

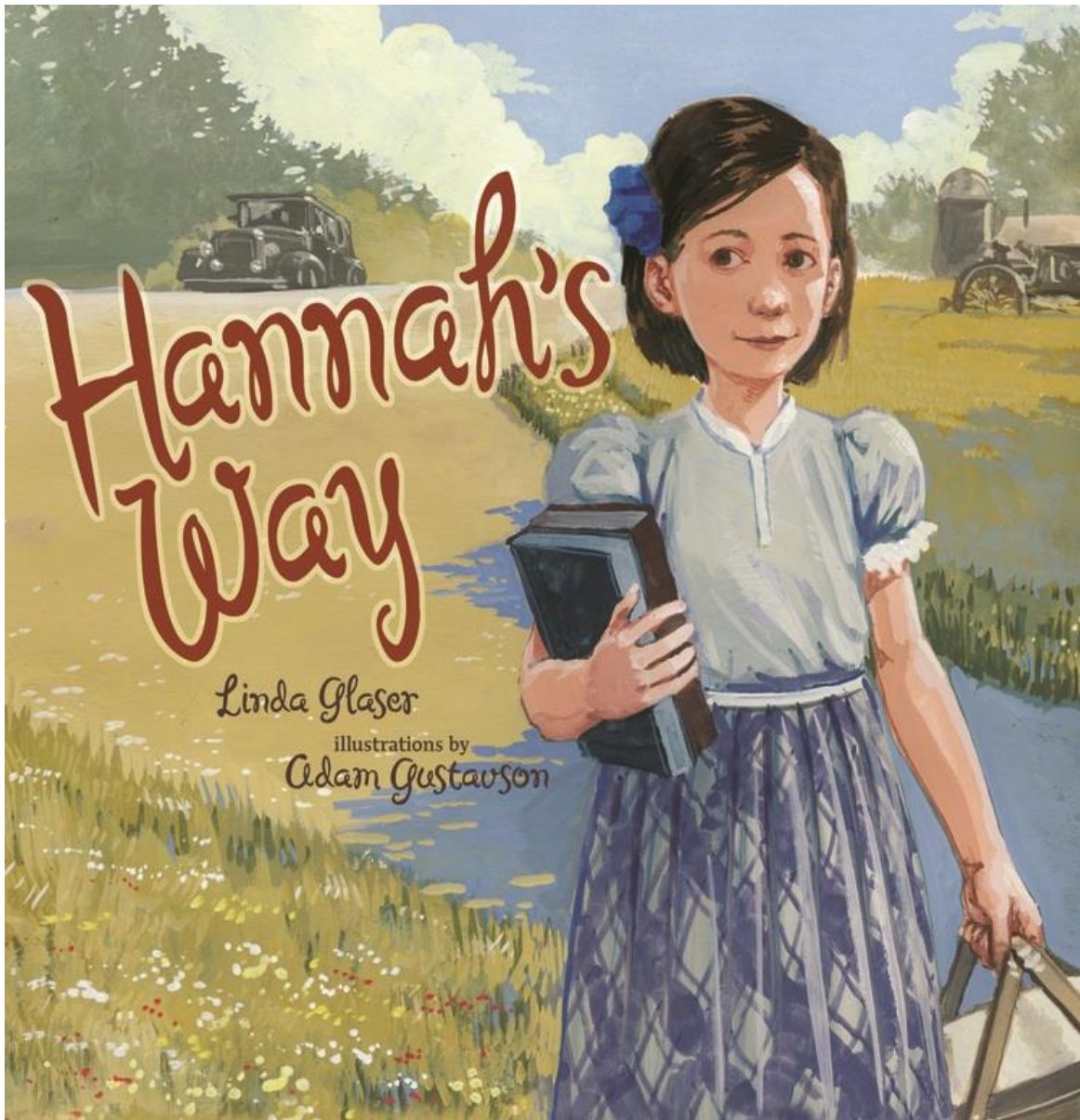
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# How to Use This Guide

This is a guide meant for teachers, parents, and other educators reading *Hannah's Way*. In this guide you will find questions and activities that deal with the context and themes of tolerance, empathy and friendship surrounding *Hannah's Way*. Questions are meant for students to answer and discuss to comprehend major concepts within the book; the activities are designed to allow students to interact and process concepts presented in the book.

The questions and activities are for a range of ages, and adults should determine the level of appropriateness for their children. For example, if writing is too complex, drawing is an activity that can be substituted.

## About the Book

### About the Author

Linda Glaser is the award-winning author of over 25 children's books, many of which have been published by Lerner Publishing. She is a writer of both fiction and nonfiction for children, merging the two genres to create *Hannah's Way*. Along with her husband, Glaser, like her fictional character Hannah, resides in northern Minnesota.

### About the Illustrator

Adam Gustavson majored in illustration at Rowan University and received his Master's Degree at the School of Visual Arts in New York City. He has taught art classes at Passaic County Community College in Paterson, New Jersey, and Seton Hall University in South Orange, New Jersey. He lives in West Orange with his wife and two sons.

## Context

*Hannah's Way* is set during the Great Depression in the year 1932. During this time in history, many factors caused a downturn in the economy and as a result, millions of Americans lost their jobs. Many families moved with the hope of finding new work, and often times this meant leaving behind a familiar community of family and friends. Like Hannah's family, many Jewish people left urban areas to look for work in rural parts of the country.

## Vocabulary and Allusions:

Iron Range: A large rural part of northern Minnesota known for its iron mining industry.

