

PEACHTREE POINTERS

SUGGESTIONS FOR TEACHERS AND LIBRARIANS

Peachtree Publishers

1700 Chattahoochee Avenue

Atlanta, GA 30318-2112

Dad, Jackie, and Me

Written by Myron Uhlberg

Illustrated by Colin Bootman

ISBN: 1-978-56145-329-0/\$16.95 Hardcover

9-1/2 x 11 inches/32 pages

Children's/Ages 4-8/Color throughout

ABOUT THE BOOK

Set in the summer of 1947 in New York City, this story of a young boy and his hearing-impaired father shows how their love of baseball—and their admiration for the newest player for the Brooklyn Dodgers, Jackie Robinson—brings them closer together. As their shared interest in the great American pastime helps to deepen the relationship between father and son, it also deepens their understanding and acceptance of the differences between people.

The young boy, once embarrassed by his deaf father, learns to appreciate and accept him for who he is and what he can do, just as the nation learns to embrace the skills and differences of an inspiring baseball player, Jackie Robinson.

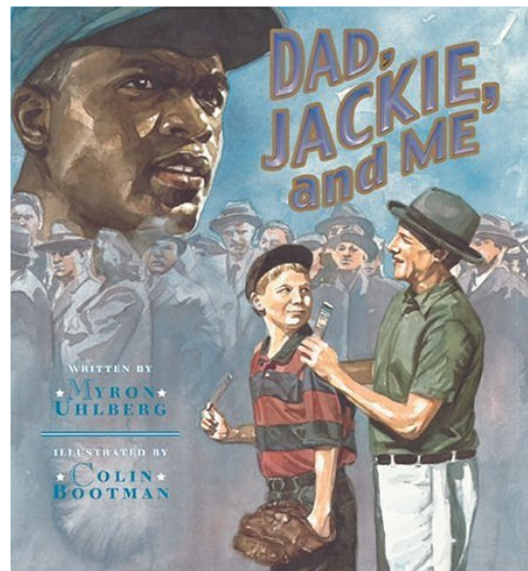
Although much of this story is fictional, the author, Myron Uhlberg, crafted it from his own childhood experiences with his hearing-impaired father and the excitement they shared when Jackie Robinson broke the major league baseball color barrier during his first season with the Brooklyn Dodgers.

THEMES

- Accepting differences
- Discrimination/prejudice
- Family traditions
- Overcoming obstacles

AWARDS

- 2006 ALA Schneider Family Book Award
- 2007 IBBY Outstanding Books for Young People with Disabilities
- 2006 NCSS/CBC Notable Social Studies Trade Books for Children
- 2005 Gustavus Myers Award, Gustavus Myers Center for the Study of Bigotry and Human Rights, Honorable mention
- 2006 Storytelling World Award
- 2006 IRA Teachers' Choice
- 2006 NCTE Notable Children's Book in the Language Arts
- 2006 Comstock Award (MN)
- 2007-2008 CRA/CLA/CATE/CSLA California Young Reader Medal



Accelerated Reader & Reading Counts Tests:
Reading Counts Test #: Q38373
Reading Counts Level: 4
AR Quiz#: 103077
AR Reading Level: 3.8

- 2007-2008 Arkansas Diamond Primary Book Awards Reading List
- 2007-2008 Land of Enchantment Book Awards Master List (NM)
- Special Recognition, 2006 Paterson Prize for Books for Young People

Nominee

- 2005 SCBA Book Awards (CA)
- 2006-2007 Land of Enchantment Book Award
- 2006-2007 Bill Martin Jr Picture Book Award (KS)
- 2006-2007 Florida Reading Association's Children's Book Award
- 2006-2007 Living the Dream Children's Book Award
- 2007 North Carolina Children's Book Award
- 2007-2008 Show Me Readers Award Program (MO)
- 2007-2008 Children's Crown Awards
- 2007-2008 Black-Eyed Susan Award
- 2007-2008 KC3 Reading Award
- 2008 Charlotte Award (intermediate list) (NY)
- 2008-2009 Young Hoosier Book Award (Picture Book category) (IN)

PRAISE FOR THE BOOK

"Bootman's lovely watercolor paintings add detail and wistful nostalgia... [readers] will appreciate the story's insightful treatment of deafness as viewed through the eyes of a child."

