a Japanese/American family and their youngest son, "Shorty". Shorty's family and friends were placed in an internment camp during WWII. With the help of fellow prisoners they create a baseball field which allowed them to endure times of humiliation and degradation in the camp. Even after leaving the camp, Shorty was still the target of humiliation and continued discrimination. Eventually he gains enough strength to hit the game winning home run.*

Themes:

- Purpose, injustice
- Humiliation, internment, discrimination

Concepts/Vocabulary:

- Enduring, guard house, barracks, sagebrush, baseball, irrigation
- Immigrants, Pearl Harbor, barbed wire, pastime, Kamikaze,
- Assembly Center, Fairgrounds, racetracks
- World War II, American citizen, Japanese-Americans, internment camps
- Propaganda, War bonds, Rosie the Riveter

Pre-reading:

- By looking at the cover, what do you think this book is about?
- Do you think it takes place now or in the past? Why?

Post-reading:

- How did the U.S. get through the tough times at home while soldiers were away fighting in WWII? What did those at home do to get through the tough times?
- What did the government do to people of Japanese descent living on the west coast of the US after Pearl Harbor?
- Do you think it was fair for the government to take them away from their home and make them move far away?
- How did they use Baseball to help them get through the war?
- Who are the us in the title? Why do you think the author named the book *Baseball Saved Us*?
- Do you think this could happen today?
- How would you feel if this happened to your family?
- Is it ever okay to portray other cultures in a negative way?

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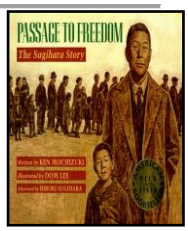
Raab/Goodwin Book Synopsis

Mochizuki, Ken (Illustrated by: Dom Lee),
"Passage to Freedom- The Sugihara Story- a Biography"



Grades: 3 and up

Themes:

- In 1940, Chiune Sugihara wrote visas for hundreds of Jewish refugees from Poland, helping them to escape the Nazi threat.
- Book's lesson/message: There is a Jewish proverb that "if you save the life of one person, it is as if you saved the entire world."

Vocabulary: Refugees, upstander

Pre reading:

- Use a world map to show location of Poland, Japan, Lithuania, on the Baltic coast of Russia.
- Chiune's son Hiroki told this story in his book. This is one of the most important stories to emerge from the Holocaust years. Briefly discuss the Holocaust (age appropriate)

Post reading:

- Discuss Chiune's bravery and being an "upstander." What made him decide to help the Jewish people?
- Discuss the family's amazing act of kindness. Why was this act of kindness so important?
- Sugihara saved the lives of about 10,000 Jews during the Holocaust. Do you think that one person can really make a difference? Would you call him a hero?
- Review the Jewish proverb. Would you stand-up for one person who needed help? Ask for some examples/situations when, why, where, how you could help a classmate or a younger child.
- If time permits, read the "afterword" on the back inside book cover.

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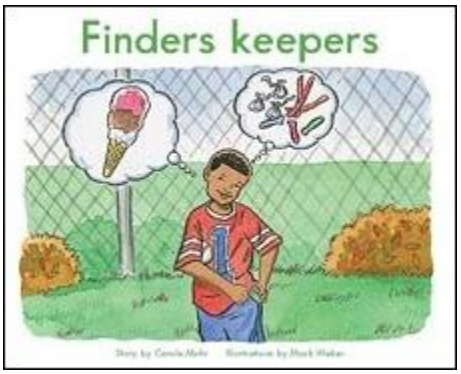
Mohr, Carole
Finders Keepers



Grades: K-1

Theme:
Being kind and honest make you feel better than having more toys
Making other people feel good makes you feel good

Pre-Reading:

- Read title and show cover. What do you notice?
- This is a story about making choices about being a good friend.
- Listen to the choice that Derek decides to make in this story.

Post-Reading:

- What did Derek find?
- What did he want to do with what he found?
- When he talked to Robert, what did he figure out/
- What did he do? How do you think that made him feel?

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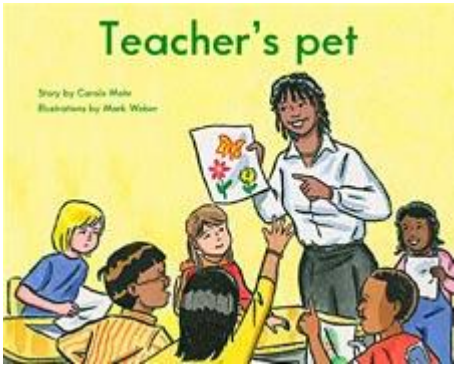
Raab/Goodwin Book Synopsis

Mohr, Carol



"Teacher's Pet"

Vocabulary:
bystander ,upstander, bully, empathy

Theme:
- An upstander does not go along with the crowd, but thinks for herself and shows empathy.

Pre-reading:
- Look at cover. Discuss meaning of "teacher's pet." What do you notice? Who does not look happy? Why might this be?

As you read, have students notice details, esp. facial expressions, in illustrations.

Post-reading:
- Is there a bully in this story? Who? Why? (jealousy) What does she do?
- How does Sara make Nicole feel?
- Who has empathy and stands up to the bully? How does she do this?
- If you were Nicole, would you let Jasmin & Kendra play? What about Sara?

****This book is part of The King School Series by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others. Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

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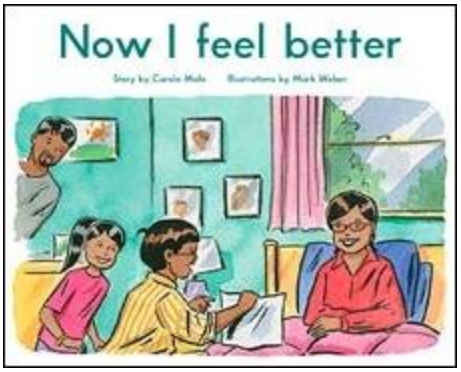
Raab/Goodwin Book Synopsis

Mohr, Carol
"Now I Feel Better"



Theme:

- Children who experience kindness & caring learn to care for others.

Pre-reading:

- Look at cover. Describe what you notice. When you have been sick, what are some things your family or friends did to help you feel better?

Post-reading:

- What happened to Victor's mom?
- How does Victor know what to do to make his mother feel better? Give examples.
- What gave Victor the idea for his story?
- What might you do to make someone you care about feel better?

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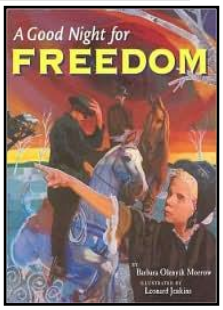

Morrow, Barbara Olenyik,
"A Good Night for FREEDOM"
Note: Students need some knowledge of slavery in pre-Civil War US

Grades: 4 – 8

Themes:
- Have the courage to obey your conscience. Think for yourself.
- Do what you feel is morally right even if others might not agree—even if it means going against your family or the law.

Vocabulary: Abolitionist, Quaker, slavery, runaway slaves, slave catchers conscience, Underground Railroad, upstanders, bystanders

Pre-reading:
- Ask what students know about slavery. Discuss vocabulary.
- How might it feel to be a slave? Would you risk your life for freedom?
- What kind of people would risk everything to help slaves escape?
  "This story is based on historical events that took place in 1839 in Newport, Indiana. It is told by a young girl named Hallie.
- Listen to find out what difficult decision Hallie has to make.
- Should she listen to her conscience or obey her father?"

Post-reading:
- How did Hallie discover the 2 young runaway slaves?
- Aunt Katy refers to Susan and Margaret as "her guests."
- Why does she want Hallie to meet them?
- What do Susan and Margaret tell Hallie that she will never forget?
- How was Mr. Levi Coffin different from Hallie's Pa?
- What did Mr. Coffin mean when he said to Hallie, "But thou has a conscience, child."
- Describe what is happening on the cover illustration.
- Why is this the most important scene in the story? (Climax).
- Why do you think Hallie made this decision? Would you have?
- Read the "Author's Note" on the dedication page. Discuss upstanders and bystanders.
- You may want to show a map of the US to trace Susan & Margaret's route from Tennessee to Indiana to Canada.

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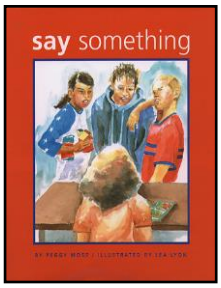

Moss, Peggy,
"Say Something"
***** *Teachers' Choice Award 2005*
Includes excellent ideas for discussion with resources/websites listed in back

Grades: K–6 (simple, limited text & picture book format geared toward **K-2,** (but situations apply to all ages)

Themes:

- Being a silent bystander to bullying/teasing isn't enough; you have to "say something."
- YOU can make a difference.

Pre-reading:

- Look at the title and cover illustration.
- What do you notice?
- Why might the story be called "*say something*?"
- Why are some people silent bystanders when they see someone being bullied or teased?
- The narrator in this story is a silent bystander until something happens to make her change.
- Listen to find out what made her change.

Post-reading:

- How were some of the children in the story picked on?
- Describe what happened to make the narrator finally *say something*. What emotions did she feel when she was teased?
- There is an African proverb on the title page:
- *"If you think you are too small to make a difference, try sleeping in a room with a mosquito."*
- What does this mean to you?
- How might you change your behavior after hearing this story?

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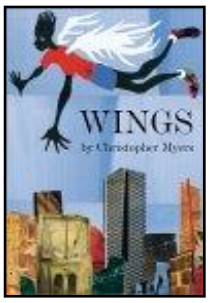
Raab/Goodwin Book Synopsis

Myers, Christopher,
"WINGS"



Note: Wings is a simple allegory of few words and illustrated with dramatic cut-paper collages.
The name of Icarus comes from Greek mythology—
Icarus flew too close to the sun,
so the wax that held his artificial wings on melted,
and he fell into the sea and drowned.

Grades: K – 3

Themes:

- Be proud of who you are and what makes you unique.
- Our differences make us amazing and beautiful.
- Don't be a bystander. Speak up for what you know is right.

Pre-reading:

- What would you do if kids at school were making fun of someone because he was different in some way?
- What is something that makes you unique or different? How does being different make you feel?
- Listen to see who is telling the story and to find out what happens to Icarus Jackson."

Post-reading:

- Who is telling the story? Why doesn't she defend Icarus at first?
- How do the kids, teacher, and policeman make Icarus feel? What makes him smile?
- Why the story is called "Wings"?
- What can you do to help your classmates "find their wings and soar?"

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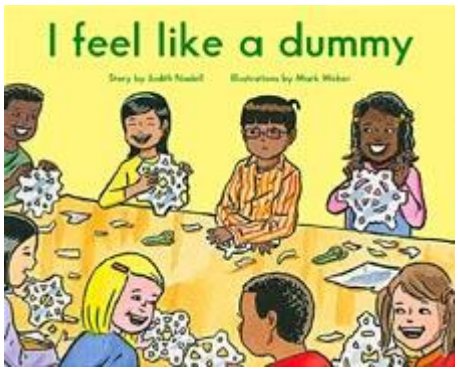
Raab/Goodwin Book Synopsis

Nadell, Judith
"I Feel Like A Dummy"



Grades: Kindergarten-grade 1

Themes:
Gaining self-confidence,being proud of yourself

Vocabulary: dummy, proud

Pre-reading:

- Discuss cover picture.
- What activities do you enjoy in school?
- Are some activities easy for you?
- Are some difficult for you?
- Do you ever feel sad or angry when you have trouble doing something?
- Let's read this book to find out what happened to Victor.

Post-reading:

- What was Victor's class making with scissors & paper circles?
- Why wasn't Victor proud of his snowflake?
- Why did Victor say he was a "dummy?"
- What did Victor's Mom say to Victor?
- What did Victor's Dad say to Victor?
- What did Isabel say to Victor?
- Why did Victor feel proud of himself at the end of the story?

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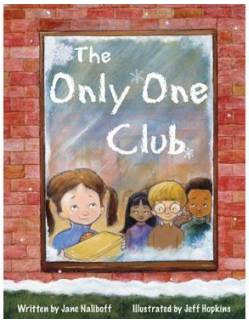
Raab/Goodwin Book Synopsis

Naliboff, Jane
"The Only One Club"



Grades: 1-3

Themes:
- Each person is unique and of value.
- Although people are similar in many ways, they are never the same.
- Treat others with respect and celebrate our differences.

Vocabulary: unique, Christmas, Hanukah, dreidels, menorah

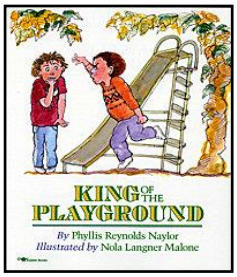
Pre-reading
1. Discuss similarities- How are you (the children) alike? (all in same grade, same teacher and school, eat at same time, etc).
2. What makes you different? (hair, eye, skin color, clothing, religion, what you like to eat, your favorite game, etc.)

Post-Reading:
1. Why did Jennifer decide to form "The Only One Club?"
2. Why didn't Jennifer want the other kids to be in her club?
3. Why did she decide to include them at the end?
4. What was Jennifer's box?
5. In Jennifer's class, everyone is the "only one" of something. What would make <u>you</u> the "only one?" What makes you unique?

Celebrate your different-ness!

Raab/Goodwin Book Synopsis

Naylor, Phyllis Reynolds,
"King of the Playground"



Grades: K – 2

Theme:
Stand up to bullies who try to scare or threaten you

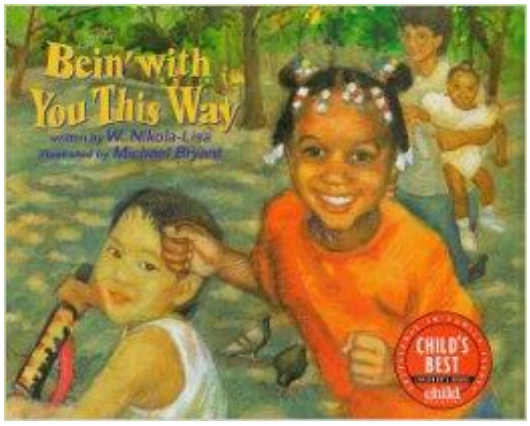
Pre-reading:

- Look at the cover illustration and title.
- Discuss what the story might be about.
- Did you ever feel like one of the 2 boys on the cover? Explain.
- Discuss the terms "bully" and "victim."
- "This story is about a boy named Kevin, who is afraid to go to the playground because a bully named Sammy threatens to hurt him.
- Listen to the story to see how Kevin's dad helps him figure out a way to make Sammy stop scaring him."

