



Literature Guide

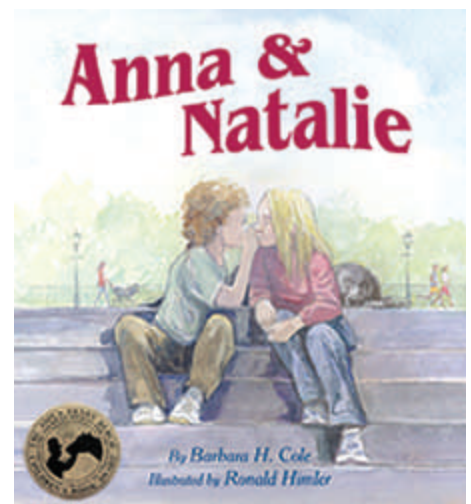
Anna & Natalie

By Barbara H. Cole

Winner, 2007 ASPCA® Henry Bergh Children's Book Award

Every year a group of students from Mrs. Randall's class gets to lay a wreath on the Tomb of the Unknown Soldier. This year, the lucky students will be those who write the best letter pleading their case. Anna and Natalie are determined to win, and they submit a convincing letter inspired by the role Natalie's great-great-grandfather played in World War II.

This story, with a surprising twist at the ending will teach young children the power of believing in your own talents despite disabilities and that we should recognize the unsung heroes in our everyday lives.



Anna & Natalie by Barbara H. Cole (Star Bright Books, 2007)

ISBN-13: 978-1-59572-105-1

Theme: Service Animals, Military Dogs, People with Disabilities

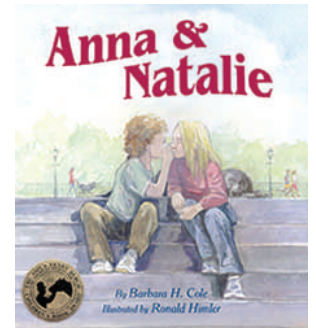
Suggested Ages: 2nd Grade to 3rd Grade

Before Reading

- Ask: What and who do you think this story is about? What clues on the front and back cover tell you the theme of the story?
- Show: Look at the front and back covers of this book, and read the title.
- Connect: The story we will read tells about the Tomb of the Unknown Soldier. Do you know what this is? What can you infer from the name? Look online or in an encyclopedia to find out more about this monument.

Anna & Natalie

by Barbara H. Cole



During Reading

- Ask: Why is Anna so excited about being the wreath presenter at the ceremony?
- Show: Look at the pictures of Anna in her school classroom. What can you tell about what the class is studying?
- Connect: If you had the opportunity to represent your class during an important event, for what reasons do you think you would be the best person?

After Reading

- Ask: Who did you think Natalie was before you read the end of the story? Did the author fool you?
- Show: Look at the pictures of Anna and Natalie at the wreath-laying ceremony.
- Connect: Do you know why Natalie is a special dog? Make sure you notice Natalie's special harness. Does this look like a regular dog's collar?

Natalie is a guide dog. She helps Anna get around because Anna is blind. Natalie helps Anna cross the street, walk around furniture and other obstacles, and she could help Anna in the case of a fire or other emergency. A guide dog is also a great friend.

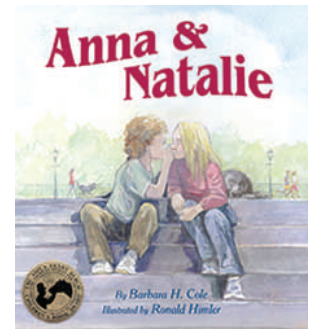
Natalie's great-great-grandfather was a special dog, too. Read the last page of the book to find out why.

Activities

1. To find out more about how dogs were used during war time, go to www.uswardogs.org. You can also donate to the U.S. War Dogs Memorial. If you were going to create a memorial for your dog, what would you include and how would you describe your dog. Draw a picture or write a paragraph to explain.
2. Dogs are still in service in the military today. Go to www.defenselink.mil/home/features/2006/Working-Dogs to find out how working dogs are used by troops today.
3. War dogs are heroes in the same way that human soldiers are. They risk their lives and they do dangerous work to keep soldiers and regular people safe. Write a poem about war dogs. You can pick a specific dog/story from the Web site mentioned above or make up a war dog in your imagination. You can write a free verse poem or choose to write a haiku, sonnet, limerick, diamante, or cinquain.
4. Guide dogs are working animals. This means that when they are out helping their owners, they are at their job. That's why it's important to learn the following rules:
 - If you meet a guide dog team, ask first if you can pet the guide dog.
 - Do not pet a guide dog without permission from the handler first!
 - If the guide dog handler says "No", respect his or her wishes.

Anna & Natalie

by Barbara H. Cole



If the dog is “off duty,” usually its owner will let you pet it with permission. But always ask first! Then approach the dog the same way you would any strange dog. Extend your hand gently with your fingers curled in, let the dog sniff your hand and tell you if he wants to be petted or not..

5. Important people or events are often celebrated on U.S. stamps. After you have learned a little about war dogs and guide dogs, create a stamp to remember either one. Don't forget to include the price of the stamp.
6. Look for a guide dog organization in your area. Find ways to volunteer or donate. For example, these organizations often have families raise a guide dog while she is a puppy and train her to do basic tasks in preparation for being assigned to a person in need. A few national organizations are Guide Dogs of America (www.guidedogsofamerica.org), The Seeing Eye (www.seeingeye.org), Guide Dogs for the Blind (www.guidedogs.com), and Guiding Eyes for the Blind (www.guidingeyes.com).
7. Write a letter to explain why you would be the most qualified to be a wreath-laying team at the Tomb of the Unknown Soldier.

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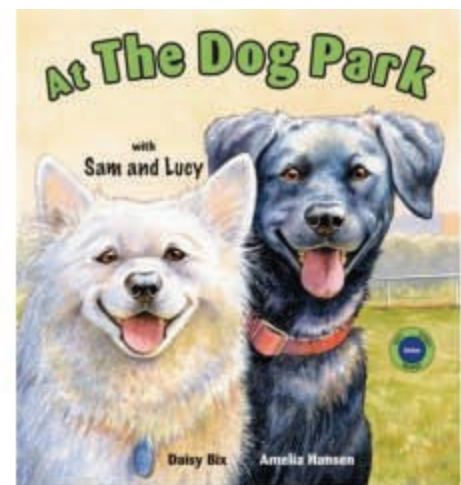


Literature Guide

At the Dog Park with Sam and Lucy

By Daisy Bix

Sam and Lucy can't wait to get to the dog park to play and socialize with their dog friends. The dogs chase each other, sniff, play catch and tug of war, and run through the pond. Though short on words, this story is not short on charm. Narrated by the thoughts of the dogs, this book conveys the joy of a trip to the dog park. Dogs, just like people, need time to let loose, have fun, and play with others like themselves. The fresh air, the exercise, and the time with other dogs keeps them healthy and happy. Is there a place where your dog can run free? If not, this book is a superb inspiration for making a dog park a reality in your community.



At the Dog Park with Sam and Lucy by Daisy Bix (The Gryphon Press, 2006)

ISBN-10: 0-940719-00-2 ISBN-13: 978-0940719-002

Theme: Pet Care

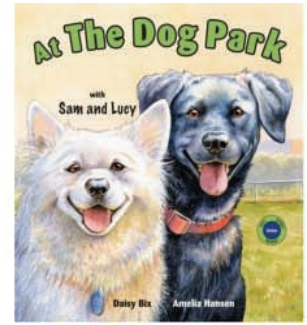
Suggested Ages: Preschool to 2nd Grade

Before Reading

- Ask:** Do you have a dog? Does your dog like to run, play fetch or tug, and just frolic around? Where do you take your dog when it wants to have fun?
- Show:** Look at the front and back covers of this book, and read the title.
- Connect:** The story we will read is about a dog park. Can you tell by looking at the cover what a dog park is? You probably know what the word *dog* means, and you probably know what the word *park* means. Now put them together.

At the Dog Park with Sam and Lucy

by Daisy Bix



During Reading

- Ask: How do you think the dogs at the park feel? Read the words on each page. Point to the picture of the dog that you think is saying each group of words.
- Show: Look at all the different dogs on the pages. How can you tell how they are feeling? [Hint: Look at their, eyes, tails, mouths, and ears.]
- Connect: How do you feel when you get to play on the playground or with a favorite toy? Are you happy, excited, silly, or frisky? This is the way that the dogs in this book feel.

After Reading

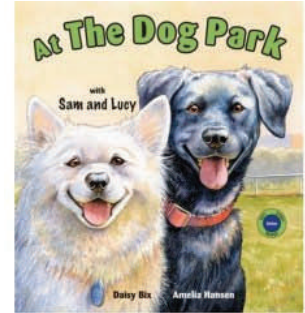
- Ask: Why do you think it is important for dogs to get to play in the park? What things in the story make you think this?
- Show: Look at the pictures of Sam and Lucy sleeping at the end of the story. What do you think they might dream about?
- Connect: Do you have a place you can take your dog to run freely and play. If you do, great! Keep it up. If not, read the information on the last page of the book for ways to get involved with creating a dog park.

Activities

1. To find a dog park near you, go to www.dogfriendly.com. This site lists off-leash dog parks in your area, as well as dog-friendly restaurants, hotels, parks, beaches, pet stores, and more.
2. Design your own dog park. You will need craft supplies and your imagination. First make a list of all the things you think a dog would like in a park. You might include a pond to swim in, lots of trees, and some grass. Don't forget a fence! Now create your park on paper. You could draw or glue down different shapes of colored paper to create your dog park. Be sure to label everything, just like you see in the book. When you are done, add lots of dogs having fun!
3. Write your own pet story. Think of a place your pet would enjoy going for a visit. Draw pictures that show your pet having a good time. Have an adult help you staple the pictures together to make a book. On each page, write what you think your pet might be thinking.
4. Choose one dog from the story that you especially like. Use the Internet or a dog breed book to find out the type of dog and what special needs the dog breed might have. Would this be a good dog for your family?
5. Dogs don't just enjoy dog parks, they can also enjoy parks for people as well, usually while on a leash and in the company of a responsible person to "pick-up." Most cities and states allow dogs in public parks as long as they follow a few rules. But, it takes money to keep our public parks looking ship-shape, and often state and local funds aren't enough. You can help out by raising money to donate to your local parks department. Here are some ideas to get you started:

At the Dog Park with Sam and Lucy

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- Host a dog run/walk. Charge an entry fee and donate the proceeds. (See www.kentcountyparksfoundation.org/news.html for an example)
 - Host a doggie Olympics, with events such as Frisbee catching, an obstacle course, a four-legged race, etc. Charge an entry fee and donate the proceeds. (See www.cvm.ncsu.edu/conted/dogolympics/index.htm for some ideas.)
 - Set up a table at a popular park during a busy time and sell “poop pick-up” bags, water for the dogs and humans, tennis balls, and dog biscuits for a small fee and donate the proceeds. You can use permanent markers on the bags and tennis balls to decorate the items. You can also make home made biscuits. See the recipe on the ASPCA.org web site at: http://www.asPCA.org/site/DocServer/act_crunch.pdf?docID=9996
 - [Be sure to get permission before starting any of these activities, especially if they take place in a public park.]
6. Keep your local dog and people parks clean and safe for everyone to use. Trash and animal waste that is left in parks can be dangerous for dogs and their owners. So, choose a park in your area that you’d like to clean up. Gather trash bags, thick rubber gloves (kitchen type), and old newspaper delivery bags or reused sandwich baggies. As a family, visit the park and pick up any trash you see. Be sure to wear your gloves and have an adult pick up any animal waste or sharp-looking objects. The newspaper bags and sandwich baggies work well for the animal waste.