—School Library Journal

"genuinely affecting...Bootman's realistic, wonderfully expressive watercolor paintings capture the fashions and flavor of 1940's New York in muted browns and greens. The endpapers, an actual scrapbook of old newspaper articles about Robinson, provide a satisfying context for this ultimately upbeat, multi-dimensional story."

—Kirkus Reviews

"It takes the young Uhlberg, narrator of the story, a while to overcome his embarrassment at his father's attempts to cheer for Robinson...but eventually Dad's devotion wins the day in a moving finale."

—Booklist

BEFORE YOU READ

1. Make copies of one or more of the Anticipation Guides related to the themes in the book (pages 8–10 of *Peachtree Pointers*) and distribute them to your students. Ask them to agree or disagree with the statements in the “Before Reading” section of the guide. For example, their answers on Anticipation Guide II will reflect their current feelings on racial discrimination or discrimination against the hearing impaired. You could also create an anticipation guide to assess the students’ prior knowledge regarding life in the 1940s. Allowing the students to record their thoughts or feelings or knowledge before they read provides a basis for comparing the changes in those feelings and that knowledge after they have finished reading the book. You may wish to read the anticipation guide to younger students, but older students will be able to read and record their thinking on their own.

2. **Picture Prediction:** After the students have acknowledged their personal beliefs and ideas related to themes in the text, you can prompt them to predict what may happen in the text based on only the illustrations. An example of the Picture Prediction chart follows the teacher’s guide. The illustrations in the book *Dad, Jackie, and Me* match the text beautifully and will provide younger or older students with authentic opportunities to make meaningful predictions before they read. This activity allows students to predict possible events in the story and start piecing together important details that they may discover and build on as they read. You may either make multiple copies of the pages you want the students base their predictions on or you can allow students to choose which illustrations to investigate. Just as important in making predictions and building schema for a text before you read is recording those predictions. As students record their predictions, either with pictures, words, or sentences, they are concretely identifying their “before reading thinking” and will be able to refer back to their thinking during their reading and when they are finished with their text.

3. **Vocabulary investigation/schema identification:** Before reading the text, it is also essential to tap into the students’ prior

knowledge of the word “discrimination,” one of the themes woven throughout the book. Discrimination is illustrated through Jackie Robinson’s struggle to play baseball in a previously all-white league and through the attitude of the son and other hearing people toward the hearing-impaired father. Students should be encouraged to share their ideas and feelings about discrimination and prejudice—either from personal experience or from observation. Writing about or discussing their prior knowledge and experiences with discrimination and prejudice will help to organize their thinking in a way that makes sense to them. Ask your students to use a web or a flow chart to demonstrate their ideas about discrimination.

AS YOU READ

1. **Picture Predictions:** From time to time, refer to the picture predictions that students made before they started reading. Help them to validate their predictions with the text as they read or allow them to change and adjust their predictions using clues they find within the text. This process can be done as a whole class or individually, depending on the students’ age, experience with making predictions, and schema of the text.

2. **Connections and Reflections (connection part):** One of the most important comprehension strategies and processes that readers use to understand what they read is making connections. Both young and old students are able to generate text to self, text to text and text to world connections before, during, and after they read. Young readers often create connections as they read without knowing what that type of response to a text is called and how to organize their connections in a way to help them better remember, understand, and continue to connect what they read. If you are using the book as a read-aloud, use the connections and reflections in a whole class setting; if students are reading the book individually, they can generate and record their connections as they read. An example of the Connections and Reflections handout is on page 13 of *Peachtree Pointers*. Copy this as a large chart if teaching the whole class. Have students look for connections as they read, then

record them on the sheet and identify whether they are text to self, text to text, or text to world connections. Students may draw, write words, or compose sentences, depending on their ability level to share their connections. When they are finished reading the text, the students can continue to respond by reflecting on all the connections they have recorded and following up with other connections or questions.