Post-reading:

- What were some of the things Sammy said he would do to Kevin?
- What finally made Sammy stop?
- How did Kevin's dad help him figure out what to do?
- Should there be a "King of the Playground?"
- How can everyone feel safe and have fun at the playground?
- What can you do?

Raab/Goodwin Book Synopsis



Nikola-Lisa,W
"Bein' with You This Way"

Grades: Pre-k- 1
* This book would be good for special ed classes that benefit from frequent repetition

Themes: We are all unique and we should celebrate our differences.

Vocabulary: exquisite, enrapturous

Pre-reading:

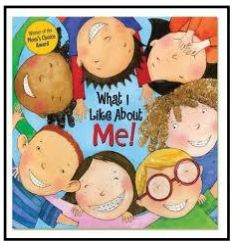
1. In what ways are all of you alike?
2. In what ways are all of you different?
3. "Let's read this book and listen to words that show we are all unique, or not like anyone else, in our own ways"

Post-reading:

1. What were some of the differences you heard in this book?
2. What words would you use to describe yourself?
3. Do you think the world would be an interesting place or dull place if we all looked, dressed, and acted the same? Why?

Raab/Goodwin Book Synopsis

Nolan, Allia Zobel,
"What I Like About Me!"
Written in rhyme and has flaps, pull-tabs and touch-and-feel pages – Complete lesson plan is inside the book.

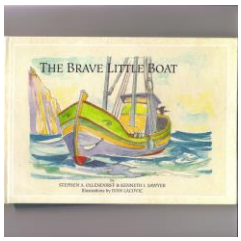


Grades: Pre-school – 3

Theme:
This book shows children how being different is what makes them special.

Raab/Goodwin Book Synopsis

Ollendorff, Stephen & Sawyer, Kenneth
"The Brave Little Boat"



Grades: 3-5

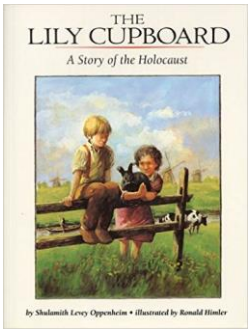
Theme: Danish efforts to save the Jews during the Holocaust

Synopsis: Two young children ask their grandfather to tell them a story about a hero. He begins a discussion about what it was like to live in Denmark during the war and the rise of Adolf Hitler. He explains that the Nazi's hated the Jews and that his life and the lives of his family and Jewish friends were in mortal danger. He then told his grandchildren he would introduce them to a hero. He took them to the docks and showed them a little wooden boat. This is my hero, he explained. The children were mystified as to how an old wooden boat could be a hero. He told the story of how the boat, against all odds, managed to save many Jewish families by taking them to safety in Sweden. They agreed that the boat is a hero and should be called 'The Brave Little Boat".

Follow up discussion:

- Explain the story of how Denmark was one of the few countries that came to the defense of its Jewish population against the Nazi's and how many Danes risked their lives to save their Jewish friends and neighbors.
- Can discuss 'the righteous among the nations' and upstanders vs. bystanders etc.

Raab/Goodwin Book Synopsis



Oppenheim, Shulamith Levey
"The Lily Cupboard, A Story of the Holocaust"
Grades: 4-5

As World War II rages, all Jewish people in Europe feel threatened and are in real danger. Miriam is a young girl living in Holland in 1940 when the Germans invade the country. Her parents, fearing for their lives, sends Miriam to live with a non-Jewish family in the countryside. If the soldiers come to the house, Miriam is instructed to hide behind the wall in the secret lily cupboard. Miriam learns that even in the darkest of times, many heroes emerge.

Themes:

- Hope, promise and courage
- Love, kindness, friendship, bravery

Concepts/Vocabulary:

- Holland, World War II, holocaust
- Jewish, hiding, countryside

Pre-reading:

- Why do some people take risks? Have you ever taken a risk?
- Who is affected by war?

Post-reading:

- Why is Miriam sent to live in the countryside?
- Why does Miriam have more chance of being safe with Nello and his parents in the countryside than by staying at home with her own family?
- What important things does Miriam pack into her suitcase? Why does she say she will not take a doll?
- If you had to go on a long journey away from home what important things would you take with you and what would be the hardest thing to leave behind?
- How do we know that both Miriam and her Mum are very upset and how does Miriam explain her feelings?
- Why do you think Nello's family took Miriam into hiding in their home?
- What plans are made to hide Miriam when the soldiers come?
- Why does she have to hide alone in the lily cupboard?
- What chances were they taking?
- Why were they willing to risk their lives?
- Why do you think Nello gave her the rabbit?
- Why do you think the rabbit was important to Miriam? Miriam protects her rabbit, what other relationship is this similar to? (*How her parents are protecting her*)
- Who are the heroes in this story? Why?
- People who hid Jewish children from the soldiers are sometimes called 'rescuers.' They put their own lives in danger to save other people's children. Why do you think they did this?
- What clues are there in this story to tell us that Nello's family had spent a long time planning how to keep Miriam safe?
- Now, think about your own life, have you ever needed a hero?
- Who are the heroes in your life? Why?
- How could you be a hero to someone else today?

Raab/Goodwin Book Synopsis

Otoshi, Kathryn

"One"

In this book, bold splashes of color tell the story of Red, a bully, who makes his target Blue feel "blue". The other colors say and do nothing, making Red grow strong, until the numeral one comes along and shows that each of us counts and can make a difference.

Grades Pre-K – 1

Theme:
Friends need to help friends.
Be an upstander for yourself and others
EveryONE belongs

Pre-reading

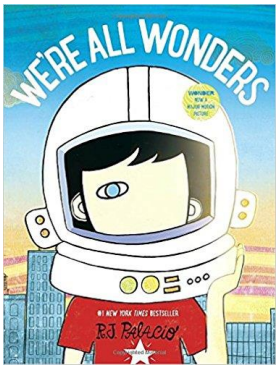
- How might it feel to be blue?
- How might it feel to be red?
- Have you ever felt this way?
- What does it mean to count?

Post-reading

- Why did Red act that way toward Blue?
- Why didn't the other colors say something to Red?
- What was different about one?
- How can you be like one?

Raab/Goodwin Book Synopsis

"We're All Wonders"
Palacio, RJ



Grades: K-2
All children are exposed to school or neighborhood bullies. They may even know what it feels like to be excluded from a game or activity. But they may not realize how someone with physical differences feels when others point and call them names. It's natural for children to be curious about those who have differences, like Auggie in this book.

The story is told from Auggie's perspective and he talks about how he understands that he isn't ordinary. He does ordinary things but doesn't look like an ordinary boy. He wants others to look at him for who he is, a wonder.

This book educates about the importance of empathy and being kind to others. The book introduces the concept of choosing to be kind. It is underlying theme of the book. The reason why children make fun of others in the first place is because they aren't educated about how it's wrong. They think it's funny and don't understand that it hurts others. It's no different than bullying. The world could be such a better place if people could just be kind to each other rather than tear each other apart.

Themes:
- Need to belong
- Individual differences
- Personal challenges
- Kindness

Concepts/Vocabulary:
- Ordinary, extraordinary
- Wonder, differences,
- Helmet, physical characteristics

Pre-reading:
- Discuss the cover of the book.
- Do a picture walk asking children what they think the book is about and to make predictions.
- What is different about the boy? What are some words you can use to describe him?
- Why do you think the boy (Auggie) is wearing a space helmet?

Post-reading:
- What does the first line in the book reveal about the boy? Define ordinary.
- In what way is the boy ordinary?
- In what way is he extraordinary?
- Look at the pictures of Auggie's classmates. Describe each student. How are they all different? What might they have in common?

Raab/Goodwin Book Synopsis

- Why does Auggie's mother call him a "wonder"? Why don't others see him the way his mother sees him?
- How do the other children react when they see Auggie?
- How would it feel to walk in Auggie's shoes?
- What do the space helmet and the water tower tell you about what happens next in the story?
- Describe the friends he meets on Pluto and how they relate to each other?
- What does he mean when he says**,** "I know I can't change the way I look, but maybe, just maybe, people can change the way they see. "What does he mean by this comment?
- Discuss the need to choose being kind over being mean

Raab/Goodwin Book Synopsis

Paratore, Coleen,
"26 BIG Things Small Hands Do"
Alphabet book with beautiful, colorful illustrations

Grades: Pre K – 1

Theme:
Small hands can do BIG things to make the world better.

Pre-reading:
- Look at the book cover.
- What kind of book is this?
- What is an alphabet book?
- What are some "big" things or good things you do with your hands?

Post-reading:
- How do small hands make the world more wonderful?
- If time allows, have students draw a picture of one thing their hands can do.

Raab/Goodwin Book Synopsis

Parr, Todd,
"It's Okay to Be Different"
Big bold bright amusing illustrations

One sentence per page—each beginning with "It's okay…"

Grades: Pre K – 1

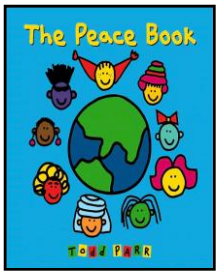
Theme:
Being different is okay. How you look and how you feel are okay. Everyone is important and special. Don't be embarrassed to be yourself.

Pre-reading:
- Talk about the title and cover illustration.
- What are some ways people are different? Why is this okay?
- What would it be like if everyone were the same?

As you read each page, stop to ask students to respond to the illustrations and text.

Post-Reading
- How does this book make you feel good about yourself?
- How does this book help you get along with others?
- What BIG idea did you get from this book?

Raab/Goodwin Book Synopsis



Parr, Todd,
"The Peace Book"
Grades: Pre K - 2nd

Theme:
Discuss the word "peace" (feeling calm, not fighting, accepting others, showing respect and kindness to others).

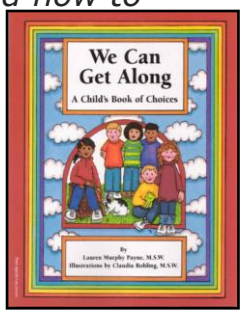
Pre-Reading:
- What makes you feel peaceful?
- What do you do to show someone you like them or how do you know when someone likes you?

Post-Reading:
- How can you help others?
- When you are kind and helpful to others, do you feel good about yourself (like yourself) more?
- Will you try to make your world more peaceful?
- What can you do starting today?

Raab/Goodwin Book Synopsis

Payne, Lauren M.,
"We Can Get Along: A Child's Book of Choices"

Simple words and inviting illustrations teach children how to get along with other and resolve conflicts peacefully. Conflict is a normal part of life for all of us – including young children. Adults can help children learn how to deal with conflict positively and effectively. This book teaches children that they are responsible for their own behavior, the choices they make and the words they use. It teaches children what is acceptable and what is not and how to react appropriately.



Note: This short book does not tell a story,
but introduces "feelings",
discusses making friends, individual differences & making good choices.

Grades: K-3

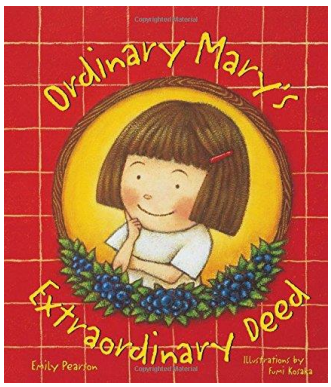
Theme:
Teaches social skills to young children, focusing on kindness, respect, tolerance & responsibility; promotes "peaceful behaviors" & positive conflict resolution.

Pre-reading:
- What are feelings?
- What makes you feel happy? Sad? Angry? Afraid? Safe?

Post-reading:
- What did you learn today about making good choices?
- Allow time for individual children to share experiences, tell how they felt & discuss the choices they made at that time.
- Would you act differently the next time that [event] happens?
- What would you do?
- This book can be followed-up with a drawing art project ["Here I Am Helping a Friend", or "I'm Asking an Adult For Help"]
- Children could also role-play parts of the book [e.g. acting friendly to a new classmate]

Raab/Goodwin Book Synopsis

"Ordinary Mary's Extraordinary Deed "
by Emily Pearson Illustrated by Fumi Kosaka



This book shares an amazing message: one small act of kindness multiplies quickly into BILLIONS without even realizing! Can one good deed from an ordinary girl change the world? It can when she's Ordinary Mary - an ordinary girl from an ordinary school, on her way to her ordinary house - who stumbles upon ordinary blueberries. When she decides to pick them for her neighbor, Mrs. Bishop, she starts a chain reaction that multiplies around the word. Mrs. Bishop makes blueberry muffins and gives them to her paperboy and four others—one of whom is Mr. Stevens, who then helps five different people with their luggage—one of whom is Maria, who then helps five people—including a man named Joseph who didn't have enough money for his groceries—and so on, until the deed comes back to Mary. It's a feel-good story that inspires and celebrates a world full of ordinary deeds! The concept of this book is - be kind and do good deeds to others because no matter how ordinary you may be/seem, it can have a great affect on others and cause a positive chain reaction.

Grades: K-3

Themes:

- Encouraging others
- Kindness
- Exceeding expectations,
- The rewards of working hard
- Pay it forward

Concepts/Vocabulary:

- ordinary
- extraordinary
- deed
- pay-it-forward
- encourage

Pre-reading:

- Ask if the students have heard of the phrase "pay it forward"?
- What do you think it means?
- Can you think of a time when someone was kind to you and then you were kind to another person?
- What was something you did to be kind to another person?

- How does it feel to be kind to someone? How does it feel when someone is kind to you?

