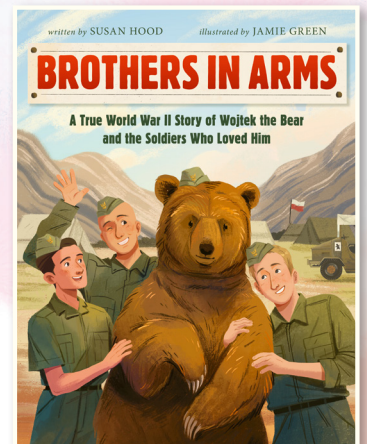
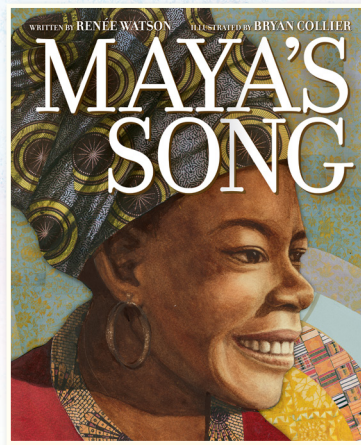


Picture This: Lasting Legacies

CLASSROOM KIT

Nonfiction literature encourages children to wonder, to ask questions, and to seek answers. It inspires children by expanding their world and introducing them to new people, places, and ideas.



INCLUDES DISCUSSION QUESTIONS, EXTENSION ACTIVITIES, AND CURRICULUM TIPS

Picture This: Lasting Legacies

Children love learning about their world. They make discoveries through their experiences, explorations, interactions with others, and through literature. Nonfiction literature provides children with knowledge that becomes a foundation for their experiential learning.

Nonfiction picture books are especially engaging for young readers. Children learn about impactful people in history, many who have left behind lasting legacies that have spanned generations and still inspire us today.

The people and events featured in these books show readers how real people face real challenges but manage to overcome them. These books teach children to dream big, think deeply, and navigate challenges.

In a classroom or library, these nonfiction picture books can be read aloud to younger students, while older students can read the books independently, in pairs, or in small groups. Reading these books as a unit is powerful because students can compare the stories, identifying themes throughout history and making connections between the people featured in the books and the events that occurred during their lifetime.

Introduce each book by asking the students questions. Do they know how the Hershey bar got its name? Do they want to know how a bear aided soldiers during World War II? Asking questions will capture the students' attention and give them a focus as they read or listen to the stories.

While reading these books, pause to let students ask their own questions, make predictions, and share reactions to the events described in each book. Have the students look closely at the illustrations and discuss how they enhance each story.

Another way to activate the students' prior knowledge is to create a **schema map**. Before reading the book, have students record facts they think they know about the featured person or event on an index card or sticky note. Display their ideas on a bulletin board. As you read and discuss each book, highlight the correct facts, update or remove the incorrect facts, and add new facts as the students learn more.

After reading each of these nonfiction picture books, you can plan a culminating project for students to share their new learning with their classmates.

These projects might include oral reports, written projects, or digital presentations. You might also host a "Hero Day" and invite the students to come to school dressed up as one of the people featured in the books.

These nonfiction picture books each celebrate an historic person or event:

- **On the Corner of Chocolate Avenue: How Milton Hershey Brought Milk Chocolate to America** features the innovative, determined man who created the beloved Hershey bar.
- **Going Places: Victor Hugo Green and His Glorious Book** describes a mailman who became famous for helping Black Americans travel the country safely.
- **Maya's Song** celebrates the inspiring poet and storyteller Maya Angelou.
- **Brothers in Arms: A True World War II Story of Wojtek the Bear and the Soldiers Who Loved Him** relates the story of a bear who enlisted in the Polish army.

Each of these people (and a bear!) have left a lasting legacy that will inspire readers of all ages.

A 3-column **KWL** chart can be used to organize the students' questions and ideas. Before reading the book, ask students what they **Know** about the person or event featured in the story and record their thoughts in the first column. Then, ask the students what they **Wonder** or **Want to know**, and record their ideas in the middle column. Finally, after reading the book, ask the students what they **Learned**. Record their new knowledge in the final column of the chart. Refer to the middle column to determine if the students can now answer some of the wonderings. After introducing the **KWL** chart with the first book, you can ask students to create their own individual KWL charts for the subsequent titles. They should fill in the first two columns before reading the book and record their new knowledge in the last column after reading the book.

