



Raab/Goodwin

Esther Raab Holocaust Museum
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**Esther Raab Holocaust Museum & Goodwin
Education Center**

Raab/Goodwin Book Synopsis



**Teaching Tolerance
Book List**

For more information, contact:

Helen Kirschbaum, Director

Esther Raab Holocaust Museum and Goodwin Education Center
1301 Springdale Road, Cherry Hill, NJ 08003
856.751.9500 x 1249 hkirschbaum@jfedsnj.org

Lawrence M. Glaser, Executive Director

New Jersey Commission on Holocaust Education
100 Riverview Executive Plaza
Route 29
P.O. Box 500
Trenton, NJ 08625
609.292.9274 holocaust@doe.state.nj.us





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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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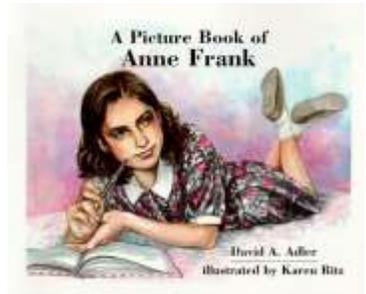
Raab/Goodwin Book Synopsis

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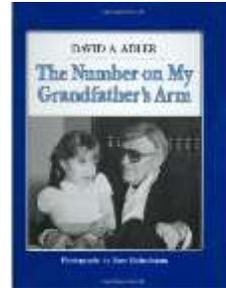
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Adler, David,
"The Number on My Grandfather's Arm"

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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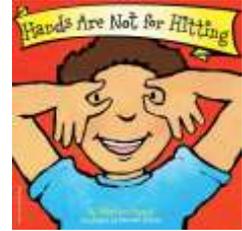
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Agassi, Martine

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



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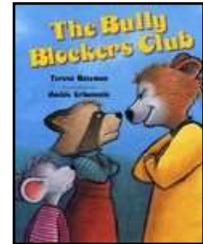
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Bateman, Teresa, "The Bully Blockers Club"

"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.*



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Bee, William
"Worst in Show"

Grades: PreS -Gr.2

Theme:

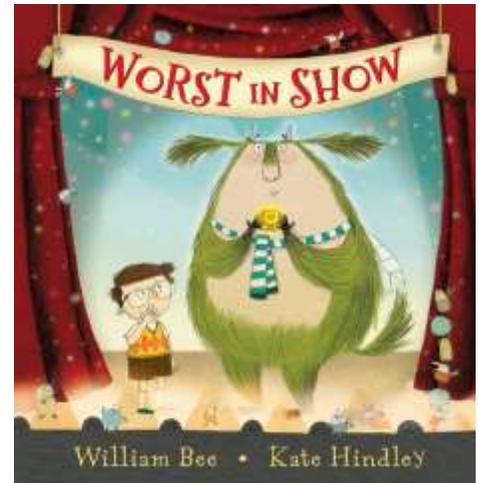
Celebrating every kind of competition, friendship & appreciation of differences.

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.



GHMEC 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?



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**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*



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

Grades: 1-3

Themes:

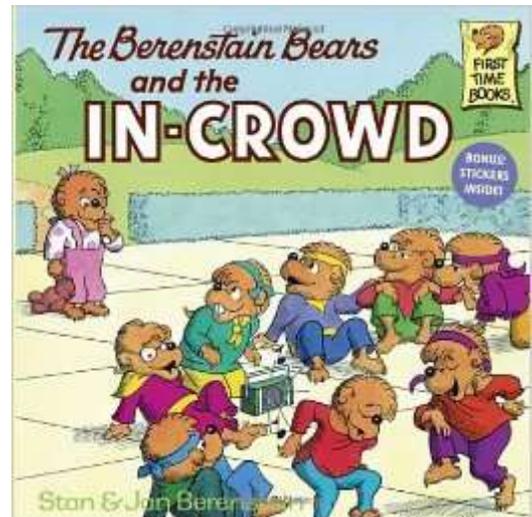
- excluding others
- peer pressure
- standing up for yourself
- being confident, assertive & happy with who you are

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:

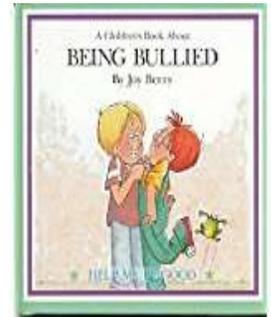
Definition of bullying
How to deal with a bully

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?





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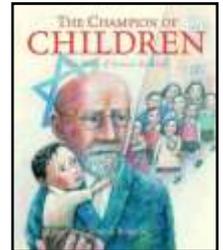
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Bogacki, Tomek,
“The Champion of Children—the Story of Janusz Korczak”

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?



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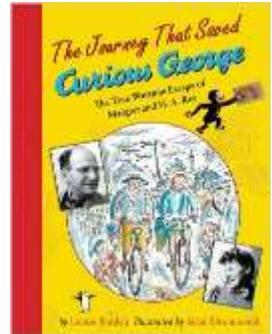
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Borden, Louise

"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.



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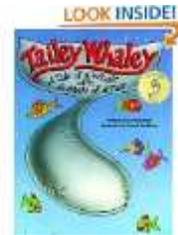
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Boyle, Charles,

“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 whales bully 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 title and front and back 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 So Far From the Sea.

Post-reading:

1. What did Laura leave at her grandfather's grave?
What was its significance?
2. Why is So Far from the Sea 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?



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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:

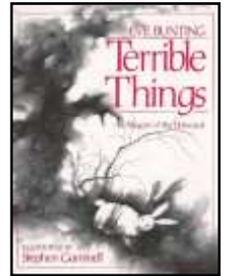
- Don't be a “bystander” - speak up for what is right and help your friends.

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”).





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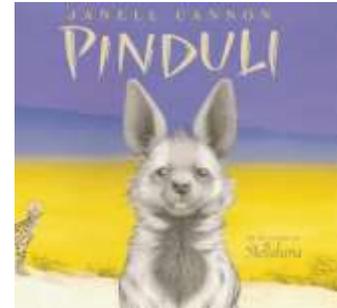
Raab/Goodwin Book Synopsis

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, "Pumpnickel!" 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.



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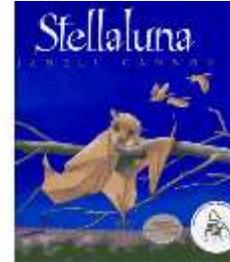
Raab/Goodwin Book Synopsis

**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?



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**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 "outed" 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.



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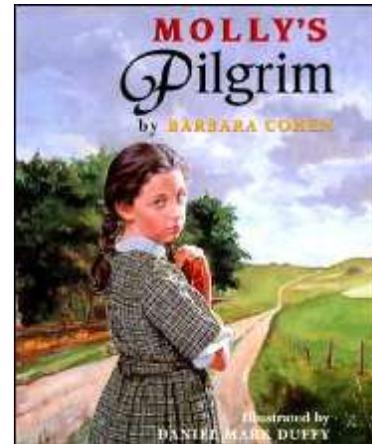
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Cohen, Barbara
"Molly's Pilgrim"

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*]; Malkeh [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 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?



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Cohn, Janice, DSW,

“The Christmas Menorahs: How a Town Fought Hate”

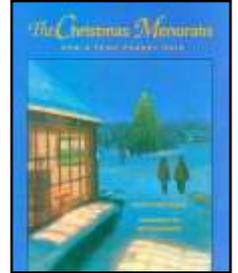
The people of Billings, Montana joined together to fight hate crimes against a Jewish family. Cohn’s story is based on real events that took place in 1993 and tell how Billings was inspired to take action by stories of the Danish people helping their Jewish neighbors during World War II.

(See complete lesson plan inside the book cover)

Grades: 1 – 6

Theme:

Hate crimes, prejudice, taking a stand.





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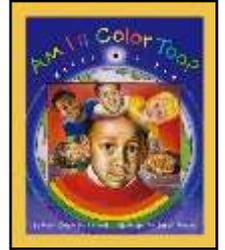
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Cole, Heidi & Vogl, Nancy,
"Am I a Color Too?"

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?



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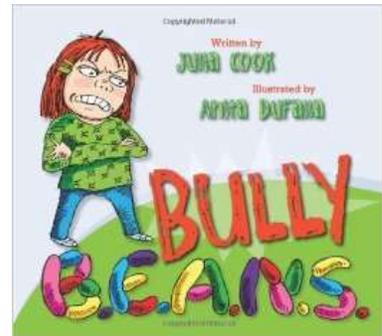
Raab/Goodwin Book Synopsis

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?



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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."

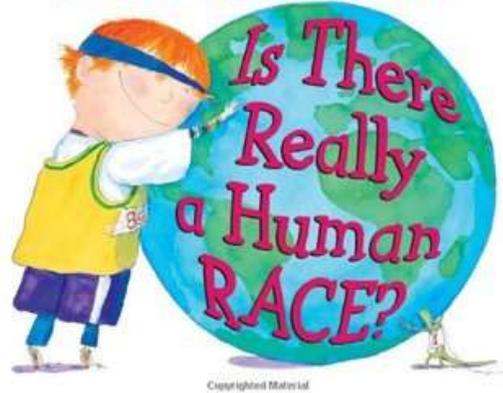
Post-reading:

- ~ 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.

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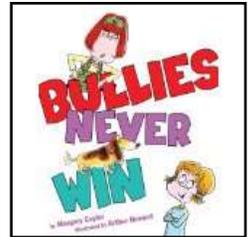
Raab/Goodwin Book Synopsis

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



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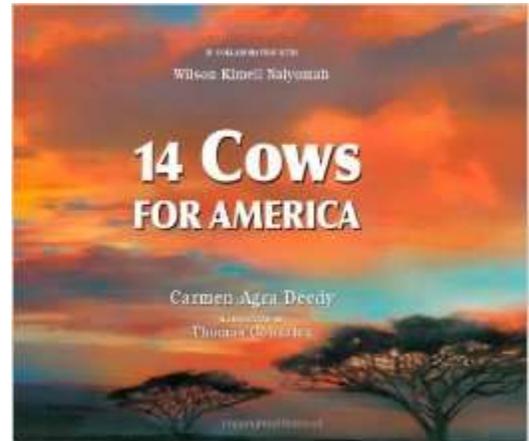
Raab/Goodwin Book Synopsis

Deedy, Carmen Agra

"14 COWS FOR AMERICA"

NYTimes bestseller. True story of Kimeli Naiyomah, a Maasai from Kenya, who witnessed 9-11 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?



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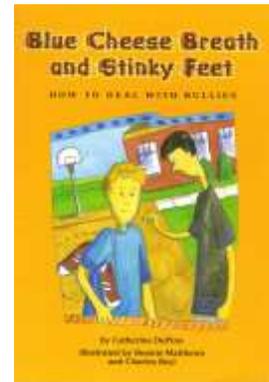
DePino, Catherine

**“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.



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**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



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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:

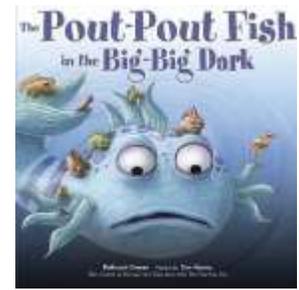
- You may want to wear some pearl jewelry or bring in a "pearl" to show!
- Show the cover of the book- ask if someone would like to read the title
- Ask if anyone knows the original "Pout-Pout" book
- Explain about the real Pout fish
- Tell the children to look at the fish's face- ask what the fish might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





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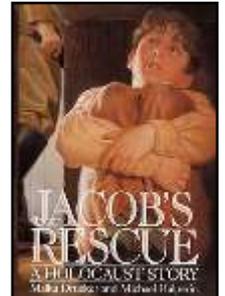
Raab/Goodwin Book Synopsis

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?



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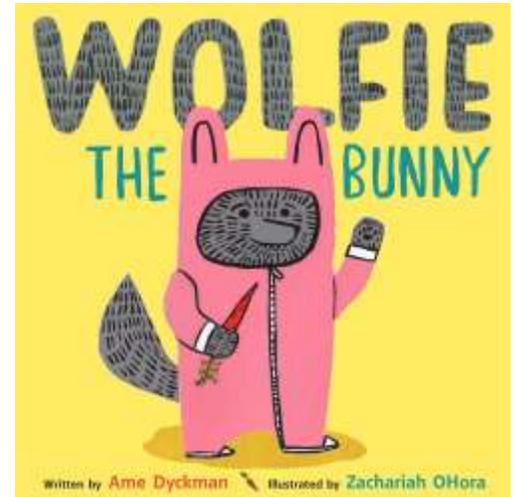
Dyckman, Ame [lives in NJ]
"Wolfie the Bunny"

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?



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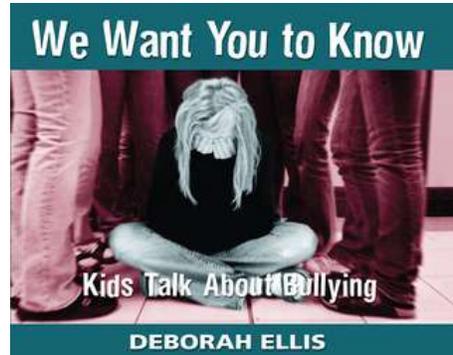
Ellis, Deborah

"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 compiled 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?



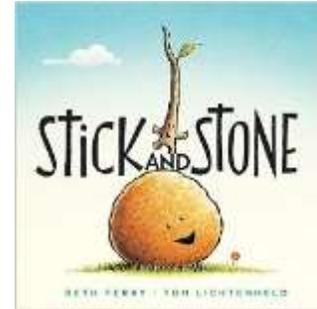
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Raab/Goodwin Book Synopsis

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?



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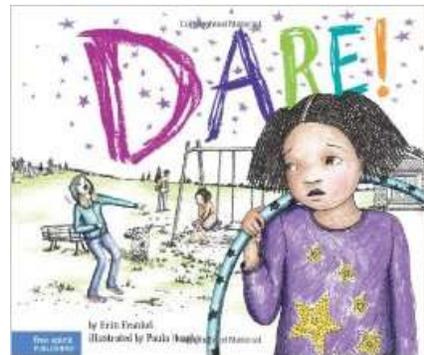
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Raab/Goodwin Book Synopsis

Frankel, Erin
"Dare"

Grades: K-4

A story about standing up to bullying in schools and the premise that it is 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. Jayla 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?



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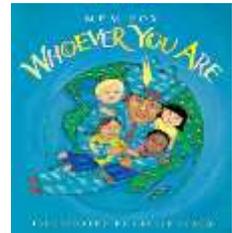
Raab/Goodwin Book Synopsis

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)



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Raab/Goodwin Book Synopsis

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

Grades: Pre-school – 3

One book from "Free Spirit'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.





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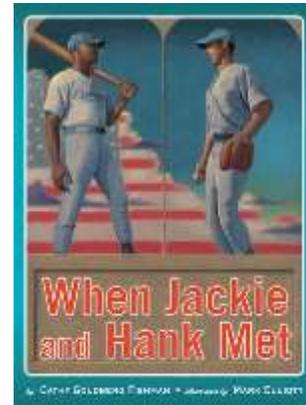
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Raab/Goodwin Book Synopsis

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?



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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?



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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.

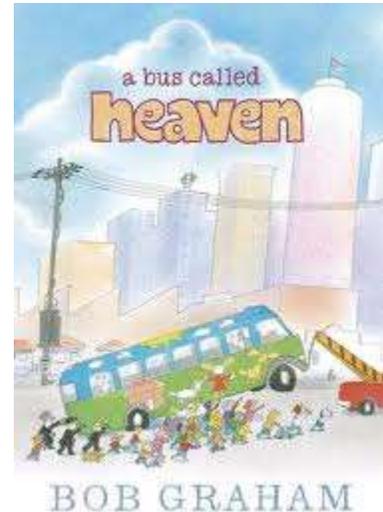
Vocabulary: regulations (parking regulations), donations, obstruction, junkyard, vacant (lots)

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?





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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.*



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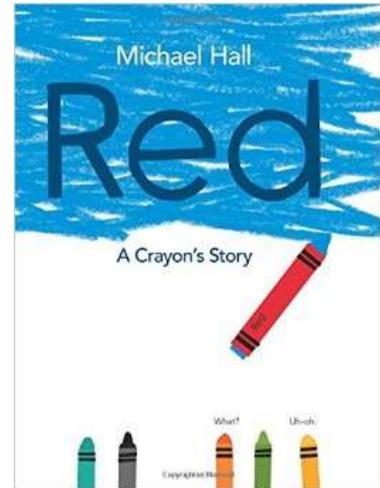
Raab/Goodwin Book Synopsis

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.

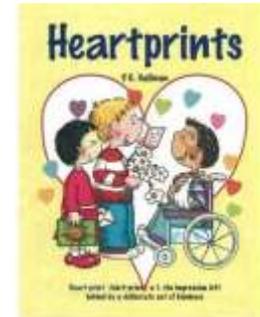
"Heartprints"

"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, goats, 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)



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Raab/Goodwin Book Synopsis

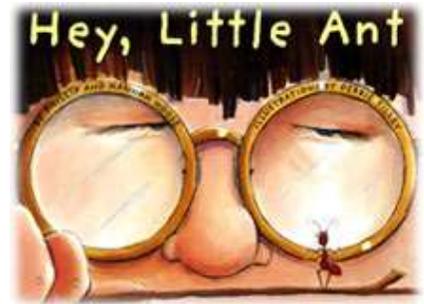
Hoose, Phillip and Hannah
"Hey, Little Ant"

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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Raab/Goodwin Book Synopsis

Katz, Karen,

"The Colors of Us" Big Book with bold, colorful illustrations

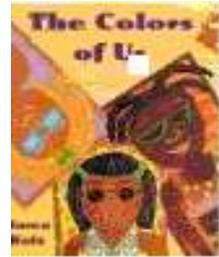
Grades: Pre-K – 2nd

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?



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Raab/Goodwin Book Synopsis

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.*



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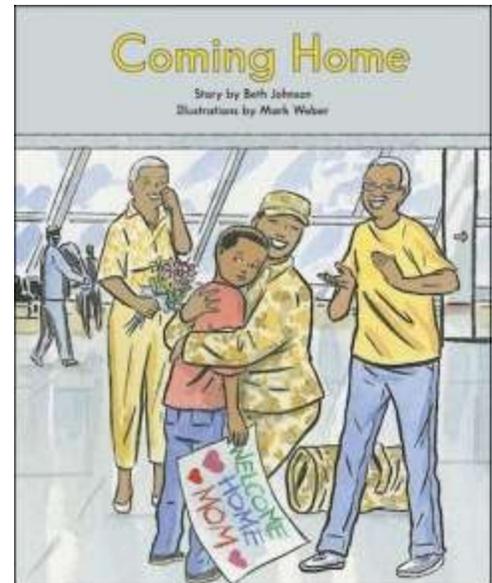
Raab/Goodwin Book Synopsis

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





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Raab/Goodwin Book Synopsis

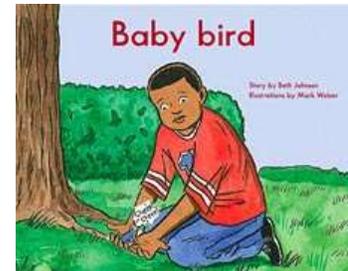
Johnson, Beth "Baby Bird"

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?

****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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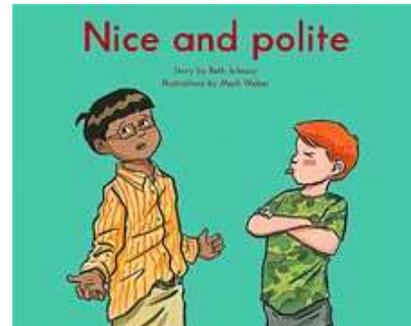
Johnson, Beth
"Nice and Polite"

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?



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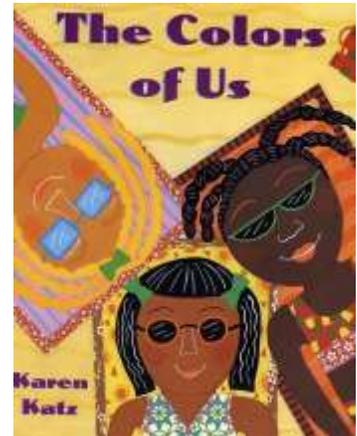
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Raab/Goodwin Book Synopsis

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?



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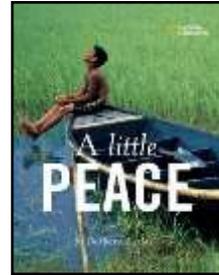
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Raab/Goodwin Book Synopsis

**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



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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 lost 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"?



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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: 1-5

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.





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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.

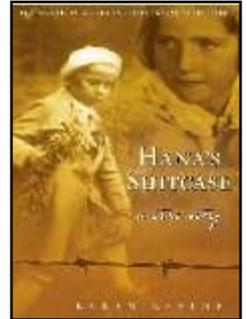
Grades: 5 – 8

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?





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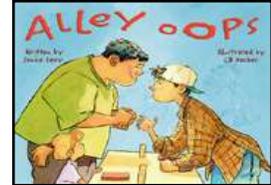
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Raab/Goodwin Book Synopsis

**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?



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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?



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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

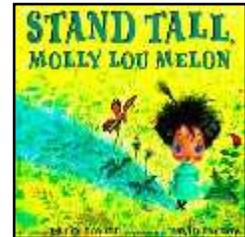
Vocabulary/concepts: Walk proudly, buck teeth, fumble-fingered

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?





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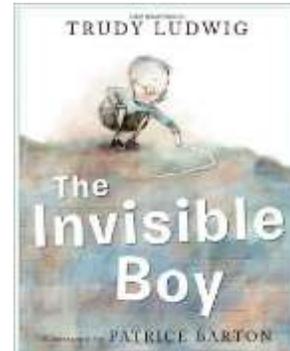
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Raab/Goodwin Book Synopsis

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.



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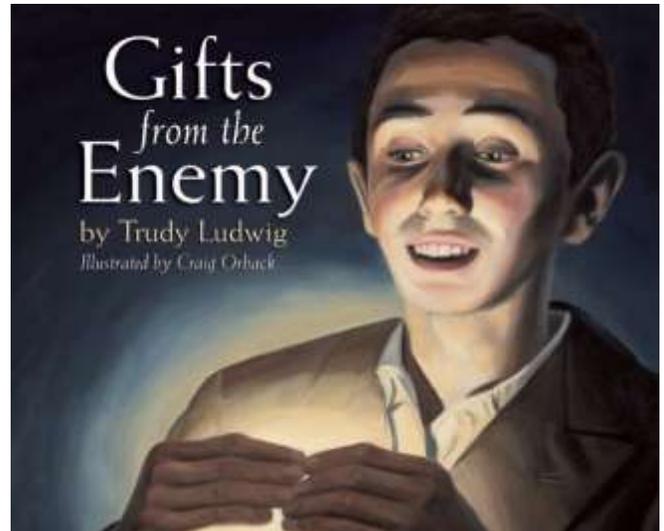
Raab/Goodwin Book Synopsis

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.



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Ludwig, Trudy "Confessions of a Former Bully"

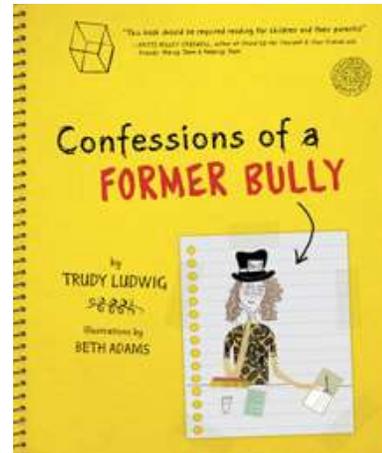
Grades: 2 - 6

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.



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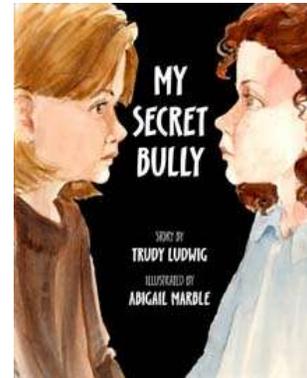
Raab/Goodwin Book Synopsis

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.



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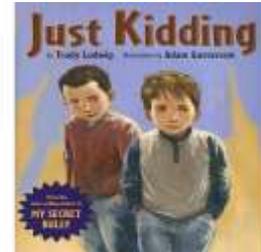
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Raab/Goodwin Book Synopsis

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?



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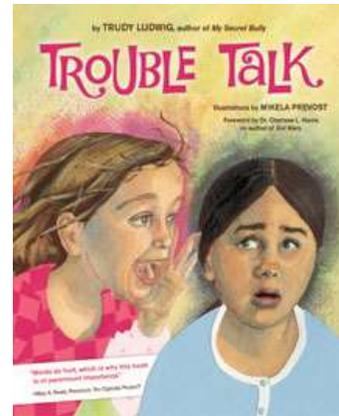
Raab/Goodwin Book Synopsis

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



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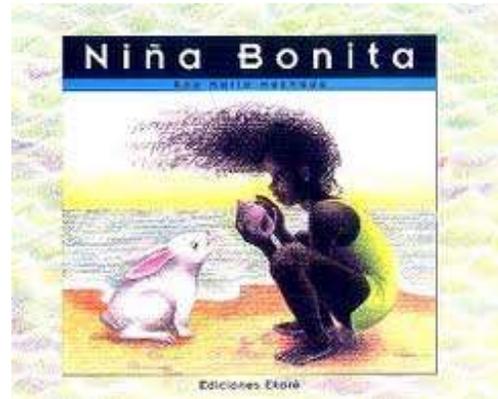
Raab/Goodwin Book Synopsis

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?



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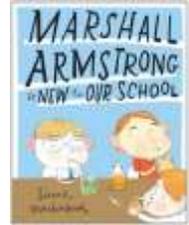
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Raab/Goodwin Book Synopsis

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?



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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?



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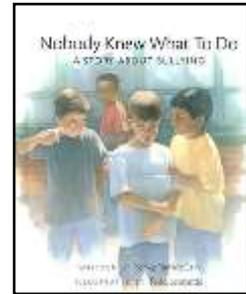
Raab/Goodwin Book Synopsis

**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



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Raab/Goodwin Book Synopsis

McCann, Joseph,
"There's A Skunk In My Bunk"

(Story in rhyme)

Grades: K - 2

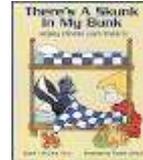
Theme: Think for yourself, and do not judge others by what you've been told.

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?





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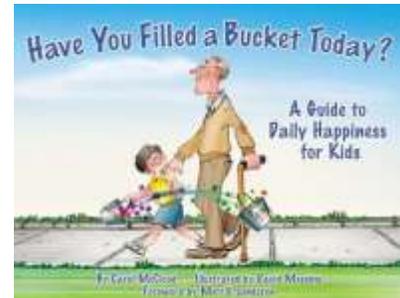
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Raab/Goodwin Book Synopsis

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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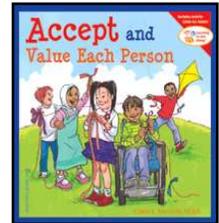
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Raab/Goodwin Book Synopsis

**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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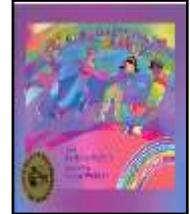
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Raab/Goodwin Book Synopsis

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].



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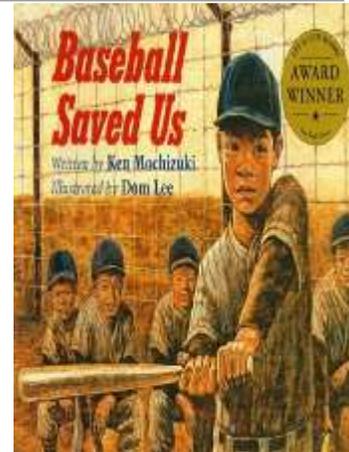
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Raab/Goodwin Book Synopsis

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?



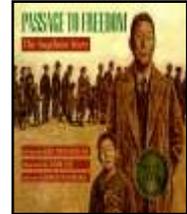
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Raab/Goodwin Book Synopsis

**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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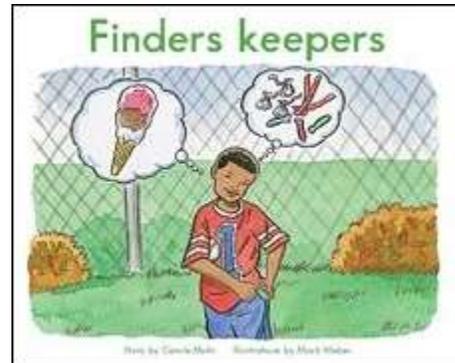
Raab/Goodwin Book Synopsis

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

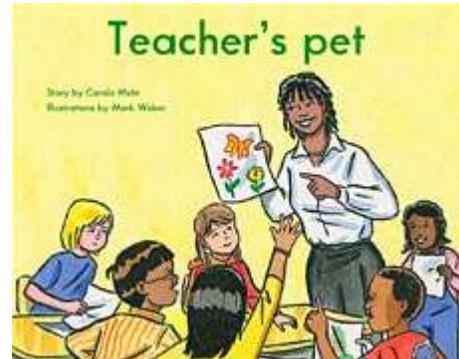
“Teacher’s Pet”

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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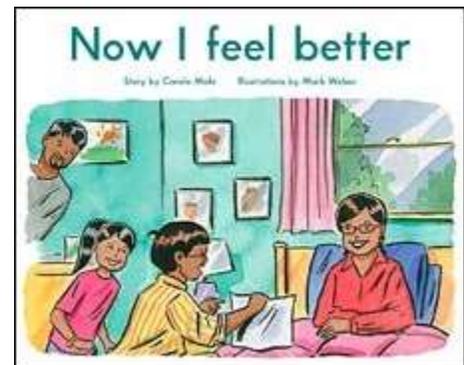
Mohr, Carol
"Now I Feel Better"

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?

