

Teach the *Newbery Winners!*



RANDOM HOUSE
CHILDREN'S BOOKS

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978-0-375-85829-1

Moon Over Manifest

Clare Vanderpool

Set during the Great Depression, Abilene Tucker is sent to Manifest, Kansas, where she searches to find her father's footprint in the town.

Thematic Connections

LONELINESS—Ask students to discuss how Abilene deals with loneliness. What other characters in the book suffer from loneliness? How do they deal with it? Debate whether Lettie and Ruthanne truly understand Abilene's loneliness. At what point in the novel is it obvious that Abilene and Miss Sadie are a cure for one another's loneliness?

HOPE/PERSEVERANCE—Explain how Gideon's compass is a symbol of hope to Abilene. How does it also become a symbol of perseverance as the story unfolds? Name other symbols of hope in the novel. How does the assignment that Sister Redempta gives to Abilene represent hope and perseverance? In what ways does Miss Sadie represent and offer hope?

COMMUNITY—Ask students to discuss the meaning of community. Describe the town of Manifest. Explain what Miss Sadie means when she says, "The mine whistle was the sound that brought us together. And kept us apart at the same time." (p. 88) Discuss actual occasions in 1917 and in 1936 when Manifest becomes a true community. How does Hattie Mae's News Auxiliary help Abilene connect to the community of Manifest? Explain what Shady means when he tells Abilene, "Having you here has given us a second chance." (p. 327)

BELONGING/HOME—Abilene is constantly searching for Gideon's footprint in Manifest. Explain what Hattie Mae means when she tells Abilene, "Maybe what you're looking for is not so much the mark your daddy made on this town, but the mark the town made on your daddy." (p. 171). Discuss the actual moment when Abilene realizes that she has finally found her home.

2011 Newbery Medal Winner!

PREJUDICE/BIGOTRY—Ask students to discuss the prejudice and bigotry that exists in the town of Manifest. The entire town of Manifest is made up of immigrants, which makes them prime targets of groups like the KKK. Elroy Knabb and Arthur Devlin are both in the KKK. Cite evidence from the novel that these men don't hide their hatred behind their white masks.

Curriculum Connections

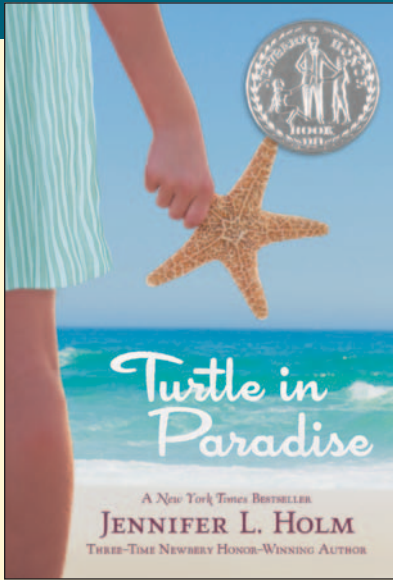
LANGUAGE ARTS—Write the story that Abilene turns in to Sister Redempta on September 1. Remember that a story must have a beginning, middle, and an end. Think of an appropriate title. Other than Gideon, to whom might Abilene dedicate her story?

SCIENCE/HEALTH—Miss Sadie uses hawthorn root to increase circulation. Ask students to refer to the following website and choose at least 10 common plants and herbs and chart their medicinal use: herbsguide.net. Have them include a colored sketch of the plant for identification purposes. Manifest is a mining town. Among the many health hazards that miners face is black lung disease. Ask students to find out the causes, symptoms, treatments, and long-term effects of the disease. Then have them write about the disease for a pamphlet called "Health Hazards of Miners" to be presented to workers upon employment in Devlin's mine.

SOCIAL STUDIES—The United States entered World War I in 1917. Woodrow Wilson was president, and in 1919 he was awarded the Nobel Peace Prize. Ask students to visit the following website and find out why Wilson was chosen for this honor: nobelprize.org/nobel_prizes/peace/laureates/1919. Then have them write a front-page news story for the *Manifest Herald* on the day the prize was announced.