Sabbath (Shabbat): The Jewish day of rest, beginning Friday evening and ending Saturday evening. Some Jewish people don't do any work on Shabbat; this means that they don't use things like cars, phones, and computers during Shabbat.

Orthodox: a level of observance where Jewish people follow more rules about the Jewish religion.

# Questions:

## For before reading:

1. Have you ever been afraid to tell a classmate something because you thought it was “different”? What did you do?
2. What is your community like? How are people different? How are they the same?
3. What traditions does your family have that might be different from your classmates’ or neighbors’?

## For reading together:

1. Why did Hannah’s family have to move from Minneapolis to the Iron Range? What was happening in America at this time?
2. Why wouldn’t Hannah’s parents let her ride in a car on Saturday?
3. How do you think Hannah felt when she heard all of her classmates talking on the playground about their picnic plans?
4. Why was Hannah afraid to ask Ruth to walk with her to the picnic?
5. How was Hannah able to maintain her family’s Jewish traditions and go to the picnic at the same time?

## For post-reading discussion:

1. What do you think were Hannah’s thoughts when everyone in her class volunteered to walk to the picnic with her? What about the other students in the class? The teacher?
2. What is the role of Hannah’s parents in the story?
3. How was Hannah eventually able to make friends?
4. What is a good way to make friends at a new school?
5. Why was Hannah scared about being different?
6. What lessons does this story teach us about being ourselves?
7. If you had the chance to be in Hannah’s shoes, what might you do differently?
8. If someone in your class is left out, what can you do to help them feel included?

## Suggested activities:

### A Name Isn't Just a Name:

Invite students to get into pairs and tell how they were given their first name.

What is the story behind their name? Were they named after a relative or famous person? Is there a cultural or family tradition around what and how names are chosen? Do they have a middle name—any reason they were given their middle name?

Finally, have them share any stories about the origins of their last name.

After a few minutes in their pairs, share the story of your own name and ask students to share the story of their name.

Point out the diversity in the ways families chose names.

For example: Many Christian children are named after people in the Bible. American Indian children are given two names, one at birth and one tribal name and Jewish parents name their children after a special person who has died and then they also receive a Hebrew name.

### Sharing Similarities:

In *Hannah's Way*, Hannah faces a dilemma: she wants to go to the school picnic, but her family's beliefs might not allow her to attend. She is upset about having this dilemma and is afraid to tell her teacher. In actuality, once she speaks up about her difference, she is embraced. Ask students to write down 20 statements about themselves (I like sports, I am female, I am in fourth grade, etc.). When students are done, ask for volunteers to share statements. Ask students to raise their hands if they share the same attribute or experience.

### Brand New:

As a class, come up with fun and engaging ways for students to welcome new classmates. Have a role-play where some students act out the role of new students, while others familiar with the class have to create a welcoming environment for their new classmates. Have the students switch roles and discuss how they felt being in both positions.

### Parental Guidance:

Parents and kids sometimes disagree about family rules. At first, Hannah has difficulty accepting the fact that her parents won't let her ride in a car on Shabbat because she really wants to make friends and attend the picnic. As it turns out, by sticking to her parents' guidelines, Hannah ends up making friends with her whole class. Ask students if they can remember a time that their parents' rules turned out to be right. Have the students write about it or draw a picture. Talk about how the rule was beneficial.

## **Celebrating Uniqueness:**

Have the entire class walk together to a nearby park or playground. At the park, have a picnic for lunch or bring some sort of snack for the students. After eating, play a version of the game Never Have I Ever. One-by-one, have students share one thing with the class that they like about themselves that makes them unique or a unique cultural experience they have had. If one or more students has the same unique attribute or cultural experience as the speaking student, the speaking student is out. Play until one or two students remain. The goal is to be the last remaining player with a unique attribute or experience.

## **Human Bingo:**

Give each student a Human Bingo card. Tell them that today we are not trying to find people like us, but people who have some difference. Emphasize the need to recognize and RESPECT those differences.

Say “Look at the card. If your favorite TV show is “Survivor” you have to find someone who has a different favorite show and write their name in the box. If you have had poison ivy, you have to find someone who has not had poison ivy.” Quickly review the card so they understand what they are supposed to be finding.

When they have one row done, they say, “Human Bingo” and then give the winner a pencil. Gauge your time; they may only be able to fill in one row for a Bingo or one across, one down.

Discuss: If you have time choose one category and write down all the ways we are different, but still part of the same group.

\*Human Bingo taken from: *Don't Laugh At Me*, 2000 Operation Respect, Inc. and Educator for Social Responsibility.

## Human Bingo Card

Find someone who has a different answer than you do to the item in the box and put their name in the box. For example: If your favorite TV show is “Survivor”, find someone who has another favorite show and put his/her name down. When you get all the names in a row, say, “Human Bingo”

Favorite TV Show	Ethnic Background	Has had poison Ivy	Country you would most like to visit	Right or left handed
Most typical meal your family eats	Favorite video Game	Favorite breakfast	Has ever planted something	Favorite sport
Sleeps with a stuffed animal	Favorite subject in school	Favorite music group	Has been fishing	Has a pet
Sings in the shower	City and state of birth	Has been in a play	Is bilingual or multilingual (speaks more than one language)	Favorite snack food

Human Bingo taken from: *Don't Laugh At Me*, 2000 Operation Respect, Inc. and Educator for Social Responsibility.