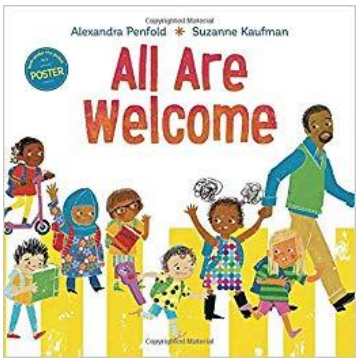
Post-reading:

- What did Mary do that was kind?
- What did the other characters do to pay it forward?
- Are all good deeds the same? How are they different? You can give an example from the book.
- What makes something a good deed? Does it matter if you get something back?
- When Mary was kind to Mrs. Bishop did she expect something in return? Did she know what Mrs. Bishop would do? Did she know that her kind act would come back to her?

Activity:

- Brainstorm acts of kindness that the children could do at school in an ordinary day. Make a list that the teacher could post in the classroom.

Raab/Goodwin Book Synopsis



"All Are Welcome"
written by Alexandra Penfold
illustrated by Suzanne Kaufman

Grades: PreK - 2

A warm, welcoming picture book that celebrates diversity and gives encouragement and support to all kids. Alexandra Penfold celebrates diversity in the uplifting *All Are Welcome*. In this bright, inviting book, the school semester kicks off right, with an atmosphere of warmth and hospitality in which a diverse set of pupils from many different cultural backgrounds feel at ease. Follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where kids in patkas, hijabs, and yarmulkes play side-by-side with friends in baseball caps. A school where students grow and learn from each other's traditions and the whole community gathers to celebrate the Lunar New Year.

All Are Welcome lets young children know that no matter what, they have a place, they have a space, they are welcome in their school. "In our classroom safe and sound. Fears are lost and hope is found. Raise your hand, we'll go around. All are welcome here." Using rhymed stanzas throughout, Penfold details the students' day, from music class, where they play a variety of instruments, to lunch and more.

Themes:
- United by differences,
- Acceptance of individual traits and talents
- Exemplifies diversity

Concepts/Vocabulary:
- Kindness, inclusivity, diversity
- Patkas, hijabs, yarmulkes (kippot)
- Community
- strength is diversity, shelter from adversity

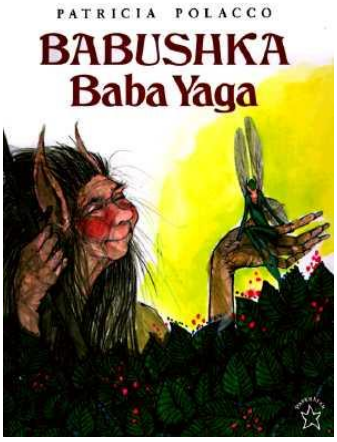
Pre-reading:
- Take students on a picture walk prior to reading
- Explain that you will read about children attending school and follow those children through a typical day.

Post-reading:
- Ask how this school is similar to their own – music and art class, lunch, playground, etc
- Ask what the children in this school have in common? Everyone goes to school each day and experiences the same activities, follows the same schedule, etc
- What are the differences experienced by the children in this school? Nationalities, religion, celebrations, clothing, food, etc
- Explain that the diversity in this school is a strength and how the children interact kindly regardless of the differences, drawn together and welcomed.

Raab/Goodwin Book Synopsis

Polacco, Patricia
"BABUSHKA BABA Yaga" *vibrant illustrations; beautiful, engaging story*

Grades: 3-6



Themes:

- Do not judge others by rumors or their appearance, but by what you know in your heart to be true.
- Loving friendships can form between people of different ages and backgrounds.

Vocabulary:

- *Babushka* (Russian grandmother); *Baba Yaga* (a scary creature of the forest; witchlike character of Russian folklore who steals children); *rumor*

Pre-reading:

1. Look at the title and cover illustration. What does the title mean?
2. How would you describe the illustration? How do looks influence your opinion of the main character?

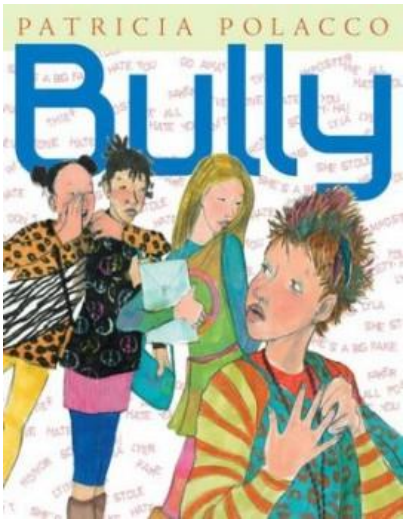
   "Sometimes we form opinions of people because of the way they looks or because we've heard a rumor about them. Then when we get to know a person, we realize our impression was all wrong. In the story BABUSHKA Baba Yaga, there is a character that is feared and hated by the people in the village. We'll find out how a little boy named Victor discovers the truth about this creature."

Post-reading:

1. What did people say about the Baba Yaga?
2. What was she really like?
3. How did she become a Babushka?
4. Describe the relationship between Victor and his Babushka.
5. Why did Babushka leave Victor and go back to the forest?
6. How did Victor learn the truth about his Babushka?
7. What did the villagers learn that made them change their minds about the Baba Yaga? (*"Those who judge one another on what they hear or see, and not on what they know of them in their hearts, are fools indeed!"*)
8. Victor and his Babushka are not alike, yet they share a special friendship. Do you have this kind of friendship with someone who may be much older than you or from a totally different background? How did you get to know one another?
9. What does it mean to "trust your heart" and not what you hear or see when getting to know someone?

Raab/Goodwin Book Synopsis

Polacco, Patricia
"Bully"



Grades: 4 – 6
Themes: Online (cyber) bullying and vicious teasing are particularly dangerous because they can be done anonymously and spread quickly. It's important to know who your true friends are and to stand up for them.

Vocabulary: clique, Facebook, scapegoat, revenge
Pre-reading:

1. How does it feel to be a victim of bullying?
2. How do electronic devices , such as Facebook , text messaging, and email, give bullies more power and make victims more helpless?
3. What would you do if someone wrote something hurtful or untrue on Facebook about you or your friend?
4. Why do people want to belong to a clique?
5. What would you do if members of your clique were bullying someone?

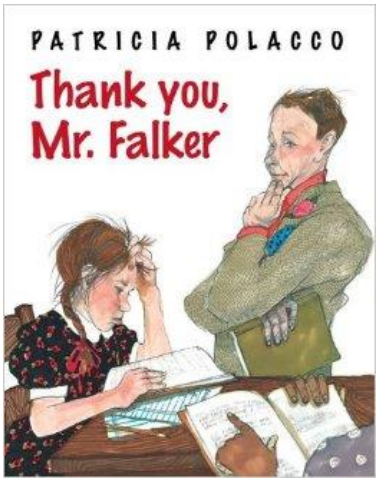
"This story is about Lyla, a 6th grader who just moved to a new school. Like most kids, Lyla wants to be popular, but she has to decide if being part of a clique is worth hurting her best friend Jamie. Listen to the story to see how Lyla fits in with her new popular friends. What big decision does she make, and in what ways does that decision change her life?"

Post-reading:

1. How is *cyber*bullying different from other forms of bullying?
2. How would you describe Lyla, and how would you describe Gage?
3. How did the girls' relationship begin and how did it change?
4. What gave Lyla the courage to call Gage a bully? How did Lyla feel? (like 10,000 pound weight was off her shoulders)
5. How did Gage get even with Lyla? (scapegoat)
6. At the end of the story, why are Lyla, Jamie, and Jack not sure things are ever going to change?
7. How would you answer the question at the end of the story: What would you do if you were Lyla and Jamie—return to the same school or transfer to a new one? Explain.

Raab/Goodwin Book Synopsis

Polacco, Patricia



"Thank you, Mr. Falker"

Beautifully written autobiographical story about a little girl who has difficulty learning to read, and the problems she had with her own self-esteem, and the bullying of others in her class. A very caring and wise teacher realized she had a reading problem (dyslexia, but the word is never used in the book) , and took steps to teach Trisha to read and dealt with the bullies.

Grades: Different web sites had different assessments ranging from **Grades 2-4,** to **4-6.** I believe this book would be most effective with **Grades 3-5,** but I could picture it being an effective tool with even older students.

Themes : Character Development, Diversity, Learning Disabilities, Bullying, Teacher Student Relationships, Everyday Heroes. Differentiated Learning, Respect

Vocabulary:

- Prologue (Word is not actually used, but it would help to explain the beginning)
- Odyssey

Pre-Reading:

- Ask students if they remembered learning to read. or perhaps if they ever had trouble learning or doing anything that seemed to come easier to other students.
- Ask students if they were able to go to anyone for help?
- Who can you go to for help when you are having problems?
- Review the definition of a bully.

Post Reading

- Ask the students what Trisha became when she grew up.
- What character traits did she have?
- Why is she grateful to Mr. Falker?
- What did he do for her?
- Students learn differently
- Trusting adults to help with problems

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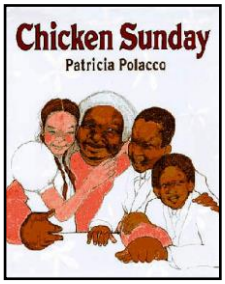
Raab/Goodwin Book Synopsis

Polacco, Patricia,



"Chicken Sunday" (based on a true story)
Note: Book contains beautiful, detailed illustrations
** Teaching activities available*

Grades: 2 – 4

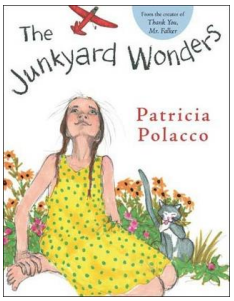
Themes:
Strength of family bonds
Childhood friendship of African American and Russian Jewish family
Pride of heritage and customs

Pre-Reading:
- How can you thank someone who is very nice to you?

Post-Reading:
- How did the three children thank Miss Eula?
- Why did they want to thank her?
- How did they earn enough money for the hat?
- Why did some children throw eggs at the Jewish store owner's shop?
- How did the storeowner help the children?

Raab/Goodwin Book Synopsis

Polacco, Patricia
The Junkyard Wonders
This book is inspired by actual events in Patricia Polacco's life and the people with whom she went to school.



Grades: 4-6

Trisha moves to Michigan to be with her father and grandmother and is distraught to find out that she is once again in a "special" class with Mrs. Peterson, a class known as The Junkyard, populated by kids that are, in one way or another, different. Mrs. Peterson's unique teaching method shows them that they are all full of wondrous possibilities. See how she is able to unleash all their hidden potential.

Themes: in this book include acceptance of differences, dealing with bullying and achieving your potential.

Questions:

7. Why is Trisha put into a special class? What are her classmates like?

8. Kay doesn't want to be friends with Trisha once she's in Mrs. Peterson's class. Why is that? What do you think about the way Kay reacts?

9. Mrs. Peterson reads a long definition of genius. How does this definition differ from the people you may consider to be geniuses? Have you heard a definition like this before?

10. Mrs. Peterson goes out of her way to make sure each and every student in her class feels like a wonder. How do you think this makes her a better teacher?

11. How do the other kids in school treat Mrs. Peterson's class? What are some ways the class copes with these bullies?

12. Even though Mrs. Peterson tries hard to make everyone feel accepted, why is Trisha still upset at being placed in this class?

13. The kids in Mrs. Peterson's class are all different in some way or another—differences that aren't always noticeable. In what way are the students in your class each unique?

14. In what ways do kids bully each other in your school? What can you do to make sure you don't participate in that type of behavior?

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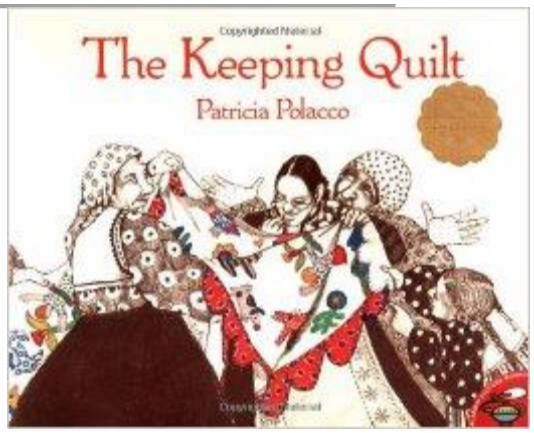
Raab/Goodwin Book Synopsis

"The Keeping Quilt" by Patricia Polacco



Grades: 3-6
The author, Patricia Polacco, tells the story of her own Jewish family and her ancestors' move to America from Russia. When Patricia's Great Grandmother Anna came to America, she only brought a favorite dress and babushka. When she outgrew the dress, her mother decided to incorporate the dress and babushka into a quilt. Adding her uncle's shirt, and the nightdress and apron of two aunts, a quilt was made to remember their homeland, family and the love they shared. Over four generations, spanning almost a century, the quilt was used as a blanket to warm the elderly and to welcome babies, as a wedding canopy, and as a Sabbath tablecloth.

Themes:
- There are many references to Jewish customs, eg. Jewish weddings, Sabbath, birth and death
- What are the traditions of all families?
- How can immigrant families keep their traditions alive in a new country?

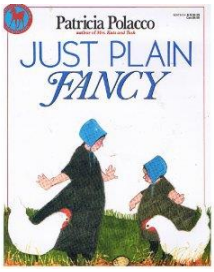
Concepts/Vocabulary:
- quilt, heritage, tenement, geneology, babushka, generations, century, traditions, customs
- Pronunciation of Yiddish words in the book: huppa [*hoo p-uh*]; Challah [khah-lah]; kulich [*koo-lich*]

Pre-reading:
- What are some customs in your family?
- Why is important to keep family history and traditions alive through the generations?

Post-reading:
- Besides the obvious uses for the quilt, what unique things did it become for this family over the years?
- What were the traditional gifts given on special occasions and what did they signify? How do they compare to the gifts in your family?
- What stays the same in the family, generation after generation, and what is different?
- What things have been handed down in your family?
- How is your family alike or different from the family in the book?
- Think about the many immigrants who have come to our country and their contributions. What things in America would be different today without them?

Raab/Goodwin Book Synopsis

Polacco, Patricia,
"Just Plain Fancy"
Grades: 3 – 5



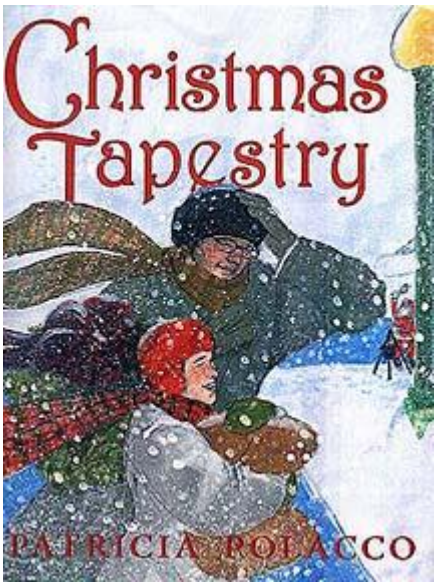
Themes:
Customs of the Amish
A child's responsibility in the family
How being "different" can be beautiful

Pre-Reading:
- Do you know about the Amish people from Lancaster, PA?
- What are some of their customs and rules?

Post-Reading:
- What did everyone learn at the end of the story?
- Did the Amish families accept this "fancy" bird?
- Do you think it's ok to be different?
- Why?
- Explain why differences can be beautiful.

Raab/Goodwin Book Synopsis

Polacco, Patricia
"Christmas Tapestry"



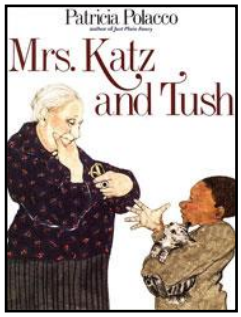
Grades: 1-3
"When a bad leak ruins the sacristy wall in his father's church, Jonathan Jefferson Weeks thinks his family's first Christmas Eve in Detroit will be ruined too. Luckily, he and his father find a beautiful tapestry for sale in a second hand shop….just the thing to cover the damaged wall and give the church a festive look. But there is more to the tapestry, they discover, when an old Jewish woman who is visiting the church recognizes the lovely old cloth. It is her discovery that leads to the real miracle on this unforgettable Christmas Eve. Master story teller and artist Patricia Polacco has outdone herself in this poignant holiday tale of two families, two fates, and two lonely people united by a beautiful twist of faith".

*This book has references to "God's will" and is probably not best for public school use. Although, the story and message are wonderful.

Themes: religious tolerance, power of love, faith, history, survival and challenges

Raab/Goodwin Book Synopsis

Polacco, Patricia,
"Mrs. Katz and Tush"
A story about an elderly Jewish widow
and a young African American neighbor with authentic illustrations



Grades: 3 - 5

Themes:
Common history of Jews and African Americans dealing with prejudice
Knowledge of Passover traditions and foods

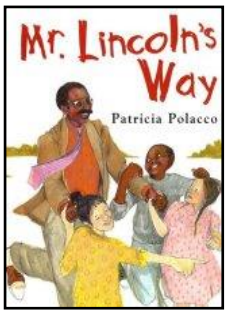
Yiddish words: Bubeleh, Kattileh, Bubee, tush, Shalom, Kaddish, Kugel, Mazel Tov

Pre-Reading:
- Can a young child form a friendship with an older adult (like a grandma or grandpa)?
- What would they talk about?
- What would they have in common?

Post-Reading:
- How did the young boy and the "Grandma" become friends?
- What did the boy learn about the Grandma's Passover traditions?
- What did the boy do to help the Grandma?
- Did the two characters form a friendship?

Raab/Goodwin Book Synopsis

Polacco, Patricia,
"Mr. Lincoln's Way"



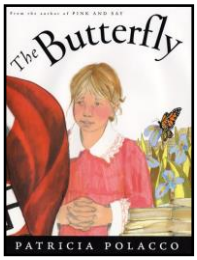
Grades: 3 - 5

Theme:
A school principal befriends a student
and changes his "bullying behavior" by taking an interest
in the boy's love of birds.

Pre-reading:
- How do most bullies act?
- Do you think a bully can change his/her behavior and act nicer to others?

Post-reading:
- Who helped "Mean Gene" change his behavior?
- How did Mr. Lincoln "get through" to Eugene?
- How did Eugene change?
- What did you learn about bullies from listening to this story?

Raab/Goodwin Book Synopsis



Polacco, Patricia,
"The Butterfly" (based on a true story)
A French family hides a young girl in Nazi France during WWII

Grades: 4 – 6

Themes:
- Friendship, courage and hope
- Knowledge of Holocaust (French underground)

Pre-Reading:
- What things do you do to help your friends?
- Would you help a friend if helping put you in danger?
- What does "courage" mean to you?

Post-Reading:
- Was the French family brave? Explain your answer.
- How did the author end the story?
- Did the French family "make a difference" in the lives of the Jews?

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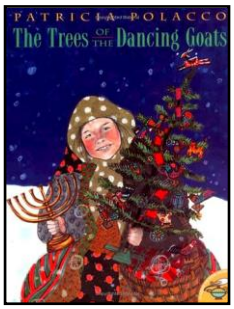
Raab/Goodwin Book Synopsis



Polacco, Patricia,
"The Trees of the Dancing Goats"
(A great Hannukah/Christmas Story)
Teaching Activities available
Knowledge of Hannukah/Christmas traditions necessary
Authentic Illustrations

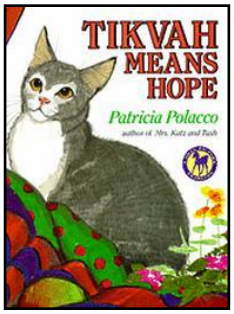
Grades: 3 – 5

Themes:
- Respect for different beliefs
- Jewish/Christian joy in sharing family traditions and friendship

Pre-Reading:
- What celebrations do you observe with your families?
- How do you prepare for these celebrations?
- Tell children that this story is about friends who celebrate the holidays in different ways.

Post-Reading:
- What customs celebrate Hannukah? What customs celebrate Christmas? or Kwanza?
- How did Trisha's family work together to help their neighbors? How can you help friends?

Raab/Goodwin Book Synopsis



Polacco, Patricia,
"Tikvah Means Hope"
A story about the Oakland, CA firestorm disaster around 1993-1994.
A family builds their Sukkah with help from two non-Jewish neighbors.
Beautiful illustrations
Grades: 3 – 5

Themes:
- Community spirit
- "Jewish Thanksgiving"
- Holiday, courage and hope, loss of property, wildlife and family pets.

Pre-Reading:
- Can you think of a recent natural disaster (flood, hurricane, forest fire) where neighbors worked together to help each other?

Post-Reading:
- What holiday did you learn about in this story?
- How did the friends help their Jewish neighbors?
- What lessons did you learn from this story?
- Why did "Tikvah" mean "hope"?

Raab/Goodwin Book Synopsis

Portnoy, Stephanie Arasin,
"Blue Lou and the Bullyfish"
Note: This book comes with a CD of 8 songs related to the story

Grades: 2 - 5

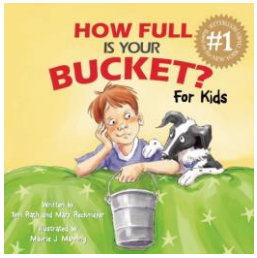
Theme:
Dealing with bullies, friendship and getting along with others

Pre-reading:
- Look at the cover of this book.
- Where do you think this story takes place?
- The two fish in the center are friends.
- Who are the fish on the side?

Post-reading:
- What did Octavia suggest as a way to deal with a bully? (Re-read last paragraph on p.26 if students don't remember)
- How did Shrimpy save Hammer's life?
- What promise did Hammer make to Shrimpy? (p. 36).
- Explain your answer.

Raab/Goodwin Book Synopsis

Rath, Tom and Reckmeyer, Mary.
"How Full is Your Bucket? For Kids"



Good follow-up to "Have You Filled a Bucket Today?" Children will like illustrations which clearly reinforce text.

Grades: K – 2

Theme: Everyone (incl. animals) has an invisible bucket (self esteem). What you do or say fills or empties someone's bucket. In the process of filling someone's bucket, you also fill your own.

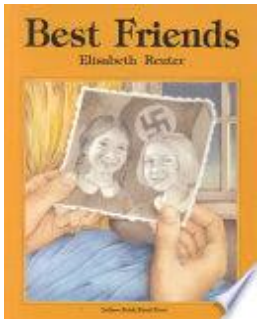
Pre-reading:

1. Have children comment on cover illustration and title.
2. "Listen to the story to find out how a boy named Felix learns how to be a great bucket filler. He doesn't start out that way!"(You can have students notice and discuss illustrations as you read.)

Post-reading:

1. At the beginning of the story, how did Felix treat his sister Anna?
2. What did his grandfather teach him?
3. What were some things that happened to Felix that emptied his bucket? How did Felix feel with an empty bucket?
4. What things caused Felix to feel happy and good about himself?
5. What did Felix do to show he had changed?
6. What did you learn from this story? How can you be a bucket filler everyday?

Raab/Goodwin Book Synopsis



Reuter, Elisabeth

"Best Friends" (historical fiction)

This book was first published in German under the title: Judith and Lisa in 1988. It is the story of the changes in the relationship of two very close girlfriends, one Jewish and one not, living in Nazi Germany. The story shows the propaganda that infiltrated the schools and the impact on the children. Kristallnacht, "night of the broken glass" is also described. WINNER: THE CHLDREN'S CHOICE AWARD.

Grades: 4-8

Themes:

- Reveals what German children were thinking and feeling during the Holocaust
- How Nazi propaganda machine began incorporating anti-Semitic doctrines within the German school system and the impact this propaganda had on the students
- To understand the sufferings of Jewish families, especially children like themselves who endured the horrors of the Holocaust
- Jewish life In Germany preceding, during, and following the war
- Causes of discrimination

Concepts/Vocabulary:

- Nazi propaganda (posters of Hitler, posters of the Hitler Youth), Kristallnacht, the swastika symbol, Hitler youth, scapegoating, stereotyping, victim, collaborator, onlooker

Pre-Reading:

- Discuss causes and effects of discrimination
- Does anyone know about Kristallnacht? Why do many people consider this event the beginning of the Holocaust?
- Have students read an excerpt from a first-hand account from someone who witnessed the events of Kristallnacht

Post-Reading:

- How could Lisa have been a better friend to Judith? What could her family have done to help? Why do you think that the family chose to be onlookers?
- What do you think happened to Lisa and her family?

Raab/Goodwin Book Synopsis

Suggested Activties:

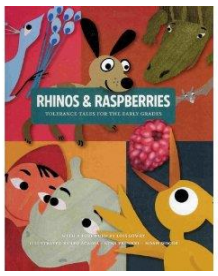
- Have students research *Kristallnacht*. Students can then write a news article from either point of view (the victim or the bystander)
- Discuss what propaganda means. Have students point out examples from the story, such as what was taught in school by the teacher and the materials read in school.
- The following activity is for middle school +. The German story seen below is part of the book and is a good extension lesson on propaganda

Der Giftpilz; known in English as *The Poisonous Mushroom*).
Parts of this German storybook can be found at
http:\\www.calvin.edu/academic/cas/gpa/thumb.htm
Read the English translation and have students express how they feel about this book, especially the cover, and how it would affect a young child.

- Watch the film *Friendship in Vienna*. This film is based on the book, Devil in Vienna by Doris Orgel. This movie is about the relationship of Inge, a Jewish girl and Lise, the daughter of a Nazi official. The setting is in 1938 in Vienna, Austria. It is extremely well-documented, sensitively presented, and is suitable for grades 6-8. It stars Ed Asner and Jane Alexander and is 94 minutes long

Raab/Goodwin Book Synopsis

"Rhinos and Raspberries"
(Tolerance Tales for the Early Grades)



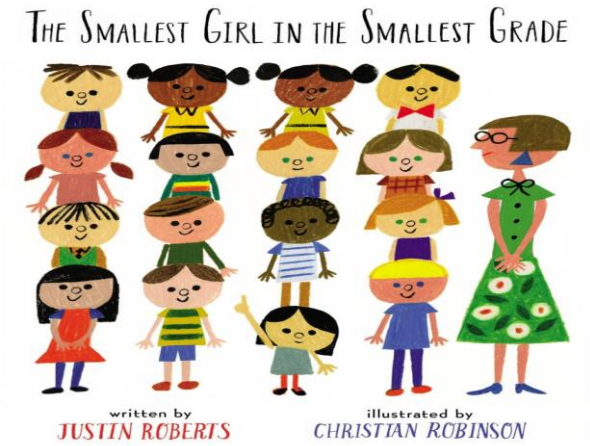
Grades: K - 6

This collection of short tales covers the topics
of cooperation, kindness, giving, peacemaking,
conflict resolution and others
Each tale has a lesson plan sample in the back of the book.
Pre-reading the lesson plan will provide the Guest Reader
with the objectives presented in the tale and topics for discussion.
The classroom teacher may choose to extend the lesson in the days following the visit.

Please note:
This book, along with other wonderful resources, is available at no charge to teachers from the Southern Poverty Law Center's website, Tolerance.org.

Raab/Goodwin Book Synopsis

Roberts, Justin



"The Smallest Girl In The Smallest Grade"

Grades; pre-K--2

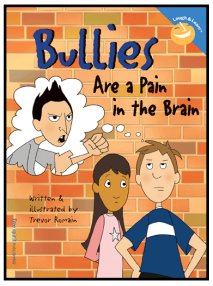
Theme: The power of "One"
A very small girl makes a difference when she stands up to bullying behavior in her school.
This book uses rhyming verse & lovely illustrations to support the story.

Pre-reading:
Look at the cover. Do you see the smallest girl? Does she look like the other children? What is different about her?
What do you think this story will be about?
Look at the wonderful pictures drawn by Christian Robinson while I read this book to you!

Post Reading:
1. Why didn't the children in the class notice Sally?
2.Why did Sally pay super extra special attention to EVERYTHING?
3.Did she notice when Tommy Torino was tripped in the hall? [show the picture] Did the other kids notice?
4. Did she see Kevin McKuen get pushed off the slide? [show the picture]
5. Did Sally see Billy's father drag him away from the classroom on Parent-Teacher Day? [show picture]
6.Why did Sally notice that some of her classmates were acting like bullies & some of her friends were feeling hurt?
7. What did she decide to do? What did she stand up & say? How was Sally feeling when she stood up?
8. What happened next in the lunchroom? Can you raise your hand in the air like Sally & her friends?
9.How did Sally change the behavior of her classmates? What did Billy do? What did Molly do? Why did everyone follow Sally's action?
10. How did Sally change things "for the better?"
11.Did you enjoy this story? What did you learn from this story?

Raab/Goodwin Book Synopsis

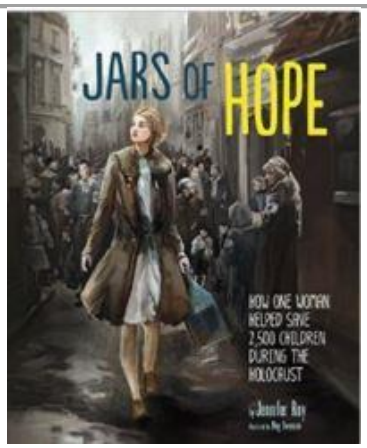
Romain, Trevor,
"Bullies Are a Pain in the Brain"
Note: This is a chapter book with 105 pages.
It can be read aloud to younger students,
or individually by 4th - 5th graders.
In my opinion, every classroom and school library should have this book;
it's a wonderful self-help book for children.



Grades: 1-5

Themes:
Suggestion for dealing with bullies
Understanding why people bully and what children can do to help themselves if they become the victim of a bully

Raab/Goodwin Book Synopsis



Roy,Jennifer
"Jars of Hope"
Illustrated by Meg Owenson

Grades: 4-8

Amid the horrors of World War II, Irena Sendler was an unlikely and unsung hero. While many people lived in fear of the Nazis, Irena defied them, even though it could have meant her life. She kept records of the children she helped smuggle away from the Nazis' grasp, and when she feared her work might be discovered, she buried her lists in jars, hoping to someday recover them and reunite children with their parents. This gripping true story of a woman who took it upon herself to help save 2,500 children from the Warsaw Ghetto during the Holocaust is not only inspirational; it's unforgettable. The illustrations are realistic, dark and foreboding that support and extend the text, expressing the wide variety of emotions that must have been felt by everyone at that time.

Themes

- Strength and compassion of people who fought against evil
- Illustrations depict Irena as a beacon of hope amid squalor, illness and inhumanity
- Kindness and bravery of one woman to help others and make a difference

Concepts/Vocabulary:

- Holocaust, Jewish, Yiddish, Nazis, Warsaw Ghetto, Poland, hatred, internment camps, World War II, Social Worker, Foster home
- Ghetto, heroism, despair, Gestapo, hero, orphanage, vaccine,

Pre-reading:

- Have you ever heard of the Holocaust?
- Use a map to show Poland, Germany and other countries taken over by the Nazis
- Why do you think one woman would risk her life to save others?

Post-reading:

- Would you call Irena a hero?
- What and who do you think prompted Irena to do what she did?
- What are the conditions that were endured by the Jews during this time and what did Irena do to help?
- How did Irena document the names of the children she saved?
- What are some of the hardships that Irena had to endure in order to survive herself and continue her work?

Do you think events like this could happen today? Why?

Raab/Goodwin Book Synopsis

Rubin, Susan Goldman & Weissberger, Ela
"The Cat with the Yellow Star: Coming of Age in Terezin"
Grades: 2 -5

This book tells the great story of a concentration camp survivor, Ela Stein who was eleven years old in February of 1942 when she was sent to the Terezin concentration camp with other Czech Jews. By telling Ela's story, the author also pays tribute to all those who helped the children of Terezin. By the time Ela was liberated in 1945, she was fifteen. Somehow during those horrendous 3 ½ years of sickness, terror, and separation and loss from loved ones, Ela managed to grow up. Although conditions were wretched, Ela forged lifelong friendships with other girls from Room 28 of her barracks. Adults working with the children tried their best to keep up the youngest prisoners' spirits. A children's opera called Brundibar was performed, and Ela was chosen to play the pivotal role of the cat. Yet amidst all of this, the feared transports to death camps and death itself were a part of daily life. Full of sorrow, yet persistent in its belief that humans can triumph over evil; this unusual memoir tells the story of an unimaginable coming of age. The book is organized in chapters based on year and location of events. There are portraits and drawings on every page. There are pictures of Ela and her family and her friends from Terezin. There is a contents page, and index, source notes and an author's note. The story is written as a narrative from Ela's perspective. The opera, Brundibar, was retold in a Maurice Sendak book.

Themes:

- Invasion of Nazis, transport to an unknown place, imprisonment in a concentration camp
- Sickness, loneliness, isolation, separation
- Opera, friendship, survival

Concepts/Vocabulary:

- Invasion, Transport, Concentration Camp, Terezin
- Loneliness, imprisonment, terror, fear, bully, adversity

Pre-reading questions and activities:
Picture walk and discussion:

- In the book, we learn about Ela's life in the Sudetenland before the invasion of the Nazis depicted through five photographs. What do the pictures tell you about Ela's life before the invasion?
- Does Ela and her family enjoy a life similar to yours even though it was long ago and an in another part of the world? school, family life, friends, vacations, birthday celebrations

Post-reading questions and activities:

- After Kristallnacht, Ela, her sister, and their mother fled to Prague with the hope of resuming a normal life, but by March 1939 the Nazis invaded Czechoslovakia and

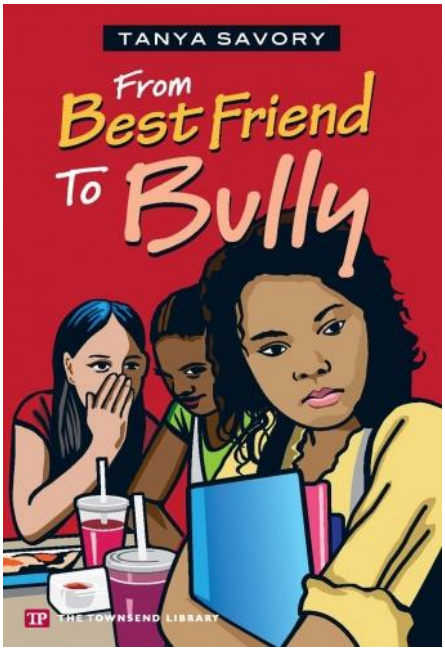
Ela's world was turned upside down again. How did things change?

- What laws did the Nazis impose on the Jews?
- How did Ela react to the new restrictions?
- How would you react if you had to wear a label signifying that you were different from everyone else?
- How would you feel if you couldn't go to school everyday and see your friends?
- How difficult was it for Ela to choose a limited number of items to take with them on the transport?
- What would be the most important things for the family to take, not knowing where they were going and what they would need?
- How did life in the camps change people, eg when Ela calls her mother a "thief"
- How did the people imprisoned in the camp band together to act as a community united to survive?
- What do you think the real message of Brundibár is?
- What is the irony of the victory that the children celebrate at the end?

- Make a time line of the events that happen in the book starting with the invasion and annexation of Sudetenland by Germany in October 1938 and ending with the liberation of Terezin by the Russians in May 1945. Include on the timeline not only the large-scale events but also the laws that the Nazis imposed on the Jews and the changes in Ela's daily life.
- Explain how Art transcends time and circumstance offering people hope. List other events in recent years have had a tragic effect on the lives others, eg. Hurricanes, tsunami and wars. Create a written piece, such as an essay or poem, or drawing on something that makes you happy and share with others in small groups

Raab/Goodwin Book Synopsis

Savory, Tanya
"From Best Friend to Bully"

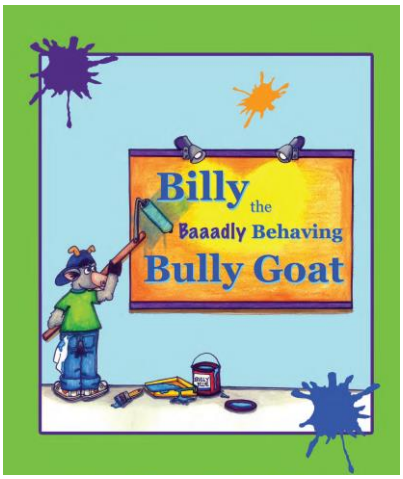


Grades: 1-3
I'm just kidding! You're so sensitive!

Emily had heard her friend, Pam, say this more than a few times. It was what Pam said every time she hurt Emily's feelings. Emily always forgave Pam. After all, they were best friends.
But now things were different. Pam was definitely not kidding. She was calling Emily names and making fun of her in front of their entire class.
It sounds like your best friend is a bully, Emily's brother told her.
Emily was no longer sure she could forgive Pam. In fact, she wasn't sure she could even be her friend anymore.

Themes: bullying, teasing, friendship

Raab/Goodwin Book Synopsis



Schwartz, Staci,
"Billy the Baaadly Behaving Bully Goat"

Delightful rhyming text with word play and bold, colorful, amusing illustrations

Grades: K – 3

Theme: It takes wise action (magic dust in this story) to change mean, bullying behavior to kind, self-rewarding behavior. A bully's ways can be changed by getting him to "feel" the pain he inflicts on his victims, then by experiencing the warm, fuzzy feelings that come with doing something kind.

Vocabulary: bully, victim, consequences, respectful

Pre-reading:

- Read the title and have students comment on cover illustration. What do they think the story will be about?
- Students can share their personal experiences and feelings with bullying—as bully, victim, bystander, upstander.

"In this story a little goat named Billy is a big bully. He does such mean things that the "kids" in his class cry. Listen to the story to find out how Billy changes from being an out-of-control baaadly behaving bully to being a kind, sweet friend." (As you read, you can have students comment on illustrations supporting text.)

Post-reading:

- What were some of the ways Billy bullied the kids in his class? How did his victims feel? How did Billy seem to feel?
- What finally got Billy to change his bad behavior to kind behavior?
- What happened after Billy made Gardenia drop her books? After he made fun of Godfrey's freckles? How did he feel after he helped Gwen?
- Is there really such a thing as "magic dust?" If magic dust doesn't exist, how can we change the attitude and behavior of a bully?

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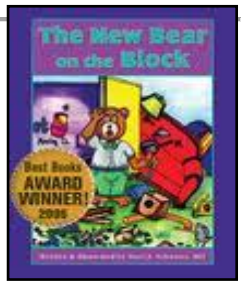


Schwartz, Staci J. MD,
"The New Bear on the Block"
A *complete lesson plan is inside the book.*

Grades: K – 3

Goal: Teaching Tolerance
The New Bear On The Block offers a teaching message of accepting others, the not making premature judgments about people, and an appreciation of diversity.

The book is about the adventures of a young bear who moves into a small town in the woods. Through a series of mishaps that occur as a result of his poor vision when his glasses are accidentally broken, the bear's new neighbors decide to ostracize him for his perceived rude behavior. A wise turtle who happens to be an optician and fixes the bear's glasses, finds him to be a delightful new friend and must correct the false perceptions of his fellow neighbors. In doing so, the turtle teaches them about making snap judgment of others based on first impressions and incomplete facts.

Theme:
Explains to younger children that pre-judging someone before you really get to know them is unfair. The message is about accepting others.

Pre-reading:
- Look at the book's cover.
- What happened to the bear?
- How would you describe the expression on his face?

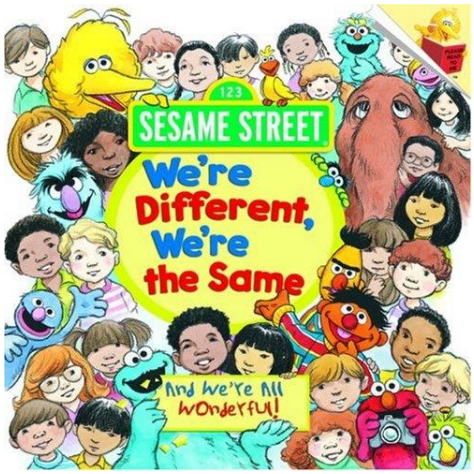
Vocabulary – harmony "jump to conclusions".
Let's read to see what happened.

Post-reading:
- What was the rabbit's, the pig's, the duck's and the mouse's first impression of their new neighbors?
- Why did they feel that way?
- Who helped the bear solve his problem?
- How did the turtle help?
- What did the animals learn about their new neighbor?

Activity:
Ask the question:
- What is something someone might think about you just from looking at you? Model the question eg: Just because I am a girl, people think that I like the color pink.
- Have students make a paper plate puppet self portrait..
- Craft: Paper Plate Puppet (supplies: paper plates, crayons, popsicle stick or tongue depressor for holding) Have students talk about the differences and similarities (diversity). How are they different or similar?

Raab/Goodwin Book Synopsis

Sesame Street (Kates, Bobbi Jane)
"We're Different, We're the Same"



Grades: 1-3

Themes:
- Showing sameness
- Showing differences

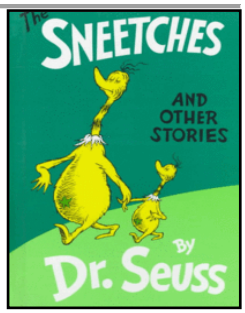
Vocabulary: delighted, same, different

Pre-reading:
- Discuss what title means

Post-reading:
- How are we all alike?
- How are we all different?

Raab/Goodwin Book Synopsis

Dr. Seuss,
"Sneetches"



Grades: K - 5

Theme:
The Sneetches learn that they shouldn't judge others by their outward appearances. This is a lesson on prejudice that can be used on many grade levels.

Pre-reading:

- Discuss how animals can be used in a story to teach a lesson about real people.
- Ask the children if they can explain the saying,
- "You can't tell a book by its cover."

Post-reading:

- Why did the Plain-Belly Sneetches want to look like the Star-Belly Sneetches?
- What did the Sneetches finally learn about themselves and each other?
- Why did Sylvester McMonkey McBean laugh as he drove away?
- More teaching suggestions in
  New Jersey Commission on Holocaust Education:
  Caring Makes a Difference K-4th Grade

Raab/Goodwin Book Synopsis

Shange, Ntozake (Illustrated Michael Sporn), "White Wash"

Grades: 3 and up

Theme:
A street gang attacks a young black girl and her brother, spray painting them with white paint. The girl is traumatized and stays home from school despite her grandmother's encouragement. Her older brother feels guilty for not defending his younger sister. After overwhelming media coverage of the incident, her classmates voice their concerns and decide to show support by accompanying her to school. This story is based on a true event in New York 1992.

Vocabulary: Respect, bully

Goals: Racism
- Understanding the role of diversity and the importance of shared values on the basis of race, ethnicity, religion, language and gender.
- Confronting the alienation of one group from another and the efforts to impose beliefs and customs on others.
- Understanding name calling, prejudice, and discrimination as negative behaviors.

Pre-Reading:
- Some neighborhoods have gangs that bother or attack people because of their race, religion, skin color or beliefs.
- Tell students that the author, Mrs. Shang, is from Philadelphia.
- In this story, a white gang doesn't respect black people.
- The white gang members are Bullies.

Post reading:
- What did Grandma mean when she told Helene-Angel that she had to be strong?
- How did Helene-Angel's friends help her?
- What did friend Raphael say? Discuss "upstander."
- Discuss the story: perceptions of Helene Angel and her classmates.
- Describe what happens when the white gang stops Helene Angel and her brother. Discuss why hate crimes exist.
- Do you think racism and other prejudices are present in school or community? Allow for personal experiences.
- Do students think that ethnic relations will improve in the future?

Raab/Goodwin Book Synopsis

Shange, Ntozake (Illustrated Michael Sporn),
"White Wash"

(Continued)

Activities:

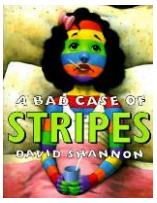
- Role-play or write responses to situations involving racism or prejudice using respectful language to take a stand against prejudice. Eg: One of your friends tells a joke insulting a group of people, should you laugh? What should you do and how?
- Paper Plate Portrait - supplies(paper plate, markers)
  Explain that students will be reflecting on the difference between what others might assume about them and how they truly are on the inside. Students will draw their faces on the outside or "bump" of the plate. They will then write a few words or phrases that they think someone might assume about them. On the inside or "crater" of the plate, students color in a heart and write words or phrases that describe their character/personality—who they really are.

Discussion questions:

- What did students discover?
- Were they surprised by anything?
- Were any connections made between plates?
- How did this activity help understand the meaning of prejudice?

Raab/Goodwin Book Synopsis

Shannon, David
"A Bad Case of the Stripes"



"A Bad Case of the Stripes" is a story about a young girl, Camilla, who loves lima beans, but never eats them. Why? Because the other kids at her school don't like them. Camilla is very worried about what other people think of her. She is so worried, that she begins to break out in "stripes" Her worst fears become reality as others laugh at her for looking different.

Grades: K-5

Themes:

- Building self esteem
- Learning to respect and accept differences
- Bullying
- Friendship

Pre-Reading:

- What do you think this book is about?
- How important is it to "fit in" and to be "cool?"
- Would you change things about yourself just to please other people?
- What happens when you're too worried about what other people think of you?
- Read title and author. Ask students what they notice in illustrations on cover and title page. Is this a true story or a fantasy? What could lima beans have to do with the story?

Post-Reading:

- Do you think that the students were bullying Camilla?
- Why do you think Camilla was afraid to have people find out that she liked lima beans?
- Doctors, specialists, and experts were called in to diagnose Camilla's rare malady. How was she finally cured?
- What did Camilla learn at the end of the story? How has she changed?
- How will this story affect you in the way you treat others and yourself?

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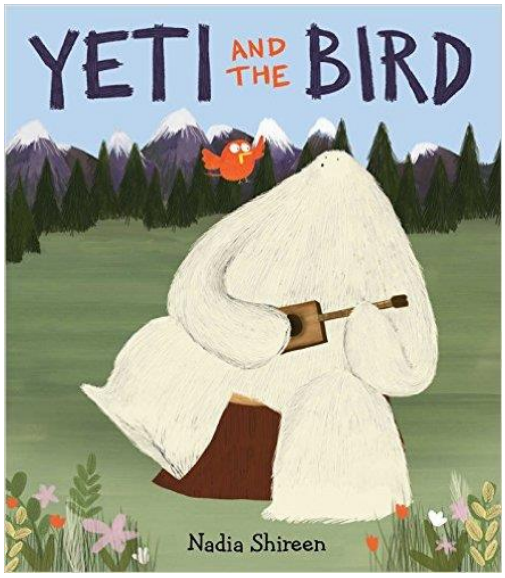
Shireen, Nadia
"Yeti and the Bird"



Grades: Pre K - 1

Themes: 1. Don't judge by appearances. Friends come in all sizes, shapes, & looks.

2. Life is lonely without friends. Friends make life fun.

Pre-reading:

1. Read title and show students book cover. Have them describe Yeti.

Yeti (aka *Abominable Snowman*) is legendary ape-like creature of Himalayas

"Listen to the story to find out how Yeti's life changes from the beginning of the story to the end. Why did it change?"

Post-reading:

1. How did Yeti feel at the beginning of the story? Why?
2. How did Bird treat Yeti? How did Yeti's life change?
3. What happened when Bird needed to leave?
4. What did the animals learn from Bird? What can we learn from Bird?
5. What happens if you make up your mind about someone before you get to get to know him or her?

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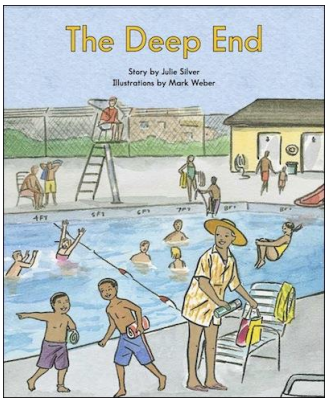


Silver, Julie
"The Deep End"

Grades : 1-2

Vocabulary: rude, ignore

Themes: teasing, reaching your goal, developing self-confidence, feeling proud of yourself

Pre-reading:

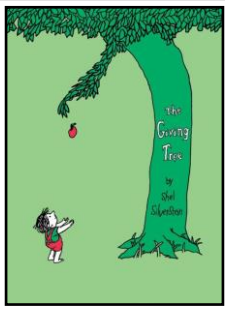
- Do you like sports? What sports do you like to watch or play with your friends?
- Did you ever go swimming in a lake, pool or the ocean?
- Discuss book cover.

Post-reading:

- Who teased Derek at the pool? What did Tyler say?
- Why did Derek get out of the pool?
- What new sport did Derek learn?
- Who helped him learn to swim?
- What was Derek able to do at the end of the story?
- How did Derek feel when he learned to swim & went down the slide?

Raab/Goodwin Book Synopsis

Silverstein, Shel,
"The Giving Tree"



Grades: 2 - adult

Theme:
A parable of the gift of giving, the joy and happiness the tree feels as it makes the boy happy, and accepts the boy's capacity to love in return (unconditional love and devotion).

Pre-reading:
- Do you enjoy getting gifts? Why?
- Do you like to give gifts to your family and friends?
- How does gift-giving make you feel? (Discuss)

Post-reading:
- What did the tree give to the boy?
- Did the "gifts" make the tree happy or sad? Explain your answer.

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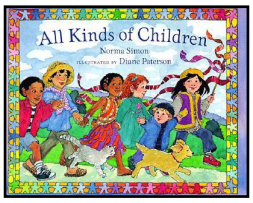
Raab/Goodwin Book Synopsis

Simon, Norma,
"All Kinds of Children"



Grades: K – 1

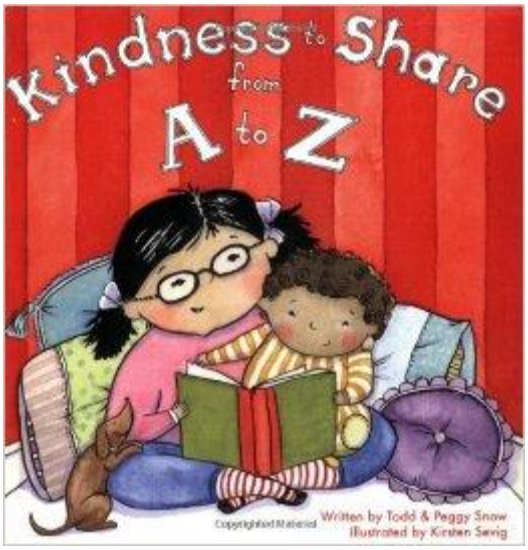
Themes:
Children all around the world have much in common.
Awareness of similarities should help us live together in peace.

Pre-reading:
- Display both front and back covers and read title.
- Have students say what they notice and tell what they think the story will be about.
- Listen to the story to learn the ways children all around the world are the same.
- (Stop to discuss colorful, instructive illustrations)

Post-reading:
- How are you like children all over the world?
- Look at the colorful borders on the front and back covers.
- What do you see? (Colorful paper doll cut-outs).
- What is the meaning of this border?
- (paper dolls of different colors holding hands & living in peace)

Raab/Goodwin Book Synopsis

Snow, Todd & Peggy
"Kindness to Share from A to Z"

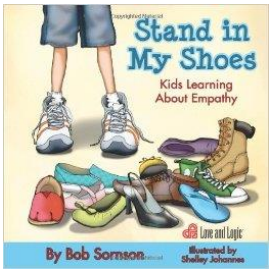


Grades: Pre-k -K
Simple words and beautifully engaging illustrations invite children to show kindness in their daily lives. Each letter, each idea is a step toward becoming more caring and compassionate...and making the world a better place.

Themes: sharing, kindness, good manners

Raab/Goodwin Book Synopsis

Sornson, Bob
"Stand in My Shoes"



Grades: K through 3

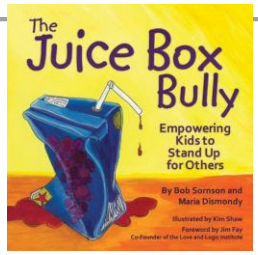
When Emily asks her big sister what the word empathy means, Emily has no idea that knowing the answer will change how she looks at people. But does it really matter to others if Emily notices how they're feeling? Stand in My Shoes shows kids how easy it is to develop empathy toward those around them. Empathy is the ability to notice what other people feel. Empathy leads to the social skills and personal relationships which make our lives rich and beautiful, and it is something we can help our children learn. This book teaches young children the value of noticing how other people feel. We're hoping that many parents read it along with their children.

Themes:
*Kids learning about empathy
*The importance of seeing the world through the eyes of others

Pre-reading:
*Look at the cover of the book. What do you see? Why might the story be titled "Stand in My Shoes"?
*What does empathy mean? (the ability to understand what someone else is feeling)

Post-reading:
*After reading story, what do students now think "Stand in My Shoes" means?
*What were some examples of Emily's empathy?
*How have people shown empathy towards you? (examples)
*How have you shown empathy towards others? (examples)
*Why is it important to understand how others feel?
*What changed inside of Emily when she noticed how others feel?

Raab/Goodwin Book Synopsis



Sornson, Bob & Dismondy, Maria
"The Juice Box Bully"

Grades: 2-6

This book encourages children to make good choices & be aware of others' feelings.
"The Promise", at the end of the book, empowers kids to "do the right thing."
For older students, from Gandhi, "Be the change you wish to see in the world" could be used for more discussion or a writing assignment.

Theme: Children can acquire the skills to solve their own problems.

Pre-reading:

- What is a bully?
- Have you ever seen a bully in action?
- What was the bully doing?
- Did you do something about it?
    - [Discuss the meaning of "bystander"].

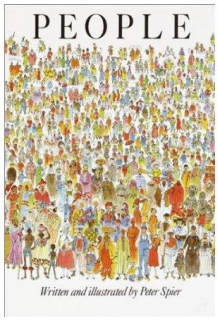
Post Reading:

- Were the students at Pete's new school bystanders, or did they get involved & try to help Pete change his behavior?
- How did Pete's classmates help change his behavior?
- What is "The Promise"?
- Did Pete's classmates bully him back? How did they treat him?
- Explain that the students didn't stoop to the level of the bully, but treated him with fairness & kindness.

***** For more ideas & information, go to no-bystanders.com or info@no-bystanders.com

Raab/Goodwin Book Synopsis

Spier, Peter,
"People"



Grades: 3 - 6

Theme:
Each one of us is a unique individual; celebrate our differences.

Pre-reading:
- Can you name some ways that all people car alike?
- Can you name some ways that all people are different?
- How many people live on the planet Earth?
- Take a guess!
  (Answer: It's always changing, but over 6 billion -6,000,000,000 – live on Earth
- Do you think that these 6 billion people are all unique? Let's read to find out.

Post-reading:
- What did you learn about the people living on Earth?
- What was the most interesting "difference" among the people?
- Do you agree with the author when he says our world would be very dull if everybody looked, thought, ate, dressed, and acted the same?
- Explain your answer.

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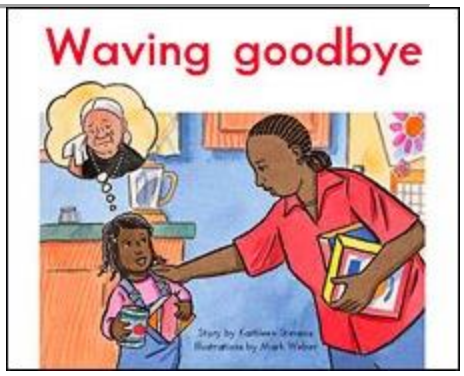
Raab/Goodwin Book Synopsis

Stevens, Kathleen.
"Waving Goodbye"



Theme:

- By showing empathy, you can make someone feel much better.

Pre-reading:

- Look at cover. What do you notice? What do you think the woman is telling the little girl? (thought bubble). Can you predict from the title why the older woman is crying?

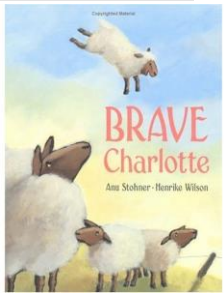
Post-reading:

- Why is Mrs. Soto so sad?
- What did Kendra & her mom do to try to make Mrs. Soto feel better?
- Describe Kendra's drawing. How does it show empathy?
- Whose gift really made Mrs. Soto less sad? Why?
- What can we learn from Kendra?

****This book is part of The King School Series by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others. Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

Raab/Goodwin Book Synopsis

Stohner, Anu and Wilson, Henrike,
"Brave Charlotte"



A complete lesson plan is inside the book.

Grades: 2 - 4

Themes:

- A simple story about a shy young sheep who shows bravery and independence in the face of danger.
- Be an individual not a follower.

Pre-reading:

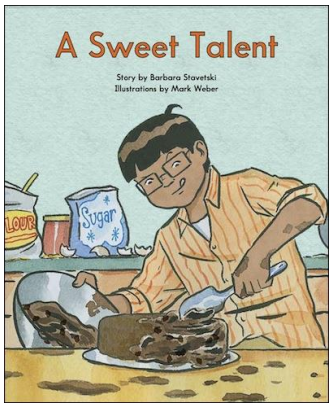
- Look at the book's cover.
- Which sheep is different?
- Why is it different?
- Can you explain the word "different?"
- Are the people also different? In what way?

Post-reading:

- Did you enjoy this story?
- How was Charlotte different?
- How did Charlotte save the farmer?
- Do you think it's good that people and animals are all different?

Raab/Goodwin Book Synopsis

Stavetski,Barbara
"A Sweet Talent"



Grades: 1-2

Vocabulary: embarrass, nervous, apology

Theme: accepting others, being proud of your accomplishments, teasing & male/female stereotypes

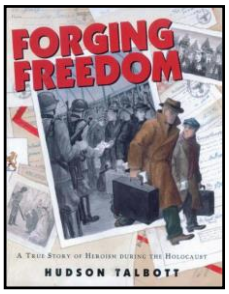
Pre-reading:

- What are some "girl" jobs?
- What are some "boy" jobs?
- Do you have a special talent that may help you get a job when you are older?

Post-reading:

- Discuss book cover
- What did Victor bring to school? What did Tyler say to Victor?
- Why was Victor embarrassed?
- What did Victor's dad tell him about famous bakers?
- Which family members made Victor feel proud?
- What did Victor bring to the Friday "Show & Tell?"
- Did Victor's friends like the chocolate cake?
- Who apologized to Victor? What did Tyler say?
- What was Victor's "special talent?"
- Do you think boys & girls can have the same jobs? Discuss.

Raab/Goodwin Book Synopsis



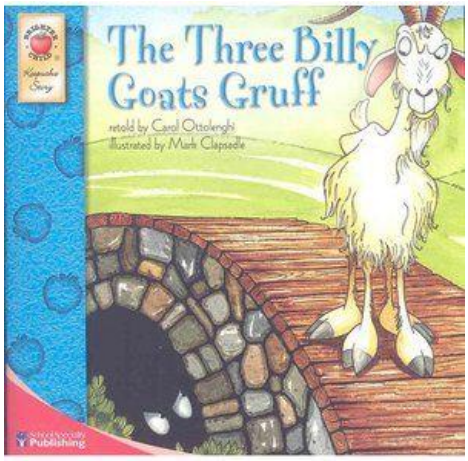
Talbott, Hudson,
"Forging Freedom" –
A True Story of Heroism During the Holocaust
This book has a Teacher's Guide with pre-reading questions, time-lines, maps and vocabulary lists.
It is a chapter book that can be read 2-3 chapters at one sitting.

Grades: 4 – 8

Theme:
The heroism of Jaap Penraat,
a young Dutchman who risked his life during WWII to save the lives of over 400 Jews.

Raab/Goodwin Book Synopsis

"The Three Billy Goats Gruff"
Retold by Carol Ottolenghi



Grades: Pre-K thru 2

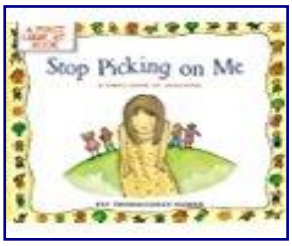
Summary:
This classic children's story has been re-told many times. In this version, the three billy goats set off to find green grass across the bridge where the "bully" troll lives. They devise a plan to trick the bully.

Pre-Reading:
*Ask the children if they are familiar with the story. Have them tell you what they remember about the different characters in the story.
* What characteristics do each of the goats and the troll display?

Post-Reading
*Ask the children which part of the story they liked best and why
*Was there a lesson in this story?
*Have the children weigh in on the troll and goats' behaviors and actions. *Do they think the troll was a "bully"? What about the goats' behaviors?
*How could the goats and troll been more respectful towards each other?
*How can children relate this to their own lives?

Raab/Goodwin Book Synopsis

Thomas, Pat,
"Stop Picking On Me: A First Look At Bullying"



Grades: K-3

Themes

- Definition of a bully
- Recognizing a bully when we encounter one
- Why someone becomes a bully

Pre-Reading:

- What does a bully look like?
- What makes a person a bully?
- How can we deal with a bully?

Post-Reading:

- How did you know who the bullies were in the story?
- How does it feel to be bullied?
- What are some ways to deal with a bully?
- How can we get help in dealing with a bully?

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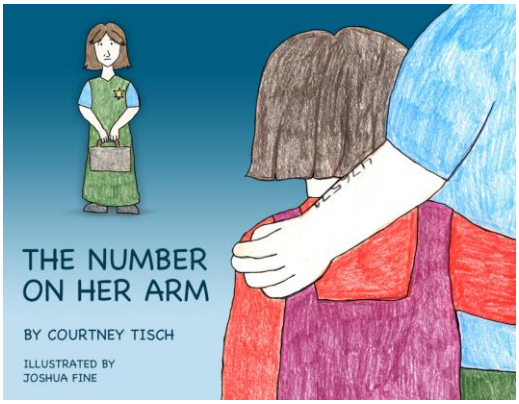
Raab/Goodwin Book Synopsis

Tisch, Courtney
"The Number on Her Arm"



When a young girl's grandparents come for a much anticipated visit from Canada, a carefree vacation takes an unexpected turn. Over the course of one afternoon, Grandma finally tells her granddaughter the truth about the mysterious number on her arm and her experiences during the Holocaust. Based on the true life story of the author's grandparents, both Holocaust survivors, The Number on Her Arm shows how sometimes those who endure the worst fates in life come out the strongest. Note: While this appears to be a picture book for younger children based on text and illustrations, the concepts included and discussions that evolve are for older children.

Grades: 4-6

Themes

- People can overcome the most horrifying struggles and emerge stronger than before.
- Positive attitudes despite hardship
- Teaching children about the evils of intolerance

Concepts/Vocabulary:

- Holocaust, Nazis, tattooed identification numbers, intolerance of others, internment camps, Auschwitz, positive attitudes
- Luxuriate, survivor, mandel bread, freedom, hate, Poland, Germans, Jewish

Pre-reading:

- Have you ever heard of the Holocaust?
- Use a map to show Poland, Germany and other countries taken over by the Nazis?
- What are some of things you talk about when your grandparents visit? What are some questions you ask them?

Post-reading:

- Why did the grandmother have a tattoo and what did it signify?
- How do think her grandmother felt to be taken from her home and separated from her family?
- Why didn't her grandmother want the tattoo removed now? Do you agree or disagree and why?
- Do you think events like this could happen today? Why?
- Can you think of reasons why people do hateful things to others?
- What are ways that we can be more tolerant of each other?

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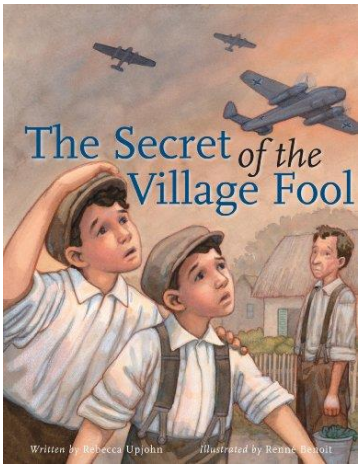
Raab/Goodwin Book Synopsis

Upjohn, Rebecca
The Secret of the Village Fool



Grades: 4-6

This is an incredibly well written and illustrated account of a real upstander, Anton Suchinski, and how his beliefs and actions saved six people in Zborov during WWII. Mention is made of Mama Zeigler's actions that led to the family's positive relationship with this unexpected hero. The book is NOT graphic, but its length (21 minutes reading time) may preclude some 3rd grade classrooms. For more information on Anton's story please visit

http://www.yadvashem.org/yv/en/righteous/stories/sukhinski.asp

Themes

- The simplest of us can be "up standers" and save lives. Life is precious.
- Pre-judging can lead to prejudice.

Vocabulary/Concepts

- Nazis, Prejudice, Root cellar, Up stander, Collaborator, Victim
- Prejudice

Pre-Reading:

- **What were the goals of the Nazis?**
- What is prejudice?.
- Introduce the concept of "Bystanders", "Collaborators", and "Upstanders"
- Mention the Nazis took over Zborov July 4, 1941
- The Secret of the Village Fool is a true story

Post Reading

- What was Anton Suchinski's life like before the war?
- What relationship did the Zeiger family have with Anton?
- How did Anton's other neighbors feel about him?
- How did Anton feel about the Jews and living beings in general?
- Who were the collaborators in this account?
- Who was the victim?
- Who proved to be up standers? (Not just Anton)
- This is a true story. What lessons can we learn?

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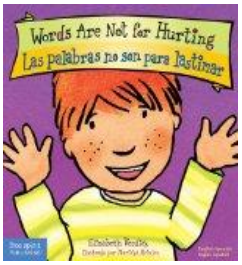
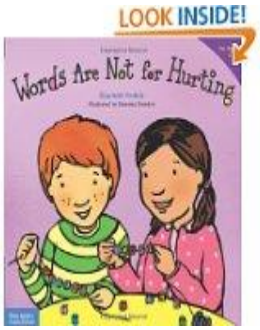
Raab/Goodwin Book Synopsis





Verdick, Elizabeth

"Words Are Not for Hurting"
"Las Palabras No Son Para Lastimar"
Book is in English and Spanish; activities and discussion starters in back of book.

Grades: Pre-K – 1

Themes:

- Think before you speak, so you don't say something mean or hurtful.
- It's important to say "I'm sorry" when you hurt someone.

Pre-reading:

- How can words hurt?
- How do you feel when someone says something mean to you?
- What can you do?
- What can you do when <u>your</u> words hurt someone?

Post-reading:

- What did you learn about words from this story?
- What are some helpful words?
- Some hurtful words?
- What 2 words can make a big difference? Why?

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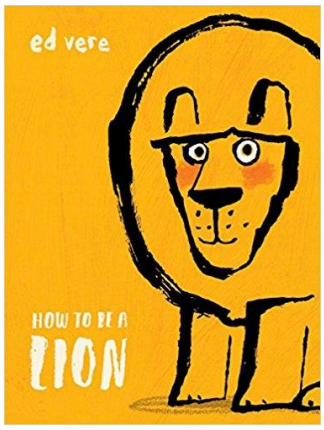
Raab/Goodwin Book Synopsis

"How To Be A Lion"
Vere, Ed



Grades: PreK - 1

In this timely and charming story about the importance of being true to yourself, mindfulness, and standing by your friends, we meet Leonard, a lion, and his best friend Marianne, a duck. Leonard and Marianne have a happy life together—talking, playing, writing poems, and making wishes—until one day a pack of bullies questions whether it's right for a lion and a duck to be pals. Leonard soon learns there are many ways to be a lion, and many ways to be a friend, and that sometimes finding just the right words can change the world . . .

This sweet, funny, thoughtful, and much-needed story will open up readers' eyes to the importance of being who they are and not backing down to hurtful criticism. It's an empowering tale about connecting with others and choosing kindness over bullying and shows children how angry and provocative words can be overcome by empathy and courage.

Themes:

- Friendship, anti-bullying
- How differences do not stop you from being friends
- Thoughtfulness
- Positive role models

Concepts/Vocabulary:

- Choosing to be kind instead of hurtful
- Choosing your words
- Empathy, courage,
- Overcoming bullies
- Thinking for yourself
- Choosing creativity and friendship over superficial roughness
- Chomp, fierce, crunch, poetic
- Meandering conversations, shooting stars, universe

Pre-reading:

- Do a picture walk, asking students what they see in each picture
- Ask for predictions
- Establish the characters

Post-reading:

- How do lions and ducks usually interact?
- How did Leonard act towards Marianne? How did Marianne act towards Leonard? Establish that they are friends and ask how friends act towards each other.
- What is the general expectation for how a lion acts?
- How did the other lions react when they saw Leonard being friendly with Marianne?
- How did Leonard respond to the other lions when they wanted him to "chomp" Marianne? What was their plan?
- How do you act towards your friends?
- Are you and individual like Leonard and Marianne? What makes them be themselves?
- Moral of the story – one can be strong and kind at the same time, thinking for himself

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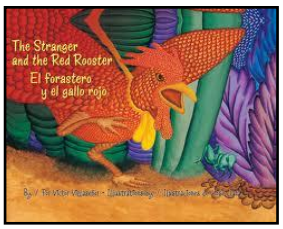
Raab/Goodwin Book Synopsis

Villaasenor, Victor,
"The Stranger and the Red Rooster"
This story is also adapted into Spanish.
The author heard this story from his father
when he was a young boy in San Diego County, CA.



Grades: 2 - 5

Theme:
Do not judge people by their appearance.

Pre-reading:
- What is a stranger? How does a stranger look?
- The word "barrio" is a Spanish word.
- Does anyone know what it means in English? [town]
- The book cover shows a big, red rooster.
- What part could a rooster play in this story?

Post-reading:
- How do the townspeople react when they first see the stranger?
- Why are they afraid of him?
- What comical event changed the way the townspeople thought of the stranger?
- How did that event "break the ice?"
- How did the parents & children react to the stranger at the end of the story?
- Why did Rudy's horrible scar seem to "disappear"?
- What lesson did the children of that barrio learn?

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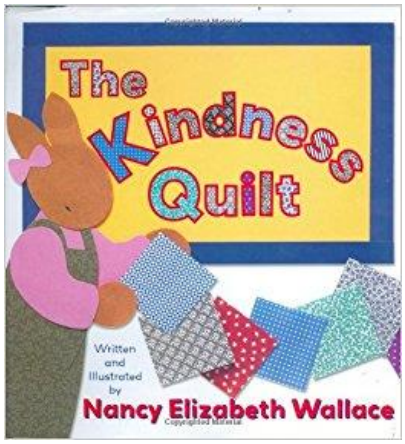
Raab/Goodwin Book Synopsis



"The Kindness Quilt"
written & illustrated by Nancy Elizabeth Wallace

Grades: Pre-Kindergarten to 2

Important lessons about being kind to each other are depicted in this book with charming artwork using origami, recycled paper, markers, crayons, and colored pencils. Random acts of kindness pictured on a paper quilt

The main character is a rabbit named Minna and her rabbit classmates who have been asked by their rabbit teacher, Mrs. Bloom, to work on a Kindness Project following a read aloud of the Aesop fable of the Lion and the Mouse. Mrs. Bloom wants them to do an act of kindness, and draw and share the act. Minna and her family do lots of kind things, but Minna can't decide which one is right for her project. Her acts of kindness keep growing and she can't decide which one she will use for the project so she uses all 4 of them and puts them together to build a kindness square. She soon discovers that kindness can grow and grow and grow and pretty soon everyone is "encouraging others" and helping out!

Themes:

- What is kindness? – back and forth and pay it forward
- How can you demonstrate kindness?
- Are you being kind when you do your regular chores?
- Does being kind require you to do something beyond what you are expected to do?
- Does being kind depend on your age or size?

Concepts/Vocabulary:

- Quilt: *sewn together fabric shapes to make a new piece of patterned fabric*
  Scampering*: to run quickly or playfully*
- Snoozing: *a short nap*
- Plucked: *to pick off*
- Scurrying: *to move quickly or in a hurried way*
- Gnawed: *to bite or chew on again and again*
- Practice: *to repeat or do over and over in order to get better*

- Celebrate: *to party in honor of something special*
- Community: *people, homes, schools and businesses in the same part of town*
- Moral of a fable: *the good message in the story – what you can learn from the story*
- Litter: *pieces of paper and trash scattered around where it shouldn't be*

Pre-reading:

- Think about something you did recently for someone else that was nice
- How did being kind to someone else make you feel?
- How did being kind to someone make that person feel?
- Has anyone ever done something nice for you? How did you feel when someone was kind to you?
- Do a picture walk
- In this story we are going to read about others who do acts of kindness

Post-reading:

- Have you ever read a fable?
- What was the fable read by the teacher in this book?
- Why do you think the teacher read this fable to her students?
- How did the animals in the fable demonstrate kindness?
- Is it easier to show kindness to someone who is kind to you?
- What were some of the things that Minna and her classmates did to show kindness- in their families, classrooms and communities?
- What are some things you do to show kindness?
- Can we brainstorm a list of new kindness ideas you might want to try?

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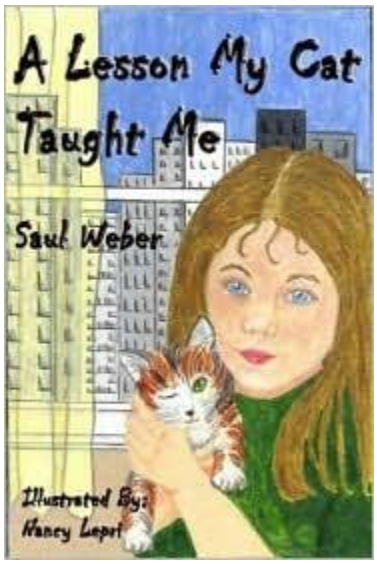
Raab/Goodwin Book Synopsis



Weber, Saul
"A Lesson My Cat Taught Me"

Grade Level: K-5

Theme: People with disabilities are productive and capable human beings and should be treated accordingly.

Synopsis: A young girl sees a stray cat in her apartment garage. She convinces her mom that the cat is homeless and that they should adopt it. They already have a cat and the mom has concerns but relents and they bring the new cat into their home. Both cats get along nicely. The young girl, Jennifer, notices that the new cat has only one eye. Mom explains that it was very possible that a family 'threw the cat out' because it was deformed. This horrifies Jennifer because the new cat is a loving wonderful addition to their family.
A new student is brought into Jennifer's class and she is in a wheelchair. The other students are not nice to Hillary, the new student. They make fun of her disability and ignore her. Jennifer befriends her and explains that Hillary is not disabled, she is very capable. Jennifer enters a school essay contest and writes a story about her new cat with one eye, Uno, and her new friend Hillary in the wheel chair. She wins the contest. Her essay is entitled "Lessons My Cat Taught Me".

Follow up discussion:

- Discuss how everyone has strengths and weaknesses. Everyone can learn something from others, no matter what limitations they may have.
- That the word handicapped should be replaced with 'handi-capable'.
- That all people should be treated with respect and dignity and that people who have handicaps have feelings like everyone else and want to be loved and included.

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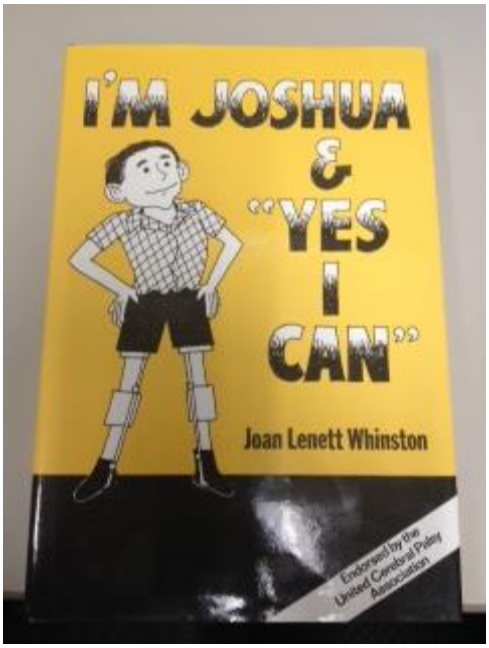
Raab/Goodwin Book Synopsis

Whinston, Lenett Joan
"I'm Joshua & Yes I Can"

Grade: 1-3



Joshua is starting 1st grade and is nervous about fitting in because of his cerebral palsy disability. He has a tough time keeping up with some of the students. But there are some who are nice and help him out. While gym isn't Joshua's favorite class, he likes music and ends up joining the school chorus.

Theme: accepting differences, learning about people with disabilities

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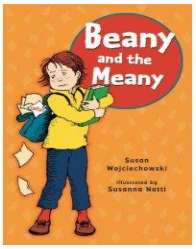
Raab/Goodwin Book Synopsis



Wojciechowski, Susan,
"Beany and the Meany"
This book has 5 chapters (102 pages).
It's too long for a 40 minute Guest Reader visit,
but can be used as a resource for the classroom teacher or school librarian.

Grades: 3-5

Themes:

- Having respect for others
- Learning how to compromise

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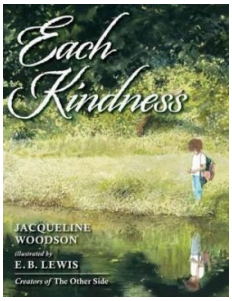
Raab/Goodwin Book Synopsis

Woodson, Jacqueline
"Each Kindness"



Grades: 1st-4th

Summary:
A new girl at school who wears second-hand clothes is treated poorly by the class. Even though she makes efforts to be friendly and engage the other students, they make fun of Maya. Chloe, who sits next to her and doesn't return her smile, ends up thinking a lot about her actions after Maya is absent from school and never returns. This is a serious book about the effects of our actions and how sometimes, we don't get a second chance to return a small kindness.

Themes:
What it means to be a part of a community.
How should we accept differences?

Vocabulary/Concepts:
- Tattered: torn, broken down
- Secondhand store: a store that sells clothes that have already been worn
- Kindness: a kind deed, being kind, being helpful
- Ripple: to flow in small waves

Pre-Reading:
The title of the book is Each Kindness. What does being kind mean to you?
Have you ever had to start in a new school? Tell us what that was like.
Have you ever been treated unkindly by anyone? How did that make you feel? Why do you think people treat each other unkindly sometimes?

Post-reading:
Mrs. Albert, the teacher says, "This is what kindness does. Each little thing we do goes out, like a ripple into the world." What do you think that means?
Think about a stone dropped into water. How does that relate to how Chloe and her classmates act?

Extension Activities:
Have each student crumble a piece of paper and then open it. Ask the students to smooth out the paper and they'll see the wrinkles which are equivalent to the scars that we leave, when we do something mean to another person.

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Raab/Goodwin Book Synopsis

Art Positive Posters – Discuss how it is up to us to make the world a better place. On chart paper, write down the children's ideas of what we can do…at home, at school, in the community, in the world. Have children design posters or signs with an illustration of how they can make a difference.

Poetry – I Wish Poem. Have the students think about the kind of school/community environment that includes being more kind. This type of poem allows students to express themselves through their wishes. Instruct the students to start each line of their poem with "I wish. They can wish for anything real, unreal, practical or silly where the theme of kindness is expressed.

Chant - Staying Safe
If you are being called names or bullied, remember the four ways to stay SAFE

Say what you feel
Ask for help
Find a friend
Exit the area

Have students explain each one of these.

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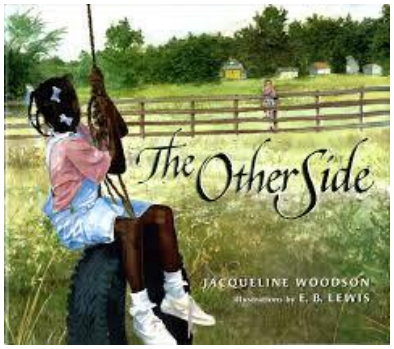
Raab/Goodwin Book Synopsis

"The Other Side"
by Jacqueline Woodson
illustrated by E.B. Lewis



Clover has always wondered why a fence separates the black side of town from the white side. But this summer when Annie, a white girl from the white side, begins to sit on the fence, Clover grows more curious about the reason why the fence is there and about the daring girl who sits on it, rain or shine. And one day, feeling very brave, Clover approaches Annie. After all, why should a fence stand in the way of friendship? Beautifully rendered in Earl B. Lewis's striking, lifelike watercolor illustrations, author Jacqueline Woodson gives us a moving, lyrical narrative told in the hopeful voice of a child confused about the fence someone else has built in her yard and the racial tension that divides her world. The book has established itself as a classic and has been praised for showing that change can happen little by little, one child at a time.

Grades: K-3

Themes:
- African American, white
- Defiance and talking back
- Friends and friendship
- Prejudice and racist experiences
- Children's summer play
- Segregation and integration

Concepts/Vocabulary:
- Fence, safe
- Yonder, free, far, brave
- Stare, polite, stretched
- Segregation, integration

Pre-reading:
- Introduce the book by doing a picture walk, asking students to look carefully at pictures and describe what's going on.
- Predictions: Ask children where they think the book takes place, why the fence is there, why the book is called the other side, and what they think will happen during and at the end of the story.

Post-reading:

- What is the significance of the fence? Who put it up? Why is it up? And what does the fence do?
- How did the girls feel on each side of the fence?
- What does it mean to look yonder?
- Who benefited from the separation the fence provided and who suffered? How?
- Did the girls care about what the others said then they were playing together?
- Did the girls listen to their mothers and the reason why they could not cross the fence? How do you think their mothers felt when they saw the girls sitting together on the fence?
- Why did the author use the term brave?
- How does the author develop the girls' friendship throughout the story?
- How does the author show that the girls felt free?
- Annie says that someday this fence will come down. Do you think fences like this still exist today?

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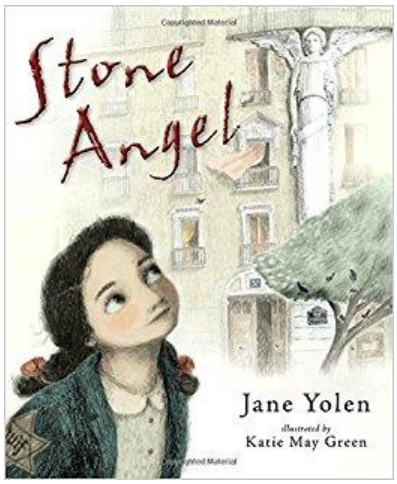
Raab/Goodwin Book Synopsis

"Stone Angel"
Yolen, Jane
Illustrated by Katie May Green
Grades: 4-6



The Nazis may have taken their home, but the family still has a guardian angel.
In this emotionally rich story, a little girl and her family live happily in Paris until Nazi soldiers arrive during World War II. She and her family must flee or risk being sent to a concentration camp, so they run into the woods, where they meet resistance fighters. But they're still not safe. They must cross tall mountains and sail in a rickety boat to England. Yet, the whole time they're struggling to survive, the little girl thinks of the stone angel near their apartment in Paris and imagines it watching over her family.

Themes:

- Need to flee your home in order to survive; hardships associated with leaving
- Guardian angel- protective power watching over you
- Grim reality of millions who perished
- Sense of urgency and momentum
- Language of silence

Concepts/Vocabulary:

- Courage, sorrow, hope, comfort, and triumph
- brown shirts, Nazis
- yellow stars, Holocaust
- flee, dangerous trek, angels, gargoyles, stone angels
- Partisans- resistance/freedom fighters
- Translations: Croissants, brioches, crumpet (*rolls*), patisserie (*bakery*), mex beaux bebes,(*my beautiful babies*), Juifs (*Jews*), baguettes (*bread*), Au clair de la lune,mon ami Pierrot (*under the moonlight, my friend Pierrot*) ma chere,(*my dear*)

Pre-reading:

- Take a picture walk with students prior to reading aloud.
- Point out the colors used by the illustrator and how they portray the times (dark and menacing)
- Point out that this book takes place in France during World War II, when Jews and others were rounded up and placed in work and death camps. This time was a horror known as the Holocaust

Post-reading:

- When did things change for the family and other Jews living in France?
- What did Jews have to wear to make them easily identifiable from others?
- Why did the merchants like Madame Callais turn against the family and refuse to sell them croissants?
- Why was Papa unable to work?
- What would you take with you if you had to leave your home suddenly and quickly?
- How do you think the parents and children felt living in the woods? Were they able to go to school, have contact with others, know what was going on, have enough to eat? What are some of the things the children encountered that might make them fearful?
- What was the language of silence and why was it important for the children to understand the need for silence?
- Why did the little girl keep her yellow star tucked in her pocket? How did her belief in angels guide her time in hiding? And what did she find when, after the war, the family returned to their home in France?