Teaching Materials in this kit were prepared by Sue Ornstein, an educational consultant with more than 30 years of elementary teaching experience.



On the Corner of Chocolate Avenue: How Milton Hershey Brought Milk Chocolate to America

By Tziporah Cohen; Illustrated by Steven Salerno

About the Book

In the 1860s, chocolate was a treat enjoyed only by the rich. Milton began his career as a confectioner making caramels, but he became determined to produce milk chocolate and make it affordable for everyone. In 1900, after years of experimentation, Milton successfully created America's first chocolate bar! His perseverance was rewarded, and he became a very wealthy man. But Milton never forgot his humble roots, leaving a lasting legacy that continues to provide children in need with a free education.

Discussion Questions

- Who ate chocolate in the 1860s?
- Why and how did Milton lose his job as a printer's apprentice?
- How did candy make Milton feel? What did he decide to do to earn a living?
- What happened to his first three businesses in Philadelphia, Chicago, and New York? Why did they fail? What ingredient created the greatest challenge?
- What candy did his first successful business sell? What did Milton learn about business that helped him succeed?
- How did the Chicago World's Fair change Milton's life?
- Which European country first invented milk chocolate? How and when did Milton invent milk chocolate in America?
- How did Milton make chocolate affordable enough for everyone to enjoy?
- How did the Hershey kiss get its name?
- Milton became very wealthy, but never forgot what it was like to be poor. What did he do to help the families of the people who worked for him?

Classroom Activities

Company Creation. Milton founded two companies, the Lancaster Caramel Company and the Hershey Chocolate Company. Ask the students to think about what kind of company they might choose to build. What would they sell? Why? What would it be named? Have the students write a "business plan" with a goal and mission statement. They can also design a company sign and logo. Perhaps, someday in the future, some of the students will pursue their own dream!

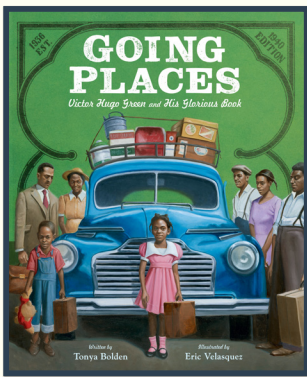
Sweet Talk. Ask the students about their favorite sweet treats. Have them create a survey with 4-6 choices of sweets, and then have them ask their classmates which is their favorite treat. Students should record the results of their survey. Then discuss

different methods for representing their data, such as using a pie chart or bar graph. Instruct the students to choose a format to represent their data. Compare results to determine which treats are class favorites!

Invention Convention. Milton purchased the German chocolate-making machines so he could make his own chocolate. Ask the students to imagine a machine that could help them solve a problem or accomplish a goal. Encourage them to have fun with this assignment. Could they invent a robot that cleans their room and makes their bed? Or how about a machine that sharpens pencils, completes homework, and organizes their backpack? Students must draw a design of their invention, name it, and write a description of what it does and how it works. Have the students share their creations with their classmates by holding an Invention Convention in the classroom.

Your Legacy. Milton established the Milton Hershey School and donated millions of dollars so that children in need could get a free education. Ask the students to think about what they could do for others that might outlast their lifetime. What legacy would they like to leave behind? Have them write about their thoughts, dreams, and the lasting legacy they hope to leave behind.





Going Places: Victor Hugo Green and His Glorious Book

By Tonya Bolden; Illustrated by Eric Velasquez

About the Book

Victor Hugo Green started his career as a mail carrier, delivering mail that traveled small and great distances. But he also had another goal: To help his fellow Black Americans who wanted to travel small and great distances. Many towns were not safe for his people, but how were they to know? Victor started writing the *Green Book*, which guided Black travelers safely from one destination to another for many years until the Civil Rights Act of 1964 made travel safe for all people.

Discussion Questions

- Read the first page of the story. What character traits can be used to describe Victor?
- Victor moved from Leonia, NJ to Harlem, NY. Who were some of the people that lived in Harlem when Victor resided there?
- As cars became more available, people wanted to travel. Why was it often unsafe for Black Americans to travel?
- How did Victor solve this problem? What did he create?
- The *Green Book* started off as a pamphlet. How did it change over the years?
- After Victor retired from his job as a mail carrier, he focused solely on writing the *Green Book*. How did he decide which places to include in his book?
- Why did the author write, "As much as Victor Hugo Green loved his book, he yearned for the day when it would no longer be needed..."? What does this mean?
- Victor died in 1960, but what landmark law passed four years after his death?

Classroom Activities

You Name It. List the city nicknames mentioned in the book: "Windy City," "City of Angels," "Beantown," and "Motor City." Ask the students to guess which cities these are and discuss why they have these nicknames. Then have the students research other cities' nicknames. As an extension, have the students make up a nickname for their own hometown and explain why they chose this name.

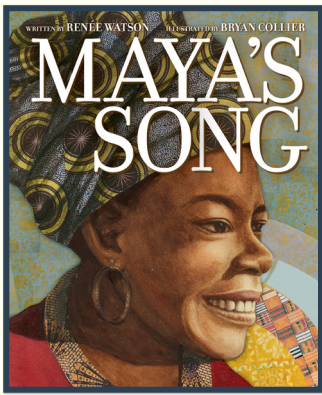
Guide Me. Victor became an expert in safe destinations for Black people so he could guide them through their travels. Ask the students to choose an area of their own interest or expertise and have them create a guide that educates others on a particular topic. Brainstorm a list of ideas as a class (e.g., sport stadiums, technology, theater, music) and have students

work in pairs or individually to write a guidebook on the topic of their choice. They should include photos or drawings in their guide. Provide opportunities for students to read each other's guides and share what they've learned.

Be Civil. Study the Civil Rights Act of 1964, signed into law by President Lyndon B. Johnson. Read the excerpt printed in this book: "All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation... without discrimination or segregation on the ground of race, color, religion, or national origin." Discuss what this means and why it is so important for our country.

Special Delivery! Victor Hugo Green was a mail carrier in 1913, but technology has completely transformed the United States Postal Service over the last century. Help the students learn about how the USPS works today. Share videos such as this one produced by the USPS: <https://youtu.be/WX16-52bHvg> Discuss the video with the students. How has the postal system changed? What are its challenges? What is most surprising about how the system works?





Maya's Song

By Renée Watson;
Illustrated by Bryan Collier



About the Book

The author tells the story of Maya Angelou's life through poetry, tracing her journey from birth, through childhood, adulthood, and finally to the lasting legacy she left behind. Collier's evocative artwork conveys the joys and hardships Maya faced as she struggled to find her voice and ultimately use it courageously to speak out about truth and justice to millions of people around the world.

Discussion Questions

- In *April 4, 1928*, why does it say that Maya was “born in a nation divided”?
- Whose best friend did she become?
- Read *Too Grand for His Own Skin*. Why did Maya's father move the family to California?
- What was special about Maya's grandmother's store?
- Why were Sunday mornings important for Maya and her family?
- How did Maya learn to read? How did she learn math?
- Read *When Night Came* and discuss what happened with Maya's Uncle Willie.
- *Caged In* describes when Maya suffers a childhood trauma. How does she respond to what happened? Why?
- Read *How to Listen* and discuss how Maya changed during the years when she wasn't speaking. How long was she silent? In *What Momma Annie Said*, what does Maya's grandmother tell her?
- What inspires Maya to begin speaking again?
- Read *This Is My Story, This Is My Song*. How did Maya first earn a living?
- Why did Maya love living in Harlem?
- Why were James Baldwin and Martin Luther King Jr. so important to Maya?
- In 1962 Maya is living in Ghana but decides to move back to the United States. Why? How does she define “home”?
- What happened to Malcolm X and Martin Luther King Jr? How did this affect Maya? What did she begin to do?
- What was Maya the first woman to do at a presidential inauguration?