MUSIC—Ask students to use sites on the Internet or books and recordings at the public library to locate lyrics of songs from the Great Depression. Such songs may include "Pennies from Heaven," "Brother Can You Spare a Dime," "There's a New Day Comin'," "Headin' for Better Times," and "Dawn of a New Day." Ask them to point out songs that reveal a nation in despair, and ones that reveal hope.

ART—The women of Manifest are planning a friendship quilt, and they ask Miss Sadie to make the center square. Consider Miss Sadie's heritage, her role in the town and its history. Then ask the class to design the square that Miss Sadie might make. Students may also design a square submitted by Abilene, Lettie, Ruthanne, Hattie Mae, and other women in the novel.



978-0-375-83690-9

Turtle in Paradise

Jennifer L. Holm

Turtle is sent to live with her aunt Minnie in Key West, Florida, where she and her cousins experience adventures that are both thrilling and terrifying.

Thematic Connections

FAMILY—Turtle discovers a whole new family in Key West in addition to her aunt and cousins. She also discovers who her father is and that she has a grandmother. How does Turtle's new family alter her life? What experiences does she have that allow her to redefine what family means to her? What is Turtle's reaction to her "new" grandmother? How does she determine who her father is? On page 72, Turtle says, "Relations are nothing but trouble." How does her attitude change toward family by the end of her story?

INTERGENERATIONAL RELATIONSHIPS—Turtle has some definite ideas on adult behaviors based on her experience and knowledge. Why does she think they need advice (p. 61)? Why is Turtle so determined to build a relationship with her grandmother? How does Turtle's relationship with her grandmother help heal her mother's relationship with her own mother?

FRIENDSHIP—The members of the Diaper Gang have been friends for a long time, and they do not want a girl to be part of their gang. Why do they eventually allow Turtle to join their gang? Who else do they allow to join? What is the real reason Beans and Pork Chop have such a falling out on the island? Who does Turtle consider to be her friends? On what criteria does Turtle gauge friendship?

COMING-OF-AGE—Turtle's experiences certainly change her view of life and relationships. What does Turtle learn from her time spent in Key West? How does what she learns alter her outlook on life? What other characters have an impact on Turtle's maturation? How do those characters help or hurt Turtle?

2011 Newbery Honor!

BETRAYAL—Turtle, Slow Poke, Nana Philly, Aunt Minnie, and Sadiebelle all experience betrayal in one form or another. What does it mean to betray someone? How do these characters each cope with the betrayal? How do their experiences change their view of life and their relationships?

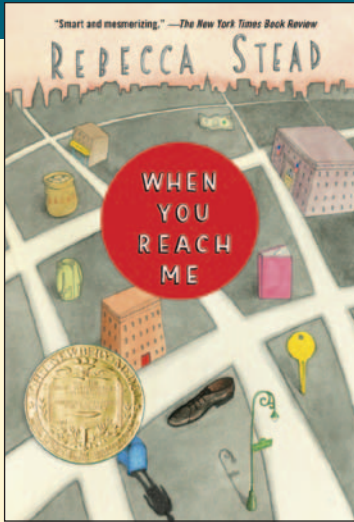
Curriculum Connections

SOCIAL STUDIES—The book's setting is key to the story. In small groups, ask students to investigate life in 1935. Assign each group a different topic: entertainment, famous people, headline news, medicine, politics, business, and transportation. Have each group use the information from the book to begin their investigation. Ask students to present their information using technology such as podcasts, PowerPoint, or other Internet presentation tools.

SCIENCE—The 1935 hurricane that hit Key West was one of the worst in history. It is a miracle that Turtle and the Diaper Gang escaped death. Ask one group of students to research the weather conditions that cause a hurricane and another group to prepare a hurricane safety brochure. Have two other groups make a time line of hurricanes in the United States: one group should record from the first recorded hurricane to 1950, and the other should record from 1951 to present. The time line groups should also include information such as loss of life, size and strength of the hurricane, location hit, and other details that tell the story. Lastly, have each group present their findings to the class.

MATH—As a class, make a list of the factors, both known and unknown, that could be used in word problems about the treasure. For example, the value of the treasure, the number of people who split the proceeds from the treasure, how much money each kid received, the cost of a boat in 1935, and other ideas the students develop. Have students locate information about the treasure given in the book and other information they can find on the Internet. Then have each student work with a partner to write two word problems. Compile the problems and have students work with their partner to solve all the problems generated.

WRITING—The nicknames of the characters who live in Key West are unusual. Ask each student to select one of the characters and to write a short paragraph explaining how the character received his name and if their nickname is based on their looks or personality. Students will need to use character traits and other clues to determine some of the names. For example, how is Turtle like a turtle? Then students can select a character in the story that does not have a nickname, assign the character a nickname, and then write an explanation. For the final paragraph, ask them to write about how they or someone they know received their nickname.



978-0-375-85086-8

When You Reach Me Rebecca Stead

Set in 1979 in New York City, 12-year-old Miranda receives four mysterious notes that change her life forever.

Thematic Connections

SELF-IDENTITY—Describe Miranda at the beginning of the novel. How does she change as the story unfolds? How does working at Jimmy's and being part of a group give Miranda confidence that she didn't have when she only hung out with Sal? The first note that Miranda receives says, "I am coming to save your friend's life and my own." (p. 60) Explain the literal and figurative meaning of this note, and what it has to do with self-identity. Discuss the role of the mysterious notes in boosting Miranda's self-worth.

SOCIAL CLASSES—Discuss how ideas about social class differences are shaped at home. Why wasn't Miranda conscious of social class when she and Sal were hanging out together? How does Miranda's friendship with Annemarie cause her to realize how poor her mother is? Julia brags about her family's money—how does this drive a wedge between Julia, Annemarie, and Miranda? Discuss what the girls learn about social class by the end of the novel.

Curriculum Connections

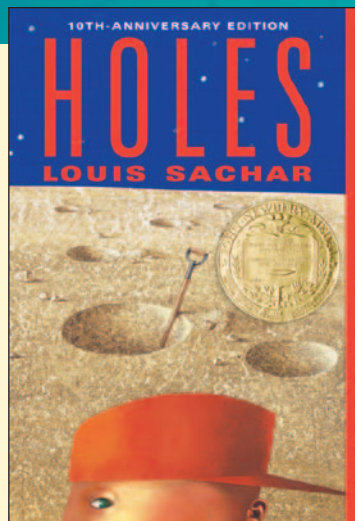
LANGUAGE ARTS—Discuss what the *New York Times* reviewer means when she calls *When You Reach Me* "a hybrid of genres." Ask students to discuss the definition of the following genres: science fiction, adventure, mystery, historical fiction, and realism. Divide the class into small groups and ask each group to prepare a debate about which genre(s) they think the novel fits. Ask them to cite passages from the novel to support their debate.

MUSIC—Ask students to use websites to find the top songs of 1979 that might be playing on the jukebox at Jimmy's place. Then, ask them to take clues from the song titles and identify a song that Miranda might want to dedicate to Sal at the end of the novel.

Holes

Louis Sachar

In this funny yet poignant story, a boy embarks on a personal journey that changes his life, as he spends the summer paying for a crime he didn't commit.



978-0-440-41480-3

Thematic Connections

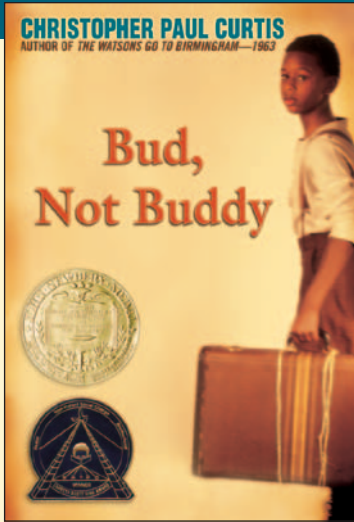
BELONGING—Stanley is overweight and considered a misfit by the boys in his school and neighborhood. Ask students to discuss why Stanley is an easy target for bullies. At what point in the novel does Stanley begin feeling that he is a part of the group? Who is the leader? How do the guys view Stanley at the end of the novel? Discuss how Stanley's heroic status might change the way his classmates view him when he returns to school in the fall.

