Curriculum Guide

2nd & 3rd Grades

In a Nutshell: The Worlds of Maurice Sendak is on display
jan 4 - feb 24, 2012 • main library • 301 york street

In a Nutshell: The Worlds of Maurice Sendak was organized by the Rosenbach Museum & Library, Philadelphia, and developed by Nextbook, Inc., a nonprofit organization dedicated to supporting Jewish literature, culture, and ideas, and the American Library Association Public Programs Office. The national tour of the exhibit has been made possible by grants from the Charles H. Revson Foundation, the Righteous Persons Foundation, the David Berg Foundation, and an anonymous donor, with additional support from Tablet Magazine: A New Read on Jewish Life.
Maurice Sendak comes from Brooklyn, New York. He was born in 1928, the youngest of three children.

His parents were poor Polish immigrants who came to the United States before World War I. Many of the family’s relatives in Poland died in the Holocaust during World War II. His family suffered greatly over their lost family members. To add to their concerns, Maurice himself was sickly as a child. His mother worried constantly about his health and safety. You will see that most of his books have a moon somewhere in the picture watching over the scene. The moon is his mother peaking out the window at him when he was a child to be sure that he was alright!

Maurice Sendak loved to have his father read aloud to him at night before bedtime. He didn’t like school much and wasn’t good at sports, but he loved to read and often asked his sister to get him books from the library. His sister gave him his first book, Mark Twain’s *The Prince and the Pauper*. He loved that book and still has it today.

As a young adult, he liked great super--duper adventure stories by authors such as Herman Melville and his books, *Typee* and *Moby Dick*. He began his work as an illustrator while he was still in high school. He helped in drawing the pictures from the comic strip, *Mutt and Jeff* into comic books. He went to art school at the Art Students’ League to continue his education. He co-authored his very first book, *Atoms for the Millions* that was published in 1947. He was just nineteen years old! Since then he has given us many, many wonderful books.

Maurice Sendak is a man of many talents. He designed wooden toys with his brother. He did the lyrics for an animated film for television called *Really Rosie*, which is from his books, the *Nutshell Library*. He has written the words (called libretto) for an opera, *Where the Wild Things Are*, based on his Caldecott winning children’s book. He greatly enjoys designing sets and costumes for operas as well.

from KidsRead.com
Primary Lesson Plan for Maurice Sendak Exhibit
Grades 2 and 3
Introducing Author/ Illustrator Maurice Sendak

PRE-VISIT MATERIALS – please use these to prepare your students for the exhibit.

1. Talk to students about the work of authors and illustrators. Introduce Maurice Sendak using a biography for kids. (page 2)

2. Read selection of three picture books with students asking them to look at how the pictures help tell the story. *Where the Wild Things Are, In the Night Kitchen*, and *Bears!* written by Ruth Krauss, illustrated by Sendak are the suggested read-alouds.

   Questions to ask students about illustrations:
   
   What emotions does Max, the bears, the boy in the night kitchen convey?
   Are the wild things scary, funny, sad?
   Where do the wild things live?

3. Ask students to vote on which book was their favorite. Graph the results on poster.

4. Hold a discussion about the similarities and differences between the books.

   Did the characters look the same?
   Where did the stories take place, setting?
   Which were funny? Why or why not?

5. Have students design a poster about their favorite Maurice Sendak book, including their name, name of the book, and a sentence about why it was their favorite.

CURRICULUM STANDARDS SUPPORT:

KY Reading Standards – Integration of Knowledge and Ideas
Grade 2

1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 3

1. Explain how specific aspects of a texts illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of character or setting.)

2. Compare and contrast themes, settings and plots of stories written by the same author about the same or similar characters (e.g. in books from a series)

KY Speaking and Listening Standards - Comprehension and Collaboration
Grade 2&3

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and in large groups.

   a. Follow agreed upon rules for discussion. (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time.)

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Writing Prompts:

1. What would you do if you were king of the Wild Things? ________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

2. If your dreams could take you to another place, where would you go? Describe the place in detail. ____________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

3. Tell about a time that you got in trouble like Max in *Where the Wild Things Are.* __________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

4. What would you have done if you were Max’s parents? ________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

5. Write a letter to Maurice Sendak telling him, which book of his is your favorite and why. ____________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

6. Write a story about meeting Max from the perspective of a wild thing. __________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________
   ________________________________________________________________________________________________

7. Choose one of Sendak’s panels and answer one of the following questions:
   a. What do you think is the most important part of the story and why?
   b. Describe what you think is happening in the scene.
   c. What happened just before the action in the painting?
   d. What will happen just after the action in the painting?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
KY Writing Standards Grades 2 & 3

1. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
   a. Establish a situation and introduce a narrator and characters: organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Text Types and Purposes

Grade 2
1. Write opinion pieces in which they introduce the topic or book that they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because and also) to connect opinion and reasons, and provide a concluding statement or section.