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Literature Guide

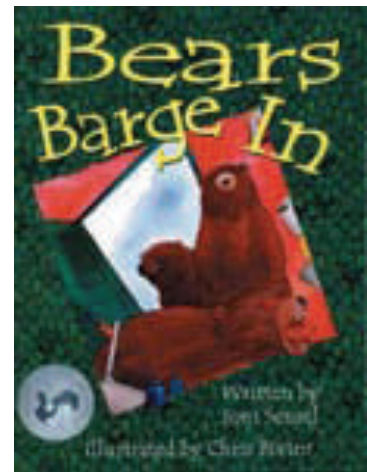
Bears Barge In

By Joni Sensel

Winner, 2001 ASPCA® Henry Bergh Children's Book Honor

“Ripped from the headlines,” this book addresses what has become a common occurrence, wildlife encroaching upon suburban neighborhoods. Or, is it the neighborhoods encroaching upon the wildlife? In a light-hearted and optimistic manner, this book addresses urban sprawl and people’s often reactionary attitudes about wildlife.

Zack enjoys his wild backyard, and the animals enjoy their forest, until Zack’s wilderness becomes a suburban neighborhood, and the space-deprived animals invade. There are bears in the bathtub and hornets in the hall. Zack’s neighbors close themselves off from the wild animals, but Zack stays, proving that humans and animals can peacefully coexist.



Bears Barge In by Joni Sensel (Dream Factory Books, 2000)

ISBN-10: 0-9701195-0-X

Theme: Wild Animals, Urban Sprawl, Animal Safety

Suggested Ages: Preschool to 3rd Grade

Before Reading

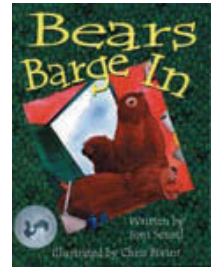
Ask: The title of this book is *Bears Barge In*. What does the word *barge* mean? Now that you know what *barge* means, what do you think the story is about?

Show: Look at the cover. What do you think is happening?

Connect: Have you ever had a wild animal “barge” into your house? It could have been a bear or something smaller like a raccoon, bees, or mice. What happened?

Bears Barge In

by Joni Sensel



During Reading

- Ask: In the beginning of the story, the animals and Zack live happily in their own homes. Then, all the animals barge in. What happens in the story that causes the animals to move in with the people?
- Show: Look at the pictures with animals. How many different animals are pictured or named in the story? Do you see any of these animals where you live?
- Connect: Zack's neighbors are scared of the animals that invade their neighborhood. Have you ever been scared of an animal? What animal was it and why were you scared?

After Reading

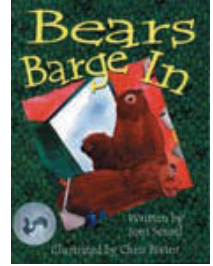
- Ask: Zack's neighbors lock up their neighborhood to keep the animals out. Think about this and look at the picture on page 23. How does this make the people like animals or the animals like people?
- Show: Look at the pictures on pages 28–29. Would you rather be the people behind the bars or the people playing in the trees?
- Connect: Do you live in a wildlife-friendly neighborhood? Why is or isn't it wildlife-friendly? If you don't, make sure you get out into nature once in a while. As Zack proves, it's good for you!

Activities

- Go to <http://www.jonisensel.com/bearsbargein.html> for a free parent guide for this book. It includes information about wildlife you might see near your home and tips for staying safe around animals. You can also download coloring pages featuring art from the book.
- Make a reminder poster for your family that lists your rules for keeping you and the wildlife in your neighborhood safe. For example, you might list, "Remember to securely cover the garbage can." or "Thoroughly clean the grill when you are done cooking." Post your rules where the whole family can see them. If you live in an area especially prone to animal sightings, be sure any guests you have also know about your rules.
- Have you seen wild animals in your neighborhood? Keep a log of all the wild animals you see (birds, raccoons, opossum, etc.). It might help to keep a notepad with the names of animals next to your front or back door. Then you can make a tally mark every time you see an animal. At the end of the week, check your tallies to see which animals are your most frequent visitors.
- Create an animal tracks identification card for quick reference during family walks. Make a copy of the animal tracks page located in the parent guide for this book (<http://www.jonisensel.com/bearsbargein.html>) or find examples of animal tracks elsewhere. Create a pocket-sized card and laminate it. Keep this card in a backpack, along with a bird watching book, binoculars, a water bottle, a compass, an emergency cell phone, and a windbreaker, and go for hikes with your family. Look for animal tracks and other signs of wildlife, such as scat (animal waste), nests, and broken foliage.

Bears Barge In

by Joni Sensel



5. Take a stand against humans further encroaching on animal habitats. Send an email to your legislators asking them to block laws that are anti-wildlife, for example, those that allow mining or drilling in wildlife preserves. For some ideas, go to www.nwf.org and click on "Wildlife" then "Take Action." There is a list of current issues as well as a sample email to send.
6. Subscribe to *Your Big Backyard* magazine, and every month you'll be able to learn more about your backyard wildlife and wildlife from around the world. To subscribe, go to www.nwf.org/kidzone.

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Literature Guide

Before You Were Mine

By Maribeth Boelts

Winner, 2007 ASPCA® Henry Bergh Children's Book Award

In Before You Were Mine, a boy wonders and questions what his dog's life was like before he found his new forever home. Was the dog well taken care of, do his old owners miss him, did he get lost or was he given up?

This charmingly illustrated book gently teaches children how a pet should be cared for and shows the good that can be done by rescuing a pet.



Before You Were Mine by Maribeth Boelts (G. P. Putnam's Sons, 2007)

ISBN: 978-0-399-24526-8

Theme: Pet Rescue, Pet Ownership/Responsibilities

Suggested Ages: Preschool to 3rd Grade

Before Reading

Ask: What does a dog need to be happy and well taken care of?

Show: Look at the picture on the back of the book. Name the things that you see that the dog needs to stay healthy.

Connect: Do you make sure that your pet has everything he needs? Does your pet have: clean water, food, shelter, toys, and a way to exercise? You have a very special job. It's up to you to make sure your pet is taken care of. Talk about how you are important to your pet and how your pet relies on you.

Note to Parents: While taking care of a pet is a wonderful way for you to teach your child to be responsible, the ultimate responsibility lies with you. Pets should never be adopted into a family when the parents are not willing to take on the responsibility of care when the children fail to adequately provide it.

Before You Were Mine

by Maribeth Boelts



During Reading

- Ask:** In this story, the boy wonders what his dog's life was like before he came to live with the boy. The boy asks many questions. What can you tell about how the boy feels dogs should be taken care of by reading the questions?
- Show:** Find the pictures in the book where the dog looks happy or excited. Then find the pictures where the dog looks scared, worried, or sad.
- Connect:** If your pet could talk, what questions would you want to ask your pet?

After Reading

- Ask:** How did being adopted from the animal shelter affect the dog in this story?
- Show:** Look at the pictures of the dog in the shelter and after it is adopted.
- Connect:** Have you ever rescued a pet from a shelter? Some people get pets from shelters. These are usually animals that have been lost or given up by their owners. Sometimes they are the babies of stray or surrender animals. Another way to get a pet is to buy from a pet breeder who keep animals to reproduce and sell them. Talk about how each kind of adoption is different and how you would like to adopt if you are interested in getting a new or additional pet.
- Note to Parents:** You should avoid buying cats and dogs from pet stores as they come from mass breeding facilities that provide substandard care and use indiscriminant breeding practices.

Activities

- Volunteer as a family at a local rescue shelter. (Check with the shelter in advance to discover if they have a minimum age requirement for volunteers, or other restrictions.) Many shelters want volunteers to walk dogs during the day. These walks help the dogs get exercise and have a little fun. Volunteer to walk a dog once a week. You'll make a new friend, get exercise, and feel great about yourself.
- Write a story about your pet, or a pet you would like to adopt, in which you imagine what its life was like before it came to your home.
- Raise funds or collect supplies to take care of pets that are waiting for a forever home at the rescue shelter. **Note:** To find a local animal shelter near you, go to www.aspca.org/findashelter. Here are a few ideas:
 - The next time you have a birthday party instead of getting gifts for yourself ask the attendees to bring gifts to benefit a local shelter. You could make your birthday party a dog or cat theme and provide gift ideas on your invitation, such as pet dishes, leashes and collars, pet treats, and pet beds. Some shelters even host birthday parties at their facility!
 - Design and create pet-sized bandanas. Wearing a colorful bandana is a wonderful way for shelter animals to get noticed by potential adopters. You will need non-toxic washable fabric markers and solid color bandanas. Place the bandana on the table. Draw only on the side that faces up.

Before You Were Mine

by Maribeth Boelts



Your goal is to get the animals that wear these bandanas noticed—and thereby get adopted—so your bandanas should be colorful and fun. It’s a good idea to include some words or phrases on your bandanas. Some are listed below, or you can make up your own. *Some examples of phrases for your bandanas:* Adopt Me!; Shelter Dogs Are Cool! or Shelter Cats Are Cool!; I’ll Be Your Best Friend!; Help Me Find A Home! When finished decorating your bandana, let it lie flat for a minute to make sure that your design doesn’t smear.

- By collecting and donating pet food to your local shelter, you can help it offset the cost of caring for pets in their charge. Contact shelters in your local city or town, and find out which ones will benefit most from a donation of pet food. Once you have decided on a location for the event, such as a school, community center, or other location, decide on a date well in advance. The date could be in connection with an animal event, such as Adopt-A-Shelter-Cat Month (June) or Adopt-A-Shelter-Dog Month (October). Create posters asking people to donate pet food. Hang them up in schools, community groups, and clubs you may belong to. Please remember to ask permission before putting up a poster in any location. Make sure to include the following information in your publicity materials:

Date and location of the event.

Theme—If the day of the event is in connection with an animal event, such as “Be Kind to Animals Week,” (May) make sure to include that in the poster.

Brief description of the event and what shelters you’ll be donating the food to.

Types of pet food, such as dry or wet, canned or bag, cat or dog, specific brands requested by the shelter and how the food should be packaged.

Set up a table with chairs for those greeting donors as they arrive, and to display any information you would like to give away about pets or about the shelters to which you are donating the food. Set up boxes in an area to place donated food and treats. The boxes should be clearly marked. This will make it much easier when it is time to sort the food. Once you have collected the pet food, sort and package it neatly in small and medium boxes. This will make it easier to transport. Contact the shelter or shelters that are accepting the donations and confirm a date to deliver the items. Deliver the pet food to the shelter or shelters waiting for the donations.

[Some activity ideas courtesy of the ASPCA (www.aspca.org).]

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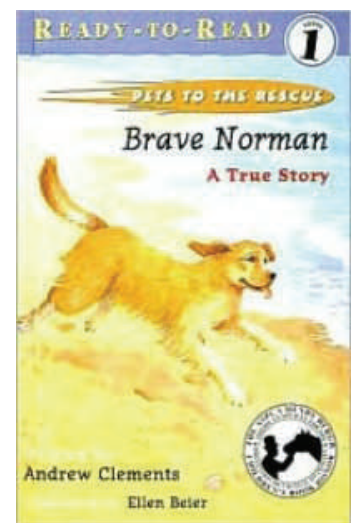
Literature Guide

Brave Norman: A True Story

By Andrew Clements

Winner, 2001 ASPCA® Henry Bergh Children's Book Honor

This book tells the true story of Norman, a disabled dog that is slowly going blind. Though Norman can no longer see, his loving family still values him. The other family dog, Lucy, helps Norman get around and stay safe. Norman loves to run with Lucy and his family on the beach. One day at the beach, a young girl is stranded in the water. Despite his disability, Norman swims out to the girl and rescues her. This story teaches children important lessons about the power of overcoming obstacles and of heroism. If Norman can overcome his obstacles, why can't we all?



Brave Norman by Andrew Clements (Aladdin Paperbacks, 2002)

ISBN: 0-689-82914-0

Theme: Disabilities, Animal Heroes

Suggested Ages: Kindergarten to Third Grade

Before Reading

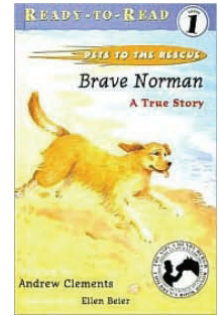
Ask: Do you know anyone who is blind? Or have you seen a blind person?

Show: Look at the picture of the vet examining Norman's eyes. When a person or an animal can't see anymore, we say they are blind.

Connect: How do you think it would be difficult to be a blind person or animal? What could you or couldn't you do? With what kinds of things would you need help? Blind people sometimes get around by using a cane, or sometimes they use a "leader" dog to help them cross streets, go places, and do things at home. Often they become so good at remembering where things are in their own homes, they get around with little trouble.

Brave Norman: A True Story

by Andrew Clements



During Reading

- Ask: What problems does Norman have because of his blindness? How does Lucy help Norman?
- Show: Look at the picture of Norman and Lucy walking together. Norman and Lucy are companions. This means they are helpful friends.
- Connect: Blind people can still get around. Sometimes they use a cane or sometimes they use a “leader” dog to help them cross streets, go places, and do things at home. This dog is called an animal companion. It is the person’s helpful friend. The person helps the dog by giving it a safe home and lots of love. Lucy is Norman’s animal companion.

After Reading

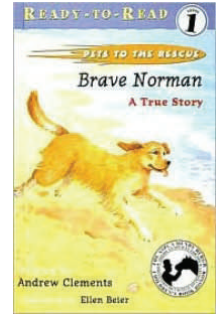
- Ask: How was Norman brave?
- Show: Look at the pictures of Norman rescuing the girl.
- Connect: Dogs act bravely every day. Many dogs work to rescue people. Some dogs find people who are lost. Other dogs help the police catch people who break the law. Some dogs warn their owners about things like earthquakes or fires. Dogs can be heroes just like people. Have you ever seen an animal helper? [Hint: These dogs often wear a colored vest when they are working.] What was this animal doing?

Activities

1. Raise money for pets with disabilities. Often, owners of pets who need serious surgery or aids to help them live with a disability don’t have the money to make those things possible. You can help raise money for these pets by having a pet products sale. Create homemade items to sell. Then set up a stand in your driveway, at a local dog park, or in an animal shelter (make sure you get permission first). Donate the proceeds of your sale to an animal hospital or a companion animal organization.
 - Some ideas for homemade pet products are:
 - Bake homemade dog treats
 - Create dog or cat toys
 - Sew blankets or dog beds
 - Cut fabric into triangles to make dog bandanas
 - Decorate bowls using sponges and paint to serve as pet dishes
 - Embellish store-bought collars with beads, puffy paint, and other craft supplies
2. Collect supplies to help pets with disabilities. Many organizations that help or provide permanent homes for pets with disabilities need donations of money or supplies in order to continue to function. One of the funds for caring for animals with disabilities is the American Society for the Prevention of Cruelty to Animals’ (ASPCA) Trooper Fund and the United Animal Nations (UAN) Lifeline Grants. To find information about disabled animals in need, look in your own community or try one of the

Brave Norman: A True Story

by Andrew Clements



following Web sites:

- www.uan.org/index.cfm?navId=163
- www.petswithdisabilities.org
- www.specialneedspets.org/disability.htm
- www.handicappedpets.com

Then hold a drive for supplies. Examples of supplies often needed are cleaning and office supplies, pet food, pet toys, and first aid supplies. First, set a goal for how many items your family will collect. Then put up posters in your community school, library, pool, or place of worship listing needed items (be sure to get permission first). List some information about where you are donating, the types of items needed, and the drop-off location. Then sit back and wait for the donations to pour in. At the end of your drive, be sure to let people know how successful your campaign was.

3. Do you have a dog who is a hero? You can volunteer your dog for pet therapy. Therapy dogs visit hospitals and nursing homes to help make the people living there feel better. Petting animals and having them respond positively to you can make lonely people happy, upset people calm, and sick people hopeful. Use the Internet to find a pet therapy program in your community. They will help you decide if your pet has the right personality to be a therapy pet, give you tips for getting your pet ready, and help you find the right location. For more information on how to get involved in animal therapy, go to <http://dogplay.com/Activities/Therapy/involved.html>.
4. Draw a picture of or write or tell a story about a pet that is a hero. Don't forget to include what the pet looks like, where it lives, and who or what it helps.

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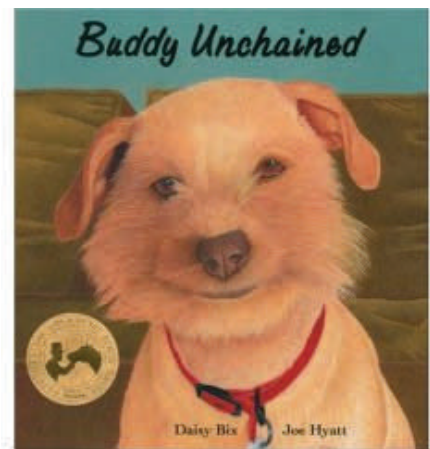
Literature Guide

Buddy Unchained

By Daisy Bix

Winner, 2006 ASPCA® Henry Bergh Children's Book Award

Have you ever rescued a pet? In this charming story, Buddy, a rescued dog, tells us about his life after being adopted and his painful experiences before. Buddy is forced to spend most of his time chained in a yard with little food and water and taunted by mean children before he is rescued and adopted by a caring family. Children will feel empathy for Buddy as they view the moving pictures in this book. As they look into Buddy's sad eyes and read about his painful life, they will come to understand that animals deserve caring treatment just as people do. Help children understand the basic needs of all people and animals and how it is our responsibility to care for each other. How can you help care for animals?



Buddy Unchained by Daisy Bix (The Gryphon Press, 2006)

ISBN-10: 0-940719-01-0 ISBN-13: 978-0-940719-01-9

Theme: Pet Ownership/Responsibilities, Animal Cruelty, Pet Rescue

Suggested Ages: Preschool to 2nd Grade

Before Reading

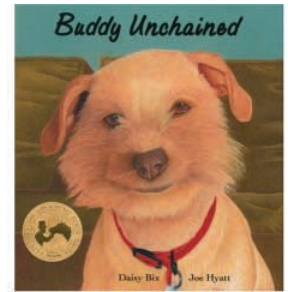
Ask: Have you ever seen a dog chained up?

Show: Look at the pictures of Buddy chained. Talk about how you might feel if you were chained in one place and could not go anywhere else all day.

Connect: Have you ever seen a pet being hurt, taunted, or left without food or water? Talk about what to do if you see an animal being neglected. We should never try to do anything ourselves, but we should tell an adult or the police. Never go near a dog that is chained. If you see a dog being hurt, you should get help. If you see a dog chained, work with an adult to think of ways to help the dog's owner decide not to chain the dog.

Buddy Unchained

by Daisy Bix



During Reading

Ask: What does a pet need to be taken care of well?

Show: Look at the pictures throughout the story and point out when Buddy has or is lacking the basic necessities of a pet. For example, look at the picture of Buddy eating and say, "Dogs need food and fresh water."

Connect: What do you need to live? Have students name things that they need to live, such as food and water. Explain that all people and animals have a right to basic needs.

After Reading

Ask: Who do you think took Buddy away? Where did he take him?

Show: Look at the pictures of Buddy being rescued. Point out the man's uniform. Also have children notice how careful the rescuers are when they take care of Buddy.

Connect: Do you know how animals are rescued in your neighborhood or community? Why do you think these people rescue animals? What happens to the animals after they are rescued?

Activities

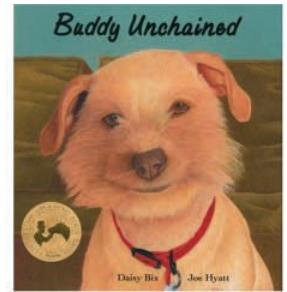
1. Create a humane animal treatment flyer. Or, go to www.dogsdeservebetter.com and print out many copies of the flyer. Read it as a family. Then take a family walk and distribute the flyer in your neighborhood.
2. Talk about signs of animal cruelty and neglect, such as:
 - Untreated tick or flea infestations
 - Wounds on the body
 - Patches of missing hair
 - Very thin, starving animals
 - Limping
 - An owner hitting an animal
 - Dogs that are often left alone without food and water, sometimes chained up in a yard
 - Dogs that are hurt but have not been taken to a veterinarian
 - Dogs that are kept outside without shelter in severe weather, such as snow storms
 - Animals that shy away in fear or act violently around their owners

[List adapted from the ASPCA—see www.asPCA.org.]

These are negatives, but we can also think of positive ways to impact a pet's life. Have children draw pictures that show ways to make a pet comfortable and feel loved. For example, a picture of a pet in summer may show the pet sitting with a child under an awning with a bowl of water. Help children start their drawings by asking what a pet might need during a hot summer or a cold winter or what the pet might need to sleep comfortably.

Buddy Unchained

by Daisy Bix



3. Find the group in your area that is in charge of investigating animal cruelty. Put the name and number by your telephone. If you see an animal being treated cruelly, make sure you write down (or tell an adult) exactly what you saw, when you saw it, and where. But don't put yourself in danger. Tell an adult and ask him or her to report it.
4. Take the Animal Cruelty Pledge on the ASPCA's Web site. Go to www.asPCA.org and click on the "Fight Animal Cruelty" bar on the left side of the home page. Fill out the form to take the pledge to end animal cruelty.
5. Make a list of needs and wants for pets. A need is something you have to have to live. A want is something you would like to have. How are the needs and wants of people and pets the same or different? Make large collages on construction paper using images cut from old magazines. Create one collage for needs and one wants.
6. The ASPCA defines animal welfare as the compassion and respect due animals as living, responsive beings. Animals are entitled to kind and respectful treatment at the hands of humans. Think of ways people can be respectful to animals and to other people. Talk about how it feels to be treated with respect.