AFTER YOU READ

- 1. Anticipation Guide:** Have students reread their responses on the anticipation guide that they completed prior to reading the book. Ask them to reflect on their previous thinking and answer the questions on the “after reading” section. As they do this, help them see how their schema has grown and how their attitudes and opinions may have changed. Have the students compare their thinking before and after reading the book and allow them to draw conclusions as to why their attitudes may have changed. Use the statements and students’ opinions on the anticipation guide to continue discussion about the issues they have identified from the text and connections they have made to the issues.
- 2. Picture Predictions:** Have students reflect on the picture predictions they made about the text before they read and while they were reading. Have them respond either orally or through writing about their predictions. Were their predictions correct? Did the illustrations lead them to think one way but the text gave them different ideas? What changed in their predictions while they were reading? What do they think will happen to the characters now that the book is finished? Ask them to make predictions about the themes in the book such as discrimination. Will it continue to trouble Jackie Robinson in baseball? After students share their thoughts, ask them to write a sequel to the story, expanding on their predictions.
- 3. Another Point of View:** The story was told from the boy’s perspective, but after reading the story and learning about the two other integral characters that created the impact of the story, ask the students to choose another character—the boy’s dad, the boy’s mother or a

friend, or Jackie Robinson—and retell the story from that point of view. Before starting this activity, make sure students have comprehended the storyline, plot, themes, and character relationships woven into the text. Writing from another point of view is challenging; students will need to refer to the original text for details and descriptions when taking on this task. This activity helps students understand the meaning and themes in the text and become more closely connected with the original text and the characters. Younger children can do this activity as a group.

4. Connections and Reflections

(reflection part): Students have completed their connections and reflections chart by recording their text to self, text to text and text to world connections. Now ask them to revisit the connections they have written on their chart. Younger students can do this as a whole class or in small groups; older students should be able to complete this independently. As the students reread the connections that they have made, encourage them to reflect on their connection in relation to the text. For example, while they were reading they may have made this text-to-self connection: “Like the boy in the book, I have been to a baseball game with my dad.” Using this connection as an anchor to the text, ask the student to reflect upon that connection and relate it to the text. The student might reflect by writing, “I wonder what their favorite thing to do at the baseball game is? My dad and I like to get hot dogs with mustard.” Or they might say, “My dad and I go see the Reds play every home game together.” Encourage students to expand on their connections, think of questions about them, and use them to gain a deeper understanding of the story.

INTERDISCIPLINARY CONNECTIONS

Language Arts

1. Create a diary or journal from 1947. Use context clues to help support the authenticity of the journal and diary writing.

2. Write and draw a book about sign language. Use photographs of students in the class demonstrating sign language and then have them write about how to make the sign, what it means, and how you might use it in a sentence.
3. Research other African-American baseball players who, like Jackie Robinson, had to overcome prejudice in order to play a game they loved. Continue by investigating Asian-American baseball players, Hispanic baseball players and players with physical disabilities. Compare their stories of success to that of Jackie Robinson's.

Science

1. Investigate pitch speeds while exploring velocity, gravity and distance.
2. Explore the relationship between the speed of the pitch, the speed of the batter's swing, and the distance the ball will travel when hit.
3. Identify the locations on a bat that will produce hits towards left field, right field, center field, or foul tips.
4. Research the laws of gravity by throwing and catching baseballs at various heights and speeds.