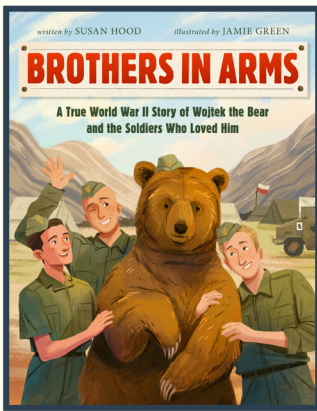
Classroom Activities

You're My Hero! Maya was especially inspired by Malcolm X and Martin Luther King Jr. Ask the students whom they are inspired by and why. It might be someone famous or it might be someone they know, such as a relative or family friend. Have the students draw a badge of honor for this person and write why they view him or her as their hero. (You can give younger students a template to create the badge for their hero.)

All About Me. Read the final poem *Free Bird*. Discuss what an autobiography is and why Maya wrote them. Then have the students write their own autobiography. Who are the people that have helped to shape their lives? What are the most important events? How did these events impact them? Ask the students to include details as they write their autobiography. Students can bring in photographs of themselves at different ages to match their narrative.

Poem Party. Maya uses poetry to express her thoughts and feelings. Renée Watson, the author of this book, uses poetry to tell Maya's story. Discuss why poetry helps writers express their ideas. Then ask the students to write their own poem or collection of poems. Then plan a Poem Party for students to share their poems with each other and celebrate the writing they have done in this genre.

All in the Family. Maya's family was very important to her. Ask the students to choose an older family member who is important to them. Tell them they will be interviewing this relative about their life. The students can create a list of interview questions individually or the class can generate the list as a group. They might ask their relative what their first jobs were, where they grew up, how they met their spouse, and how their life has changed over the decades. After the students conduct their interviews and record their family member's responses, compile the information into a class book so the students can learn about each other's families.



Brothers in Arms: A True World War II Story of Wojtek the Bear and the Soldiers Who Loved Him

By Susan Hood; Illustrated by Jamie Green

About the Book

This is the amazing true story of Wojtek, a bear cub who was adopted by a group of Polish soldiers during World War II. He grew up with the men, served in their army, boosted their morale, and even helped them become victorious during the battle of Monte Cassino. For those who are skeptical, the book includes photographs and a list of sources to confirm this astonishing story.

Discussion Questions

- Why did Irena, the young woman who brought the bear cub to a civilian camp, realize that she couldn't keep him? To whom did she give him?
- The Polish troops named the bear Wojtek. What does his name mean?
- How did young Wojtek behave with the soldiers?
- Why did the soldiers say that Wojtek "has a Polish soul"? What did they mean by this?
- What animal did Wojtek befriend?
- Describe some of Wojtek's entertaining antics.
- How did Wojtek help the soldiers when he came across an enemy spy hiding out in the shower hut?
- In 1944, the Polish soldiers boarded a ship bound for Italy. How did they manage to bring Wojtek aboard with them?
- How did Wojtek help during the battle of Monte Cassino?
- After the war, where did Wojtek live?

Classroom Activities

That's Wild! The soldiers knew that Wojtek would never survive in the wild because he had become domesticated. Ask the students if they could have a wild animal for a pet, what animal would they choose? Why? Have them write about their animal and add an illustration.

Map It Out. Look at the map at the end of the book to trace Wojtek's travels through the Middle East and Europe. Then show the students a world map and identify the continents. Have the students choose a continent to study. Challenge them to learn the countries of their chosen continent. When you give the students a blank map of their continent, can they identify the countries within it without referring to a labeled map?

Forever Friend. Wojtek became a true friend to the soldiers. Ask the students what qualities or character traits a true friend should have. Then have the students write a narrative about one of their best friends. Why is this person such a good friend? What interests do they share? How do the students show that they can also be a true friend?

Bear in Mind. The author includes some facts about bears in the back of the book. Have the students conduct further research to learn more about bears. There are eight species of bears: Asiatic black bears/moon bears, brown bears (which include grizzly bears), giant pandas, North American black bears, polar bears, sloth bears, spectacled bears (also called Andean bears), and sun bears. Assign small groups of students a species of bear to study. Provide books, periodicals, and Internet resources for them to use. Have them write an informational report and design a display (e.g., poster, diorama, trifold display) to share their research with the class.

