

(name a member of your family) picked out some _____
 (agricultural product) and paid _____ (number and currency, like 550 pesos) for it. The farmer said " _____ " ("thank you" in the native language of the country you visited) and handed me the bag with a smile. Later that day we also bought _____ (souvenirs that come from your country of study, like Belgian lace, Nigerian pottery or Irish crystal). I could hardly wait to get them home.

I'm so thrilled I had the opportunity to visit _____ (country). As I said _____ ("good-bye" in native language) to _____ (country) and headed for home, I kept thinking about _____
 _____ (Write how you feel about having this country as part of your heritage.) I'm hoping someday I can learn more about _____ (name the other countries in your heritage.) I am also proud, however, to be an American living in The United States, the land of diversity.



cut along dotted lines

Passport to My Heritage

Name _____

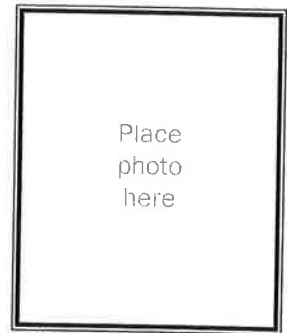
Date of Birth _____

Country I Visited _____

The person in my family who originally came
from this country was:

I chose this country to research because:

The most important
thing I have learned
about my heritage is:



I am proud to be an American because:

A cloud-shaped graphic organizer with a scalloped border. Inside the cloud, there are several horizontal lines for writing names, connected by vertical lines to form a family tree structure. The labels for each section are as follows:

- Top left: My brother/sister's name
- Top right: My name
- Bottom right: My brother/sister's name
- Center: My father's name (left) and My mother's name (right)
- Bottom left: My father's father's name (left) and My father's Mother's name (right)
- Bottom right: My mother's father's name (left) and My mother's mother's name (right)

Below the cloud, there is a wavy line representing a river or ground.

A Page from History

In many families stories are handed down from generation to generation by word of mouth. Ask someone in your family -- a parent, grandparent, aunt or uncle, etc., to tell you a story about a relative or ancestor who came to America. Listen closely to the story.

The story should be of importance to your family and be related to your being here today. Examples include: how your grandparents met, why your family settled in your hometown, or why someone came to the United States in the first place.

Rewrite the story in your own words. Try to remember as much as you can about what you heard. You are recording your family's oral history. You may publish your story using the computer or in your neatest handwriting.

Family Interview

Pick an adult in your family to interview. Tell that person the purpose of the interview is to gather information about your heritage and ancestors. Ask your questions and write down their responses. If the person you are interviewing is unable to answer the questions, try to find another family member who may have the information you need.

Name of Person being interviewed: _____

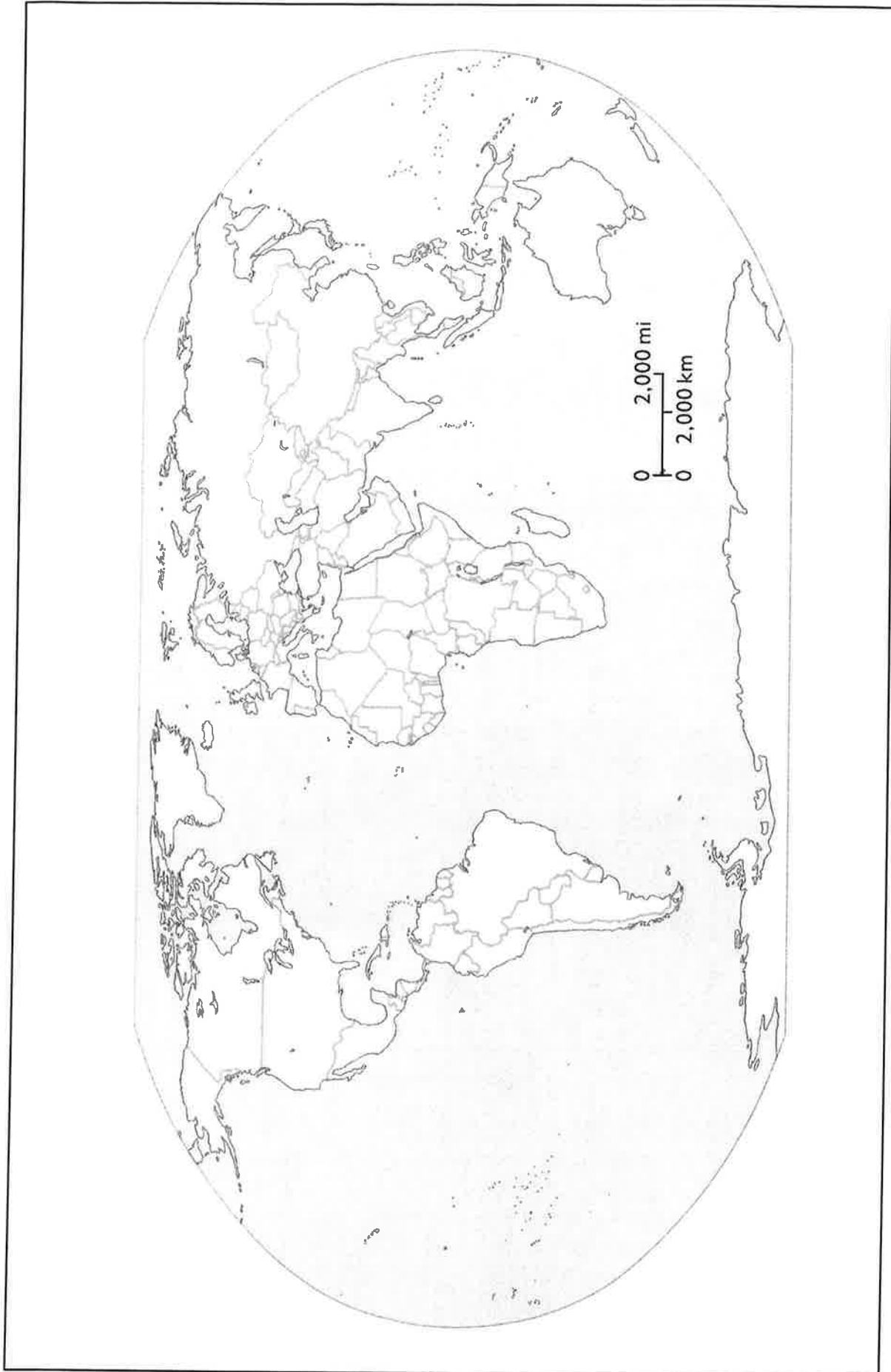
Relationship: _____ (Mother, Grandfather, etc.)

1. Tell me about my relatives/ancestors. What country/countries did they come from and when?

2. What is my heritage? (Example: African-American, Italian-American, Chinese-American, etc.)

3. Tell me about the path one of our relatives took from another country or another part of the United States. How did that lead to us living in our hometown?

Make up at least three more of your own questions to ask. Each question should help you gain more information about your family's cultural background. Make sure you do not ask questions with yes/no answers.

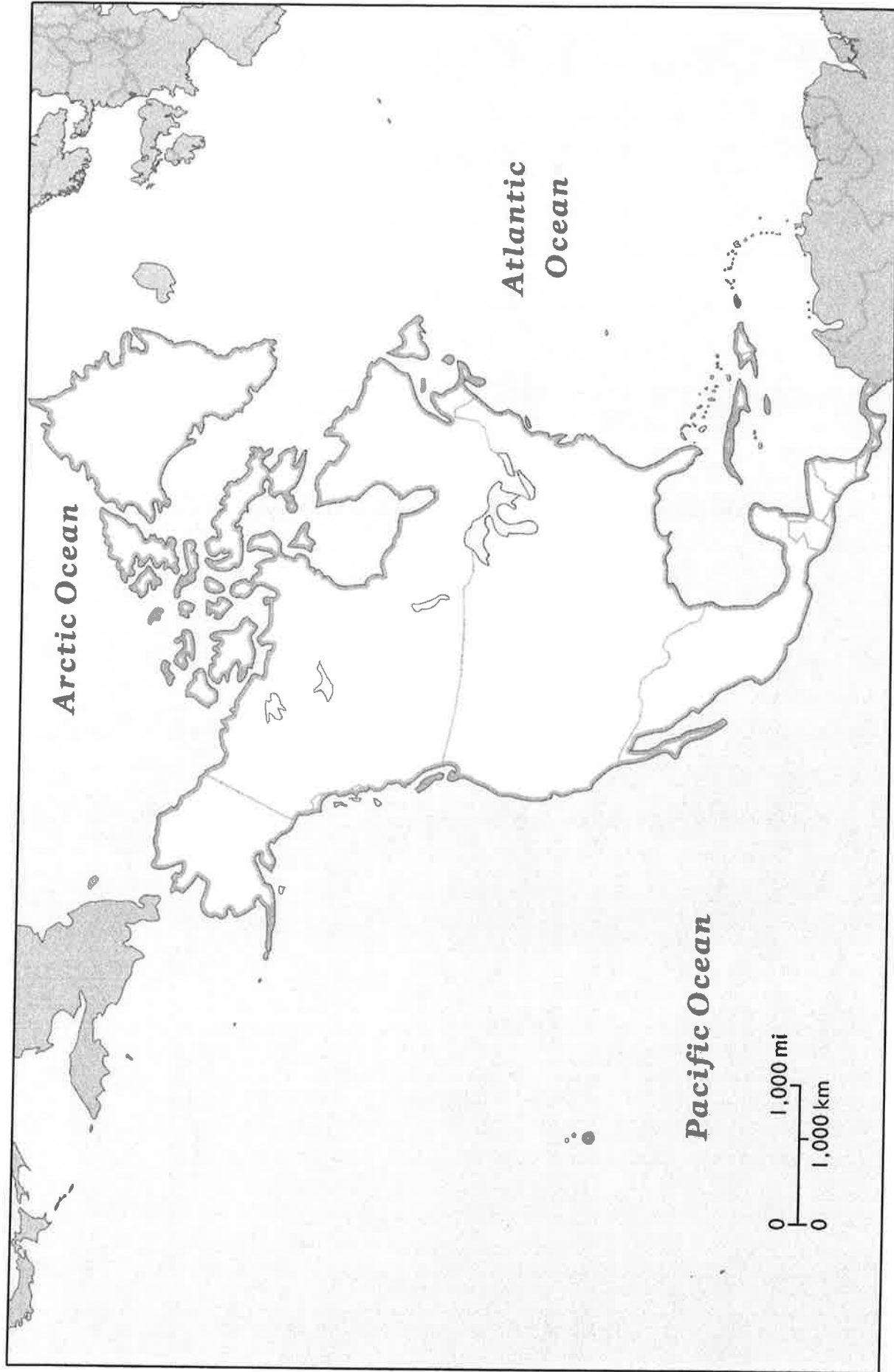


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NORTH AMERICA



A Guide for *Diego* 3rd-5th Set 2

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn their skills and interest while learning about others.

Materials:

- Kidzlit: *Diego*. If needed, materials will be found below each activity title

Before You Get Started

- Read *Diego*

1. Suggested Activities:

- **Introduction: *What Is Art?* (5-15 minutes)**
 - Have a discussion about art. Ask questions such as:
 - What is art?
 - Why do you think artist create arts?
 - Can art show something horrible or ugly? Why do you think that?
 - If you were an artist, what would you paint (or draw, sculpt, etc.)?
 - Who do you think art belongs to? Where art should be kept? Why do you think that?

2. Read The Story (30-40 minutes)

Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- What did you find most interesting about Diego Rivera?
- What do you think Diego gained from his stay with Antonia
- What might have happened if Diego's parents had gotten angry with him for drawing on the walls or daydreaming in school?
- Who in your family helps you follow your interest?
- Why do you think Diego painted the subjects he painted?
- What did you learn about art from reading about Diego?

4. Cool Words

- Fell ill (p.3) person who uses natural medicines to make sick people well
- Altar (p.7) place to display religious objects
- Herbs (p.7) plants that can be used for medicine
- Vapors (p.7) smells given off by something
- Medicinal (p.8): used to treat sickness
- Day of the Dead (p.19) Mexican holiday honoring the dead



- Striking (p. 21) refusing to work in order to make changes for workers
- Equality (p.22) the right to be treated the same as everyone else
- Murals (p.24): giant paintings painted on walls
- Scaffold (p.28) platform that helps an artist reach the top of a wall

5. Try This Activity!: *Home Remedies* (15-20 minutes)

Talk with the kids about the picture of the altar inside of Antonia's mountain hut (p.7) and about the "magical things" that she used in her healing. Invite the kids to share their own "home remedies"- things they and/or family members do to heal the sick.

6. Connections: What Shall We Do with Diego? (25-30 minutes)

Small-Group Role-Play: Reread pages 12-14. Talk with the kids about how Diego's parents and teachers might have felt about him. Then have groups of three role-play a conversation between Diego's mother and father and his teacher at Diego's parent-teacher conference when he was a child or a meeting between his teachers at his art school when he was older.

7. Wrap It Up: *Changing the World with Art* (15-20minutes)

Materials: scissors, paste, poster board, art magazines or current arts sections from newspapers

- **Discussion:** Look over the discussion questions for the introduction activity "What Is Art?" (See page 9 of the guide). If you did that activity, reread the kids' responses to the questions and ask if any of their ideas about art have changed after reading about Diego Rivera. Otherwise, reread page 22 of the book and talk with the kids about how art can help people fight for a better world. Have the kids look through newspapers or magazines for examples of people who are fighting to make the world better for people, animals, or the environment. Have them create a poster to help the cause of their choice.

Other Related Thematic Activities

Art

- *The Many Parts of me*
- *A Movie of My Life*
- *National Gallery of Arts*

Social Studies

- Personal Coat of Arms

Science

- Surveying inherited Traits



A Guide for *Going Home* 3rd-5th Set 1

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn and discuss their relationship to their home, family, and their personal goals for themselves.

Materials:

- Kidzlit: *Going Home*. If needed, materials will be found below each activity title

Before You Get Started

- Read *Going Home*

1. Suggested Activities:

- **Introduction: Road Trip (15-20 minutes)**
 - **Group Discussion:** Tell the kids that the family in the story you are about to read takes a longer car trip from the United States to Mexico to visit their hometown and extended family. Share a story or two about a favorite road trip that you've taken with family or friends. Where did you go? How long were you in the car? What experiences were the most fun and challenging? Then invite the children to share their own favorite car, bus, or train "road trip" stories with the group or with a partner.
 - **Group Wall Description:** Ask everyone to share the words or phrases that come to mind when they think of their favorite road trips. Write these on the board or a large piece of butcher paper. Tell the kids to include a descriptive word (adjective) for each idea (for example, "endless driving", "silly word games", "nasty bathrooms," and "delicious roadside picnics").

2. Read The Story (30-35 minutes)

Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- What feelings do you have about Carlos and his family?
- What opportunities do you think Carlos's parents have in the United States that they didn't have in Mexico?
 - What did they give up by moving?
 - Do you think they made a good decision? Why or Why not?
- What's important to the children in the story?
- How do the children's feelings about their parents change?
- Do you agree with Dolores when she questions whether her parents are really getting the opportunities they talk about?



4. Cool Words

- Station Wagon (p.2): car with lots of storage space
- Battered (p.2): worn and beaten-up
- Labor manager (p.2): person in charge of the workers on a farm
- Farm workers (p. 4): people who are hired to work on other people's farms
- Papeles/papers (p.4): official papers that allow people from other countries to live and work in the United States.
- Imitates (p.7) acts like
- Burro (p.13): small donkey

5. Try This Activity!: *Picture the Journey* (15-20 minutes)

Materials: chart, markers, paper

With the kids, brainstorm a list of the sights that Carlos and his family enjoyed on their way to La Perla. Have them use the art materials of their choice to make colorful pictures that include some or all of these. Display the completed.

6. Connections: A Place Called Home (45-60 minutes)

Thinking about Home: If you did the Introduction activity called "No Place Like Home", have the kids review their mind maps. Otherwise, ask them to spend a few minutes recalling things that come to mind when they think of the place they call home. To guide their thinking, ask them what sights, sounds, smells, tastes, and textures, they associate with home. Remind them what the word home includes more than the building where they live. Write phrases like the ones below on a piece of chart paper and ask the kids to complete them in their journals or on a separate sheet of paper.

- At home, I smell _____
- Home looks like _____
- At home, I hear the sound of _____
- At home, I feel _____
- At home, I taste _____

7. Wrap It Up: *Reviewers Round Table* (10minutes)

- **Individual Reflection:** Ask the kids to imagine that they have been asked to review the book. Explain that reviewers describe books and give personal opinions about them. Ask the kids to consider these questions in preparations for their round-table review:
 - How would you describe this story to a potential reader?
 - What's the basic story?
 - What are the books' strengths and weaknesses?
 - What would readers find interesting about the story plot, the characters, or the illustrations
 - What kind of person would really enjoy the book?
- **Group Share:** Have the kids sit in a circle and take turns saying something they would tell a friend, relative, or other potential reader about this book. Keep going around until the kids have expressed all of their ideas

Other Related Thematic Activities

Art

- *National Art Gallery*

Social Studies

- *Heritage cookbook*
- *Personal Coat of Arms*

KidzLit

- *Celebrate your Heritage*



A Guide for *You Can't See Your Bones with Binoculars* 3rd-5th Set 6

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will discover how bones work in connection to the rest of the body to enable them to run, skip, throw, dance, and move.

Materials:

- Kidzlit: *You Can't See Your Bones with Binoculars* If needed, materials will be found below each activity title

Before You Get Started

- Read *You Can't See Your Bones with Binoculars*.

1. Suggested Activities:

- **Introduction: *Bone Stories* (15-20 minutes)**
 - **Share:** Tell the kids that they will hear a book in which they will learn about the bones in their bodies and what happens when a bone is injured. Many people have broken one or more bones, and just about everyone knows someone who has. Invite the kids to share either their own broken bones story or that of someone they know. Have the kids first discuss in pairs, and then as a whole group, questions such as:
 - What bone was broken?
 - When and how did it happen?
 - What did the doctor do to help it heal (for example, put it in a cast, a brace; put pins in it)?
 - How long did it take to heal?
 - What happened after the cast came off?

2. Read The Story (25-30 minutes plus 15-20 minutes discussion)

Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Cool Words

- Binoculars (p.4) an instrument with two special lenses that let people see things far away
- X-ray (p.4) kind of photograph of the inside of the body
- Skull (p.5) part of the skeleton that surrounds the brain
- Spinal cord (p.6) cord of nerves that sends information from the brain to the rest of the body
- Socket (p.8) hollow space or pocket where one bone fits into another
- Liver, spleen, Intestines (p.12) organs in the belly
- Protrusions (p. 20) things that stick out
- Nerve (p. 24) fiber that sends messages between the brain and other parts of the body
- Cells (p. 26) tiny " building blocks" that make up plants and animals



4. Discuss!: (15-20 minutes)

- What did you learn from this book?
 - What surprised you?
 - Why might it be important to learn about bones?
 - What questions do you still have?
- Why do we have bones?
 - How do they help us?
- Think about and feel some of the bones in your body. Compare them to each other. How are they similar or different?
- Why do you think author chose to write this book?
 - Do you think she did a good job? Why or why not?

5. Connections: *Healthy Bones; Healthy Bodies* (30-45 minutes)

Materials: Chart paper, Markers, Self-stick notes 3"x3" or smaller

Brainstorm. Ask the kids what they know about foods that keep bones healthy and strong. If they don't know, explain that bones need calcium and that calcium-rich foods include milk, cheese, yogurt, spinach, broccoli, tofu, almonds, kale, collard greens, whole grains, and a variety of foods like orange juice and oatmeal that have added calcium. Make a list of these foods on the left side of the chart paper and label it "Healthy Bone Foods."

Brainstorm activities: Explain that not only can certain foods help keep bones healthy but so can exercise and activities that keep bones healthy and strong. If they don't know, explain that exercise like playing soccer, running, playing basketball, playing baseball, jumping rope, doing gymnastics, playing tag, riding a bicycle, etc., help build strong bones. List these activities on the left side of another piece of chart paper and label it "Healthy Bone Activities"

Pick Favorites: Lay the two charts on the floor. Distribute six self-sticky notes to each kid and invite the kids to come up and use three of their self-sticky notes on each chart. Ask them to place a note next to their three favorite healthy bone foods and their three favorite healthy bone activities. Help them line up their self-sticky notes next to each other's on the charts to create an informal horizontal bar graph.

Discuss the graph. When all the kids have placed their self-sticky notes, have them step back and check out their favorite things. First in pairs, and then as a whole group, discuss:

- Which food is the favorite?
- Which activity is the least favorite?
- What surprises you about the charts? Why?

Encourage everyone to make calcium and exercise a part of every day.

6. Wrap It Up: *My Word is Connected to Your Word* (10-15 minutes)

Materials: Index cards, Pens

Prepare and review: Write the bone-related cool words and glossary words, with their definitions, on index cards (you will as many cards as their kids in your group). Review their meanings with the kids.

Find a connection: Distribute the index cards so that each person has a card. Have the kids silently arrange themselves in a circle so that each player's word is connected in some way to his neighbor's. When all the kids have found a connection, ask them to sit down in their positions. Go around and have each say his word, what it means, and how it's connected to the next person's word.

Other Related Thematic Activities

Science

- *Mr. Bones*

Math

- *Measurement & Estimation- body units and compare*



A Guide for *Blue Skin of the Sea* 6th-8th set 2

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn how to stand by what they believe in and to accept themselves as they are through self-respect and family relationships.

Materials:

- Kidzlit: *Blue Skin of the Sea*. If needed, materials will be found below for each activity

Before You Get Started

- Read *Blue Skin of the Sea*

1. Suggested Activities:

• **Introduction: *How We Learn* (15-20 minutes)**

Discussion: Tell the kids that in the first story they will read, the main character is a young boy in a Hawaiian fishing village who must overcome his fear of deep water as he learns to swim. Tell the kids about an important skill you learned and how you dealt with any obstacles on the path to mastering it. Then ask them to do the same. For example, they might recall how they learned to ride a bike, to read, or to be a good friend. Ask each of the kids to share a story about learning that skill with the group. They should explain the process and what lessons (other than the skill itself) they learned along the way. To jump-start the kids' thinking, ask questions such as:

- How were you helped and by whom?
- How much of your learning came simply from practice and repetition?
- How much did you have to do on your own?
- What might have been helpful for someone to show or tell you along the way?
- How would you teach someone else to master such a skill?

2. Reading 1 (40-45minutes)

- Read the story "Deep Water" (pp.1-17) aloud to your group, pausing occasionally for the kids' comments and questions about the story or any words they don't know.

3. Discuss (15-25 minutes)

Give the kids a chance to react to the reading and then ask the questions below. As needed follow up with "Why do you think" that? or "Tell us more."

- What do you think about Sonny and his family?
- Why do you think swimming is such a big deal to Sonny and his father
 - What skills have you felt pressured to learn and how did you deal with the pressure?
- Why do you think Sonny's father decided to raise Sonny himself after six years?
- What does Sonny's dad do to help his son overcome his fear of the deep?



- What aspects of Sonny and his family do you think will help him as he grows up and what might make his life difficult as he grows up?

4. Cool Words

Invite kids to pick words they like or want to remember and write them in the Cool Words collections in their journal.

- BB gun (p.1) gun that shoots small metal balls
- Skiff (p.2) small boat
- Mooring (p.2) place at a dock where a boat is tied up
- Breakwater (p.3) barrier to protect a harbor from strong waves
- Sampan (p.3) flat-bottomed boat
- Monkeypod (p.4) type of tree
- Barbaric (p.7) cruel and uncivilized
- Adrenaline (p. 8) chemical produced in the body when you are excited or frightened that gives you a burst of energy.
- Muumuus (p. 14) long, loose, dresses usually made from bright, colorful prints

5. Try This Activity!: Flash-Back/Writing (10-15 minutes)

Sonny's dad reveals to him that his mother considered his grandfather's method of teaching swimming "barbaric"

Ask the kids why they think he chose that moment to tell Sonny the story and how it made Sonny feel to hear it. Then, have the kids imagine how Sonny's parents might have talked about teaching him to swim had his mother been alive. Ask them to write the dialogue for the scene, as if it were a TV movie or film. Encourage the kids to be creative in their portrayal of Raymond and his wife, the setting (they could include a few sentences of scene-setting description), and dialogue

6. Reading 2 (45-60 minutes)

Read "The Year of the Black Widows" (pp. 52-75) aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

7. Discuss (15-20 min)

- What do you think of Jack?
- How do you think Sonny felt about Jack and the Black Widows?
- Why didn't Sonny's father or Grandpa Joe just tell Sonny not to shoot a cat?
 - What might have happened if they had told Sonny not to shoot a cat, instead of letting him make his own decision?
- Instead of shooting the kitten, Sonny decided to bring it to school. What does that show about the kind of person he is?
- Why do you think Jack put Sonny down for being a white boy?
- In what ways did Sonny's decision not to shoot the cat make life harder for him? In what ways did it make life easier?



8. Try This! Mime (15 minutes)

Point out some words and phrases in the story that may have a different meaning from the one with which the kids are familiar, such as *sobered*, *snaked*, *excitement...draining away*, *seemed to consume him*. Tell the kids that many of these are clues to how characters are feeling (for example, *snickered*, *narrowed eyes*, *smirked*, and *glare sliced through him*). Have volunteers pick a word from the Cool Words list and act it out so the others can guess what it is.

9. Cool Words from the "The Year of the Black Widows" (pp.52-75)

- Loomed (p. 52) appeared suddenly in a threatening way
- Squall (p. 52) sudden violent storm
- Snickered (p. 53) laughed but tried not to
- Narrowed eyes (serious eyes)
- Smirked (p. 53) smile in a mean way
- Sobered (p. 54) became serious
- Invincible (p.57) impossible to defeat
- Snaked (p. 58) traveled on a curving path
- Illuminated mist (p.58) foggy air lit up by the moon
- Squinting eyes (p. 62) eyes squeezed mostly closed to see better
- Emaciated (p. 63) very thin

10. Connections: Taking Risk (25- 30 minutes)

In both stories, Sonny takes risks that change his life. Tell the kids about a time when you took a courageous step that changed how you felt about yourself and/or others. Ask the kids to think about

- What are some acceptable risks?
- What are some unacceptable risks?
- How do you know the difference?

Next, ask the kids to share a story with the group about a risk they or someone they know took that they think was worth taking. What did they learn? Was there any other way they could have learned the same thing?

11. Wrap It Up: Life Lessons (15 minutes)

What Sonny Learns: Ask the kids to think about how, in each of the stories they've read, Sonny learns both a sense of belonging to his family and a sense of his identity. In a quick whip around the room, ask the kids to share examples of one or the other.

Other Related Thematic

Getting to Know Me

- Creating a Positive Classroom

Readers Theater

- Remember Who You Are

Art

- Who Am I: Self Portrait

○ Van Gogh



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

Grades: 6th-8th

Overall Unit Duration: 16 hours (3-6 weeks)

Overview

In this lesson, students will use a graphic organizer to brainstorm information about their lives. Then, their life stories will be used to provide the inspiration for a graphic timeline.

Objective--Students will:

1. Utilize brainstorming techniques in a writing exercise
2. Develop a graphic organizer describing their lives
3. Set personal goals for the school year

Lesson Plans for this Unit:

Lesson 1: KidzLit- *Bud, Not Buddy*

Lesson 2: Graphic Timeline

Lesson 3: Beginning Your Journal

Materials

- KidzLit book- *Bud, Not Buddy*- set 2
- Who Am I? (handout)
- Pencil and paper
- Blackboard or dry erase board

Set Up and Prepare

1. Read KidzLit book *Bud, Not Buddy* ahead of time (selected chapters at a time)
2. Copy a class set of the handout, Who Am I?
3. Make an example of your life and use it to describe yourself to the class.

1. Suggested KidzLit Activities:

- **Introduction: *Stories Behind Names* (20 minutes)**
 - **Discussion:** Let the kids know that the main character in *Bud, Not Buddy* feels strongly about his name and doesn't want people to call him by the wrong name. Have the kids get into pairs and tell them that they'll be reporting what their partner says when the group reassembles. Ask the pairs to share what they know about their names (first, middle, and last) including how they were named, what their names means, and what their families have told them about their names. Also, have them talk about whether people mispronounce their names or call them by the wrong name, and how they feel about that. After about 10-15 minutes, reassemble the group and have the kids summarize what their partners said.



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

2. Reading 1 (40-50 minutes)

Read chapters 1-5 aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask the questions below. As needed follow up with "Why do you think" that? or "Tell us more."

- What kind of kid is Bud? What makes you say that?
- How does Bud show that he understands a lot about people?
- Why do you think Bud thinks that one of the men in the blue flyer is his father?
- Do you think Bud was justified in what he did to Todd Amos?
 - Why do you think the Amos family treated him so poorly?
- Why do you think Bud doesn't cry anymore?

4. Cool Words

Invite kids to pick words they like or want to remember and write them in the Cool Words collections in their journal.

- Caseworker (p.1) social worker
- Depression (p.2) hard economic time
- Cur (p.10) dog; a mean name to call someone
- Sputtered (p. 13) spoke quickly in a confused way
- Ilk (p.15) type, kind
- Conscience (p.15) sense of right and wrong
- Plagues (p. 15) troubles, annoys
- Tussling (p.27) wrestling, fighting
- On the lam (p.35) running away
- Sidesaddle (p.39) with both legs on the same side of horse's back

5. Try This Activity!: *Remembering Someone Special* (10-15 minutes)

Have the kids imagine that instead of carrying her possessions in a suitcase, Bud has decided to write down everything he remembers about his mother in a journal. Have them choose someone they care about and write a journal entry that would help them remember that person.

6. Reading 2 (35-45 minutes)

Read chapters 6-9 aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

7. Discuss (10-15min)

- Why do you think the mission staff was so strict about meal times?
- Why did Bud's "pretend family" help him out?
- Why did Bugs plan to "ride the rails"? If you were Bud, would you go with him?
- Why do you think Bud opened up to Deza Malone?



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

- In what ways does Bud act like a kid? In what ways does he seem wise beyond his years?

8. Try This *Bag of Memories* (20-30min)

Ask the kids if they think the objects in Bud's suitcase were important to him. Then ask them to make a list of things that would carry along in a small suitcase if they were in a situation like Bud's. Would they bring practical things or objects with emotional or sentimental value? Have them tell a partner why they would include each item.

9. Cool Words

- Privilege (p. 46) special permission or advantage over others
- A lickin' (p.48) beating
- Pouted (p.51) stuck out the bottom lip in displeasure, sulked
- Hypnotizing (p.54) mind-controlling
- Matrimonial (p.56) having to do with marriage
- Freights (p. 78) trains
- Commies (p. 83) communist
- Alias (p.86) false name
- Gory (p. 90) bloody and graphic

10. Reading 3 (35-45 minutes)

Read chapters 10-12 aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

11. Discuss (15-20 min)

Give the kids a chance to react and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or Tell us more."

- Why does Lefty go to such lengths to get Bud to come with him?
- Why do you think Bud comes to trust Lefty?
 - What do Lefty and Bud appreciate about one another?
- What do you think of how Lefty Lewis teases his family and Bud?
 - What kind of teasing have you experienced and how do you feel about it?

12. Try This Activity – Saying Thanks (10-15 minutes)

Have the kids write a note from Bud to Lefty and Mrs. Sleet thanking them for all the help they gave him and including a little joke that Lefty would appreciate.

13. Cool Words:

- Custard (p.98): baked pudding
- Ventriloquists (p. 100) performers who make it seem like their voice is coming from a doll
- Telegram (p. 106) message sent through a wire
- Commenced (p.108) began
- Judgmental (p.118) having a tendency to judge harshly



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

- Reputation (p.118) the way someone is thought of by other people
- Unions (p.136) organizations of workers fighting for better conditions and more pay, etc.
- Moldering (p.143) decaying

14. Reading 4 (40-50 minutes)

Read chapters 13-16 aloud to your group, pausing occasionally for the kids' comments and questions about the story or any words they don't know.

15. Discuss 15-20 minutes

- Why do you think Herman acts the way he does?
- Why is Bud able to be truthful with the band?
- Why was Bud overcome by emotion when he was eating with the band at the Sweet Pea Restaurant?
- What did it mean to Bud to be renamed by the band?

16. Try This: Historical Clues (15-20 minutes)

Ask the kids to list at least 10 pieces of physical evidence that tell them that this story was set in the past. They can describe them in writing, or draw and label them.

17. Cool Words

Scamp (p. 153): rascal, mischievous child

Festering (p. 155): rotting

Shunned (p.156) ignored, rejected, shut out

Snaggletooth (p. 156) with uneven teeth

Copacetic (p. 192) exactly right

Carburetor (p. 193) part of a car's engine

Recorder (p. 194) simple woodwind instrument

Embouchure (p.194) choose something between two extremes

Musings (p. 196): thoughts

18. Reading 5 (35-45 minutes)

Read chapters 17-19 and the Afterword aloud to your group, pausing occasionally for the kids' comments and questions about the story or any words they don't know.

19. Discuss (15-20 minutes)

- How do you think Bud feels when he first hears the band play music?
- How would you feel being the only white player in an all-black band, the only black player in an all-white band, or the only woman in an all-male band?
- How did Herman's high expectations create problems for him and his daughter?
- Do you think Herman or Bud will take the next step to bring them closer? What makes you say that? What do you predict will happen?



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

20. Try This! Direction, Please (15-20 minutes)

Tell the kids to imagine that the book is being made into a movie. They are film directors about to shoot the scene when Bud approaches Herman in his mother's room and puts his hand on Herman's back, and then Herman turns around and is tongue-tied. What emotions do they want the actors to convey? Have the kids mime what they want the characters to express with their faces and bodies.

21. Cool words

- squabs (swabs) (p. 198) sailors
- stiffed (p.206) cheated, not paid
- ornery (p. 227) stubborn and mean
- reed (p. 234) thin piece of wood or cane in the mouthpiece of an instrument that vibrates to make a sound
- prestige (p. 238) made stronger
- conservatory (p. 239) music college
- bleakest (p. 242) most gloomy and depressing
- immortal (p. 243) surviving forever

22. Connections: Rules and Things (30 minutes)

Bud has a long list of "Rules and Things for Having a Funner Life and Making a Better Liar Our of Yourself" by which he lives. Reread the "Rules and Things" (on pp. 11,18,27,42, 56, 102, 116, 133, 157, 178, and 219) and have each of the kids choose one that is especially funny or true for them. Have them draw a cartoon that illustrates the rule and write out the rule within it.

23. Wrap It Up: *Mixed* (15 minutes)

- **Reflection:** *Bud, not Buddy* is a book that touches on many emotions for both the characters and the readers. Give the kids a chance to reflect on how it affected each of them. List and post the following statements where everyone can see them:
 - The funniest part was...
 - The saddest part was...
 - The most surprising part was...
 - The part that made me think the most was...
 - The part that made me mad was...
 - The part that reminded me most of my life was...
 - The part that made me wonder was...

Have the kids take turns completing one statement of their choice and explaining why they chose it.

Directions

Step 1: Model use of the Who Am I? handout by filling out each section of the organizer. This is a creative way to introduce yourself to the class, while preparing them for the activity



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

Step 2: Invite the students to describe what they think brainstorming means. Explain that they are going to brainstorm important information about themselves to share with the class.

Step 3: Demonstrate how to fill out the first Reflection topic of the organizer. Brainstorm a list of where you've been in your lifetime. This can include states where you've lived, places you've traveled, schools you've attended or worked at, etc. When the time is up, talk about your responses with the class. Ask if anyone has had similar experiences. Invite them to suggest other information that could have been listed.

Step 4: Ask students to brainstorm the first section of the handout on their own. Give students 2 minutes.

Step 5: Encourage students to share responses. Make a list on the board to compare what the class has in common. Make a list of unique responses that only one student describes. This is a creative method to get to know the class, and receive enthusiastic participation.

Step 6: Demonstrate the next topic of the handout. Examples of "What Defines You": sister, mother, brother, uncle, American, Asian, dancer, athlete, soccer player, saxophone player, couch potato, movie buff, reader, optimistic, caring, mellow, out-going, quiet, tall, redhead, freckled, and so on.

Step 7: Ask students to brainstorm this section and proceed as above.

Step 8: Complete the graphic organizer by following the above steps. The beginning of the school year is a great time to set expectations for the class, talking in depth about individual goals can be an opportune moment to set class goals.

Step 9: Ask students to take the handout home and begin to gather photos, clippings, computer artwork, and magazine pictures that show many of the responses on their graphic organizer. Explain that tomorrow they will be creating a graphic timeline of their lives.



Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

Graphic Timeline

Grades: 6th-8th

Time: 3 hours

Overview

Students will complete a written timeline organizer using information from the Who Am I? reflection/response handout. They will create a graphic timeline illustrating important events in their lives in sequential order.

Objective--Students will:

1. Develop a written timeline of their lives.
2. Analyze important events in sequential order.
3. Create a graphic timeline organizer.

Materials

1. Timeline Organizer
2. Drawing supplies, glue
3. Old magazines, photos, and clippings from home
4. Digital camera, scanner, computer, and printer, if possible
5. A 6' x 10" strip of paper for each student
6. Paper towel rolls, folders, or other items to store the timelines

Set Up and Prepare

1. Cut long strips of paper, or connect sheets of paper to provide long, thin strips approximately 6' x 10".
2. Create your own graphic timeline for modeling. Display it in a visible location.
3. Arrange art materials for easy access.
4. Make copies of the Timeline Organizer

Directions

PART 1

Step 1: Discuss what is meant by sequential order.

Step 2: Demonstrate use of the Timeline Organizer by modeling on a white board or paper. Refer to students' completed Who Am I? handout for ideas. (Allow students to add more information, if they want to.) Explain that they may need more than one organizer to complete their timelines. It's not necessary for them to include dates, as long as their entries are in order.

Step 3: Give students sufficient time to complete the timeline.

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

Step 5: Model your graphic timeline and discuss why you chose the graphics. Invite students to suggest alternative images. Discuss the use of captions on the timeline to describe events. These should come from the Timeline Organizer. Remind and encourage students to bring materials from home for the timeline.

Possible ideas for the timeline include: special birthdays, holidays, vacation, birth of siblings, teachers, friends, events, etc.





Who Am I?

A Guide for *Bud, Not Buddy* 6th-8th - Set 2

Beginning Your Journal

Grades: 6th8th

Time: 5 hours, spread out over several days

Overview

In this lesson students will develop a greater understanding of the use of journals, and will gather inspiration to begin their journal from their graphic timeline.

Objective--Students will:

1. Develop an understanding of journal-style writing.
2. Explore self-expression through journal writing.

Materials

1. Notebooks, loose leaf paper, or any style of journal
2. Pencil or pen
3. Previously prepared Graphic Timelines

Set Up and Prepare

1. Select excerpts from journals to read to the class.
2. Prepare a journal entry using a prompt from *your* own Graphic Timeline. (Keep it short and fun).

Directions

Step 1: Read *an example from your journal*. Discuss what purposes a journal can serve. Invite students to contribute personal experiences they may have with journal writing.

Step 2: Discuss how the events on the graphic timeline are individualized writing prompts. Each is an event students have lived and a story waiting to be told.

Step 3: Read the journal entry you prepared and explain why you chose that event. Ask students what other events on the teacher's timeline they think would make a good journal entry.

Step 4: Ask students to choose an event from their timelines that they think would make an interesting story, and write a journal entry describing it. Encourage them to reflect on the important parts of that event and include them, such as:

- What happened?
- Who was involved?
- Where did the event take place?
- What feelings do you recall having?
- Did you learn something new?
- Why was this event important to you?

Give them a 15 minute time limit to craft their entries. You might want to play soft music.

Step 5: Invite students to share their journal writing. Display the Graphic Timelines in the classroom.

Other Related Thematic Activities

Art- Who Am I- Self Portrait

Andy Warhol-Digital Self Portrait

Social Studies

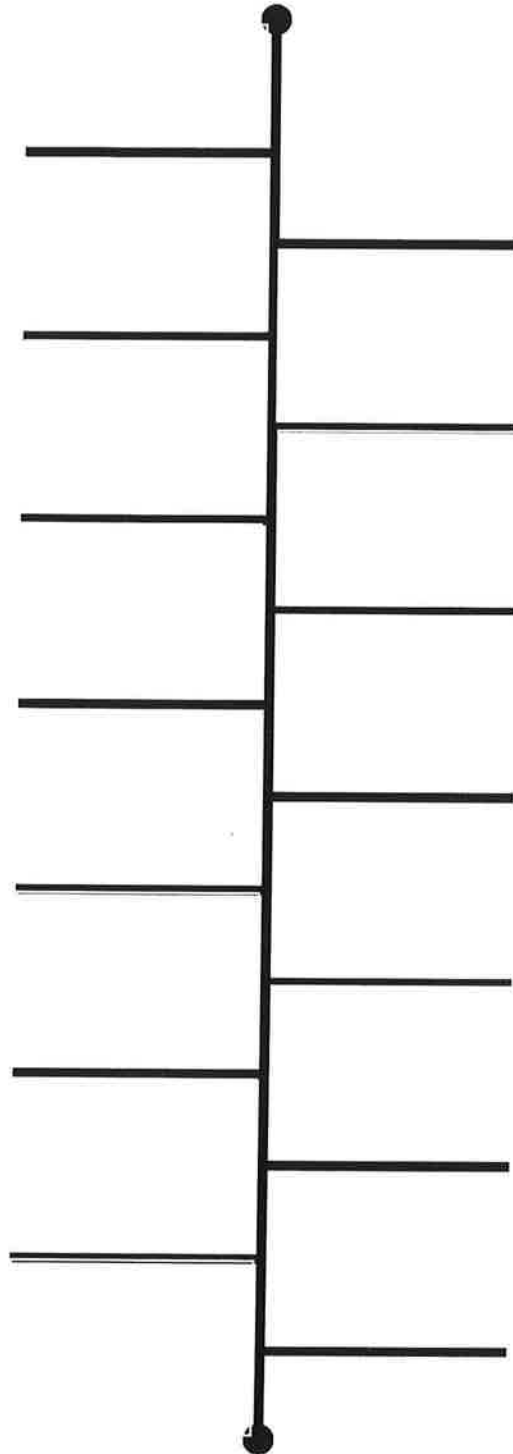
- A Personal Coat of Arms
- All About Me

Who am I?

Reflection	Responses
Where Have You Been in Your Lifetime?	
What defines you?	
What are your goals for this year and the future?	
What obstacles have you overcome?	
What do you really care about?	


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Timeline





A Guide for “*Raymond’s Run*” 6th-8th set 2

At a Glances

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn to accept themselves as they are and to respect others for their differences.

Materials:

- Kidzlit: “*Raymond’s Run*” by Toni Cade Bambara. *If needed, materials will be found below for each activity*

Before You Get Started

- “Read *Raymond’s Run*”

1. Suggested Activities:

- **Introduction: *Being Yourself* (10-15 minutes)**
 - **Group Discussion:** Tell the kids that the main character in the story has strong feelings about being herself and not acting like someone she isn’t. Ask the kids to think about occasions when a situation has required them to say or do something that didn’t fit with who they are or how they feel about themselves. Consider sharing personal story as an example to help jump-start the kids’ responses. Then, ask questions such as:
 - What are some situations in which kids might feel they have to act a certain way around other kids?
 - When do kids sometimes feel they have to do something or act a certain way for adults?
 - Do you feel when you have to act in a way that doesn’t fit you?
 - Can you think of any situations in which doing something that isn’t usual for you is okay or is even that right thing to do?

2. Reading 1 (30-40 minutes pp. 10-15)

- Read aloud the first half of “*Raymonds Run*” (pages 10-15; halfway down the page, after Squeaky’s encounter with Gretchen, Rosie, and Mary Lousie). Pause occasionally for the kids’ comments and questions about the book, its illustrations, or words they don’t know.

3. Discuss (10-15 minutes)

- What are impressions of Squeaky?
- Why do you think Squeaky acts the way she does?
 - How do you think she feels about herself? What makes you think this?
- How would you describe Squeaky’s attitude toward Gretchen, Rosie, and Mary Louise?
- What did you think of how she acted when they met?
- How do you think Squeaky feels about Raymond? What makes you think this?
 - What might be hard about taking care of Raymond?
 - What do you think Squeaky likes about taking care of Raymond?



4. Cool Words

Invite kids to pick words they like or want to remember and write them in the Cool Words collections in their journal.

- Hustling (p.10) working rapidly and energetically
- Play the dozens (p.11) game in which the players insult each other
- Squeaky (p.11) high-pitched and shrill
- Mercury (p.11) Roman messenger god famous for his speed
- Fluttering (p. 12) flapping rapidly
- High-prance (p.12) run, kicking up the knees
- Prodigy (p.13) unusually talented child
- Sidekicks (p.13) friends who follow and support someone

5. Try This Activity!: *Squeaky's Advice* (10-15 minutes)

- Ask the kids to write in their own words what advice they think Squeaky would give to someone win a running race or earn respect and feel self-confident in her New York City neighborhood.

6. Reading 2 (30-40 minutes)

Read the second half of "Raymond's Run" (pages 15-22) aloud to your group, pausing occasionally for the kid's comments and questions about the story or any words they don't know.

7. Discuss (10-15min)

- What do you think the author is trying to say about competition in this story?
- What do you think Squeaky learned in this story, if anything? What makes you think this?
- Why was Raymond's run so important to Squeaky? How did it help her change?
- Why might it be hard for competitors to be friends?
 - Why might competitors' form a strong friendship?

8. Try This! Read, Set, Write (15-20 min)

Read the section beginning at the top of page 19 where Squeaky describes what she imagines when she's about to run a race. She gets herself prepared by picturing herself in certain ways. Discuss how she prepares and ask the kids to think about how they feel and what they imagine when they are about to do something that requires a lot of effort, skill, and concentration. Have them write a description of what they imagine, tell themselves, or do to prepare in the moments before they begin. If they can't think of anything in their own lives, suggest some situations they might imagine (such as playing a difficult piano tune, stepping onto a stage to perform in a play, sitting down to take a math test, stepping up to bat) and ask them to invent what a person might think or visualize in order to prepare.

9. Cool Words

- May Pole (p.15) a pole with brightly colored ribbons attached at the top
- Organdy (p.15) stiff, lacy, white fabric
- Satin (p.15) smooth shiny fabric
- Pageant (p.16) parade or play with fancy costumes
- Bongos (p.16) small drums



- Stilts (p.17) poles that a person stands on to be taller
- Periscope (p.17) tall tube with mirrors that lets people see over things
- Concrete jungle (p. 18) slang term for a big city
- Psyching (p. 18) playing with other people's minds
- Jutting (p.19) sticking out
- Overshot (p. 20) ran far past

10. Connections: *Front-Page News (45 minutes)*

Individual Writing and Illustration: Have the group pretend that it's a year after the story ends and that Squeaky has been coaching Raymond on his running. Have everyone write a front-page article for Squeaky's local newspaper about the "first place runner who taught her brother to go the distance" or any other catchy title they come up with. Have them illustrate their articles with "photographs" or picture.

Group Display: Invite volunteers to share their front-page news stories with the group and create a display of everyone's stories on the wall.

11. Wrap It Up: *One Color at a Time (45-60 minutes)*

Group Review: Have everyone look through their Cool Words collections and share their favorite words or phrases with the group. List these for all to see and help the kids define any unfamiliar words. Add words from the Cool Words lists if necessary. Keep the list posted for the kids to refer to during the word-toss game.

Group Game: Have everyone stand in circle and give the first player a beanbag, ball, or orange to toss. The word toss goes like this:

- The first player calls out a word from the list and tosses the beanbag to someone else.
- The next receiver says what he or she thinks the word means and tosses the beanbag to another person.
- That next receiver catches the beanbag, uses the word in a sentence (any kind of sentence-serious, silly, story-related), and tosses the beanbag to someone else.
- At this point the process begins and ends with a new word.

Keep playing until all the words have been defined and used in a sentence. Make sure each child has a chance to define or use a word in a sentence.

Other Related Thematic

Getting to Know Me

- *Creating a Positive Classroom*
- *Personality Assessment*
- *Who Am I Collage*
- *The Many Parts of Me*



A Guide for *Story Painter* 6th-8th set 1

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn identity, self-respect, and accepting the differences between themselves and others.

Materials:

- Kidzlit: *Story Painter*. If needed, materials will be found below for each activity

Before You Get Started

- Read *Story Painter*

1. Suggested Activities:

- **Introduction: *Color My World* (15-20 minutes)**
 - **Show the Cover:** Show the cover illustration and explain that the book is about a famous painter, Jacob Lawrence, and that this is one of his works. Have the kids describe what they see and what they notice about the painting
 - **Show Illustrations:** Show a few more of the paintings (one at a time) reprinted in the book and ask the kids what they see. As the kids share their impressions, record them on butcher paper. Ask such questions as:
 - What words would you use to describe the painting?
 - What do you notice about the subject matter? The colors? How the artist uses the space?
 - Why might a painter choose this as a theme?

2. Reading 1 (20 minutes)

- Read chapters 1 and 2 aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

3. Discuss (10-15 minutes)

- What do you think about Jacob Lawrence's story so far?
- What do you suppose Harlem feels like "another planet" to Jacob? In what ways did Harlem feel different from the outside world?
- Why do you think the author titled chapter 2 "The Promised Land?"
- Would you have wanted to live in Harlem at that time?
 - Why or Why not?
 - What have you noticed about Jacob Lawrence that shows he might be suited to becoming an artist one day?



4. Cool Words

Invite kids to pick words they like or want to remember and write them in the Cool Words collections in their journal.

- Migration (p.7)" people moving from one country or location to another
- Promised Land (p.7) biblical reference to a future perfect place
- Hushed (p.8) silenced or quieted
- Lynching (p.8) when someone is put to death in public by a mob
- Zig-zagged (p.15) moved in a series of sharp turns or angles
- Bustling (p.15) moving in a brisk way
- Mourners (p.15) people who are grieving or expressing sorrow about a person's death
- Vaudeville (p.17) stage entertainment made up of unrelated acts
- Soapbox (p.18) what speakers stand on as they shout their message on street corners to anyone who will hear it.

5. Try This Activity!: *The Dry Bones Dance* (10-15 minutes)

- Have kids stand in a circle facing each other and learn "The Valley of Dry Bones." (Hang a board or chart paper with the words to the four-line chant written below.) Together, read/sing and clap the song and invite everyone to do the hand motions by touching their anklebones, leg bones, and knee bone as they read/sing it. For fun invite the kids to do it several times in a row getting faster and faster as they go.
 - *The heel bone's connected to the (clap) anklebone;*
 - *The anklebone's connected to the (clap) leg bone;*
 - *The leg bone's connected to the (clap) knee bone;*
 - *O hear the word of the Lord!*
- **Note:** *The last line of the chant refers to the "Lord". Explain that this is the way the biblical tale was sung. Explain that you are giving the kids the experience of trying it out as a song and dance- not to introduce, convey, or convince anyone of a religious belief.*

6. Reading 2 (20-30 minutes)

Read chapters 3 and 4 aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

7. Discuss (10-15min)

- What do you find most interesting about Jacob Lawrence's story?
- Aside from talent, what qualities or characteristics helped Jacob rise to the top?
- Why were African American heroes so important to Jacob?
- Were you surprised when Jacob's mother said "You'll never amount to anything as an artist"? Why or why not?
- What would make a parent say such a thing? Why do you think she said it? Is it ever valuable for a parent to say this kind of thing to a child? Why or Why not?
- What do you think it felt like to become so famous?
- Why did Jacob feel so guilty and uneasy about his fame?



8. Try This Activity *Diary Entry (20-30min)*

Have each kid imagine he is Jacob Lawrence. Then have the kids choose a topic they think Jacob would write about in his diary and write about this topic in their own diaries. For example, how did Jacob really feel about:

- His mother's comments about his never succeeding as an artist?
- Learning about and painting favorite African American heroes?
- Becoming the first African American heroes?
- Being called the nation's "number one black artist" by *Time* magazine?

9. Cool Words

- Recruited (p.21): actively pursued to join a group
- Utopia (p.21): place people envision as perfect or ideal
- Tempera (p.21): painting process
- Papier-mache' (p. 22): molding material made with scrap newspaper
- Underground railroad (p. 24): movement led by blacks to hide slaves
- Great Depression (p.25): time of economic suffering and high unemployment in America
- Sophisticated (p.33): made wise by experience
- Integrated (p.36): combined to form a whole, the end of segregation

10. Reading 3 (20-30 minutes)

Read chapters 5 and 6 aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.

11. Discuss (15-20 min)

Give the kids a chance to react and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or Tell us more."

- What impresses you most about Jacob Lawrence's story?
- What do you think Jacob meant when he said "Some people may hate me for holding the mirror, but I can't drop it"? (p. 40)
- Do you think it was reasonable and fair for African American leaders to want Jacob to reject the white art world and lead an all-black art movement? Why or why not?
- What enabled Jacob to continue on his own path and listen to his own heart while others criticized him and called him names?
- What words would you use to describe his latest paintings, as compared with his earlier works?

12. Try This Activity

Read the sentence "He guides you without dominating you" from a student of Jacob Lawrence's. Have the kids write in their own words what they think this student means. Then invite volunteers to work in pairs to role-play the concept of teaching in this way.



13. Cool Words:

- **Decay (p. 40):** rot or decline from healthy conditions
- **Slums (p.40):** dense neighborhoods marked by poverty and deterioration
- **Segregation (p.40):** policy of setting African Americans apart from others
- **Grotesque (p.42):** Bizarre and exaggerated
- **Crusaders (p.44):** people who push for change with great enthusiasm
- **Radical (p.44)** people who favor rapid sweeping changes
- **Melting Pot (p. 48)** expression referring to a society made up of people from many different backgrounds and cultures that blend together
- **Inauguration (p.53)** ceremony to install a leader in political office

14. Wrap It Up: *One Color at a Time (45-60 minutes)*

Materials-

White paper, watercolor, or poster paints, brushes, water

- **Set the Stage:** Have the kids imitate Jacob Lawrence and paint a picture in his “one color at a time” style. As a group, talk about the ways in which Jacob got his ideas for his paintings and show some examples of the reprints in the book. Sometimes he sketched and painted what he saw around him (see *Brooklyn Stoop*, p. 20, or *This is Harlem*, p. 12); sometimes he chose a theme and painted a series (see the *Migration of the Negro* series on pp.6 and at other times he was commissioned to paint posters or magazine covers (see *Olympic Games*, p. 50, and *The Swearing In*, p. 52).

Remind everyone that Jacob’s style was to sketch the picture or series of pictures, lay them out in the studio, and then, color by color, apply the paint. So for example, he would pick up the blue tempera and paint all the sections of the picture that he wanted to be blue, and then move on to red, and so on.

- **Paint It:** Have everyone sketch a picture or series of two to three pictures based on a theme they choose. Next, have them paint their sketch the way Jacob Lawrence would. Provide paper and either watercolors or poster paints (If paint is not available, substitute markers or crayons.) Encourage the kids to give their paintings names or titles.
- **Create a Gallery:** Help the kids hang their finished work on the walls of the room, hallway, or even the main entrance to your building. Invite others- students, staff, parents- to come and see. Consider having the kids act as guides and tell visitors about the story of Jacob Lawrence, his style of painting, and how each painting reflects it.

Other Related Thematic Activities

Art:

- ***The Many Parts of Me***
- ***Who Am I Self Portraits:***
- ***Van Gogh***
- ***A Look at Judith Leyster***



A Guide for *Alexander Graham Bell 6th-8th* Set 1

At a Glance

Below are activities we strongly suggest you use in implementing the Responsibility Unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will spend time learning about their natural skills and talents and how it may be helpful to their communities or even the world.

Materials:

- Kidzlit: *Alexander Graham Bell*. If needed, materials will be found below each activity title

Before You Get Started

- Read *Alexander Graham Bell*

1. Suggested Activities:

- **Introduction: *What We Really Need Is...* (15-20minutes)**
 - **Small-Group Brainstorming:** Introduce the book and activity by discussing AGB's feeling that an inventor is a person who "looks upon the world and is not contented with things as they are" and who "wants to improve" whatever he or she sees and "benefit the world..." (p.28). Ask the kids if they think these are the goals that inspire all inventors. What else do inventors seek?
Have the kids form groups of three or four. Challenge each group to brainstorm as many ideas as they can for inventions to serve the needs of the following populations: babies, elderly people, and teenagers. Each group will have 10 minutes to generate ideas and choose their three best for each category. Have each team designate a recorder (to take notes) and a reporter. Before they begin, tell them that the inventor they'll learn about thought it was important to listen to children because he believed that they come up with ideas that don't occur to adults.
Sharing: Write the three heading "Babies," "Elderly People," and "Teenagers" on a large sheet of paper and post it. Have the reporters share their teams' best ideas and write each under the appropriate heading. Save the ideas.

2. Read The Story (40-50 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- What do you think of Alexander Graham Bell's inventive life?

Then lead a discussion about AGB and his efforts to help people live more safely and comfortable. Ask questions such as:

- Which of AGB's inventions surprised or interested you the most? Why?
- What do you think made AGB the inventor that he was?
- Are you surprised that AGB wasn't a particularly good student?
 - Why might a person like AGB not do well in school
- What do you think Helen Keller and other hearing-impaired people appreciated about AGB?



- AGB thought that money is not the measure of success. Do you think he was successful according to his own measures for success?
 - How would you define a successful life?

4. Cool Words

- Inventive (title): creative; always coming up with new ideas
- Visual (p.6) related to seeing and sight
- Tragedy (p.6) very sad event
- Hearing impaired (p.7) unable to hear well or at all
- Vibration (p.8) rapid back and forth movement (of air that forms sound waves)
- System (p. 8) several parts working together in an organized way
- Device (p.10) piece of equipment
- Transmitter (p.12) machine that sends out electrical signals, such as radio or television
- Telegraph (p.14) system for sending messages over long distances
- Technology (p. 18) use of science in a practical way
- Retreat (p.22) hide-away alone

5. Try This! My Own Invention (2) 30-40 minutes sessions

Drawing/Writing: Invite the kids to design an invention that would improve life for people with a particular need. Have them write a description of the invention and make a labeled drawing of it. The written part should:

- Explain which people the invention will help
- Explain the problem their invention will solve (or how it will benefit people)
- Describe the invention

6. Connections: *New Talking Machine* (30-40 minutes)

Drawing: Review with the kids how critics felt about AGB's telephone. What worried them? Challenge the kids to design advertisements to convince the public to buy the new invention. To do this successfully, they will have to think about how people communicated before the telephone and how the telephone and how the telephone both solved problems with older technologies and offered previously unimagined possibilities.

Sharing: Have the kids share their finished advertisements.

7. Wrap It Up: *My Page* (15-20 minutes)

- **Writing and Illustrating:** Invite the kids to create a one-page story about themselves in the style of the book, including text surrounded by interesting tidbits of information and drawings. Show them several pages in the book and discuss the kinds of facts, documents, and graphics that surround the main story. Ask the kids to think of one fact or favorite activity in their own life that is especially interesting and write about it on a large sheet of paper, leaving a 4" border around the writing. Then ask them to decorate the page with small relevant drawings or cartoons with speech bubbles. These can be completed on other paper, cut out, and glued to the border of the large sheet. Display the completed pages in their family book.

Other Related Thematic Activities

College and Career

- *Career Challenge*
- www.bizkids.com/games

Art

- *Illuminate your letters*



A Guide for *Dreaming in Color, Living Black and White* 6th-8th set 1

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn about diversity and how to respect people's differences through self-identity and self-respect

Materials:

- Kidzlit: *Dreaming in Color, Living in Black and White*. If needed, materials will be found below for each activity

Before You Get Started

- Read *Dreaming in Color, Living in Black and White*

Heads Up!

The Stories in this book explore the painful experiences of African Americans growing up in the United States. They are bound to ask questions and arouse feelings in the kids that you need address as they come up in discussion.

1. Suggested Activities:

- **Introduction: *Interracial Friendships* (20 minutes)**

Discussion: In this activity, the kids will take turns revealing things about themselves and about their friendships. Have them sit in a circle. Introduce the activity by saying that the stories in the book explore how having friends of a different race can be challenging. Mention that sometimes people hurt others out of ignorance, because they don't know enough about how others do things and what's important to them. Share a personal experience of a hurtful or embarrassing situation you've had with someone of a different race or ethnicity. Invite the kids to share other examples.

Ask the kids to think about some of the things their friends need to know about them in order to be true friends. Then toss the ball to one kid and ask them or her to complete the phrase: "One thing that my friends need to know about me is..." Once finished, this kid should gently throw the ball to someone else, who will complete the same sentence. Kids who don't want to speak may pass. Continue until everyone who wants to has spoken.

Option: Have the kids go through the same activity completing the sentence, "If someone is truly my friend, then they..."

Ask the kids why it is important to let friends know who they are and what's important to them.

2. Reading (30 minutes- Read Aya de Leon's story "Hitting Dante" (pp. 101-112))

Read aloud to your group, pausing occasionally for the kids' comments and questions about the book, its illustrations, or words they don't know.



3. Discuss (15-20 minutes)

- Aya describes “real black kids” on page 103. Why do you think she doesn’t include herself in that category?
- How does Aya feel about her family? How do you know?
 - How does she feel about her father in particular?
- What do you think might be hard for any child of mixed racial heritage?
- What might be some benefits of being a child of mixed racial heritage?
- Why do think Aya hit Dante?
 - After hitting him and being shoved in return, she “...cried in embarrassment. And pain. And relief. And gratitude” (p.111) How she could feel all these things at once?
- Have you ever had a moment when you lashed out at someone and didn’t know why?
 - How did you feel at the time and afterward? Were you able to understand your reaction later?

After discussing these questions, read the background information on the author (pp. 101-102) and ask:

- How does what you learned help explain why Aya hit Dante?

4. Cool Words

Invite kids to pick words they like or want to remember and write them in the Cool Words collections in their journal.

- Solar plexus (p.101) the pit of the stomach
- Glinting (p.101) reflecting light and twinkling
- Gist (p.102) main idea
- Café con leche (p.102) light brown (“coffee with milk” in Spanish)
- Bewildered (p.103) confused
- Conked (p.104) straightened with chemicals
- Capped (p.104) made fun of
- Archaeologist (p. 104) scientist who study evidence left by ancient civilizations
- Tousled (p.105) struggled roughly; wrestled
- Internment (p. 109) imprisonment
- Propel (p. 110) drive or push something forward
- Disintegrated (p.111) fell into small pieces

5. Try This Activity!: *Role play* (20-30 minutes)

- Ask the kids to imagine that Aya did know her inner feelings on the day she hit Dante. What might she have said to him instead of hitting him? Ask the kids to pair up and role-play scenes in which Aya speaks and Dante responds. Give them about 10 minutes to practice and then have them present their scenes. Take time to talk about issues and feeling raised by the different scenarios.



6. Connection: Conflict and Friendship (30-40 min)

Materials: colored construction paper, scissors, and glue

Discussion: The stories in *Dreaming in Color*, *Living in Black and White* portray conflict (or tension) and friendship between people of different races and of the same race. Invite the kids to explore these two themes in a collage. Explain that they will fold a piece of construction paper in half. On one half, they show conflict. On the other half, they'll depict friendship. Tell them not to limit themselves in terms of glue skin color or people. Discuss how else they might use shapes cut out of paper to represent these ideas. For instance, the two different shapes might be glued close together to represent conflict or overlapped to show friendship. Encourage the kids to explore different possibilities.

Make Collages: Distribute the materials. Ask the kids to use one large sheet of paper as the background on which they'll glue the other parts of the pictures. Remind them that in addition to cutting and pasting flat shapes, they can curl, crumple, fold, roll, and otherwise manipulate the paper they glue to the background, creating three-dimensional elements.

Share: Give the kids time to share and explain their finished collages. Display them on the wall.

7. Wrap It Up: *It Got Me Thinking* (10 minutes)

- **Individual Sharing:** Briefly discuss why the kids think the authors wrote these stories about the painful experiences they had growing up. Also review that, adults, all three authors express an interest in education and helping others. By sharing their stories, the authors may help others with similar problems or call attention to hurts of which other readers may not be aware. Ask the kids to share something that one or all of the stories made them think about that relates to their own experiences or the experiences of people around them.

Other Related Thematic Activities

Art

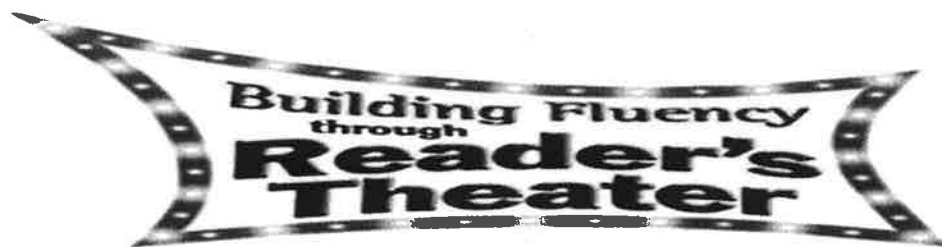
- Who Am I Collage: My Dreams
- Who Am I: Self Portraits
 - Van Gogh

Getting to Know Me

- *Creating a Positive Classroom*
- *Personal Key Puzzles*
- *Positives Jams*

Social Studies

- *All About Me*



Many Helping Hands

Grades: 1st -2nd

What's the Story?

Many Helping Hands shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can.

Objective:

Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone as they read.

Heads Up!

While this script only has six roles, there are ways to involve all students.

- Ask some students to work on presenting sonnets.
- Others can create back drops, props, mask, etc.
- Switch out a different group kids to read Act 1, and then Act 2 and so on.
- During final presentation, students can be the audience and listen respectfully

Materials:

- *Many Helping Hands* script books (1st-2nd grade Readers Theater Kit)
- *Many Helping Hands* Primary Sources (pages 26-31 or teachers Resource CD)
- Performance CD and CD player or computer with CD drive speakers (optional)

Introduce the Literature:

Bring a large, empty glass jar. Ask students to pretend they are saving money in a jar. What would they buy once the jar is filled? Have student make list of ideas, then allow them to share their list, giving reason for buying each item. Show them the cover of *A Chair My Mother* by Vera B. Williams. Ask them to predict, from the cover and title, what this book might be about. Then, read the book aloud to the students. After you have read and discussed the book, explain that students will read a script called *Many Helping Hands*.

Many Helping Hands

Family and Friends Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone as they read.
- **Content Area:** Students will make predictions about the story *Many Helping Hands*.

Summary

Many Helping Hands shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can.



Materials

3-80

- *Many Helping Hands* script booklets
- *Family and Friends Character Masks* (pages 26-31 or Teacher Resource CD) copied on cardstock
- copies of *Handy Predictions* (Teacher Resource CD)
- copies of *Word Predictions* (Teacher Resource CD)
- copies of *T-Chart* (Teacher Resource CD)
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

Bring in a large, empty glass jar. Ask students to pretend they are saving money in the jar. What would they buy once the jar is filled? Have students make lists of ideas, then allow them to share their lists, giving reasons for buying each item. Show them the cover of *A Chair for My Mother* by Vera B. Williams. Ask them to predict, from the cover and title, what this book might be about. Then, read the book aloud to the students. After you have read and discussed the book, explain that students will read a script called *Many Helping Hands*. This script is also about a family who gets help when something bad happens to them. After completing the reader's theater, allow students to compare *Many Helping Hands* to *A Chair for My Mother* using a T-Chart.

ELL Support



Instead of ELL students making a list of items to buy, allow them to find pictures in a magazine to create collages of objects. Help students label the pictures with assistance from another classmate or an adult. Students should then present the collages, and the class can chorally read the picture labels.

Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. For this lesson, assign the same role to three or four students. Each person assigned to a given role will read that characters' lines together with the other students assigned to that same role. This gives every student the opportunity to take part in the reader's theater.