SENSE OF SELF—Ask students to make a list of the campers and their nicknames. Discuss the significance of each boy's nickname. Why is Stanley called "Caveman"? How can nicknames label people and affect the way they feel about themselves? How does Stanley's self-concept change as the story progresses? Why does Stanley call Zero by his real name when they are in the desert together? Engage the class in a discussion about how Stanley and Zero help one another gain a more positive sense of self.

Curriculum Connections

MATH—Zero cannot read, but he is excellent in math. Have each student survey at least 20 adults asking them whether their strength in school was reading or math. Collect the data gathered by each student and have the class construct a graph that reveals the results of the survey. Study the graph and engage the class in a discussion about the importance of both subjects.

CREATIVE DRAMA/THEATER—Stage a talk show with Stanley and Zero as the guests. Have the other boys from Camp Green Lake surprise them by coming on the show. What would the boys say to Stanley and Zero? What might Stanley, Zero, and the others say about the camp's closing? Ask Stanley to share what he learned from his experiences.



978-0-440-41328-8

Bud, Not Buddy *Christopher Paul Curtis*

During the Great Depression, a 10-year-old homeless boy sets out in search of a man he believes to be his father.

Thematic Connections

HOPE—Ask the class to discuss how the flyers in Bud’s suitcase give him hope. Bud’s mother once told him, “When one door closes, don’t worry, because another door opens.” (p. 43) How does this statement give Bud the hope he needs to continue his search for his father? Discuss the moments in the story when a door closes for Bud. At what point does the door open? Cite evidence in the novel that Herman Calloway had hope that his daughter might return.

RACISM—Engage the class in a discussion about the different types of racism. Bud encounters racism throughout his journey. Ask students to explain Mrs. Amos’s statement: “I do not have time to put up with the foolishness of those members of our race who do not want to be uplifted.” (p. 15) How does this statement indicate that Mrs. Amos feels superior to Bud and other members of her race? Why does she think that Bud does not want to be uplifted?

Curriculum Connections

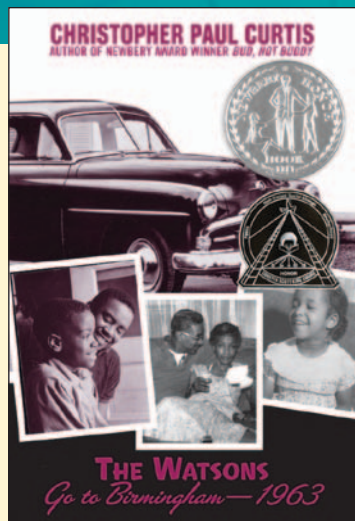
SCIENCE—Lefty Lewis sends Herman Calloway a telegram telling him about Bud. Have students construct an illustrated time line that shows the development of communication from the invention of the telegraph to today’s new technologies.

MUSIC—Entertainment played a major role during the Great Depression. One of Bud’s flyers describes Calloway’s Band as “Masters of the New Jazz.” Ask students to find out who the major jazz artists were during the Great Depression. Why was jazz so important during this time period? Note that the author’s grandfather was also a big band leader.

The Watsons Go to Birmingham—1963

Christopher Paul Curtis

A hilarious, touching, and tragic novel about the civil rights movement and its impact on one African American family.



978-0-440-41412-4

Thematic Connections

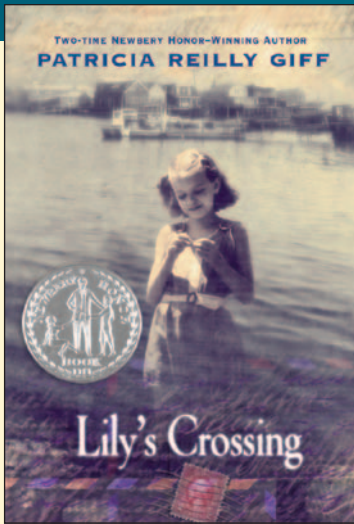
HUMOR—Humor is woven throughout the book. Examples include Byron’s lips getting stuck to the side mirror of the car (pp. 12–14), Daniel mimicking Moses Henderson (pp. 4–5), and Byron’s frozen people story (pp. 51–54). Have students reread what they feel is the funniest passage. Then have them write a funny passage they would like to add to this novel.

