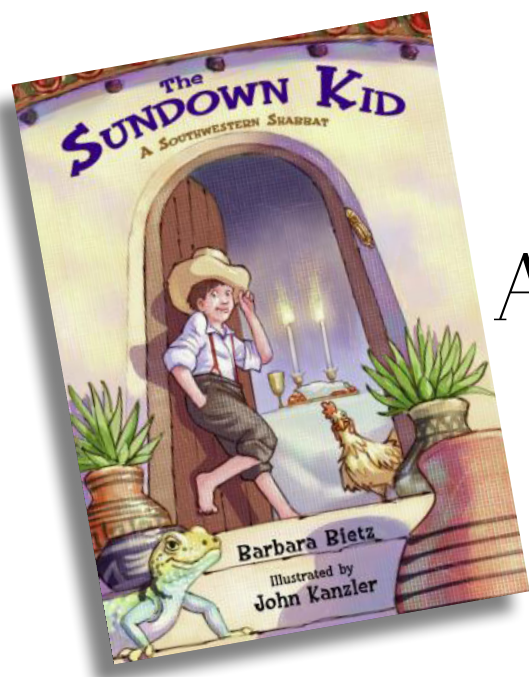


A Common Core State Standards Aligned Discussion & Project Guide for



THE SUNDOWN KID: A SOUTHWESTERN SHABBAT

Age Range: 5 - 8 years

Grade Level: K - 3

ISBN: 978-1939160942

Written by Barbara Bietz
Illustrated by John Kanzler

Published by **AUGUST
HOUSE™**

During the early days of settling the “Wild West”, there were many Jewish families who became fearless pioneers seeking to create new communities in the desolate terrain. In this story, a young boy and his family move to the desert Southwest where they are the only Jewish family in their small town. Despite keeping busy with chores, adapting to their new home among strangers proves challenging. Every Shabbat, Mama complains that there is “too much soup, not enough family.” The young boy has an idea to help relieve Mama’s homesickness and invites their new neighbors for Shabbat dinner. By honoring the Jewish value of inviting guests into their home for a meal, the family creates a sense of community in their new town.

Guide created by Debbie Gonzales, MFA
www.debbiegonzales.com



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 www.barbarabietz.com

Pre-Reading Discussion Questions

Observe the front cover:

- List all of the animals and objects you are familiar with in this illustration.
- Describe the clothing the boy is wearing.
- Explain why he is wearing a wide-brimmed hat and not wearing shoes.
- Observe his expression. How is he feeling? How do you know?
- Describe the objects set on the table. Explain why the table is set in this way.
- Predict why the boy is holding the door open wide.
- Identify the setting of this story.
- Define the word 'shabbat'.

Observe the back cover:

- Describe the scenery.
- Predict what the weather might be like in a setting such as this one.
- Notice the lizard in the lower left corner. Tell all you know about lizards. Where do they live? What do they eat? What kind of climate is best suited for their survival?
- Determine the connection between the illustrations featured on the front and back covers. Predict how the two illustrations might work together to tell a story.



About the Author:

Barbara Bietz, creator of the website Jewish Books for Kids, is not only an accomplished author, she is also a magazine writer, educator, and respected book reviewer. Bietz has served as chair of the Sydney Taylor Book Award Committee for the Association of Jewish Libraries and is a member of the Society of Children's Book Writers and Illustrators. Bietz currently teaches writing classes for adults and children. Barbara earned a BA and M.Ed at the University of Arizona. She lives with her family and their three naughty dogs in Oak Park, California. Access www.barbarabietz.com to learn more about this lively lady.

About the Illustrator:

John Kanzler grew up in Norwalk, Connecticut in a house formerly belonging to William Steigs and he currently lives on a small farm in Greenfield, Massachusetts with his wife Diane and his daughter Lorelei. They have several sheep and a llama or two. He has been drawing on things as far back as he can remember and is a completely self-taught artist. When he is not pursuing his art or spending time with his family on their farm, he generally pursues a crazy, eclectic range of interests, from astronomy to paleontology. To see more of John's amazing work access his website at www.johnkanzler.com.