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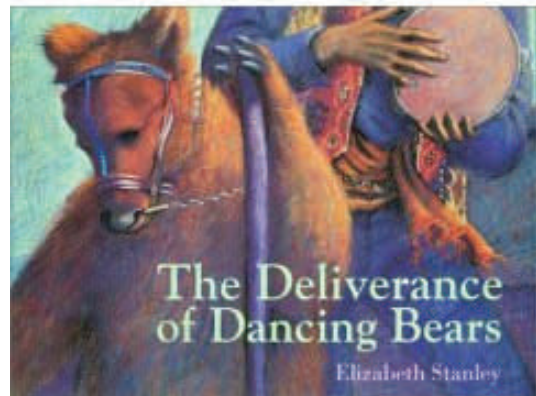
Literature Guide

The Deliverance of Dancing Bears

By Elizabeth Stanley

Winner, 2003 ASPCA® Henry Bergh Children's Illustration Award

Dancing bears were a common site in times past. Their owners were often gypsies who performed with their animals on the streets of Eastern European cities to earn money. This contemporary fable tells the tale of one such bear who is made to "dance" by being manipulated by a ring through its nose, that is until one man buys the bear from its owner and gives it a life of freedom and caring. This is a potent story about respecting the dignity of all animal life and the power of one person to make a difference.



The Deliverance of Dancing Bears by Elizabeth Stanley

ISBN-10: 1929132417 ISBN-13: 978-1929132416

Theme: Animal Cruelty, Animals in the Wild

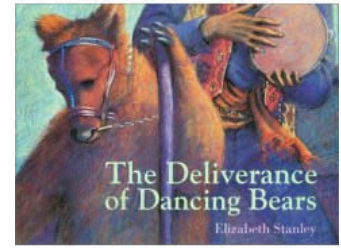
Suggested Ages: 2nd Grade to 4th Grade (The reading level of this book is Grades 2-4, but the subject matter is also appropriate for older students.)

Before Reading

- Ask:** Think about the title of this story. What do you think this story is about? Be sure to look up the word *deliverance*. Think of a new title using your own words.
- Show:** Look at the cover of the book and flip through the pages, glancing at the illustrations. Can you tell where and when this story takes place?
- Connect:** This story was written recently but takes place in the past in Turkey. This is a country between eastern Europe and western Asia. Read the postscript at the end of the book to learn why the author decided to write this book.

Deliverance of Dancing Bears

by Elizabeth Stanley



During Reading

- Ask: What do you read in the story that tells you the bear is being treated cruelly? How does this contrast to what the bear would be doing in the wild?
- Show: Look at the pictures of the bear in captivity. You can look at an animal, wild or domesticated, and it will show expressions of emotions such as happiness, joy, sadness, or despair through its facial and body language. How do you think the bear might be feeling? Compare this to the pictures of the bear in the wild.
- Connect: Where have you seen animals behind bars or being ill-treated? What were these animals' natural habitats?

After Reading

- Ask: Why does Yusuf rescue the bears?
- Show: Look at the last picture in the book. How do you think Yusuf feels as he watches the bears?
- Connect: Just like Yusuf, our role as caretakers of wildlife is to care for our environment and to respect the natural habitat and habits of wild animals. Think of at least two ways that you can be a caretaker of animal wildlife.

Activities

1. Even though it is illegal, sloth bears in both India and Pakistan are still being captured and forced to "dance." They are taken from their mothers at a very young age and are pierced through the nose with red-hot needles, through which a rope is threaded. When the rope is pulled, the bears appear to dance, but they are really just being pulled around. This is not something they want to do, nor is it natural. These bear cubs often lose their teeth and are starved and hurt. Many bear cubs die. Sign an online petition to help dancing bears in India. Go to www.petitiononline.com/t1d2b3/petition.html.

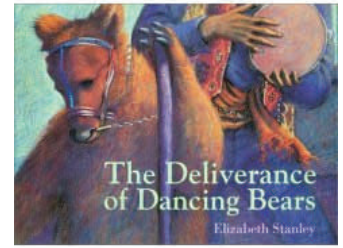
Or, write a letter yourself to India's Minister of Environment. The World Society for the Protection of Animals has some great letter-writing tips at www.wspa-international.org/write_letter.asp. Send your letter to:

Anand Vishawanath
Secretary of Environment and Forest
Ministry of Environment and Forest
Government of India
Paryavaran Bhawan, CGO Complex
Lodi Road
New Delhi - 110 003
India

2. To read more about actual dancing bears today, read these two articles online:
 - "The Last of the Dancing Bears" (www.msnbc.msn.com/id/19250096)

The Deliverance of Dancing Bears

by Elizabeth Stanley



- “Freedom Bought for Bulgarian Dancing Bears” (www.awionline.org/pubs/Quarterly/05_54_2/542p9.htm)

Then answer these questions for each article:

1. Where do these dancing bears live?
 2. Who owned the bears and why?
 3. How were these bears treated? How are these bears like the bear in the story?
 4. Who rescued these bears? And where are the bears now?
3. Performing animals are sometimes trained using cruel practices like those in this story. For example, elephants are often chained and hit with a bullhook, a kind of club with a sharp metal hook at one end, to get them to perform certain tricks. As well, they are forced to leave their mothers at an early age, and lack their natural social group (elephants are very social animals and need a familiar herd to thrive). What can you do to stand up for circus animals?
- Don't go to the circus—unless it's one that doesn't feature any animal performers. Most people who attend the circus aren't aware of the abuse that goes on behind the scenes. For a list of animal-free circuses, go to www.aspca.org/site/PageServer?pagename=kids_ri_circus.
 - Spread the word by writing a letter to the editor of the local paper when the circus is in the area. For ideas on what to include in your letter, visit the ASPCA Web site—www.aspca.org.
 - Learn as much as you can about the different kinds of animals that perform in circuses. Find out where and how they live in the wild. You can also find out what conservation groups are doing to help these species in the wild. Support them and tell them how much you care about these animals.
[Tips courtesy of the ASPCA—www.aspca.org.]
4. Organize a read-a-thon for circus animals using the ASPCA resources found at: http://www.aspca.org/site/PageServer?pagename=edu_circus_intro

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Literature Guide

Dog Heroes: Fire Dogs

By Donna Latham

Winner, 2006 ASPCA® Henry Bergh Children's Book Award

Visit the nonfiction section of your library to sniff out this exciting, real-life adventure! Blaze, a devoted yellow Labrador retriever, works bravely alongside firefighters and forensic experts. Alert, intelligent, and loyal, Blaze delights in pleasing her partner, an arson investigator. How? She follows her super-sensitive nose to pick up minute traces of accelerants used to start fires, even when evidence has seemingly gone up in smoke. Accompany Blaze as she identifies the vengeful culprit who ignited a garage fire. You'll have the opportunity to explore the vital services working dogs provide for individuals and communities. Discuss with your child that all members of a community—including working animals—contribute to its well-being. Have children discuss different community workers who are important in their lives—firefighters, police officers, librarians, medical professionals, etc. How has a community worker helped you? How do working dogs help people?



Dog Heroes: Fire Dogs by Donna Latham (Bearport Publishing, 2006)

ISBN: 1-59716-141-1

Theme: Working Dogs, Arson Investigation, Firehouse Dogs

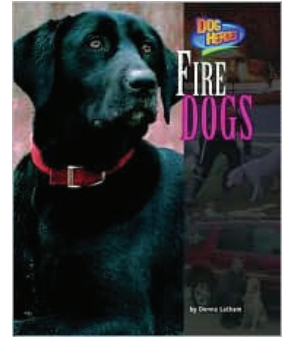
Suggested Ages: 2nd Grade through 7th Grade

Before Reading

- Ask: How might a devoted dog work with investigators to solve a crime?
- Show: Preview photographs in the book to brainstorm and identify the special abilities and qualities of fire dogs. (Personality, intelligence, agility, sensitive noses, devotion to partners, etc.)
- Connect: Have you ever encountered a working dog? What was it doing? How did the dog make you feel? Discuss different types of working dogs. (Service dogs, therapy dogs, police dogs, etc.) Explain that working dogs are highly trained to do jobs that help individuals and the greater community.
-

Dog Heroes: Fire Dogs

by Donna Latham



During Reading

- Ask:** How do Blaze and Scott work as a team? Why do you think Blaze loves nothing more than pleasing her partner? How does Scott keep Blaze safe on the job? What does Blaze do when she's not at work?
- Show:** Look at photos of fire dogs in action. What special training do fire dogs and their handlers receive? Look at photos of Blaze with Scott and of Blaze playing with her tennis ball (page 17). How can you tell Blaze and Scott are devoted to each other? How do you think Blaze feels when she receives her playtime reward?
- Connect:** When have you worked with a partner or a team to accomplish a goal? What role did you play? How did you work cooperatively? What did you like best about working with others?

After Reading

- Ask:** How do you think Blaze felt after she identified the arsonist? How do you think Michael and Carli felt? Imagine you were part of the crowd of people watching the fire. What would you do or say when you learned Blaze sniffed out the culprit?
- Show:** Contrast the photos on pages 4-5 and 26-27. Discuss the different settings in which Blaze interacts with people. What experiences do Blaze and Scott share during a day on the job? How do you think these experiences keep them bonded as partners... and more?
- Connect:** Think of news stories about your community or other places in the world. When have animals and people worked together in a time of need? (Natural disasters, fires, accidents, etc.) How have people joined forces to work as a team? What can you do to reach out to help others in the world?

Activities

1. Sniff out working dogs in your community! Become a Rover, er, roving reporter, and take photos of pooches at work. Next, research the different types of working dogs you encounter. Then, write an informative caption to go with each photo, and print out the photos. Finally, arrange the photos into a scrapbook or a computer slideshow and share them with others.
2. Dogs are called "man's best friend." Why do people and dogs make such terrific teams? Discuss the ways people and pooches help, love, and take care of one another. Create a poster to show how you can care for and protect dogs and other amazing animals.
3. Working dogs are important members of the community. Yet, not all dogs have jobs. Sadly, some don't even have homes. How can you and your family do a community service project to help animals waiting for adoption? For example, you might donate towels and blankets to an animal shelter to use as bedding. Or you could volunteer at the shelter. As you work together, notice how you've become part of an important team—a team of helpers!

Dog Heroes: Fire Dogs

by Donna Latham



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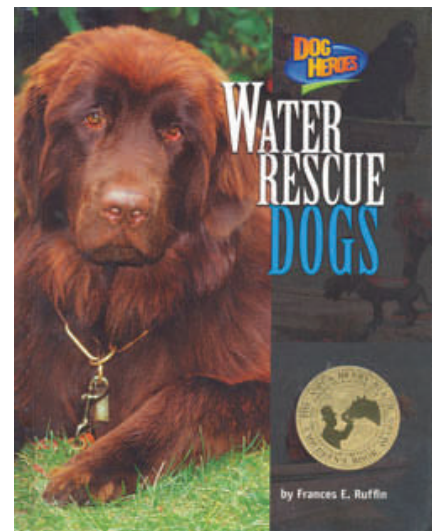
Literature Guide

Dog Heroes: Water Rescue Dogs

By Frances E. Ruffin

Winner, 2006 ASPCA® Henry Bergh Children's Book Award

This fascinating book reveals one aspect of the amazing partnership between humans and dogs: heroism. The stories focus on dogs that have risked their lives to save humans and other animals during storms, floods, and other water emergencies. In this book, you will meet Ursa, who during a storm at sea, guides her owner's boat safely to shore. You will also meet Tang, a ship captain's dog, who braves high, icy waves to rescue 90 passengers from their stranded ship. Today, thousands of dogs undergo special training to come to the aid of people who are at risk of drowning. Share with children the idea that an important component of heroism is preparedness. They should be trained to recognize when someone is in danger, and to immediately seek help from the nearest adult to handle the emergency. Help to protect your child from a water emergency by making sure they are competent swimmers. This book can be found in the nonfiction section of a school or public library.



Dog Heroes: Water Rescue Dogs by Frances E. Ruffin (Bearport Publishing Company, Inc., 2006)

ISBN: 978-1-59716-142-8

Theme: Dogs Rescuing Humans and Other Animals, Prepare for Emergencies

Suggested Ages: Preschool to 5th Grade

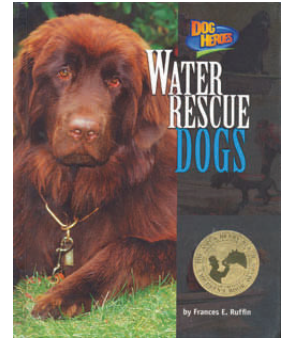
Before Reading

- Ask: What would happen if a person is stranded on a boat, or is in danger of drowning? How would you let others know that you or someone else was in trouble while swimming? Is a dog really able to rescue a person from drowning?
- Show: Look at the photographs of Newfoundlands, a breed of dogs known as "sea dogs" and "lifeguard dogs." Why do you think these dogs are good water rescue dogs?
- Connect: Most dogs are good swimmers, but even they can become tired while swimming. Have you or someone you know been in trouble while swimming? Did you need someone to rescue you? If

Dog Heroes: Water Rescue Dogs

by Frances E. Ruffin

you see a person or animal in danger of drowning, *never* try a water rescue unless you are trained in lifesaving. Find an adult to help, or call 911.



During Reading

Ask: Why do you think dog owners enroll their pets in the WET DOG program?

Show: Look at the pictures of the dogs training to be water rescue dogs. What do you think might be the most difficult part of the WET DOG test? If you have a dog, would you let your dog be trained to rescue people? If so, why?

Connect: Have you ever taken a first aid course for safety at school, at camp, or in your home? Discuss some reasons why it might be important to know what to do in an emergency?

After Reading

Ask: Ursa and Tang were both heroic dogs. Neither was trained to save lives, however. What do you think made them jump into dangerous, stormy seas to rescue humans? If you own a dog do you think your pet would try to save your life if you were in danger?

Show: Besides Newfoundlands, what other breeds of dog in the book are shown being trained as water rescue dogs?

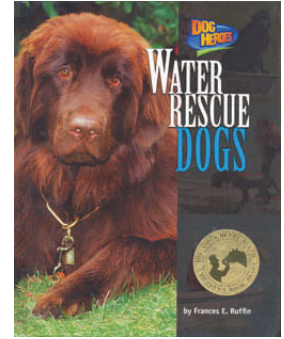
Connect: What, do you think, makes humans and dogs come to the aid of other people and animals? Besides water rescues, can you discuss other situations that you have seen on television or read about in books, newspapers, or magazines where dogs have saved lives?

Activities

1. Gather information about Newfoundland dogs. Then make a drawing of a "Newfie" making a rescue. At the bottom of the picture, write a paragraph telling what you learned about this heroic breed of dogs.
2. Have you ever seen a person or an animal rescued from a dangerous situation? What actions were taken to make a difference. Discuss how the rescue made you feel afterwards.
3. Can you swim? If not, ask your parents to let you take an American Red Cross swimming course. Swimming is an important life skill that, one day, could help you save your own life.
4. Learn the rules about water safety from the American Red Cross Web site: <http://www.redcross.org/services/hss/tips/healthtips/safetywater.html#children>. Then make a colorful poster listing six rules of water safety.

Dog Heroes: Water Rescue Dogs

by Frances E. Ruffin



5. If you own a dog, learn what safe and fun activities you can share with your pet from the American Society for the Prevention of Cruelty to Animals (ASPCA) Web site: http://www.aspca.org/site/PageServer?pagename=pets_stimulation
6. Come to the rescue of animals that are abused. Learn how laws are made that can protect them on this ASPCA Web site: http://www.aspca.org/site/PageServer?pagename=lobby_home

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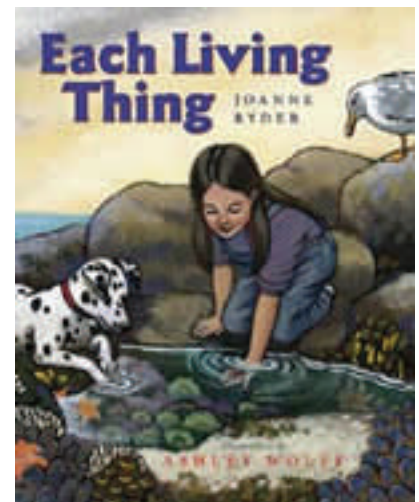
Literature Guide

Each Living Thing

By Joanne Ryder

Winner, 2000 ASPCA® Henry Bergh Children's Book Award

In today's world, it's often easy to be so busy rushing about that we forget to pause and appreciate all the living things around us. Spiders and bugs can seem like pests. Bears and raccoons can seem like nothing more than a nuisance. And anthills take on as much significance as their size as we plow through our everyday tasks. This book challenges us to notice all of the living things around us and to appreciate and care for them. Childhood is a wonderful time to instill a caring attitude in children, and reading this book is a good first step. Will you take up the challenge to "Be aware of them...Take care of them...and...let them be"?



Each Living Thing by Joanne Ryder (Gulliver Books, 2000)

ISBN-10: 0-15-201898-0

Theme: *Respect for Living Things*

Suggested Ages: *Preschool to 3rd Grade*

Before Reading

- Ask: What does it mean to say something is *living*? Look up the word *living* in the dictionary and think of some things that are living.
- Show: Look at the front and back covers of the book. Name all the living things that you see.
- Connect: What living things do you see around you every day? Are there living things in your home, at school, and in your neighborhood?

Each Living Thing

by Joanne Ryder



During Reading

- Ask: What do you notice about how the book asks us to appreciate living things? Which of the five senses does the book want us to use: sight, hearing, smell, taste, or touch?
- Show: Look at all the illustrations in the book? What do you notice about the distance between the people and the living things? Are they close together or far apart? What does this tell you about what the author wants us to know?
- Connect: What are some ways you can admire nature but “let it be” as the book says?

After Reading

- Ask: The last page of the book asks us to be watchful. What do you think the author means? You may want to look up the word *watchful* in a dictionary. Try www.dictionary.com.
- Show: Look at each picture in the book. How are the people on these pages being watchful?
- Connect: How can you be watchful in your own neighborhood? What living things are there that you can observe? What new things could you find out by being watchful?

Activities

1. Keep track of all the living things you see for a week. Create a chart with headings for Insects, Birds, Mammals, Reptiles, Amphibians, and Fish. Write each animal you see in the correct column. At the end of the week, sit down and look at your list. Which kind of animal did you see most? How many animals are so tiny you might accidentally step on them? How many are bigger than you are?
2. Pick your favorite page spread from the book. Find out how the animal you see on those pages is helpful to humans. For example, bees pollinate flowers, even though they sometimes sting when disturbed.
3. This book asks us to take care of living creatures. Think of five ways that you can care for living creatures every day. For examples, go to the ASPCA Animaland at www.animaland.org and click on “Real Issues” and then “How You Can Help Animals.”
4. Imagine what the world would be like without animals. Draw a picture or write a short story or poem to show what you think the world would be like. What animals would you miss the most, and why. What animals do people depend on for food? For companionship? For conditioning the soil and recycling wastes? [Activity idea courtesy ASPCA (www.asPCA.org).]
5. Create a wildlife collage. Cut out photographs of wild animals from magazines. Focus on American wildlife such as coyotes and eagles. Then draw or cut out various wildlife habitats such as forests, beaches, prairies, deserts, or mountains. Sort their pictures by habitat, and then glue each animal onto his proper environment. Finally, label each collage with the name of the habitat and list the animals that live there. [Activity idea courtesy ASPCA (www.asPCA.org).]

Each Living Thing

by Joanne Ryder



6. Subscribe to *Your Big Backyard* magazine, and every month you'll be able to learn more about your backyard wildlife and wildlife from around the world. To subscribe, go to www.nwf.org/kidzone.

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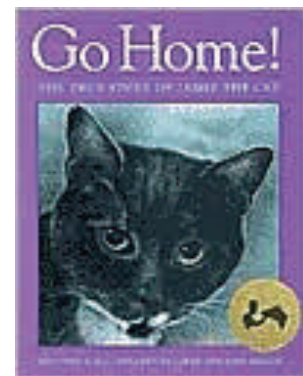
Literature Guide

Go Home! The True Story of James the Cat

2000 Henry Bergh Children's Book Award Winner

By Libby Phillips Meggs

This book tells the true story of James, a cat that was lost for a long time. People thought he had a home because he was wearing a collar but they didn't know that the collar was put on when he was still growing and now it was so tight he had trouble swallowing. He braved many seasons becoming hungrier as his hunting skills declined. After falling victim to a dog attack, he finally finds a forever home with the love and care he was longing for and deserves.



Go Home! The True Story of James the Cat by Libby Phillips Meggs (Albert Whitman & Co., 2000)
ISBN: 0-8075-2975-3

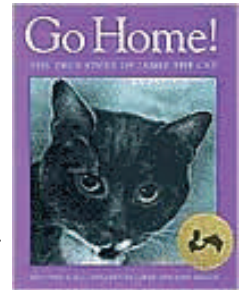
Theme: Pet Ownership/Responsibilities, Pet Rescue
Suggested Ages: Kindergarten to Third Grade

Before Reading

- Ask: What does home mean to you? Does "home" mean just a house or apartment, or is it more than that?
- Show: Look at the picture of the cat on the first page of the book. How does he look? How do you think he feels?
- Connect: Have you ever seen a pet who you thought was lost or didn't have a home? Talk about what to do if we see a stray animal. We should never try to do anything ourselves, but we should tell an adult. Ask the adult to call a local shelter for information about how to help the animal.

Go Home! The True Story of James the Cat

by Libby Phillips Meggs



During Reading

- Ask: What does it mean for an animal to be a “stray.” What problems do stray animals face?
- Show: Look at the pictures that show James looking longingly into the house, walking alone in the woods, running in the rain, and facing the dog.
- Connect: How does having a home protect animals? What are the duties and responsibilities of people who provide “homes” for animals?

