Holocaust, Human Rights and Genocide Awareness Curriculum
Year III

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Kindergarten

The Crayon Box That Talked

Curriculum Framework/Learning Goals:

- learning to acknowledge and appreciate differences between/among people
- learning to acknowledge and appreciate similarities between/among people
- understanding the building blocks of character
  - respect
  - responsibility
  - courage
  - kindness
  - self-discipline
  - good judgment
- community: understanding our universe of obligation
  - self
  - family
  - friends and neighbors
  - people I don’t know
- community: understanding the relationship between the building blocks of character and the boundaries of our universe of obligation
- understanding what it means to be an upstander

Learning Objectives:

- Students will be able to identify prejudice.
- Students will be able to describe the effects of prejudice.
- Students will be able to understand the distinctions between helping behavior (little girl); prejudiced behavior (the pre-picture crayons); cooperative behavior (crayons creating the picture).
- Students will be able to evaluate their own behaviors relating to prejudice.
- Students will understand the physical effect of mixing colors.
➢ Students will be able to apply the concept of mixing colors to the concept of cooperative behavior.
➢ Students will understand the role of the little girl as an instigator for change.

Materials Needed
The Crayon Box That Talked (book)
Boxes of primary color crayons for each group of students
Plain paper

Kindergarten

Learning Activities:

Reading, Social Studies, Science, Art

1. Pre-reading: The teacher will show students the cover of the book. Ask the students, “What do you notice about the cover? What do you think this book is going to be about?”
2. Read aloud: The teacher will ask students to form a circle together. The teacher will then read the book.
3. Activity one: Critical Thinking: (This activity can be infused during the read aloud or following the reading of the entire story.)
   a. Exploring prejudice: The teacher will lead a discussion based on the following questions:
      --Why don’t the crayons like each other?
      --Can you think of a time when you didn’t like somebody just because.....
      --Will somebody share her/his story?
      --In your story, how do you think the person you didn’t like felt when they learned that you didn’t like her/him?
   b. Building community: Teacher will lead a discussion based on the following questions:
      --Why did the little girl buy the box of crayons?
      --How did the little girl help to change the view of the crayons about each other?
      --What happened?
      --What did the crayons discover?
      --Do you think people can change their views about people they don’t like?
      --How would you do this?
4. Activity two: Science--Mixing Colors
   a. Ask students to form pairs and to take out one box of crayons per pair.
   b. Ask students to empty the crayon box on the table.
   c. Ask students to experiment by mixing the different crayon colors.
   d. Ask students to talk about the experiment based on the following questions
      --which ones make other colors? What colors?
e. The teacher will read and share the pictures for the following passage: (note: mark this in the book since there are no page numbers).

“Colors changing as they touched
Becoming something new
They watched me as I colored.
They watched till I was through.”

f. Come back to a whole-group setting. Lead a discussion based on the following questions:
--Now that you’ve mixed these colors, what do you think the little girl did?
--How did she show the crayons that they could work together?
--Why did she do that?

Kindergarten

5. Activity three: Assessment: What did you learn from this story?
Ask students to draw a picture showing the concept of working together.
Grade 1

Little Ant

Curriculum Framework/Learning Goals

- learning to acknowledge and appreciate differences between/among people
- learning to acknowledge and appreciate similarities between/among people
- understanding the building blocks of character
  - respect
  - responsibility
- understanding our universe of obligation
- understanding the relationship between the building blocks of character and our universe of obligation

A Teachers’ Guide to Hey, Little Ant is located at the web link below:


Written by Phillip Hoose
with illustration by Debbie Tilley

Grade 2

The Prince and the Rhinoceros: an Indian Tale of Kindness

Curriculum Framework/Learning Goals:

- understanding the building blocks of character
  - kindness
  - courage
Learning Objectives:

- Students will understand why people set up barriers against others.
- Students will understand how barriers hurt other people.
- Students will understand how words hurt others.
- Students will understand the concept of apology.
- Students will understand the concept of forgiveness.
- Students will understand the ways forgiveness can heal hurt feelings.
- Students will understand that friendship may break down barriers between people.
- Students will understand that they have the power to make a change.
- Students will be able to compare and contrast the characters in the story.

Materials needed

| Chart Paper | Construction Paper |
| Markers | Crayons |
| Writers’ Notebooks | Pencils |

Learning Activities: Reading

1. **Preparing to read the story: Sharing Experiences.** The teacher will ask students, “can you think of a time when you hurt a friend’s feelings for your own personal gain?” Students will share stories for about 10 minutes. Then the teacher will ask students, “can you think of a time when your feelings were hurt by a friend who was trying to get ahead at your expense?” Students will share stories for about 10 minutes.

2. **Pre-reading:** The teacher will show students the cover of the book. Ask the students, “What do you notice about the cover? What do you think this book is going to be about?”

3. **Read aloud:** The teacher will ask students to form a circle together. The teacher will then read the book.

4. **Discussion:** The teacher will lead the students in a discussion of the story based on the following questions:
   - What feelings do you think Great Joy had when the Prince spoke unkind words to her?
   - Why would the Prince say such mean things to Great Joy?
➢ When someone speaks mean or unkind words to you, how do you feel?
➢ How do you feel when someone speaks kind words to you?
➢ In the story, how did Great Joy and the Prince try again?
➢ How can you try again after someone speaks unkindly to you or you speak unkindly to someone?
➢ How can you tell that the Prince felt sorry about what he had said?

5. **Word Work:** Using a T-Chart, the teacher will ask students to list words from the story that healed Great Joy’s hurt feelings. The teacher will ask students to list words from the story that hurt Great Joy’s feelings. Ask students to add two more words to each category and explain why they chose these words.

6. **Writing Poetry:** The teacher will model for students how to write a haiku. Students will then write two haikus: one with words that heal and one with words that hurt.

7. **Social Studies:** Locate India on a map.

8. **Assessment:** What did you learn from this story?

After the discussion, the teacher will ask students to draw two pictures. The first picture will portray the relationship between the prince and the rhino when the prince used the hurtful words. The second picture will portray the relationship between the prince and the rhino when the prince apologized to the rhino.

This story and lesson is from *Rhinos and Raspberries*, (Montgomery, Alabama: Teaching Tolerance, 2007), 20-23 (Teacher’s Edition).
Grade 3
One Green Apple

Molly’s Pilgrim

Conceptual Framework: Learning Goals

- learning to acknowledge and appreciate differences between/among people
- learning to acknowledge and appreciate similarities between/among people
- understanding the building blocks of character
  - respect
  - responsibility
  - courage
  - kindness
  - self-discipline
  - good judgment
  - perseverance
  - integrity
  -
- Community: understanding our universe of obligation
  - self
  - family
  - friends and neighbors
  - people I don’t know

- Community: understanding the relationship between the building blocks of character and the boundaries of our universe of obligation
- understanding what it means to be an upstander
- understanding what it means to be a refugee
- learning why people become refugees
- understanding why and how to welcome refugees into our community

Materials Needed

blank paper apples
a large apple tree without apples
crayons
tape
8.5 x 11.5 paper
postcard sized paper
cardboard box and materials to decorate it
Venn Diagram
Learning Goals

1. One Green Apple

Social Studies
- Students will learn what it’s like to be different from others from the point of view of Farah.
- Students will be able to identify a time in their own lives when they have felt different.
- Students will explore what it takes to reach out to someone who is different.
- Students will explore what they can do to make all students feel accepted in their group, class.
- Students will learn what it feels like to be isolated from other students.
- Students will be able to identify a time in their own lives when they felt isolated from others.
- Students will explore ways to break their own isolation.
- Students will explore ways to help others break their isolation.

Literature
- Students will be able to compare and contrast Farah’s perspective with the perspective of the other students.
- Students will be able effectively to write a summary of the story including the main idea and important story details.
- Students will be able to apply the main idea of this story to situations in their own lives.

Science: Understanding Standing Simple Machines
- Students will be able to identify parts of simple machines.
- Students will understand how solids are transformed into liquids.

Learning Activities

1. Pre-reading: The teacher will ask students to look at the picture on the book’s cover. What do you notice about the picture? What do you think this book is about? What genre is this book?

2. Read aloud: The teacher will ask students to form a circle together. The teacher will then read the book.

3. Activity one: Critical Thinking
   a. Who is Farah?
   b. How can you tell that Farah is from a different county?
   c. Why do you think Farah was sad when she went to school?
   d. How was Farah like the other children? How was she different from the others?
   e. What factors change Farah’s perspective about being in a new country?
4. Activity two: Writing
   
a. Students will write a summary of the story including the main idea and important story details.
b. Students will write a narrative about a time in their own lives when they felt different or alone.