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

3. Write narratives in which they recount a well-organized event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

Grade 3
2. Write opinion pieces on topics or text supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinions and reasons.
   d. Provide a concluding statement or section.

POST-ACTIVITIES FOR SENDAK EXHIBIT

Writing:
- Immigrants and people new to any country might feel different or out-of-place. Have you ever felt like this? When? What helped you feel more comfortable?
- What event has had an influence on your life? How do you remember feeling when it occurred? How are you different now because of it?
- You have been to see the exhibit of Maurice Sendak’s art. What were some of the themes you remember seeing in several of the art pieces? What do you think influenced Mr. Sendak?
- Before Maurice Sendak, lots of children’s books were about good children doing good things. He was one of the first authors to show kids showing emotions like anger, frustration, and loneliness. Is there a character in a book that you have shared the same emotions? Give an example and explain.
- In the exhibit guide, it quotes Maurice Sendak: “She planted me in front of the Sunshine Bakers,” Sendak remembers, “and I stood there and this aroma came out of the building . . . and the smell of biscuit and cake and flour and milk. It was better than anything in the whole world! And I just sat there sniffing . . .

Can you think of a time that you really remember a smell? Describe it and how it made you feel.

Activities:
- Have a wild rumpus party! (Where the Wild Things Are). Create your own crowns, claws, ears, tails, feet, scepters, etc. and let your inner wild thing out!
- Listen to different styles of music – how do you think a wild rumpus would sound?
- Talk about foreground, middle-ground, and background in art. Have students create a three-dimensional landscape in which they use these three elements.
- Take a picture of each student and print out an 8 ½ x 11 copy. Have the students make themselves into wild things using markers, shapes, paint, etc.
- As a child, Mr. Sendak was influenced heavily by stories and photos of relatives killed during the Holocaust. Put yourselves in the shoes of someone growing up in the middle of a war. Think of three emotions you would feel, and create an image for each one, using color to convey feeling.
Maurice Sendak Exhibit Scavenger Hunt
Check off the pictures when you find them.

1. Find a picture of a boy driving an airplane made of bread. _____

2. Find a picture of Max with a staff in his hand. _____

3. Find a picture of a wild thing with two horns. _____

4. Find a picture of Maurice Sendak’s family. _____

5. Find a picture of a Hanukah book Mr. Sendak illustrated. _____

6. Find a picture of Rosie, a character he based on his neighbor. _____

7. Find a picture that looks like bullying. _____
8. Find a picture with a little girl blowing a French horn. ______

9. Find a picture of the Jewish “Old World.” ______

10. Find a picture of two girls dressed in orange. ______

11. Find a picture of people wearing newspapers. ______

12. Find a picture of a man playing an organ grinder. ______

13. Find a picture of a wild thing reading a book. ______

14. Find a picture of the other book cover for *Where the Wild Things Are*. ______
Maurice Sendak Bibliography

Author & Illustrator

  - *Alligators All Around: An Alphabet*
  - *Chicken Soup with Rice: A Book of Months*
  - *One Was Johnny: A Counting Book*
  - *Pierre: A Cautionary Tale*
*Maurice Sendak's Christmas Mystery* 1995.

Illustrator

Becoming Maurice Sendak: A Children’s Author Grows Up by Shannon Firth, 3-25-11

Maurice Sendak Biography and Timeline – Rosenbach Museum and Library
BIO & TIMELINE: http://www.rosenbach.org/maurice-sendak-biography-and-timeline

On the Phone with Maurice Sendak by Pamela Paul- NY Times – 9-16-2011

This pig wants to party – Maurice Sendak’s Latest Book-NPR Podcast–Fresh Air-9-20-11
THIS PIG WANTS TO PARTY

Wild Thing: The Art of Maurice Sendak
ART http://www.tfaoi.com/aa/5aa/5aa307.htm

The Jewish Experience in Picture Books: a Mini Documentary by Hilary Jacqmin
VIMEO http://vimeo.com/23273311

A Slideshow of some of Sendak’s most Influential Prints National Gallery of Australia’s Kenneth Tyler Printmaking Collection

Curriculum Connection

Lesson Plans: Wild Things Art for Kids

LESSON PLANS http://fcit.usf.edu/holocaust/activity/Intermed.htm

Jewish History/Culture

Jewish American Heritage Month
FAMOUS JEWISH AMERICANS http://www.jewishamericanheritagemonth.us/index.aspx

Jews in America – Timeline and Cultural History
JEWS IN AMERICA http://www.jewsinamerica.org/

Judiasm for Kids – Information on the Jewish religion

Jewish Food and Recipes
JEWISH FOOD http://www.jewfaq.org/food.htm