After Reading

- Ask: How did James life change from the beginning to the end of this book?
- Show: Look at the pictures of James playing with his toy and resting by the fire.
- Connect: Animals come to rely on humans to meet their needs and keep them safe. Taking an animal into your family brings many responsibilities but also many joys. Talk about the line of text which states “I have a feeling we are the lucky ones.” How is that true for all pet owners?

Activities

1. Raise money for homeless pets. Animal shelters rely on donations from the public to do the lifesaving work they do. You can help raise money for these pets by having a pet products sale. Create homemade items to sell. Then set up a stand in your driveway, at a local dog park, or in an animal shelter (make sure you get permission first). Donate the proceeds of your sale to an animal shelter.

Some ideas for homemade pet products are:

Bake homemade dog treats

Create dog or cat toys

Sew blankets or dog beds

Cut fabric into triangles to make dog bandanas

Decorate bowls using sponges and paint to serve as pet dishes

Embellish store-bought collars with beads, puffy paint, and other craft supplies

2. Collect supplies for animal shelters. Call or visit the website of your local shelter. If you aren't familiar with your local shelter, you can find one at www.aspca.org/findashelter to find out what items are on their wish list. Hold a wish list drive for these items.

Examples of supplies often needed are cleaning and office supplies, pet food, pet toys, and first aid supplies. First, set a goal for how many items your family will collect. Then put up posters in your community school, library, pool, or place of worship listing needed items (be sure to get permission first). List some information about where you are donating, the types of items needed, and the drop-off location. Then sit back and wait for the donations to pour in. At the end of your drive, be sure to let people know how successful your campaign was.

3. Create flyers that explain the dangers to stray animals and encourage people to make sure their cats,

Go Home! The True Story of James the Cat

by Libby Phillips Meggs



dogs and other pets are safe at home rather than roaming the streets. Ask if you can place copies in veterinary offices, supermarkets, pet supply stores, etc. Some examples of dangers include cars, bad weather and other animals.

4. Draw a picture of or write or tell a story about a pet that found a loving home. Don't forget to include what the pet's life was like before and after finding a home.

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Literature Guide

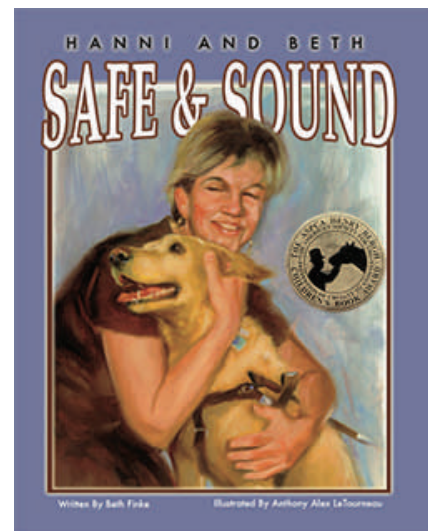
Hanni and Beth: Safe & Sound

By Beth Finke

Winner, 2007 ASPCA® Henry Bergh Children's Book Award

Hanni, a Seeing Eye dog, narrates this tale that illustrates the trusting relationship between a guide dog and her handler. With Hanni's help, Beth, who has a visual impairment due to diabetes, can go to work, travel, and attend sporting events knowing that she can get around safely. Hanni helps Beth walk across streets, dodge obstacles, and navigate crowded areas. Beth takes care of Hanni by giving her a loving home.

This straightforward book will help children understand that blindness doesn't have to be a disability, especially with the help of a companion animal. Notes from Hanni and Beth will also help children understand the journey that each had to go through in order to become companions.



Hanni and Beth: Safe & Sound by Beth Finke (Blue Marlin Publications, 2007)

ISBN: 978-0-9792918-0-7

Theme: Service Animals, People with Disabilities, Human/Pet Relationship

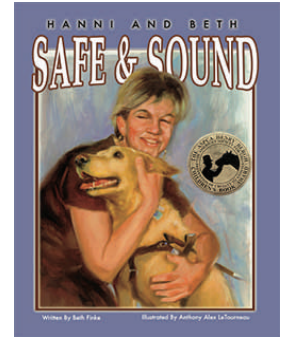
Suggested Ages: 1st Grade through 4th Grade

Before Reading

- Ask: Do you know what a Seeing Eye dog is? These dogs are also called guide dogs or companion animals. Find out a little more about these special animals before you read this book.
- Show: Look at the pictures of Hanni and Beth on the front and back covers. Notice Hanni's special harness. What do you think this is for?
- Connect: Have you ever seen a Seeing Eye dog? Where did you see her and how was she helping her handler? Do you have a dog? Do you think your dog could help you get around?

Hanni and Beth: Safe & Sound

by Beth Finke



During Reading

- Ask: How does Hanni keep Beth safe during the day? What senses does Hanni need to use to help Beth?
- Show: Look at the pictures of Hanni guiding Beth.
- Connect: How is the way that Hanni takes care of Beth similar to how your parents or friends take care of you, or how you help others? For example, have you ever helped a younger child or elderly person cross a street or perform a task? Imagine what kind of help you would need if you could not see or hear or if you could not move easily.

After Reading

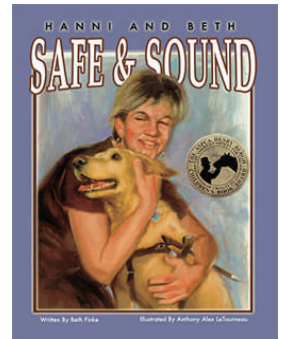
- Ask: How are Hanni and Beth partners and friends? How do they work together, and what special things do they do for each other?
- Show: Look at the pictures of Hanni and Beth together.
- Connect: How are you and your friends also partners? How do you help each other?

Activities

1. Guide dogs are working animals. This means that when they are helping their owners, they are at their job. That's why it's important to learn the following rules:
 - If you meet a guide dog team, ask first if you can pet the guide dog.
 - Do not pet a guide dog without permission from the handler first!
 - If the guide dog handler says "No," respect his or her wishes.
 - If the dog is "off duty," usually his owner will let you pet him with permission. But always ask first! Then approach the dog the same way you would any strange dog. Extend your hand gently with your fingers curled in let the dog sniff your hand and tell you if he wants to be pet or not.
2. Look for a guide dog organization in your area. Find ways to volunteer or donate. For example, these organizations often have families raise a guide dog while she is a puppy and train her to do basic tasks in preparation for being assigned to a person in need. A few national organizations are Guide Dogs of America (www.guidedogsofamerica.org), The Seeing Eye (www.seeingeye.org), Guide Dogs for the Blind (www.guidedogs.com), and Guiding Eyes for the Blind (www.guidingeyes.com).
3. In addition to having special dogs to help them get places, those with a visual impairment also have a special alphabet that helps them read. This alphabet is called Braille. It is made up of dots that are raised off a piece of paper, so a person can feel them. All letters are made up of a combination of six dots. For more information, go to www.mcwdn.org/Blind/BrailleMain.html. Practice writing your name in Braille.
4. Many states protect the rights of those with visual impairments to keep their guide dogs at work, in their homes, and at schools, but many states do not have clear-cut laws. For example, some people may try to bar blind people from taking their dogs onto buses or into restaurants, where pets are

Hanni and Beth: Safe & Sound

by Beth Finke



usually prohibited. Find out how the rights of these people and dogs are protected in your state. If they aren't, write to your state senator or representative and ask him or her to introduce a bill.

5. Write a story or a long poem where Hanni and Beth are the heroes. Remember to include a conflict and a resolution in your story.
6. Do research at the library or on the internet to discover what other animals, besides dogs, work as guides. Be sure to find out what special characteristics the animals possess that equip them for this important work. Create a poster with your research findings about guide animals, and use the poster to share your findings with your family and friends.

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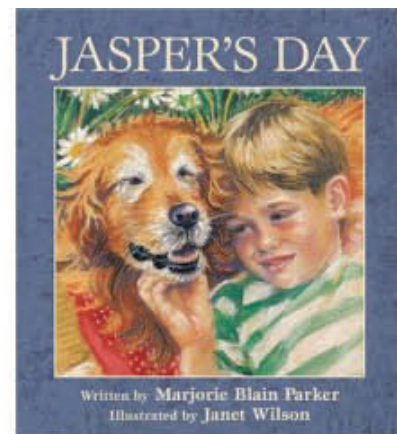
Literature Guide

Jasper's Day

By Marjorie Blain Wilson

Winner, 2002 ASPCA® Henry Bergh Children's Book Award

This is the story of a good but difficult day in the life of a boy named Riley. Riley's dog Jasper is very sick. His family plans a day of all of Jasper's favorite things—his favorite foods, his favorite places and his favorite people. Jasper's day ends with the last loving acts his family can do for him—giving him freedom from pain and peace.



Jasper's Day by Marjorie Blain Wilson (Kids Can Press, 2002)

ISBN: 1-55074-957-9

Theme: Pet Loss

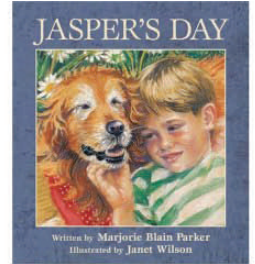
Suggested Ages: Kindergarten to 3rd Grade

Before Reading

- Ask: If you could choose three special things to do in a day, what would they be? Why are those things special to you?
- Show: Look at the pictures of Jasper in the car, at the lake and at grandma's house. Do you think Jasper is enjoying his day?
- Connect: How do the things that you do become even better when you share them with someone you love? Can you think of something that you always do with someone else? Would you enjoy it as much if you did it alone?

Jasper's Day

by Marjorie Blain Wilson



During Reading

- Ask: Why did his family plan a special day for Jasper?
- Show: Look at the pictures of Jasper's face. Is he a young dog or an old dog?
- Connect: Riley put a beanbag chair "in the right spot" for Jasper to land on when he gets up. How have you taken care of someone who is older or sick?

After Reading

- Ask: Riley said that Jasper's day was the hardest day of his life. Have you had hard days to get through? What did you or others do to help you get through them?
- Show: Look at the pictures of Riley and his mom embracing and Jasper's funeral. What special things did they put in with Jasper?
- Connect: Animals become such integral members of our families. When they die we miss them greatly. Has someone that you loved died? How do you keep the memory of them with you?

Activities

1. When people die it is customary to send their family a card to let them know you are sorry for their loss. Design a card that could be sent to someone whose pet died. It might be nice to focus on happier times too, so create some cards for pet's birthdays and adoption days, holiday cards, you name it. Perhaps you can sell them and donate the money to a local animal shelter.
2. Write a story about your special pet. If you don't have a pet, you can write one about a pet you'd like to have or the pet of someone you know. Write about the wonderful times that are shared with the pet and how much the pet is loved.
3. It is hard to know the right things to say or do when a friend loses someone they love. Visit http://www.aspc.org/site/PageServer?pagename=kids_ri_losingpet for more ideas to help you or someone you know through the loss of a pet.

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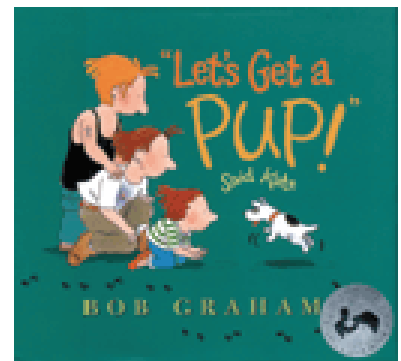
Literature Guide

“Let’s Get a Pup!” Said Kate

By Bob Graham

Winner, 2001 ASPCA® Henry Bergh Children’s Book Honor

In this story, Kate and her thoroughly modern parents yearn for a dog after the loss of a beloved cat. They visit an animal shelter and find Dave, who is “everything that a pup could be.” But they are sad to leave behind an older dog named Rosy who tugs at their heartstrings. Each family member has a wish for Rosy to be comfortable in a loving home. After one night at home with Dave, the family goes back and rescues Rosy. And, all their wishes for Rosy come true. If your family doesn’t already have a pet, this book will inspire you to rescue one or to help out needy shelter animals in any way you can.



“Let’s Get a Pup!” Said Kate by Bob Graham (Candlewick Press, 2001)

ISBN: 0-7636-1452-1

Theme: Adopting a Pet, Families, Empathy and Compassion

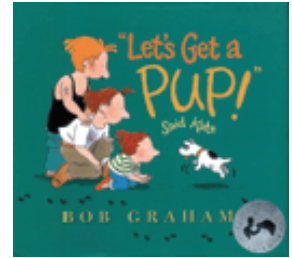
Suggested Ages: Preschool to 2nd Grade

Before Reading

- Ask: Where can we go to find a pet? We can rescue a pet from an animal shelter. This is a place where pets live until a loving family adopts them.
- Show: Look at the pictures of the dogs at the rescue center. People can go to an animal shelter or rescue center to find a pet that needs a home. Look at all the different dogs. Can you find happy, sad, excited, and quiet dogs?
- Connect: There are as many different dogs as people. What makes the people in your family unique and special? What kind of pet do you think would fit best in your family?

“Let’s Get a Pup!” Said Kate

by Bob Graham



During Reading

- Ask: What are the family’s three wishes for Rosy? Why do you think they wish these things for her?
- Show: Look at the picture of the family walking away from Rosy’s kennel. How do you think they and Rosy feel?
- Connect: Have you ever seen a person or animal in need and felt bad because you didn’t or couldn’t help them? If you didn’t help them, what could you do now to help? Just feeling for a person or animal is a great start. This is called *compassion*. Look up this word in a dictionary and think of ways to show compassion to others.

After Reading

- Ask: Why do you think Kate’s family goes back for Rosy? How does this make Rosy feel? How do Kate and her parents feel?
- Show: Look at the picture of the family, Dave, and Rosy hugging at the animal shelter. This is a family. What does it mean to be a family?
- Connect: Who are the people and pets in your family? Draw a picture or write the names of the members of your family. What do you like best about being a family?

Activities

1. Even if your family can’t adopt a pet right now, you can help the pets at animal shelters. First, find a shelter that accepts pet bed donations. Contact them to determine if they need used blankets and towels to use as pet beds. Then collect gently used blankets or large towels from friends, family, or community members. Wash the items in bleach and hot water and dry the used blanket. **Note:** To find a local animal shelter near you, go to www.aspca.org and locate their “Find a Shelter” Web page by clicking on the “Adopt” bar on the left side of the home page, or look in your local phone book.
2. Dogs at animal shelters can always use a treat to let them know they are loved. Make the dog biscuits below and take them to your local animal shelter for the dogs. Older children can help mix, measure, and knead, while younger children will be better at rolling out the dough and cutting biscuits with a cookie cutter.

CRUNCH AND MUNCH DOG BISCUITS

Makes 4 to 5 dozen dog biscuits

Make sure there’s an adult to help you use the oven, and read the entire recipe before you begin baking.

“Let’s Get a Pup!” Said Kate

by Bob Graham



Ingredients:

- 1 package dry yeast
- 1/4 cup warm water
- 2 cups vegetable or chicken stock
- 3 1/2 cups unbleached flour
- 2 cups whole wheat flour
- 1 cup rye flour
- 2 cups cracked wheat or wheat germ
- 1/2 cup dry milk
- 1 teaspoon salt (optional)
- 1 egg
- 1 tablespoon milk

Directions:

1. Preheat the oven to 300 degrees Fahrenheit.
2. Dissolve yeast in 1/4 cup warm water. Add to vegetable or chicken stock. Next, combine all dry ingredients in a separate bowl; add stock mixture.
3. Knead mixture on a floured surface for about 3 minutes, working it into a stiff dough. Roll out to a thickness of 1/4 inch. Cut the dough into bars or use a dog-bone cookie cutter.
4. Beat 1 egg with 1 tablespoon milk. Brush each biscuit with a little of the egg/milk mixture and place on cookie sheets. Bake for about 45 minutes.
5. Turn off the heat in the oven, but leave the biscuits in the oven overnight. This makes them hard and crunchy.
6. Give a biscuit to a dog and watch it munch away!

[Recipe courtesy of the ASPCA—see www.aspc.org and follow this path: “Humane Education” to “Service Learning” to “Make a Cat Nip Toy and Bake Dog Biscuits”]

3. Don’t forget the cats! They need special attention too. Work together to make toys for the cats at the animal shelter.

CATNIP TOY

Supplies:

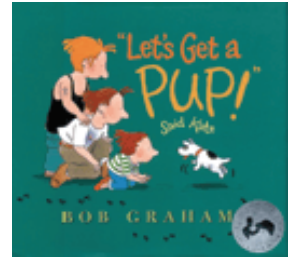
- Infant or child size crew socks
- Cotton balls or cotton batting
- Dried catnip
- Non-toxic permanent markers
- Non-toxic washable fabric glue

Instructions:

1. Stuff the toe of the sock with 1 tablespoon of dried catnip.
2. Next, stuff the foot of the sock with cotton balls or cotton batting.
3. Squeeze fabric glue on the inside of the sock’s ribbing to glue the sock closed or knot the top of the sock.
4. Decorate with fabric markers.

“Let’s Get a Pup!” Said Kate

by Bob Graham



NOTE: DO NOT add a fabric or yarn tail. It can be swallowed and become caught in the cat’s intestines, which could possibly result in a need for surgery.

[Activity courtesy of the ASPCA— see www.asPCA.org and follow this path: “Humane Education” to “Service Learning” to “Make a Cat Nip Toy and Bake Dog Biscuits”]

4. Volunteer to help an elderly or sick neighbor walk their animal. You’ll make a new friend, get exercise, and feel great about yourself.

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Literature Guide

Magnus at the Fire

By Jennifer Armstrong

Winner, 2005 ASPCA® Henry Bergh Children's Book Award

This story about a brave fire horse was inspired by true events. When the Hope Springs Fire Department acquires a new, motorized fire engine, the horses that used to pull the fire equipment are put out to pasture. But big Magnus still answers the call of the fire alarm. Can courage and dedication to a job sometimes be a nuisance? Kids will cheer Magnus on as he keeps jumping the fence and running to the fire. Will he be in the way or will he save the day? This glimpse into history, with the animals who used to be a big part of our work force, will set fire to your kids' imaginations.



Magnus at the Fire by Jennifer Armstrong (Simon & Schuster Children's Publishing, 2005)

ISBN: 9780689839221

Theme: Working Animals

Suggested Ages: Kindergarten through 3rd Grade

Before Reading

Ask: Do you know of any animals that help people do dangerous or difficult jobs?

Show: Look at the pictures to see what fire horses were trained to do in the past.

Connect: Have you ever seen a rescue dog, or seen a horse pulling a heavy load? What other jobs do animals do?

During Reading

Ask: Could any horse do this job? Do horses come in different sizes?

Show: Look at the pictures of Magnus jumping the fence. Talk about how smart animals can be when they are trained to do a job.

Connect: Have you ever seen animals react to fire? What would it take to get an animal to get close to a fire?

Magnus at the Fire

by Jennifer Armstrong



After Reading

- Ask: Do you think Magnus is happy living on the farm?
- Show: Look at the pictures of Magnus at his last fire. Do you think they should keep him at the firehouse in case this happens again?
- Connect: What other things did horses used to do in the past that we have machines for now? Do you think it's a good thing or a bad thing to have machines replace animal helpers?

Activities

1. Where are the fire stations near your house? Do firefighters live there or do you have a volunteer fire department? What would you do if you saw a fire? Draw a map of your house showing the fire escape routes. Ask your family to have a fire drill at home.
2. The hero in this book is called Magnus. Do you think that name might have a meaning? Look in a dictionary for "magnify" and "magnitude." Does that tell you anything about Magnus' name? What would be some other good names for a fire horse?
3. Look at pictures of animals that are built for speed (cheetah, jackrabbit, greyhound) and pictures of animals that are built for strength (elephant, oxen, draft horse). What do the fast animals have in common? What do the strong animals have in common? What are some of the differences between fast animals and strong animals?
4. Before motorized vehicles (cars and trucks) cities and towns were full of horses. How would things be different with horses instead of cars and trucks? Would the streets be quieter or noisier? Would the streets be more crowded or less crowded? Would the environment be dirtier or cleaner? Look around your town and try to imagine it with horses instead of motorized vehicles. Draw a picture of what it would look like.
5. Fire horses had to learn to overcome their natural fear of fire. Name something you were afraid of at first, but learned to do. Is there something else you are afraid of that you might try?
6. Magnus went to live on an apple farm. What would be another good place for a horse to live, and why? Are there any organizations that take care of retired horses now? Find out if there is a place somewhere near you where retired horses live, and if you can visit it. Be sure to take some carrots!

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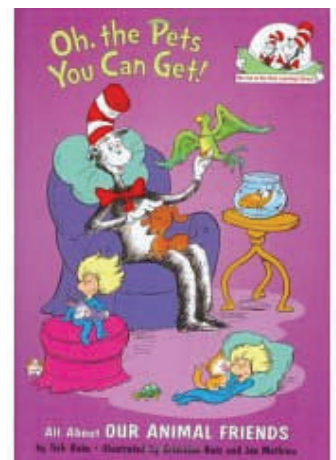
Literature Guide

Oh, the Pets You Can Get!

By Tish Rabe

Did you know you can get small and large pets? Pets that can fly, swim, crawl, and walk? Each pet is unique and needs special things to be well taken care of.

Told in delightful Dr. Seuss-style rhyme, this book is a good tutorial for any child considering a pet. The text illustrates what pets need for exercise, food, drink, comfort, cleaning, health care, and love. If you are considering getting a pet or have a child who needs to learn proper pet care, this is a good place to start.