Social Studies

1. Evaluate the lifestyle differences between 1947 and today. Compare transportation, school, media, jobs, and leisure activities of children and adults. Chart differences and similarities.
2. Research the location of Brooklyn (the original home of the Dodgers) and explore other aspects of the city of Brooklyn. Compare and contrast the characteristics of Brooklyn to the city in which the students live.
3. Locate other baseball parks around the country and map out locations. Identify which stadiums are closest to and farthest away from where the students live.
4. Identify the differences between the rules of baseball in various countries around the world. Research the changes in the regulations and rules of baseball in the United States since 1947.

Math

1. Write and solve baseball related math problems. Incorporate money, time, measurement, addition, subtraction, multiplication, and division. Allow the students to be part of the writing and thinking process of creating the problems and then solving them.
2. Investigate the geometry of baseball and baseball fields. Compare the shapes found at home plate (pentagon), the bases (squares), the field (diamond), the ball (sphere).
3. Measure the distances between the bases and to home plate with standard and non-standard measurement. Compare the distances between baseball and softball diamonds.
4. Investigate how to measure around a baseball using diameter and circumference.

RELATED READING

1. LET THEM PLAY by Margot Theis Raven
2. THE SKIN I'M IN: A FIRST LOOK AT RACISM by Pat Thomas
3. I CAN'T ALWAYS HEAR YOU by Joy Zelonky
4. MANDY by Barbara D. Booth
5. SIGN LANGUAGE FOR KIDS: A FUN AND EASY GUIDE TO AMERICAN SIGN LANGUAGE_by Lora Heller
6. YOU CAN LEARN SIGN LANGUAGE! by Jackie Kramer
7. TEAMMATES by Peter Golenbock
8. JACKIE ROBINSON by Paul Mercer

Notes:

About the Author



MYRON UHLBERG is the author of **FLYING OVER BROOKLYN**; **LEMUEL THE FOOL**; **THE PRINTER**; and **DAD, JACKIE, AND ME**. The first-born son of deaf parents, he was taught a love of reading, a passion he has carried with him throughout his life. To

Uhlberg, writing is a way to relive his childhood, “transmuting childhood events into magical imaginary experiences.” He hopes to help children discover “the magic of words” as his parents did years ago. Uhlberg lives in Santa Monica, California.

About the Illustrator



COLIN BOOTMAN has illustrated numerous books, several of which have been named Bank Street Best Children's Books of the Year. *ALMOST TO FREEDOM* was a Coretta Scott King Illustrator Honor

Book and **DAD, JACKIE, AND ME** received the 2006 Schnieder Family Book Award given to books that embody an artistic expression of the disability experience. His illustrations have appeared in dozens of children's books, and many of his fine art illustrations have been exhibited in art shows or are now part of private collections. He was born in Trinidad and spent the first seven years of his life there. Bootman currently lives in Brooklyn, New York. Visit his website at <http://www.colinbootman.net/>.

Peachtree Pointers for DAD, JACKIE, AND ME was prepared by
Tara Klute and Kenya Kilpatrick

We have authors and illustrators who visit schools and libraries! For information regarding author appearances, please contact our Marketing Department at 404.876.8761 x111 or hello@peachtree-online.com.

Peachtree Pointers order no. ISBN: 1-978-56145-329-0-TG.
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Updated 1.15.08

Name _____

Anticipation Guide I

Family Traditions

Before Reading...

Write Agree or Disagree

I think that family traditions are important	
Family traditions help families become closer	
Family traditions are passed down through the years	
Family traditions are things that only happen once a year	

After Reading...

Write Agree or Disagree

I think that family traditions are important	
Family traditions help families become closer	
Family traditions are passed down through the years	
Family traditions can only happen once a year	

My thinking stayed the same by...

My thinking changed by...

Name _____

Anticipation Guide II

Lesson Dealing with Discrimination

Before Reading...

Write Agree or Disagree

When people are different from me it's okay to treat them differently	
People who are different from me don't have the same feelings as me	
People who are different from me scare me	
I don't like to talk or be friends with people who are different from me	

After Reading...