****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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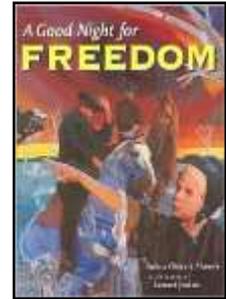
**Morrow, Barbara Olenyik,
"A Good Night for FREEDOM"**

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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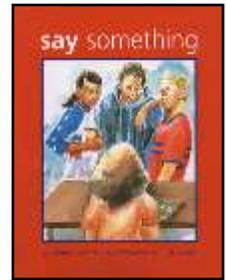
Raab/Goodwin Book Synopsis

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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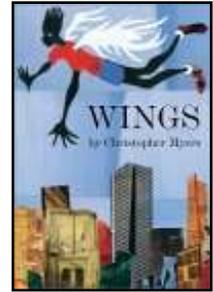
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Raab/Goodwin Book Synopsis

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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Nadell, Judith
"I Feel Like A Dummy"

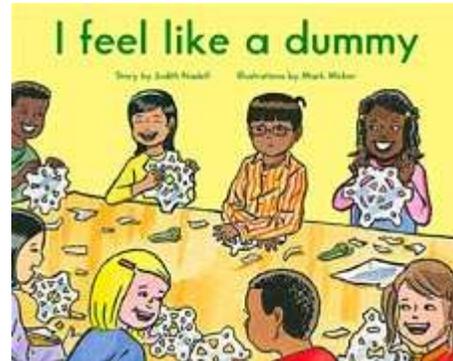
Grades: Kindergarten-grade 1

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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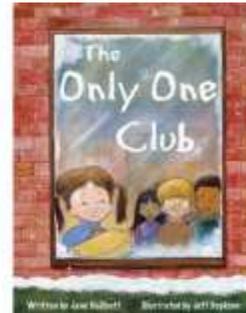
Raab/Goodwin Book Synopsis

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 you the "only one?" What makes you unique?

Celebrate your different-ness!



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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?



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Raab/Goodwin Book Synopsis

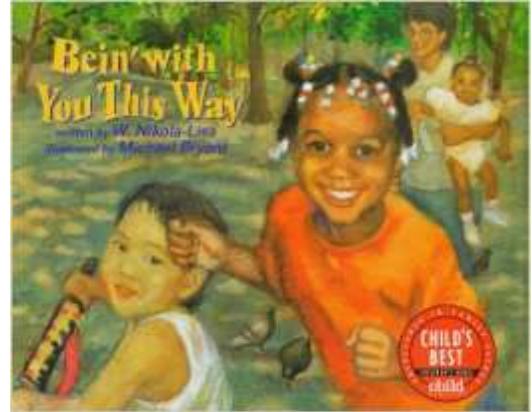
Nikola-Lisa, W
"Bein' with You This Way"

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?



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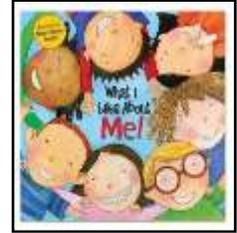
Nolan, Allia Zobel,
"What I Like About Me!"

*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.





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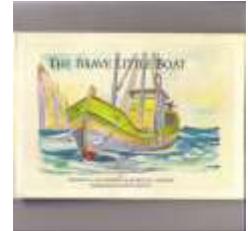
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Raab/Goodwin Book Synopsis

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.



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Raab/Goodwin Book Synopsis

Oppenheim, Shulamith Levey **"The Lily Cupboard, A Story of the Holocaust"**

Grades: 3-5

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:

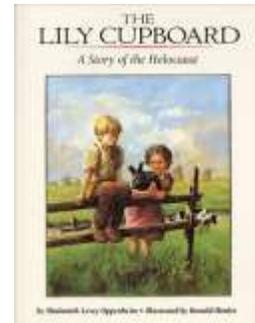
- Holland, World War II, holocaust
- Jewish, hiding, countryside

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?





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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?



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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.



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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.

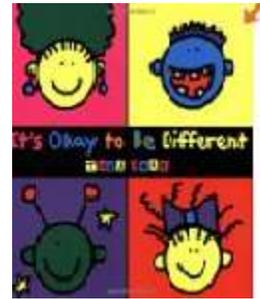
Pre-reading:

- 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?





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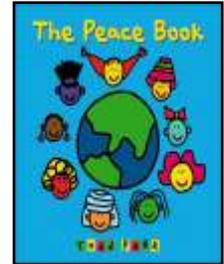
Raab/Goodwin Book Synopsis

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?



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Raab/Goodwin Book Synopsis

Payne, Lauren M.,

“We Can Get Along: A Child's Book of Choices”

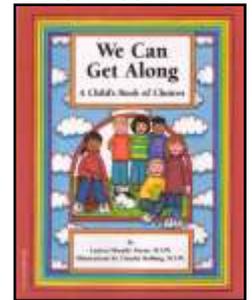
Simple words and inviting illustrations teach children how to get along with other and resolve conflicts peacefully. Conflict is a normal part of life for all of us – including young children. Adults can help children learn how to deal with conflict positively and effectively. This book teaches children 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]



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Raab/Goodwin Book Synopsis

Polacco, Patricia

"BABUSHKA BABA Yaga" vibrant illustrations; beautiful, engaging story

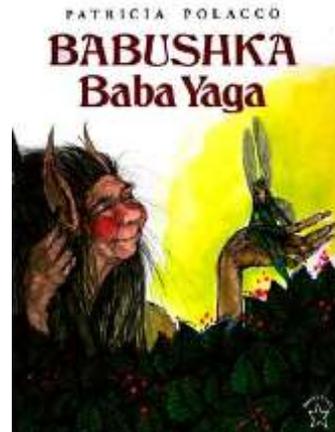
Grades: 3-6

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 look 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?



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Raab/Goodwin Book Synopsis

Polacco, Patricia
“Bully”

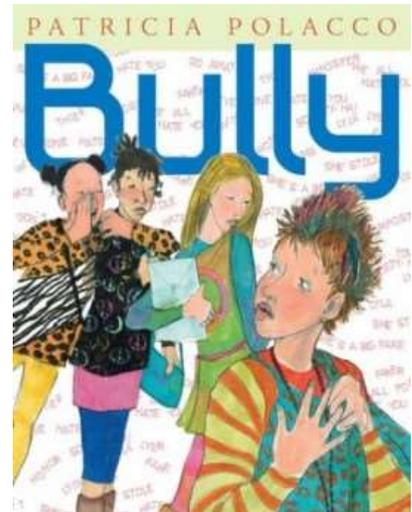
Grades: 4 – 6

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 cyberbullying 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.



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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:

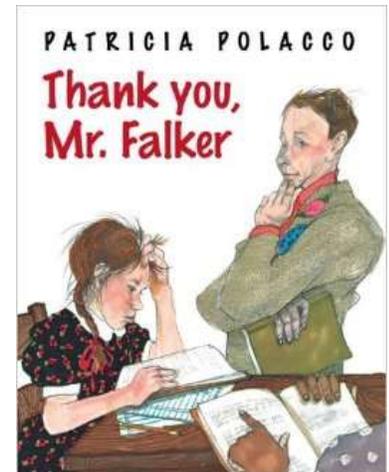
- Prologue (Word is not actually used, but it would help to explain the beginning)
- Odyssey

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*

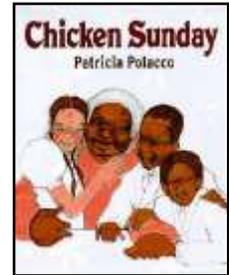
Grades: 2 – 4

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?



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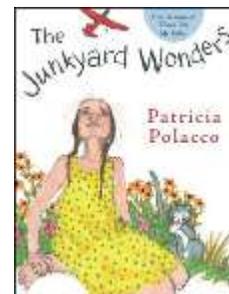
Polacco, Patricia

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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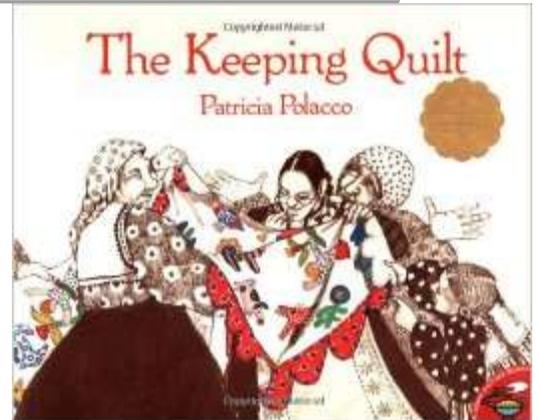
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Raab/Goodwin Book Synopsis

"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?



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**Polacco, Patricia,
"Just Plain Fancy"**

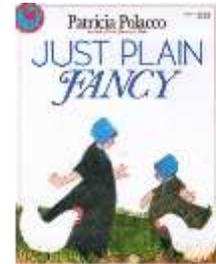
Grades: 3 – 5

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.



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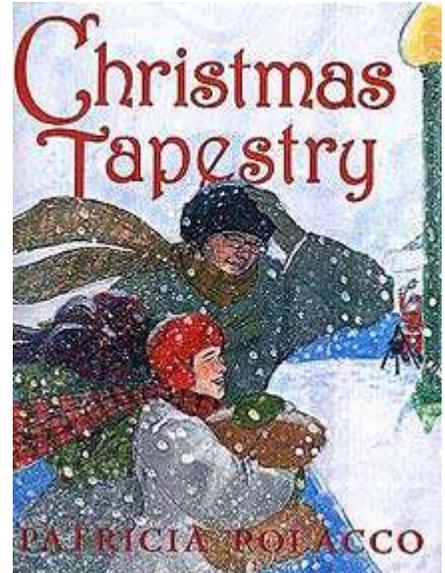
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Raab/Goodwin Book Synopsis

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



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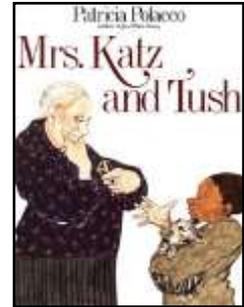
**Polacco, Patricia,
"Mrs. Katz and Tush"**

*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?



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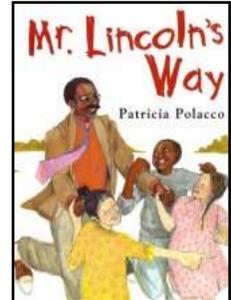
Raab/Goodwin Book Synopsis

**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?



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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:

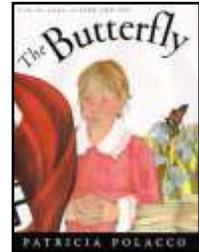
- Friendship, courage and hope
- Knowledge of Holocaust (French underground)

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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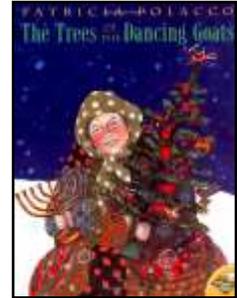
Polacco, Patricia,
“The Trees of the Dancing Goats”

(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?



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Raab/Goodwin Book Synopsis

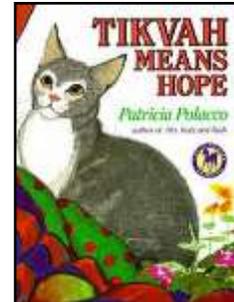
**Polacco, Patricia,
"Tikvah Means Hope"**

*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"?



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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.



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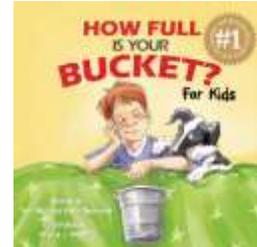
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Raab/Goodwin Book Synopsis

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?



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“Rhinos and Raspberries” (Tolerance Tales for the Early Grades)

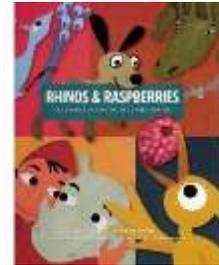
Grades: K - 6

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.



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Roberts, Justin

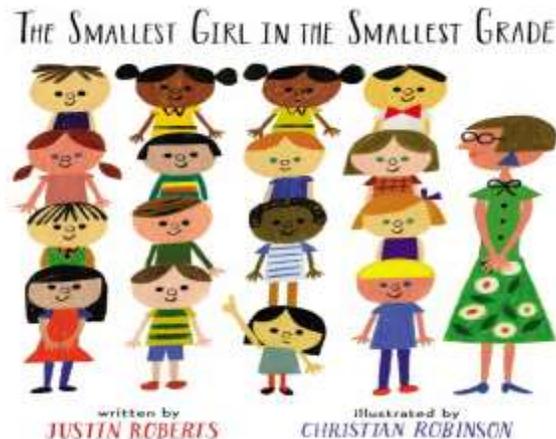
"The Smallest Girl In The Smallest Grade"

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?



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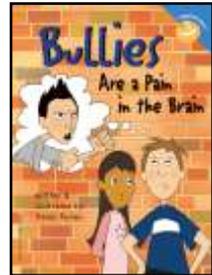
Raab/Goodwin Book Synopsis

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



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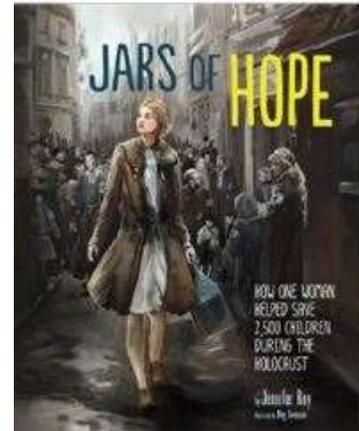
Raab/Goodwin Book Synopsis

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?



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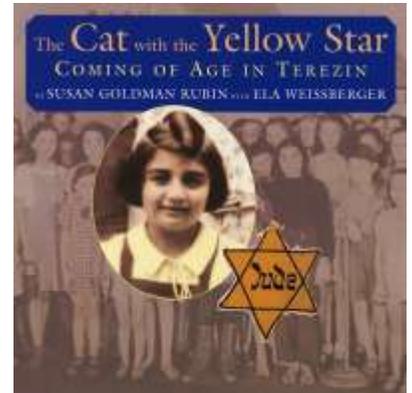
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Raab/Goodwin Book Synopsis

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



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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



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Savory, Tanya
"From Best Friend to Bully"

Grades: 1-3

I'm just kidding! You're so sensitive!

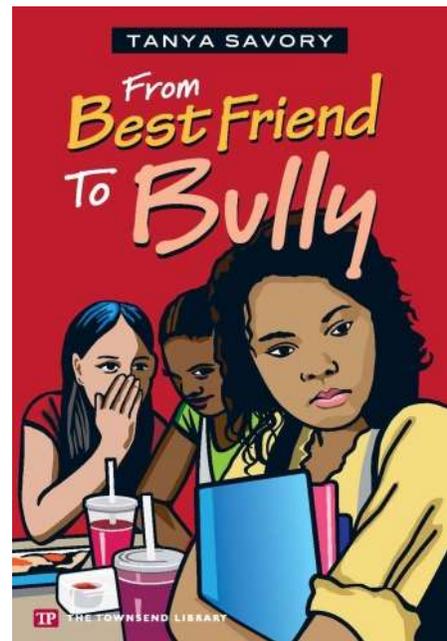
Emily had heard her friend, Pam, say this more than a few times. It was what Pam said every time she hurt Emily's feelings. Emily always forgave Pam. After all, they were best friends.

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





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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

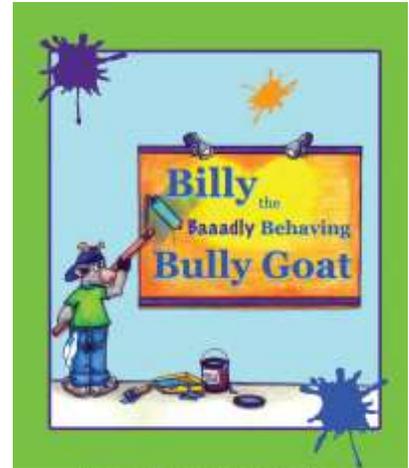
Pre-reading:

- 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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Raab/Goodwin Book Synopsis

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.

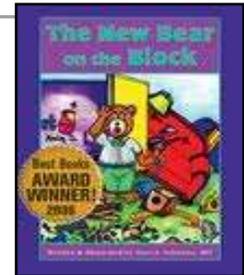
Post-reading:

- 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..





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- 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?

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

Grades: 1-3

Themes:

- Showing sameness
- Showing differences

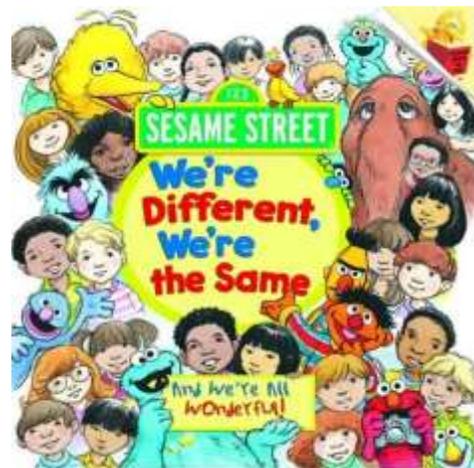
Vocabulary: delighted, same, different

Pre-reading:

- Discuss what title means

Post-reading:

- How are we all alike?
- How are we all different?





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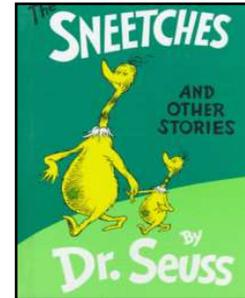
Raab/Goodwin Book Synopsis

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**



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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?



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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?



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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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Raab/Goodwin Book Synopsis

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.

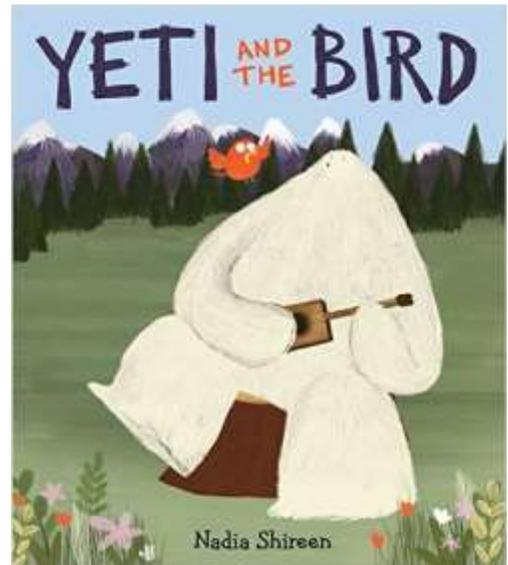
Pre-reading:

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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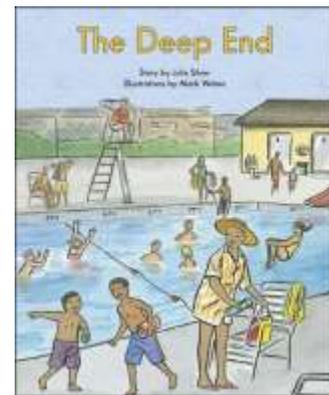
Raab/Goodwin Book Synopsis

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?



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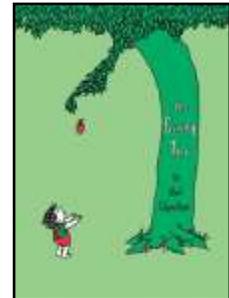
Raab/Goodwin Book Synopsis

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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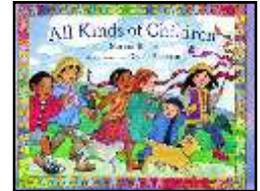
Raab/Goodwin Book Synopsis

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)



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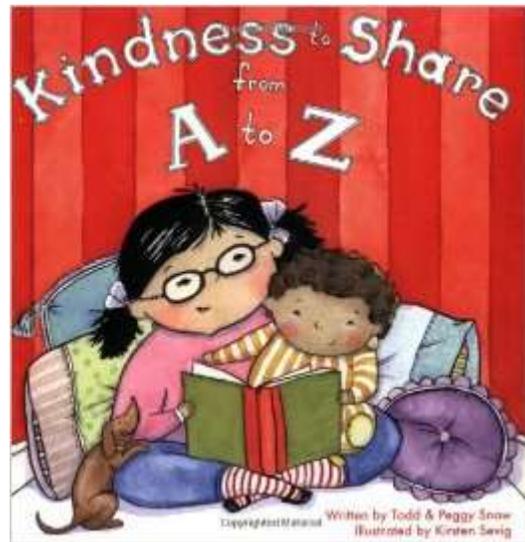
Raab/Goodwin Book Synopsis

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





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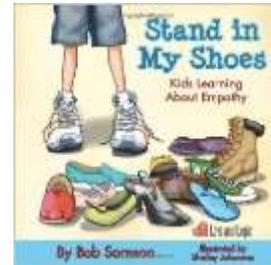
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Raab/Goodwin Book Synopsis

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?



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Raab/Goodwin Book Synopsis

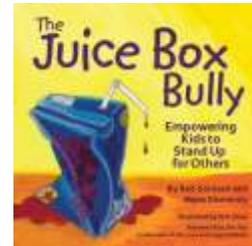
Sornson, Bob & Dismondy, Maria **"The Juice Box Bully"**

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



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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 are 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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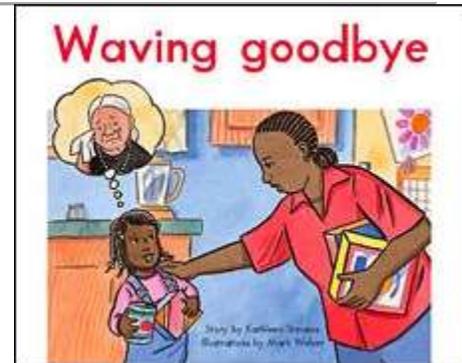
Stevens, Kathleen.
“Waving Goodbye”

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.*



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Raab/Goodwin Book Synopsis

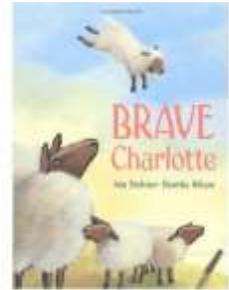
**Stohner, Anu and Wilson, Henrike,
"Brave Charlotte"**

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?



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Raab/Goodwin Book Synopsis

Stavetski, Barbara
"A Sweet Talent"

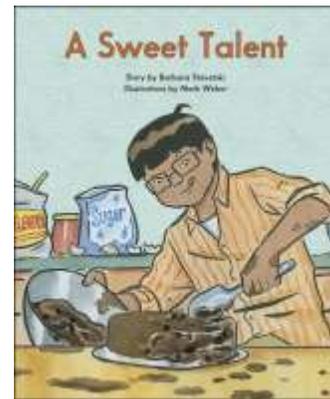
Grades: 1-2

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.



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Raab/Goodwin Book Synopsis

Talbott, Hudson,
“Forging Freedom” –
A True Story of Heroism During the Holocaust

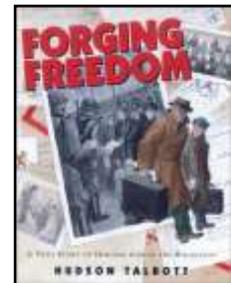
This book has a Teacher’s Guide with pre-reading questions, time-lines, maps and vocabulary lists.

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.





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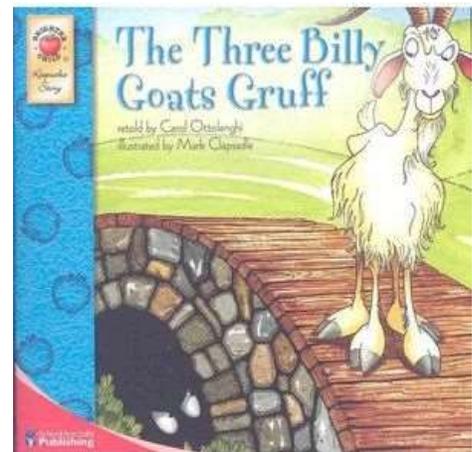
Raab/Goodwin Book Synopsis

"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?



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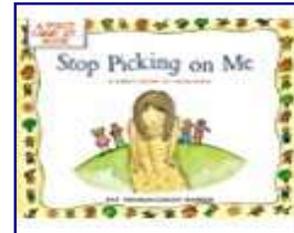
Thomas, Pat,

"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:

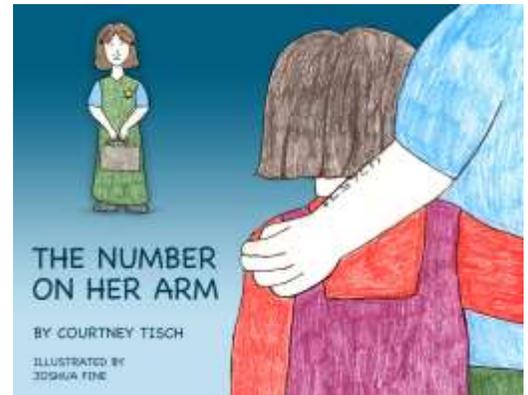
- How did you know who the bullies were in the story?
- How does it feel to be bullied?
- What are some ways to deal with a bully?
- How can we get help in dealing with a bully?

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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?

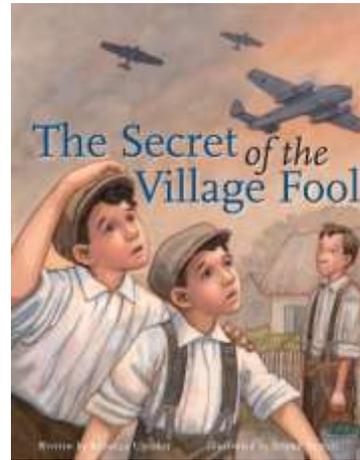
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Raab/Goodwin Book Synopsis

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?

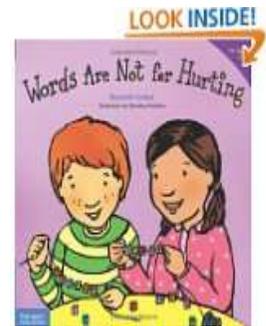
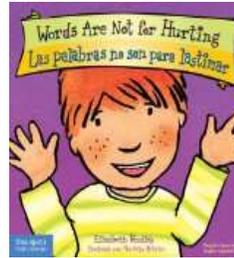
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Raab/Goodwin Book Synopsis

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 your words hurt someone?

Post-reading:

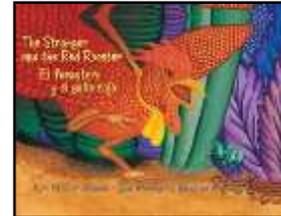
- What did you learn about words from this story?
- What are some helpful words?
- Some hurtful words?
- What 2 words can make a big difference? Why?

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Raab/Goodwin Book Synopsis

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

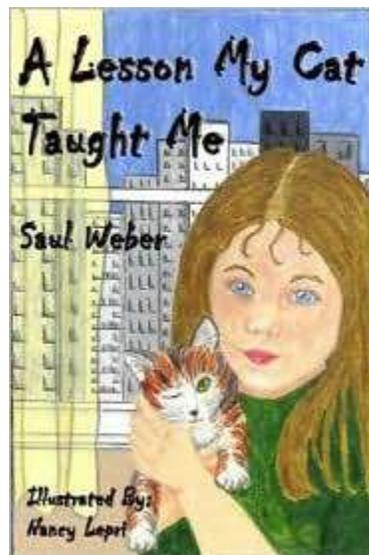
Weber, Saul
"A Lesson My Cat Taught Me"

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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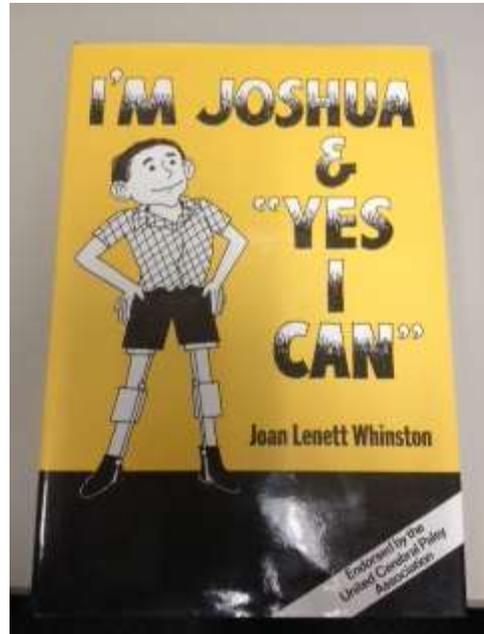
Raab/Goodwin Book Synopsis

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



Esther Raab Holocaust Museum & Goodwin Education Center Raab/Goodwin Book Synopsis

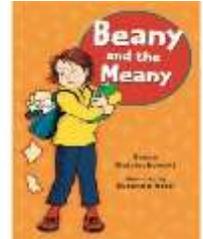
**Wojciechowski, Susan,
"Beany and the Meany"**

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 crumple 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.