FAMILY AND RELATIONSHIPS (SIBLINGS)—Have students compare and contrast the three Watson children by using a Venn Diagram or a web. What are the class’s impressions of the three? How would you describe Kenny and Byron’s relationship? How do Kenny and Byron change in the course of the novel (especially after the church bombing)?

Curriculum Connections

HISTORY—Life in 1963 was quite different for African Americans than it is today, especially in the South. Have students find inferences in the novel that blacks and whites were treated differently. Have them research historical details of the Birmingham church bombing and look for the names of the young girls listed on the “In Memory of” page. Probe the question raised by Kenny, “Why would they hurt some little kids like that?” (p. 199) Create a class book called “What America Was Like When the Watsons Went to Birmingham in 1963.”

GEOGRAPHY—Wilona plans to discuss all the states she and her family drive through on their trip from Flint, Michigan, to Birmingham, Alabama. Use pushpins and yarn to chart the trip on a class map, down I-75 beginning in Flint and ending in Birmingham. Have students research each state and the major cities along I-75. Discuss what the Watsons might have seen.



978-0-440-41453-7

Lily's Crossing *Patricia Reilly Giff*

Lily learns that true friendship is a treasure that crosses cultural boundaries in this novel set during World War II at the home front.

Thematic Connections

FRIENDSHIP—Ask students to describe Lily and Margaret's friendship. How is Lily's friendship with Albert different? Why does Lily say that he is the best friend she ever had? At the end of the novel, Albert and Ruth are reunited, and Lily meets Ruth. What do you think Albert has told Ruth about Lily?

HONESTY/DISHONESTY—Throughout the book, Lily makes a list of her problems and solutions to the problems. One of her worst problems is lying. She also has a vivid imagination. Discuss the difference between lying and imagining. Why does Lily continue to lie when she knows she's being dishonest? Have students list all the lies that Lily tells. How does one lie lead to another? At what point in the novel does she finally overcome her habit?

Curriculum Connections

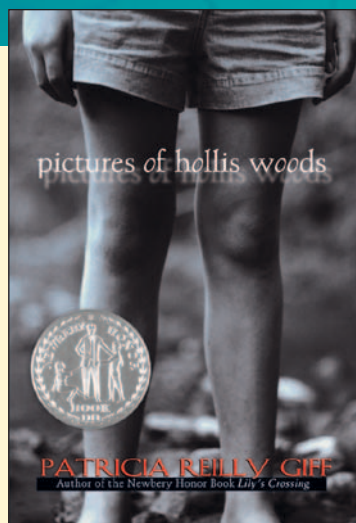
LANGUAGE ARTS—Lily is a good writer. Ask students to write a journal entry that she might write on the day her father leaves for the war. Lily's imagination is wild; she tells Margaret that her aunt Celia is a U.S. spy in Germany, and imagines that Mr. Egan is a Nazi spy. Ask students to write a story that Lily might write about Aunt Celia or Mr. Egan.

SOCIAL STUDIES—During World War II, the U.S. government began rationing supplies. Ask students to find out what items were rationed. What was the purpose of a victory garden? Encourage students to use reference sources and a map of Europe to trace the invasion of France by the Allies. Ask them to begin with the military's landing on Omaha Beach and follow their maneuvers through the small towns and cities that they liberated in France.

Pictures of Hollis Woods

Patricia Reilly Giff

Hollis Woods's search for a family is a perpetual journey, as she moves from one foster home to another, until she meets the Regan family and two rather quirky elderly women who teach her a lot about love, friendship, and belonging.