Write Agree or Disagree

When people are different from me it's okay to treat them differently	
People who are different from me don't have the same feelings as me	
People who are different from me scare me	
I don't like to talk or be friends with people who are different from me	

My thinking stayed the same by...

My thinking changed by...

Name _____

Anticipation Guide III

Overcoming Obstacles

Before Reading...

Write Agree or Disagree

I think that you should try your best with everything that you do	
If something is too hard to do, then you can just quit	
In order to do better at something you have to keep trying	
I don't think people should try new things because they don't know how to do them	

After Reading...

Write Agree or Disagree

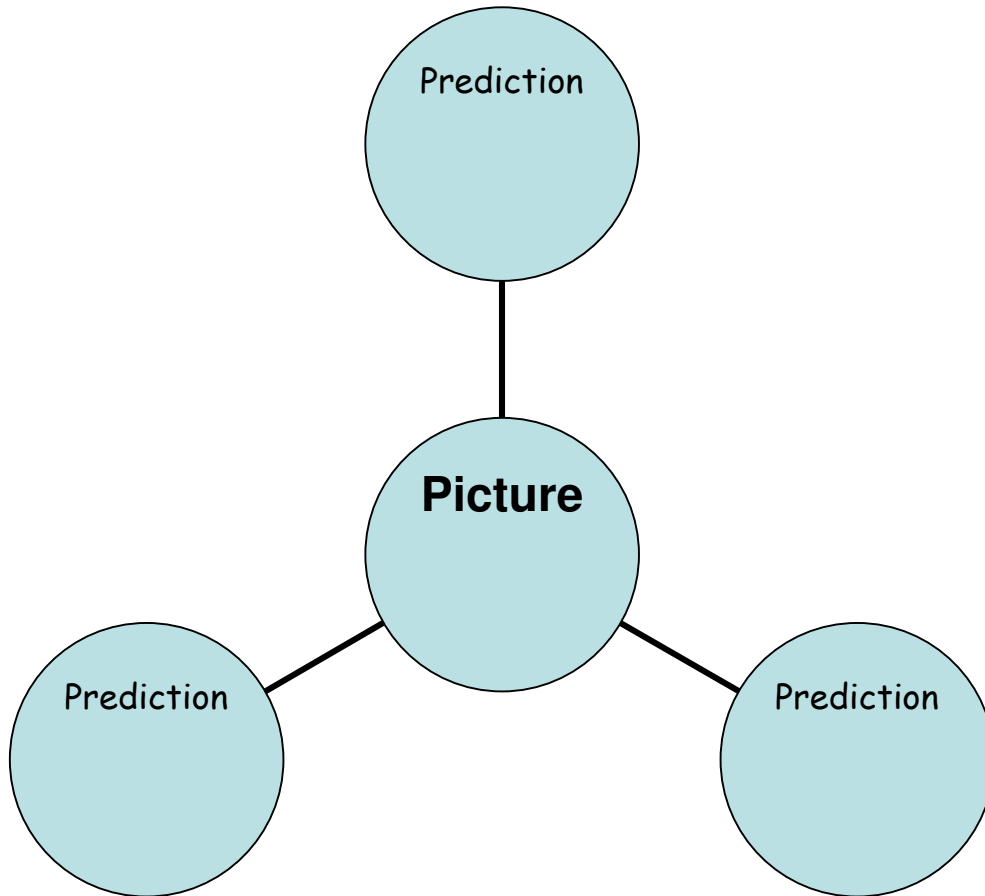
I think that you should try your best with everything that you do	
If something is too hard to do, then you can just quit	
In order to do better at something you have to keep trying	
I don't think people should try new things because they don't know how to do them	

My thinking stayed the same by...

My thinking changed by...

Name _____

Picture Predictions



Name _____

What is ***DISCRIMINATION?***

Before reading we think it means:

After reading now we know it means:

