



Lexile Level: 800; CCSS/ELA-Literacy: W.2.1,2,3,5,6,7,8; SL.2.1,1b,1c,2,3,4,6; RF.2.3,3c,3d,3f,4,4a,4c; L.2.3,4,4a,4b,4c,5,5a,5b,6; RL.2.1,2,3,4,5,7,10

Educational Description: Historical fiction, based on true events, biographies of Martin Luther King, Jr. and Anne Frank, STEM title, third person narratives.

Story elements: setting; American South and Amsterdam, plot and character development, problem and solution, author's purpose, repeated words and phrases, comparisons, use of quotations to amplify plot and character, illustrations enhance meaning and tone, figurative language: simile, hyperbole, metaphor.

Themes: prejudice, tolerance, social justice, change, hope, determination, creativity.

Back matter: Timeline, List of Quotes, Bibliography

## **A Curriculum/Discussion Guide based upon the picture book written by Nancy Churnin and illustrated by Yevgenia Nayberg**

**ISBN 978-1939547538**

*A surprisingly successful and enlightening combination strengthened by striking artwork. –Kirkus Reviews*

*The time for Martin & Anne is right now, and their parallel story can be a valuable, satisfying addition to school, library, and home bookshelves. –Goodreads review*

## **Before You Read...**

Before reading *Martin & Anne*...

Look closely at the Front Cover ~

- Describe what you see.
- Who do you think the man is? What is he doing?
- Who do you think the woman is? What is she doing?
- With a partner, imagine that you are the people in the illustration. How do these poses make you feel?
- When do you think this story takes place? Today or a long time ago? What clues on the cover tell you this?
- Can you guess what the story might be about? What are some clues that tell you the setting?

The Back Cover~

- Read the blurb and quotes on the back cover.
- What do you learn about the book from the blurb? Make a list of all of the words that stand out to you.
- Do the quotes make you want to read the book? Why or why not?

- Who are the quotes from? Why do you think these people's thoughts were included on the back cover? What makes their words important?
- What do you learn about the book from these quotes? Make a list of all the words that stand out to you.

## Discussion Questions

- 1) Choose one of the following themes and discuss it in terms of the book. Use textual evidence from the book where possible.

Intolerance	racism	anti-Semitism	oppression
social justice	tolerance	resistance	hope
			optimism

- 2) How do you learn what matters to Martin? How do you learn what matters to Anne? How do they each face difficulties?
- 3) How is the passing of time handled in the book? Do you get a sense of how Martin and Anne both get older and the challenges they face?
- 4) What are the similarities between Martin's and Anne's' lives? What are the differences?
- 5) What are the similarities between Martin's and Anne's personalities? What are the differences? Point to places in the book that give you an idea of their character and what kind of people they were.
- 6) Have you ever felt like either Martin or Anne? Was there a time when you felt you weren't fairly treated? Write or draw a description of that time. Then make up an inspiring quote that shows how to find something positive in a negative situation.
- 7) Create a timeline and list Anne Frank's dates and events in one color and Dr. King's in another. Then print pictures off the internet or draw your own pictures to illustrate the timeline. This could be done on the computer, or on a single sheet of paper, on a poster, or with individual large photos and dates printed, or as a class activity on a dry erase board.
- 8) Make a collage of Dr. King and Anne Frank with found photographs but then they could add their own drawings or words to the collage (like a peace sign, or a drawing of a journal, or the word "peace" or "tolerance.")
- 9) Students could select quotes from Dr. King and Anne Frank (they could do research to find their own favorite quotes from King and Frank) and pick a quote to illustrate each page of the book. Which quote expresses what Martin or Anne were feeling at that time? They can write about what those quotes mean to them or draw/paint a picture that goes with that quote.

## Reading Nonfiction

While reading *Martin & Anne* aloud to the class, have students take notes in two columns:

- *Things We Learned*
- *Questions We Have*

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
  - Were any of these questions answered as the story went along?
  - If so, ask students to find the answer within the text.
  - Record the answer next to the question in a third column labelled *Answers We Found*.
- For all remaining questions in the *Questions We Have* column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
  - Discuss how to find answers to questions through research.
  - Assign students to specific questions to help them focus.
  - Record all answers in the *Answers We Found* column.
- After the answers have been shared with the class, engage in a discussion on research practices.
  - What was the most difficult about finding answers?
  - Was it easier to find answers on the Internet or in a book?
  - Which source is more reliable, the Internet or a printed book? Why?
  - How can you determine whether to trust a source?
  - What tips would you give someone who is about to do research?

*Extension:* Design and illustrate posters representing each Fact, Question, and researched Answer based on *Martin & Anne* and display them within the classroom.

Further read about Martin and Anne in this article written by author, Nancy Churnin for *Religion News Service*. <https://religionnews.com/2019/01/17/martin-luther-king-jr-and-anne-frank-contemporaries-with-a-common-legacy/>

# Activities

## Allies

- How could you have helped Martin if you had known him? How could you have helped Anne?
- Have you ever had a chance to stand up for something you thought was wrong? What did you do?
- Have you ever had a chance to help someone who was being treated unfairly? What did you do?

Think of a way you can make a bad situation better, even if it's something small, like throwing away trash you see on the ground or making sure recycling gets sorted at your school cafeteria.

Have the class pick a project they all want to help with, something that will bring an improvement to people's lives. Maybe they all write letters to seniors in an assisted living facility. Maybe they collect books and toys for people living in homeless shelters. Maybe they bring canned food for a food pantry.

Make a goal and keep track of how the class is doing. When you meet your goal, have the whole class come up with a quote that celebrates what you have done.

## Kindred Spirits

- Is there someone in another place who might face the same challenges you do?
- How would their life be like yours?
- How would it be different?

Do research and write or draw what you imagine their life is like and how it compares/contrasts to yours.

Consider finding a pen pal or a class, the same age as your class, from another country so your students can share stories, ask questions about things that are the same and different in their lives and, possibly, find ways your class and their pen pals can help each other. Please share your experiences on the Kindred Spirits page on [nancychurnin.com](http://nancychurnin.com).

## Martin and Anne's legacies

A eulogy is a speech that is often given at a funeral to highlight the key events of a person's life and their legacy or what they leave behind.

Write a eulogy for either Martin Luther King Jr. or Anne Frank, based on the information provided in *Martin & Anne* and your own research.

## Hope Like Martin and Anne

Martin Luther King, Jr. and Anne Frank were dreamers who were steadfast in their hope for humanity. Note the many times in *Martin & Anne*, that either demonstrated hope.

How can art be used to create hope?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Make your own piece of public art for your school community!

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called "Love is Stronger Than Hate. Kindness Can Heal the World" that can be created in this space.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

Do you have any hopes and dreams that you want to accomplish? Be sure to include these in the mural.