978-0-440-41578-7

Thematic Connections

BELONGING—After a few days with Josie, Hollis realizes that she has never been needed before—or wanted. What is the difference between being needed and being wanted? How do both contribute to belonging? How do you know that Hollis really wants to belong to the Regan family? Ask the class to discuss whether Hollis's attitude toward school is a result of her feeling that she does not belong.

FAMILY—Describe the Regan family. Why is Hollis so confused about Steven's relationship with his dad? Why does she feel that the accident was her fault, and that she has “messed up the whole family”? (p. 136) At what point does Hollis realize that Steven wants to be her brother? Discuss why Hollis calls Steven's father the “Old Man.” How has Hollis's “W” picture changed by the end of the novel? How does the structure of the novel, especially the numerical sequence of pictures, reveal Hollis's desire to join the Regan family?

Curriculum Connections

SCIENCE/HEALTH—Josie is forgetful and is possibly suffering from Alzheimer's disease or some type of dementia. Have students research symptoms, treatment, and life expectancy of someone who suffers from Alzheimer's or dementia. Students may also want to use an almanac to find statistics regarding the number of people in the United States who have these diseases.

CAREERS—Beatrice had been an art teacher for 40 years, but had never seen anyone who could do what Hollis could do. Ask student to use books in the library or sites on the Internet to find out the many different career options in art for Hollis. Have them research the art schools in New York or in their own communities where Hollis could study.



978-0-375-83689-3

Penny from Heaven

Jennifer L. Holm

Penny plans to spend the summer of 1953 listening to baseball with her uncle Dominic and swimming with her cousin Frankie; instead she severely injures her arm and spends six weeks of her summer in the hospital, which helps to heal both herself and her family.

Thematic Connections

INTERGENERATIONAL RELATIONSHIPS—Penny’s relationships with her grandmothers are as different as the grandmothers themselves. What lessons does she learn from Nonny that she can’t learn from Me-me, and vice versa? Why does Uncle Dominic play such an important role in her life?

DEATH—The death of Penny’s father drastically changes the lives of his family members, in part because of the way he died. How is Uncle Dominic’s life changed by his brother’s death? How does the truth about her father’s death alter its emotional impact on Penny’s life? How is Penny directly influenced by her mother’s loss? On page 233, Penny wants to tell people, “almost dying is awful easy. It’s the living that’s hard.” How has her life reflected this statement?

Curriculum Connections

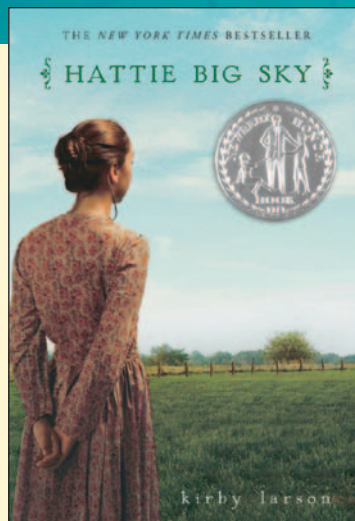
HISTORY—Penny doesn’t understand how her father died and no one seems to be able to answer her questions. Ask students to research the arrest and internment of non-naturalized Italian Americans during World War II and to write a letter of explanation to Penny. Students should assume the voice of a government official, the arresting officer, the prison warden, one of the family members, or someone else that might have had a role in the arrest.

SCIENCE—Penny’s mother is fearful that Penny will contract polio from swimming in a public pool. Ask pairs of students to investigate polio to discover its history, causes, effects, and cures. Then ask them to make a “Polio—Then and Now” public health brochure with the information they discovered. Display the brochures in the classroom.

Hattie Big Sky

Kirby Larson

Alone in the world, teenaged Hattie is driven to prove up on her uncle's homesteading claim in 1917 Montana.



978-0-385-73595-7

Thematic Connections

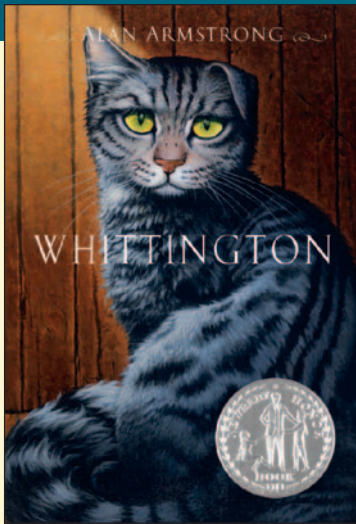
BULLYING/FEAR—Karl Mueller is mistreated by the citizens of Vida because he is German. How does Hattie's friendship with Karl and Perilee make her a victim of bullying? How do the bullies create an atmosphere of mistrust and fear? At what point does Hattie experience the most fear? She says, "The worst thing of all is standing by when folks are doing something wrong." (p. 164) Explain how Hattie attempts to right the wrongs.

COMING-OF-AGE—Describe how Hattie changes in the year that she spends on the Montana prairie. Debate whether her idea of "home" is different by the end of the novel. Hattie says, "I'd arrived alone, and I wanted to leave that way." (p. 282) Why is this so important to her? How is she a success even though tragedy prevented her from proving the claim?

Curriculum Connections

HISTORY—Ask readers to use resources in the library or sites on the Internet to find out about the Homestead Act approved by Congress in the late 1800s. How was the Homestead Act of 1910 different from the original act? Discuss how the rules of the act made it almost impossible for an independent 16-year-old girl to prove up on a claim.

LANGUAGE ARTS—Hattie travels to Montana on the Great Northern Railway. She reads a pamphlet on the train that describes Montana as "the land of milk and honey." Have students research Montana during the time of Hattie's trip and then write and design the pamphlet she may have seen



978-0-375-82865-2

Whittington

Alan Armstrong

Whittington is a roughneck tom who arrives one day at a barn full of rescued animals and asks for a place there. He spins for the animals—as well as for Ben and Abby, the kids whose grandfather does the rescuing—a yarn about his ancestor, the nameless cat who brought Dick Whittington to the heights of wealth and power in 16th-century England.

Thematic Connections

FAMILY—Define *family*. Ben and Abby don't live in a traditional family, but nonetheless, they do belong to a family. Who are the members of their family? Describe the sense of family in Bernie's barn. Explain each animal's purpose in the barn family. Which animal is the head of the family? How is he/she qualified for this position? Discuss how the animals decide who to admit to their family. How does the barn family help Ben?

COURAGE—Dick Whittington has a lot of courage. How does he find courage by reading about Marco Polo's journeys? Describe Dick Whittington's most courageous moment. How does Dick Whittington's story give Ben courage? Which of the animals in Bernie's barn displays the most courage?

Curriculum Connections

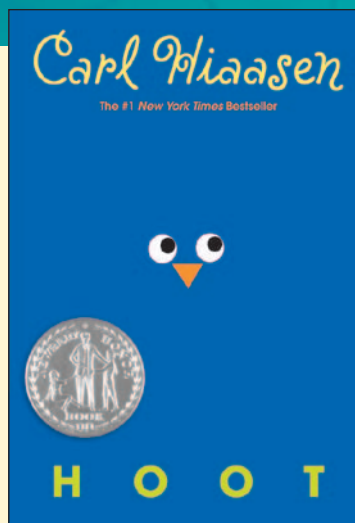
LANGUAGE ARTS—Alan Armstrong uses figurative language in the novel to create certain images. For example, "When [Whittington] stood or sat, he rocked slightly from side to side like a punch-drunk fighter." (p. 1) Find other examples of similes in the novel.

THEATER—Allow students to work in small groups to select a favorite chapter of the novel and write it as a one-act play. Use appropriate costumes or masks to distinguish the characters. Design a simple scene backdrop, and choose appropriate music to open and close the scene.

Hoot

Carl Hiaasen

In this humorous ecological mystery, three unlikely middle-school kids lead a protest to save endangered burrowing owls that live on the property where a Mother Paula's All-American Pancake House is about to be built.



978-0-440-41939-6

Thematic Connections

BULLYING—Ask the class to brainstorm behaviors that characterize a bully. What causes a person like Dana Matherson to become a bully? Discuss the difference between acting tough and bullying. Why is Roy upset when he gets the reputation of being a tough guy after he beats up Dana? Sometimes a person who is being bullied becomes a bully. How does Mullet Fingers's mother bully him? How might people like Leroy Branitt consider Mullet Fingers and Beatrice bullies? Have the class discuss ways of dealing with school bullies.

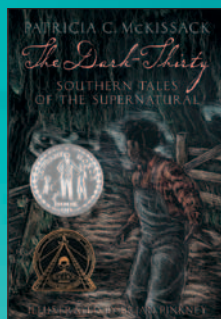
VALUES IN CONFLICT—Mrs. Eberhardt tells Roy, “Honey, sometimes you’re going to be faced with situations where the line isn’t clear between what’s right and what’s wrong. Your heart will tell you to do one thing, and your brain will tell you to do something different.” (p. 160) Discuss places throughout the book when Roy’s heart tells him one thing, and his brain tells him something else. How do his heart and his brain come together at the end of the novel?

Curriculum Connections

SCIENCE—Roy gains a greater appreciation of wildlife when the Eberhardts take a Sunday afternoon boat trip through the Everglades. Ask the class to study the Everglades’ ecosystem. Divide students into groups and ask each group to select one of the endangered species in the Everglades National Park and to plan a campaign for saving the species. This may include posters, pamphlets, letters, etc.

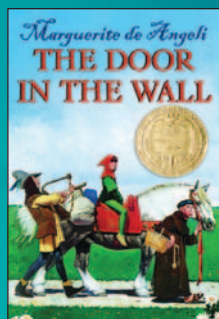
DRAMA—In a telephone conversation, Chuck Muckle, the vice president for corporate relations for Mother Paula’s, chews out Leroy Branitt, the supervising engineer charged with guarding the property. Ask students to dramatize the conversation between the two men.

Also Available:



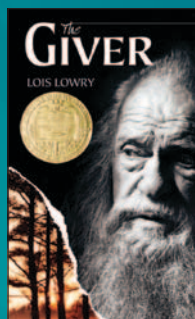
**THE DARK-THIRTY:
SOUTHERN TALES OF THE
SUPERNATURAL**

Patricia C. McKissack
978-0-679-89006-5



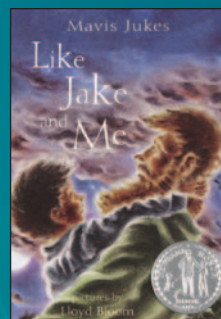
THE DOOR IN THE WALL

Marguerite de Angeli
978-0-440-40283-1



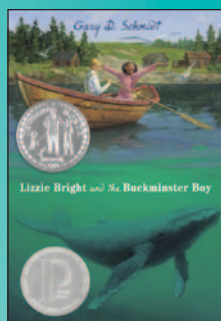
THE GIVER

Lois Lowry
978-0-440-23768-6



LIKE JAKE AND ME

Mavis Jukes
978-0-440-42122-1



**LIZZIE BRIGHT AND THE
BUCKMINSTER BOY**

Gary D. Schmidt
978-0-553-49495-2



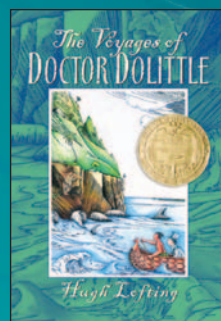
MY FATHER'S DRAGON

Ruth Stiles Gannett
978-0-440-42121-4



**SHABANU: DAUGHTER
OF THE WIND**

Suzanne Fisher Staples
978-0-440-23856-0



**THE VOYAGES
OF DOCTOR DOOLITTLE**

Hugh Lofting
978-0-440-40002-8

Teaching ideas on pages 2–3, 6–11, and 13–15 prepared by Pat Scales, Children's Literature Consultant,
Greenville, South Carolina. Teaching ideas on pages 4–5 and 12 were prepared by Susan Geye,
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