5. Activity three: Science: Simple machines/solids into liquids

Suggestions:
   simple machine or lever study
   study how solids are turned into liquids

6. Activity four: Assessment: Art
   
a. ask each child to decorate an apple.
b. ask each child to hang his/her apple on the tree.
c. Teacher asks students: What do you notice about the apples and the tree?
d. How are the apples alike? How are they different?
e. What does the storyteller want us to learn about apples and people?

2. Molly’s Pilgrim prepared by Cara Abaldo

Learning Activities:

I. Pre-reading
   
a) The teacher will model a “think aloud” as s/he looks at cover, reads the back and picks out several illustrations from the story. S/He will then ask students to complete a written response to the following questions:
* What did you notice about the picture on the cover?
* What do you think this book is about?
* What genre is this book?
b) These questions will be posted on an Anchor chart of good reading strategies to do before reading a new book.
c) Write key vocabulary in sentences on index cards/chart paper (with possible sketch or visual example) to show the class in order for the students to infer the meaning using context clues. Use highlighting tape or markers to underline clues.

II. Read Aloud
   
a) The teacher asks the students to form a circle together. The teacher then reads the story aloud. While reading Molly’s Pilgrim, display, One Green Apple and AC’s of lessons learned from that book on wall so that students may compare the two stories.
III. Activity One: Critical Thinking

a) What is the FIRST thing we learn about Molly in the beginning of this story? How is that similar to Farah, in One Green Apple? Is what we learn about these characters the biggest problem in the story?

b) Who is Molly?

c) How can you tell she is from a different country?

d) How are Farah and Molly’s feelings about going to school SIMILAR?

e) What was the theme or the author’s message? What events helped you figure out the message?

f) How are you ALIKE or DIFFERENT from Farah and Molly? How are Farah and Molly like someone you might know?

g) How does Farah change throughout the story? How does Molly change throughout the story?

IV. Reflecting

a) If you had been Molly, would you have acted differently? Explain why and how.

b) How would the story be different if it had happened somewhere else (or in another time period)?

V. Activity two: Group Work (Writing and Illustrating)

Skill: Compare & Contrast: Instructions

1) Students will pick an index card out of a hat. On that index card is a different event that happened to Molly in the story. They will draw the event as a comic strip, breaking the event into the sequence of actions leading to that event, the climax and what the outcome was. The student will include thought bubbles of what the character thinks, revealing how the character feels, and how she interacts with the other characters.

2) The students will share their comics as if retelling that part of the story, with the rest of the members in their group providing two compliments and one tip to help presenter make project clearer.
3) Group will then take two hoola-hoops to create a Venn Diagram. One group will compare Farah and Molly. Another will compare themselves to Molly & Farah. Another will study how Molly changes from the beginning of the book to the end. The written responses will go on sticky notes to later attach to an anchor chart and present to the rest of the groups.

VI. Reader’s Theatre

Skill: Cause & Effect: Instructions

1) Each group receives a strip of paper with a situation written on it.

2) The students will fill out a brainstorming map/graphic organizer in preparation before writing the script for the skit.

3) The teacher will approve the completed graphic organizer.

4) The students will then create the script for the skit using the graphic organizer.

5) The students will rehearse skit for fluency practice, and will then create their own props (if needed).

6) The students will perform their skit but only up to the part right before the main character makes a decision on what to do. At this mid-point, the actors are frozen and one member of group will ask the class to summarize what the situation was about so far, and to predict some ways that problem could be solved.

7) The skit will then continue and come to its end. One member of the group asks the class what the lesson to be learned is and how can we apply this lesson in our everyday experiences?
Grade 4: Rescue during the Holocaust

texts include: Leaving for America
Twenty and Ten

Curriculum Framework/Learning Goals/Character Education and Social Studies

➢ learning to acknowledge and appreciate differences between/among people
➢ learning to acknowledge and appreciate similarities between/among people
➢ understanding the building blocks of character
  o respect
  o responsibility
  o courage
  o kindness
  o self-discipline
  o good judgment
  o perseverance
  o integrity
  o
➢ Community: understanding our universe of obligation
  o self
  o family
  o friends and neighbors
  o people I don’t know

➢ Community: understanding the relationship between the building blocks of character and the boundaries of our universe of obligation
➢ understanding what it means to be an upstander
➢ understanding what it means to be a refugee
➢ learning why people become refugees
➢ understanding why and how to welcome refugees into our community

Curriculum Framework/Learning Goals/Reading and Writing

➢ learning the vocabulary of human rights
➢ learning the vocabulary of character
➢ telling stories about human rights and character issues based on one’s own life
➢ writing stories about human rights and character issues based on one’s own life
➢ composing poems about human rights and character based on one’s own life
1.  **Leaving for America**

**Materials Needed**

- Book
- World Map
- Map of Poland/Russia
- Notebook paper
- Construction paper
- Crayons/markers

**Learning Goals**

**Literature**

- Students will be able to understand the difference between an emigrant and a refugee.
- Students will be introduced to the problems and promises of emigration.
- Students will be able to compare and contrast the feelings of each of the characters about the family's departure for the United States.
- Students will be able effectively to write a summary of the story, including the main idea and important story details.
- Students will be able to apply the main idea of this story to situations in their own lives.

**Social Studies**

- Students will be able to locate Wysokie, Russia on a map and show its relationship to the United States.
- Students will be able to plot a land and sea route from Wysokie, Russia to New York City.
- Students will be able to describe the traditions of a Jewish family in Russia at the beginning of the Twentieth Century.
- Students will be able to understand an emigrant's feelings about leaving his/her homeland.
- Students will be able to understand why emigrants try to keep some of their heritage alive in their adopted country.
Mathematics

- Students will be able to calculate the distance and time required for steamship passage from Wysokie, Russia\(^1\) to the United States.

Learning Activities

1. **Pre-reading:** The teacher will ask students to look at the picture on the book's cover. What do you notice about the picture? What do you think this book is about? What genre is this book?

2. **Read Aloud:** The teacher will ask students to form a circle together. The teacher will then read the book.

3. **Activity One: Critical Thinking**

   a. Who is the main character in the story?
   b. How can you tell who the main character is?
   c. How do you think the main character felt about leaving her homeland?
   d. Why did she feel this way?
   e. What do you think she expected to happen when she came to the United States

4. **Activity Two: Writing**

   a. Students will write a summary of the story, including the main idea and supporting story details.
   b. Students will describe the relationships between the main character and her relatives.
   c. Students will write a journal entry describing the main character's first week in the United States.

5. **Activity Three: Social Studies and Mathematics**

   a. Students will locate Russia on a map.
   b. Students will locate New York City on a map.
   c. Students will plot a land and sea route from Russia to New York.
   d. Students will calculate the distance between Russia and New York.
   e. Students will calculate how long it will take to travel from Russia to New York.

6. **Activity Four: Art**

   a. Students will create a family portrait including their immediate family and anyone who lives their home.

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\(^1\) Wysokie, Russia became part of Poland after World War II. The village of Wysokie is about 100 miles northeast of Warsaw, Poland. Calculations of distance and time from Wysokie to New York should be based on this information.
b. Students will compare their family portrait with the portrait in the story.

2. **Twenty and Ten**

**Materials Needed**

- photograph display
- map of Europe
- maps of France and Germany
- timeline

**Learning Goals**

**Literature**

- Students will be able to understand what it means to be a refugee.
- Students will be introduced to the risks that refugees face.
- Students will be able to understand what it means to be a rescuer.
- Students will be introduced to the risks that rescuers face.
- Students will be able to compare and contrast the feelings of each of the characters about hiding the Jewish children and facing the threats of the Nazi soldiers.
- Students will be able effectively to write a summary of the story, including the main idea and important story details.
- Students will be able to apply the main idea of this story to situations in their own lives.

**Social Studies**

- Students will be able to locate southern France on a map and show its relationship to ghettos and concentration camps in Poland.
- Students will be able to understand the practice and consequences of food rationing.
- Students will be able to understand the dangers faced by rescuers and rescued alike during World War II.
- Students will be able to understand why the Nazi soldiers were searching for the Jewish children.
Students will be able to understand how self-reliance helped the children save each other’s lives.

Mathematics

- Students will understand what a ration card is.
- Students will understand why the Jewish children were not allowed to have ration cards.
- Students will calculate how to divide the food Sister Gabriel was able to get with her ten students’ ration cards with all twenty children.

Learning Activities: Twenty and Ten

1. **Pre-reading:** The teacher will introduce the subject of the Holocaust using a photograph display, a map, and a timeline of the era 1933-1945.

   a. **Using the photograph display** in front of Mrs. Wachtel’s classroom, teachers will assign a photo to each of their students. Each student will write their interpretation of the photograph, answering these questions: Who is this? What is he/she doing? Why does he/she look the way he/she does? Where is he/she? When was this photo taken? How do you think the person (s) in the photo feel(s)?

   b. **Using the map:** ask children to locate France, Germany, and Poland.

   c. **Using the timeline:** help students identify major historical events about the Holocaust that relate to the story they are about to read.

   The major events relating to this story are:

   January, 1933: Adolf Hitler and the Nazi Party become the leaders of Germany.

   March, 1933: Hitler becomes dictator of Germany. Hitler begins targeting specific groups of people as “enemies of Germany.”

   April, 1933: Hitler begins attacking groups he considers to be “enemies of Germany,” especially Jews.

   April, 1933: Many Jews try to flee Germany.

   November, 1935: Germany passes the Nuremberg Laws. These laws take away Jews’ rights as citizens, including forbidding Jewish men to earn a living.

   December, 1935: More Jews try to flee Germany.
November, 1938: Night of Broken Glass. German storm troopers destroy Synagogues, homes, and businesses owned by Jews.

December, 1938: Again many Jews try to flee Germany.

September, 1939: Germany invades Poland and begins World War II.

October, 1939: Germany begins sending Jews to Concentration Camps and Ghettos.

June, 1940: Germany invades France and begins sending French Jews to concentration camps in Poland.

June, 1941: Germany invades the Soviet Union.

2. Introduction to the novel, Twenty and Ten

a. pre-reading: Teacher will ask students to determine what the book is about based on the title.

b. pre-reading: Teacher will ask students to determine what the book is about by looking at the picture on the cover

3. Activity 1: Shared Reading/Critical Thinking. The teacher will use the following questions to guide discussion of each of the chapters in this novel. Teachers should incorporate these questions as the class works through the chapters.

Chapter 1: Make Believe:

What is the “it” to which the writer refers on page 11?

What are “D.P.s”?

What is a refugee?

Why are the children performing the story “Flight into Egypt”?

What are ration cards and why are they so important to the children?

Who is Sister Gabriel?

Why is she important to the story?

Who are the Nazis and why is Sister Gabriel afraid of them?
Why is she suddenly telling the children about her fear?

What happened to turn the make-believe play into a real-life event?

Chapter 2: Gold

What do the children living at the convent school notice about the Jewish children who arrive?

Why did each child receive an even smaller amount of food when their group went from ten children to twenty children to feed?

Why can’t the Jewish children get ration cards?

Why did Henry refer to the chocolate as gold?

Why did they hide the chocolate?

Where did they hide it?

Chapter 3: The Cave

Why did Henry bring Arthur to the hiding place?

Why did Denise steal the chocolate?

What did they find while they chased after her?

How did they feel when they made their discovery?

Chapter 4: The Real Thing

Why did the Jewish children try to give back some of their food to the other children?

What do the children do while Sister Gabriel is at post office?

While the children were playing “Flight into Egypt”, who did they see coming to the school?

How did the children respond when they saw the Nazis coming?

How did the Nazis treat the children?

How did the children respond to the Nazi soldiers when they arrived?
What did the children do while the Nazis were sleeping on the sofa? Why?

What happens to Henry?

How does he get food and blankets for the children hidden in the cave?

What are the risks he faces? What are the risks faced by all the children in this situation?

Do the soldiers trust the children? If yes, how do you know? If not, how do you know?

Chapter 5: The Horrible-Day Miracle

Why were the Nazi soldiers leaving?

Where do you think the soldiers were going?

How did the children respond to the idea that they left?

What was the initial thing the children had wanted to do?

What was the surprise that caught the children off guard?

What were the Nazi soldiers doing during the time they were gone from the school?

Why do you think they brought the box of treats to the school?

What was the last card?

Does Louis betray the Jewish children?

Where was Sister Gabriel during this entire time?

How did the children know what Sister Gabriel was thinking when she returned with the Nazi soldier?

Why was the children’s play, “The Flight from Egypt,” so important in this story?

What did the children living at the convent school learn about themselves and the other children as a result of this experience?
Activity 2: Writing

1. Students will be able to compare and contrast the lives of both groups of children in the novel.
2. Students will be able to write about what it means to be an upstanding citizen, and how this was demonstrated in the novel.
3. Students will be able to write free verse poetry about human rights.

Activity 3: Performance Art

1. Students will choose a scene from the story and create their own adaptation in a readers’ theater format.
2. Students will perform their readers’ theater play.

Activity 4: Social Studies

1. Using the maps of Europe, France, and Poland, students will find the:
   - French border town where the school was located.
   - main ghettos and concentration camps in Poland.

2. Using the website, http://www.bbc.co.uk/history/ww2children/index.shtml (Children of World War II), students will explore the concept and practice of rationing. They will:
   - follow the research link to read about rationing and look at types of ration cards used during World War II.
   - follow the “rationing challenge” link to experience what it was like to shop for food and fuel during World War II.
   - students will write a short paragraph of three complete sentences comparing their experience with rationing to the experience of the children in the story.
Fifth Grade

Carly Selavi

Curriculum Framework/Learning Goals: Character Education/Social Studies

- learning to acknowledge and appreciate differences between/among people
- learning to acknowledge and appreciate similarities between/among people
- understanding the building blocks of character
  - respect
  - responsibility
  - courage
  - kindness
  - self-discipline
  - good judgment
  - perseverance
  - integrity
- Community: understanding our universe of obligation
  - self
  - family
  - friends and neighbors
  - people I don’t know
- Community: understanding the relationship between the building blocks of character and the boundaries of our universe of obligation
- understanding what it means to be an upstander
- understanding what it means to be a refugee
- learning why people become refugees
- understanding why and how to welcome refugees into our community

Curriculum Framework/Learning Goals: Reading and Writing

- learning the vocabulary of human rights
- learning the vocabulary of character
- telling stories about human rights and character issues based on one’s own life
- writing narratives about human rights and character issues based on one’s own life
- composing poems about human rights and character based on one’s own life
- genre study of the stories
- language lessons, new words from other countries, language of neighboring countries
- letter-writing activities
- sequence
- main idea
- summarizing
> cause/effect
> fact and opinion
> expository writing based on prompts such as: Based on what you know about the
life of refugees, explain what it is like to live in exile.

**Materials Needed**

- the books, Carly and Selavi
- Venn Diagram
- notebook paper
- song sheets
- paint
- access to WMEL

**Learning Activities**

1. **Activity One: Shared Reading of Carly**
   
   1. Why do you think Carly had to leave her home?
   
   2. What did she have to do to take care of herself?
   
   3. What happened when she went to:
      a. the stone eaters
      b. the silk tails
      c. smoky crows
      d. greedy managers
      e. poor people
      f. Mr. Friendly
   
   4. What did she learn from each experience?
      a. that some groups did not want her because she wasn’t like them.
      b. that she didn’t want to join some groups they weren’t like her
   
   5. Based on these experiences what did she learn about her own needs?
   
   6. How are Mr. Friendly and his family different from the other groups Carly encounters?

2. **Activity Two: Writing Exercise: Carly**
   
   Using the following writing prompt, ask students to write two paragraphs ending the story, based on Carly’s decision.

   **Writing Prompt:**
   Mr. Friendly invites Carly to stay as long as she desires. What do you think she will decide? What would you decide?

   Write two more paragraphs ending the story based on Carly’s decision.
3. Activity Three: Shared Reading of Selavi

1. Why do you think Selavi had to leave his home?
2. What did he have to do to take care of himself?
3. Where did he go? What happened when he went:
   a. North
   b. South
   c. East
   d. West?
4. What happened when he went to the Capital City?
5. What did he learn from each of his experiences?
6. Based on these experiences what did he learn about his own needs?
7. How is the experience with Tifré and the children different from Selavi’s earlier experiences?
8. Why is the radio station important to Tifré, the children and Selavi?

**Exercise:** Compare and Contrast Carly and Selavi.

1. Write a paragraph explaining how this story demonstrates the principal of “self-reliance.”
2. Using a Venn Diagram, compare Carly’s experience to Selavi’s experience.
1. Write two paragraphs explaining why Selavi’s experience is different from Carly’s?

**Suggested Activities:**

- Children may paint murals depicting the self-reliance of the Selavi and his friends.
- Children may write songs about self-reliance.
- Children may write poetry about their own self-reliance.
- Children may write story about a time when they had to rely only on themselves.
- Children may write a summary about the book.

These activities may form the basis for a broadcast on the WMEL network.