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Post-Reading Discussion Questions

Mama promised some things would never change. She packed her silver candlesticks, Papa's kiddish cup, and her big soup pot.

Observe the illustration set in a housing dwelling and consider the following statements.

- Explain why two men are carrying a heavy green trunk. What are these men doing?
- Describe the activity taking place in this illustration. Tell why the families are gathered on their doorsteps.
- Notice how closely the homes are located. Count the number of people in this illustration. Describe the relationships their neighbors share with one another.
- Papa's promise regarding "a new life out West" suggests that he is optimistic about the move. The word 'optimistic' means happy, positive, and hopeful. Study the boy's expression below. Is he feeling optimistic in this scene? Why or why not?



Our adobe house stood alone on a hill.

Observe the illustration depicting overwhelmed Mama with her hands on her head, cheerful Papa standing the doorway with his arms folded, and the boy chasing a lizard in the house. Consider the following statements.

- Describe the action in this illustration. Predict how each character is feeling. Explain why.
- Define the word 'alone'. Tell what it means to be alone. Describe how it feels to be alone.
- Turn back to the illustration depicting the groups of people gathered on their doorsteps. How does the previous illustration compare with this one? List the similarities and differences between the two.
- Mounting a mezuzah in the doorway symbolizes the Jewish belief in God's watchful care over one's home. Explain the difference between a 'house' and a 'home'. Make a list of the things that are necessary to make a house a home.



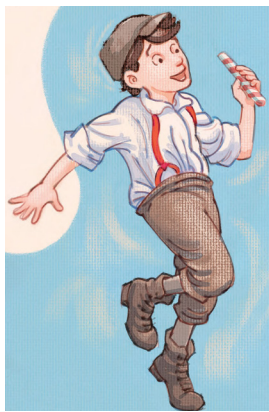
Something didn't feel right.

“Too much soup,” Mama said. “Not enough family.”

Observe the illustration depicting Papa raising a kiddish cup while Mama and the boy are seated at the table set with candlesticks and challah bread. Consider the following statements.

- Describe the action in this illustration. Consider the characters' expressions. Tell how they are feeling in this scene.
- The family is celebrating Shabbat in this scene, a weekly Jewish holy day of rest and devotion. Explain how this celebration differs from those in the past.
- Interpret the meaning of the phrase “The wide open spaces were too big for Mama.”
- Identify the problem. What is the “something” that doesn't feel “right”?

The wide-open spaces weren't big enough to hold my excitement. I skipped the whole way home.



Observe the illustration depicting skipping while holding a peppermint stick. Consider the following statements.

- Describe the action in this illustration. What is happening in this scene?
- In the Jewish tradition, a good deed is called a 'mitzvah'. Has the boy engaged in a mitzvah? Explain your answer.
- The word 'excitement' means to be energized, inspired, and enthusiastic. Earlier, Papa expressed a feeling of optimism. Discuss the similarities between excitement and feeling optimistic about something.
- Determine why Mama didn't look up when there was a REAL knock on the door. Explain how the boy's mitzvah ultimately made his mother very happy.

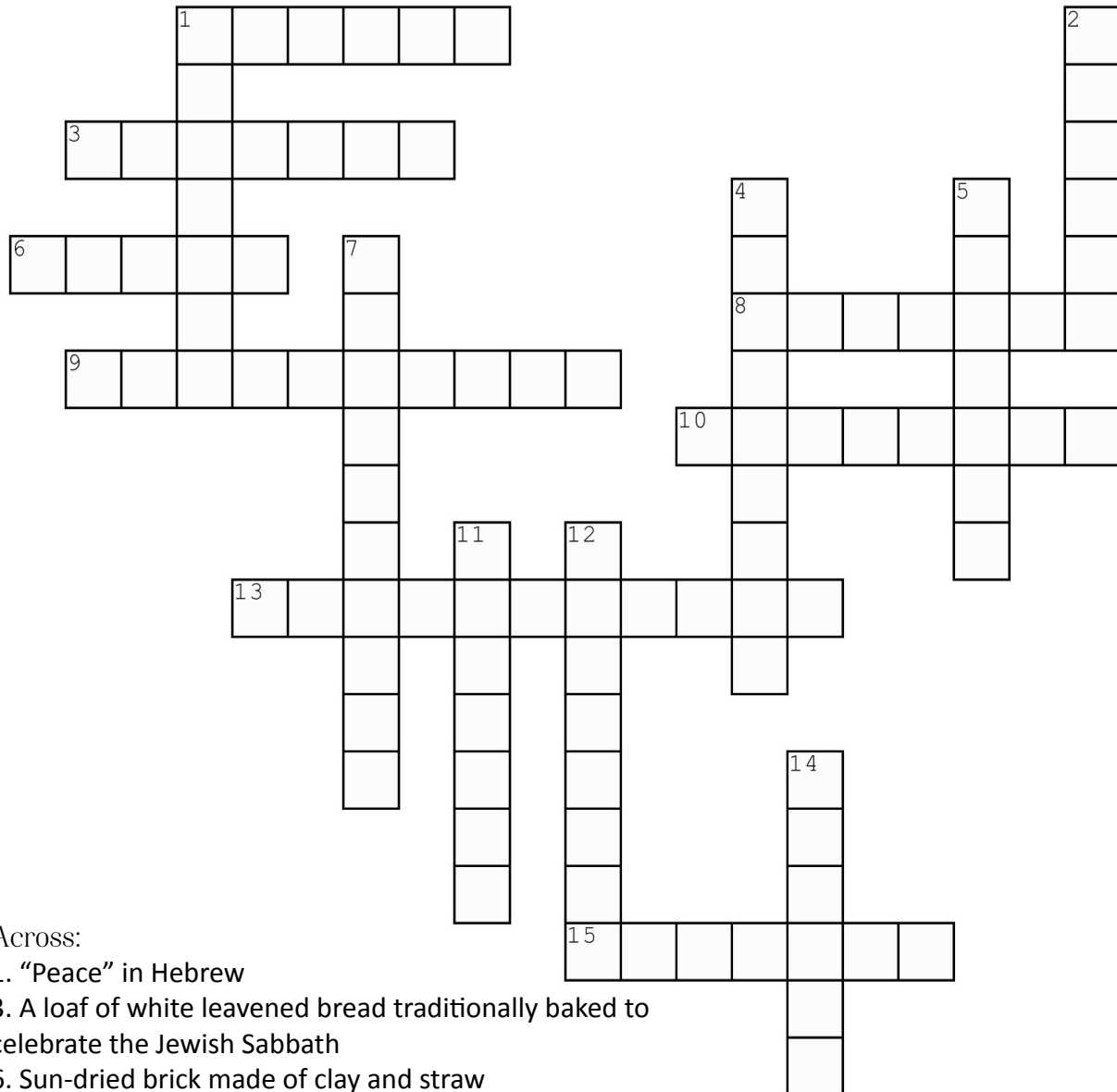
Turns out the wide-open spaces were just the right size for Papa, Mama, and me.

Observe the final illustration. Consider the following statements.

- Discuss how the act of sharing a simple meal with others created a joyful experience for all.
- Describe ways that the guests were both similar and different from the family members the boy and his parents missed so badly.
- The word 'hospitality' means to extend friendship and generosity to guests, visitors, or strangers. The word 'community' is defined as a friendly association between people who share common interests. Determine how, in this story, hospitality created a sense of community.



THE SUNDOWN KID Vocabulary Crossword Puzzle



Across:

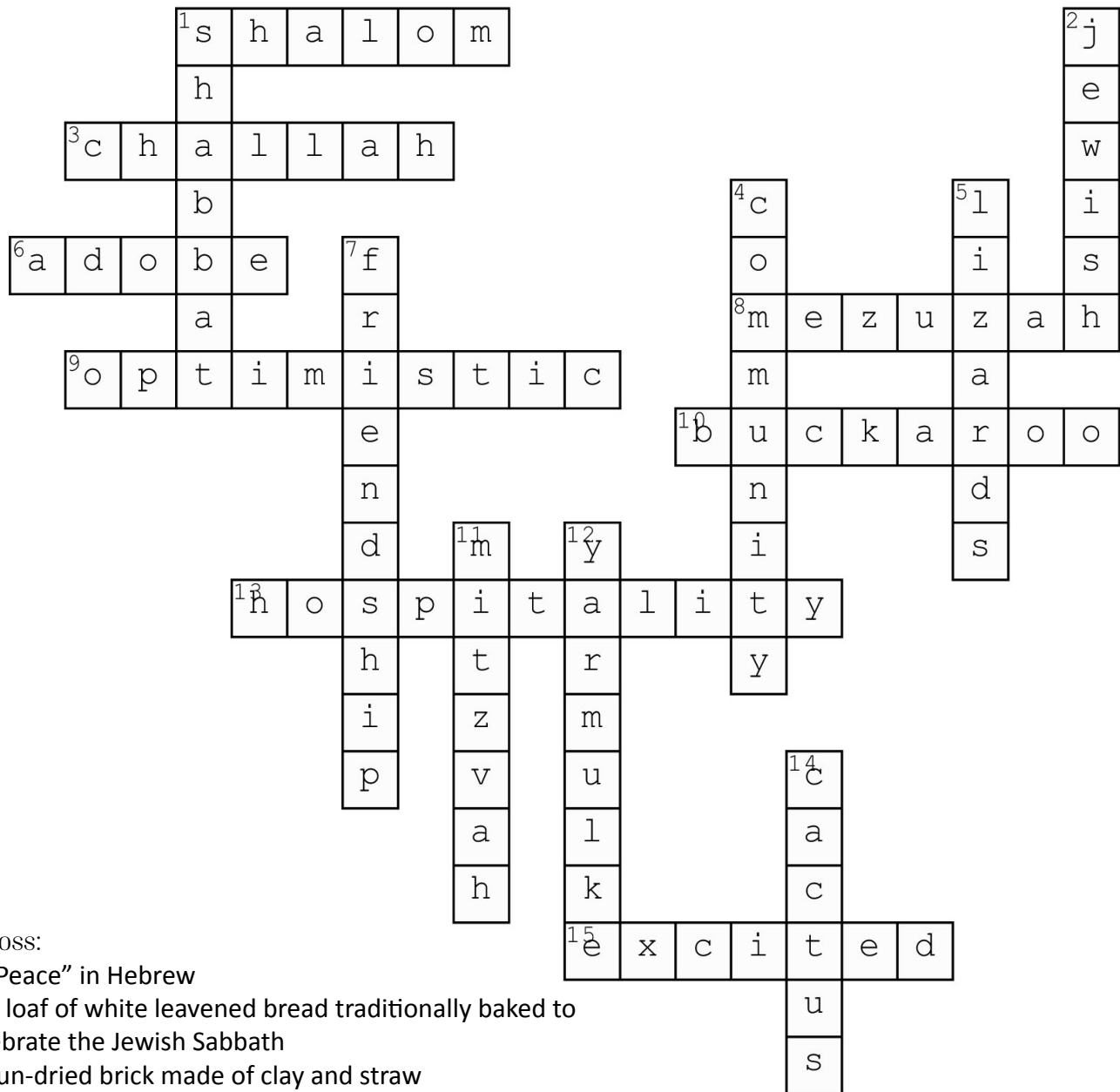
1. "Peace" in Hebrew
3. A loaf of white leavened bread traditionally baked to celebrate the Jewish Sabbath
6. Sun-dried brick made of clay and straw
8. A parchment inscribed with religious texts attached to the doorpost of a Jewish house as a sign of faith.
9. Hopeful and confident about the future
10. A cowboy
13. A friendly and generous reception
15. Very enthusiastic and eager

Down:

1. The Jewish Sabbath
2. A person whose religion is Judaism
- 4 . A friendly association between people who share common interests
5. A reptile that typically has rough, scaly, or spiny skin.
7. A relationship between friends
11. A good deed
12. A skullcap worn in public by Orthodox Jewish men
- 14 . A succulent plant covered in thorns and has brilliantly colored flowers



THE SUNDOWN KID Vocabulary Crossword Puzzle Answers



Across:

1. "Peace" in Hebrew
3. A loaf of white leavened bread traditionally baked to celebrate the Jewish Sabbath
6. Sun-dried brick made of clay and straw
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Down:

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A Historical Timeline - The Jewish Immigration to the Southwestern States

Objective: To integrate visual and historical references identifying key concepts in history.

Materials:

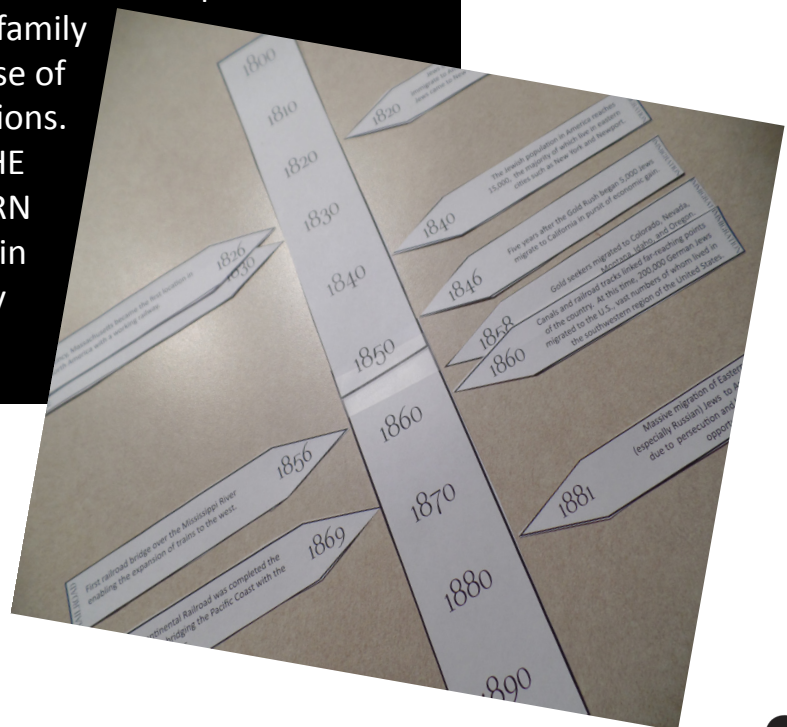
- Timeline Strips (Guide, pg. 9)
- Timeline Tabs (Guide, pgs. 10-11)
- Scissors
- Tape
- Writing Materials

Procedure:

- Use scissors to trim around the borders of the Timeline Strips and Timeline Tabs.
- To construct Timeline Strip, follow the instructions printed on the tabs located at the upper and lower portion of each Strip.
- Place each Timeline Tab beside the corresponding year printed in the Timeline Strip.
- Analyze the historical connection between the Railroad Tabs and Immigration Tabs. Consider how each moment in history contributed to one another.

Write a short informative essay discussing your analysis of the Jewish Immigration to the Southwestern States Historical Timeline. Consider how the development of the Transcontinental Railroad served to inspire Jews to migrate to the the land of lizards, cactus, and sandstone. Explore how the preservation of religious traditions served to keep family bonds strong while creating a sense of community throughout the transitions.

Determine when the story of **THE SUNDOWN KID: A SOUTHWESTERN SHABBAT** might have taken place in history. Justify your prediction by referencing illustrations and text.



A Historical Timeline - The Timeline Strip

1800

1810

1820

1830

1840

1850

tape under 1850 on
preceeding Timeline Strip

1860

1870

1880

1890

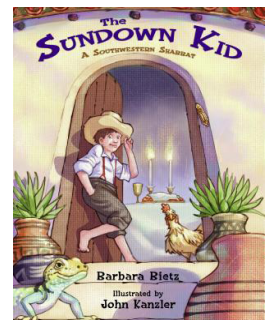
1900

tape under 1900 on
preceeding Timeline Strip

1910

1920

1930



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A Historical Timeline - Timeline Tabs

RAILROAD Quincy, Massachusetts became the first location in North America with a working railway. 1826

RAILROAD Americans built the first steam engine. 1830

RAILROAD First railroad bridge over the Mississippi River enabling the expansion of trains to the west. 1856

RAILROAD The Transcontinental Railroad was completed the North America, bridging the Pacific Coast with the Central United States. 1869

1820 Jews originating from German lands begin to immigrate to America in substantial numbers. Many Jews came to New York. They were known for their close community and supporting organizations. IMMIGRATION

1840 The Jewish population in America reaches 15,000, the majority of which live in eastern cities such as New York and Newport. IMMIGRATION

1881 Massive migration of Eastern European (especially Russian) Jews to America begins due to persecution and lack of economic opportunity in home lands. IMMIGRATION



1860

Canals and railroad tracks linked far-reaching points of the country. At this time, 200,000 German Jews migrated to the U.S., vast numbers of whom lived in the southwestern region of the United States.

IMMIGRATION

1846

Five years after the Gold Rush began 5,000 Jews migrate to California in pursuit of economic gain.

IMMIGRATION

1858

Gold seekers migrated to Colorado, Nevada, Montana, Idaho, and Oregon.

IMMIGRATION

1910

The Yiddish culture flourishes in American Jewish immigrant neighborhoods.

IMMIGRATION

1924

Over 2 million Jews from Russia, Austria-Hungary, and Romania have immigrated to the United States.

IMMIGRATION



Perspective Taking - Point-of-View Writing

The smell of soup wrapped around me like a big hug.

Objective: Using illustration and text as references, write a narrative from one character's point-of-view interpreting a secondary character's emotional trajectory.

Materials:

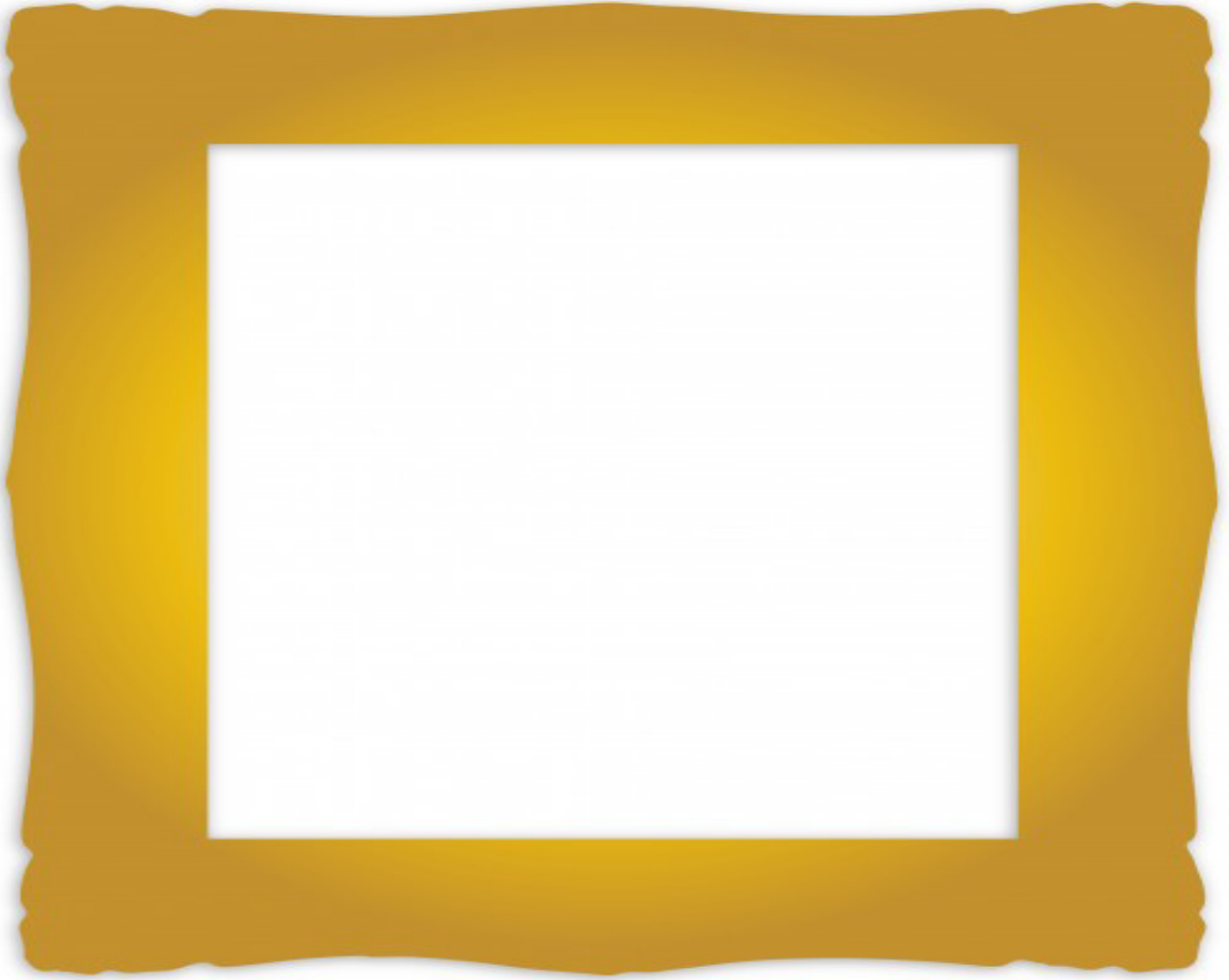
- THE SUNDOWN KID: A SOUTHWESTERN SHABBAT
- Writing Paper with Frame (Guide, pg. 13)
- Pencil
- Markers

Procedure:

- Reread the story. Discuss the boy's relationship with his mother. Identify phrases or illustrations that support your claim.
 - ~ Describe how Mama felt about moving to the Southwest. Were her feelings justified? How so?
 - ~ Consider the connection between the smell of the soup and his mother's embrace.
 - ~ Explain the bond between tradition and family affection.
 - ~ Determine why the boy decided to invite neighbors to share Mama's soup.
 - ~ Tell how the boy's actions reflected the spirit of Shabbat.
- Consider the illustrator's use of framed pictures. Explain why he used gray tones in these drawings. Determine the importance of these illustrations to the story.

Using the Writing Paper with Frame and a pencil, **write** a short narrative from the boy's point-of-view, describing his concern for his mother's well-being. Explain the motivation behind the act of inviting neighbors to join his family for Shabbat. Using the frame as a guide, illustrate your work in a similar manner as the framed pictures depicted in the story.







Southwestern Sandstone in a Bottle

Turns out the wide-open spaces were just the right size for Mama, Papa, and me.

Objective: To create a visual display recounting the thoughts, feelings, and ideas experienced throughout the story.

Materials:

- Funnel
- Small scoop
- Small water bottle
- Pie tin
- Various colors of art sand
- THE SUNDOWN KID: A SOUTHWESTERN SHABBAT



Procedure:

- Turn to the final illustration in the book. The landform featured in the backdrop is called a 'butte'. Notice the different shades of colors on the butte. Those changing colors represent layers of sandstone and sediment rock.
- Place the water bottle in the center of the pie tin. (This will help keep counter surface clean should art sand overflow while being poured into the funnel.)
- Place funnel in top of water bottle.
- Scoop a bit of art sand from its container.
- Pour art sand into funnel.
- Repeat process with various colors, creating a layered, sediment-like effect on the sides of the water bottle.
- Note that tilting the funnel while pouring sand allows for an interesting layer technique.
- Fill the bottle with varied layers of art sand.
- Secure bottle filled with art sand.



Write a short explanatory essay comparing and contrasting the scenes depicted in the first and final illustrations of the book. Explore reasons why the phrase 'wide open spaces' is important to the story.



Common Core State Standards Alignment

English Language Arts Standards - Reading: Literature		Discussion Questions	Crossword	Timeline	POV	Sandstone in a Bottle
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●			●	
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●			●	
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	●	●			
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●				
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	●			●	
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●			●	
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●			●	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●			●	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●			●	
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	●			●	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	●			●	
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●			●	
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●			●	
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	●			●	
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	●			●	
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	●			●	
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	●	●	●	●	●



English Language Arts Standards - Writing

		Discussion Questions	Crossword	Timeline	POV	Sandstone in a Bottle
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			●		●
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				●	
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			●	●	●
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			●		●
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				●	
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			●	●	●
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			●		●
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated 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.				●	
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			●	●	●
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●		●
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				●	
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			●	●	●

English Language Arts Standards - Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●				
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●			●	
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●			●	
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail				●	
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●			●	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●			●	
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				●	
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●			●	
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	●			●	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●			●	