Oh, the Pets You Can Get! by Tish Rabe (Random House, 2005)

ISBN-10: 0-375-82278-X

Theme: Choosing a Pet, Pet Care

Suggested Ages: Preschool to 4th Grade

Before Reading

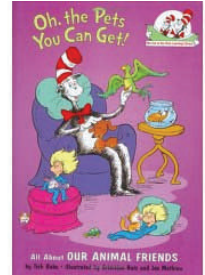
- Ask: Do you know what kinds of pets you can get? Make a list of different kinds of pets that you know about.
- Show: Look at the cover of the book. Were any of the pets in the picture on the list you just made?
- Connect: Do you have a pet? How many? Why did you decide to get that kind of pet?

During Reading

- Ask: All the animals in Gerpletz are happy. Why do you think that is?
- Show: Look at all the pictures in the book. How are the people caring for the animals?
- Connect: What are some other ways to care for a pet that you do not see in the book? Think about what you can do to meet the basic needs of pets, such as the need to eat, sleep, have a home, and go to the bathroom.

Oh, the Pets You Can Get!

by Tish Rabe



After Reading

- Ask: What does the story say we should think about before we get a pet? Why do you think they are important?
- Show: Look at the picture on page 38. Do you think the dog is a good pet for this little boy? Why or why not?
- Connect: After reading this book, do you think you and your family are ready for a pet? What kind of pet do you think would be good in your home? Where could you go to look for a new pet?

Activities

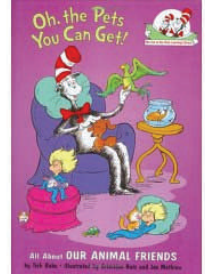
1. This story tells us about lots of rules we must follow to take good care of our pets. Make a pet rules poster. First, go through the book and find 10 rules. Next, write out the rules on a large piece of construction paper and decorate with crayons and stickers. Finally, post your pet rules on a bulletin board or the refrigerator in your home.

or

Make a rules poster for your very own pet. Write down all the rules you know you must follow to keep your own pet healthy and happy.
2. Before you get a family pet, you should think about which type of pet (dog, cat, hamster, etc.) would best suit you and your family members. Keep the following in mind:
 - Ask everyone in the family to describe their perfect pet.
 - If you are getting a pet for your child, be sure to give the child responsibility for some of the pet's care, as age appropriate. Divide up the daily chores of caring for the pet, and decide who will do what. Remember that ultimately, the adults are responsible for the welfare of the pet.
 - Make sure your family is ready for the changes an animal will bring into your home, such as chores, training, and time to spend with the pet.
 - Does anyone in your family have allergies?
 - Educate yourself by reading books about pet care and asking pet-owning friends about their experiences.
 - Some young animals and children may not mix well.
 - Make sure the pet suits your home and lifestyle.
 - Get your supplies, food and toys before bringing your pet home.
 - [Tips courtesy of the ASPCA—www.aspc.org]
3. To find tips for caring for your pet, go to the Pet Care page of the ASPCA's Web site:
www.aspc.org/petcare
4. One way to care for a pet is to make sure you are ready if your pet ever gets hurt. Create a pet first aid kit. You will need a re-closable plastic storage container (shoe box size or smaller).

Oh, the Pets You Can Get!

by Tish Rabe



Fill your container with the following:

- Individually wrapped gauze squares
- Antiseptic wipes
- Hydrocortisone cream or spray
- Rolled bandages and tape
- Cotton swabs
- Small scissor
- Latex gloves
- A large square of fabric (for a tourniquet or stabilizing injured limbs)
- Tweezers
- Thermometer
- Hydrogen peroxide

Additional items could include:

- Liquid bandage spray (great for quickly sealing wounds)
- Styptic powder (stops bleeding quickly)
- Paw wax or spray (to protect dog's paws)
- Thermal blanket (good in case of shock)
- Instant cold pack
- Pet-safe bug spray
- First aid booklet (see www.redcross.org)

Keep a first aid kit in your house and in your car if you take your pet lots of places.

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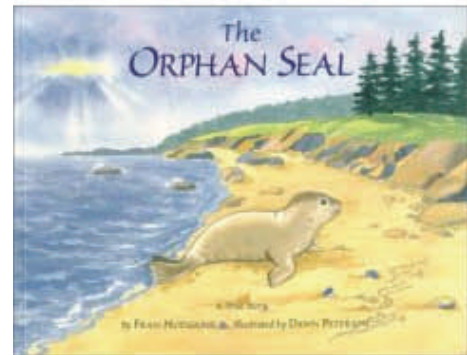
Literature Guide

The Orphan Seal

By Fran Hodgkins

Winner, 2000 ASPCA® Henry Bergh Children's Book Award

A young seal pup becomes separated from his mother in heavy surf and ends up on a beach in Maine. Orphaned, cold, and scared, the seal is rescued by the scientists at the New England Aquarium. This touching story follows Howler's story as he is cared for, rehabilitated, and finally released into the wild. It teaches valuable lessons about what to do when we find a wild animal in distress and how we are caretakers for these wild animals. It also helps children understand that though cuddly and adorable, these animals are wild and belong in their natural habitat.



The Orphan Seal by Fran Hodgkins (Down East Books, 2001)

ISBN-10: 0-89272-471-4

Theme: *Animals in the Wild, Marine Biology*

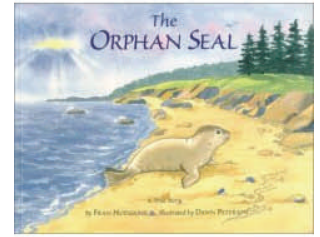
Suggested Ages: *Kindergarten to 4th Grade*

Before Reading

- Ask: What do you know about seals? Do you know where they live, what they eat, and if they are a mammal or a fish? Write down all the facts you think you know about seals. Then write anything you'd like to know about seals.
- Show: Flip through the book and look at the pictures of the seals. What emotions do you feel when you look at them? Write a list of emotions. Some examples of emotions are *happiness, fear, compassion, and sadness*.
- Connect: Have you ever seen a seal in the wild or at an aquarium? What was most interesting about this animal?

The Orphan Seal

by Fran Hodgkins



During Reading

- Ask: As you read, try to answer this question: What are the basic needs of a baby seal? How do the caretakers at the New England Aquarium help meet those needs?
- Show: Look at the pictures of Howler at the aquarium. Notice how the aquarium workers are helping him.
- Connect: How are the needs of a baby seal the same or similar to the needs of a human baby? Why is it important that a seal have help from people like those at the aquarium?

After Reading

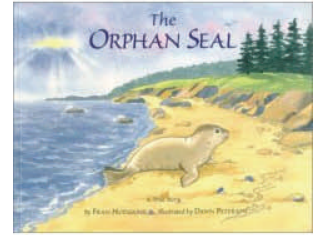
- Ask: What does the author mean when she says “the lure of the ocean is strong” for Howler?
- Show: Look at the last picture in the book of Howler in the open water.
- Connect: Do you think Howler will miss his human helpers? Why do you think it is in his best interest for the people to release him into the wild? How does this make the aquarium workers good caretakers of wild animal life?

Activities

1. In this story, marine biologists and veterinarians need to know a lot about seals in order to help them. Create a scientific drawing of a seal. First cut out the shape of a harbor seal from gray construction paper and glue it onto another piece of paper. Then use a marker and a ruler to draw lines to and label important parts of the seal, such as whiskers, flippers, nostrils, eyes, etc.
2. Harbor seals are classified as near threatened mammals. Look up what “near threatened” means and think of ways that we can help these marine mammals. The book says the seal in this story is “protected by law.” Why?
3. There are some very interesting science words in the Glossary at the end of this book. Look up each word in the dictionary and come up with your own definition.
4. Find out more about the animals rescued by the New England Aquarium. Go online to the Aquarium’s Web site and learn about current and past animals that have been part of the Rescue and Rehabilitation program (www.neaq.org/scilearn/randr).
5. Write your own list of rules for what to do if you find a stranded marine animal. Go to the Web site of the New England Aquarium (www.neaq.org) and look for rules about what to do when you find a stranded animal. Write a list of these rules in your own words.

The Orphan Seal

by Fran Hodgkins



6. Donate to the New England Aquarium's Rescue and Rehabilitation Program. Ask your friends, family, and neighbors to help you, or hold a bake sale or other kind of sale to raise money. Send donations to:

The Rescue and Rehabilitation Program
New England Aquarium
Central Wharf
Boston, MA 02110

7. Are you interested in working with animals when you grow up? The people in this story who help animals are marine biologists and veterinarians. Find out what you need to do to have a career working with animals. Go to http://www.aspca.org/site/PageServer?pagename=kids_cc_home to get information about careers with animals.

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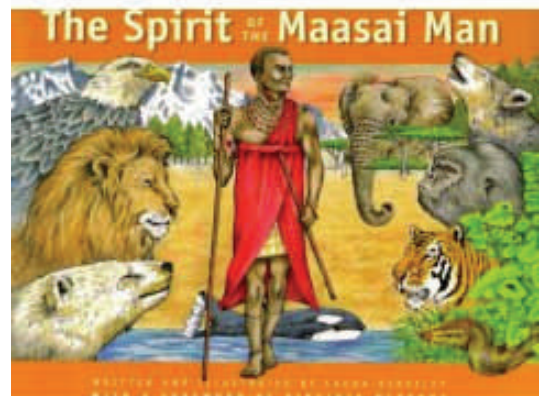
Literature Guide

The Spirit of the Maasai Man

By Laura Berkeley

Winner, 2000 ASPCA® Henry Bergh Children's Book Honor

This moving book juxtaposes the reality of captive zoo animals with their ancestral spirit homelands. Every zoo animal has a spirit that remembers its life in the wild. Once regal lions dream of days on the grasslands. Wise gorillas yearn for the comfort of family. This book encourages us to see the spirit of captive animals, to remember, as they do, the life they were meant to lead and how our part in the world has affected them. The next time you visit the zoo, will you hear the song of the Maasai Man?



The Spirit of the Maasai Man by Laura Berkeley (Barefoot Books, 2000)

ISBN: 1-902283-74-0

Theme: Wild Animals, Captive Animals

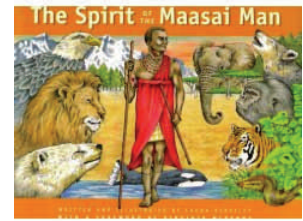
Suggested Ages: Kindergarten to 3rd Grade

Before Reading

- Ask:** Have you been to a zoo? What wild animals did you see there? Have you ever seen any of these animals out in the wild? Have you seen a lion on the grassland or a polar bear on the ice?
- Show:** Look at the cover. Name each animal you see and tell where that animal lives.
- Connect:** The book we are going to read talks about captive animals and wild animals. Look up the words *captive* and *wild* and make sure you understand the difference before you begin reading.

The Spirit of the Maasai Man

by Laura Berkeley



During Reading

- Ask:** As you read, think about the differences between the two animals you see. Do the animals seem: sad, happy, proud, tired, intelligent, scared, or excited? Why do you think there is a difference between the picture on the left page and the one on the right?
- Show:** Compare the pictures on the left page of each spread to the pictures on the right page of each spread.
- Connect:** Have you ever had to have a time out because you had misbehaved? This is when you have to stay in one place and can't play with your favorite toy or do what you love best. It probably made you feel bad not to be able to do what you want to do, or have any fun. This is what it can be like for animals in captivity, except they weren't naughty and they have to stay in a "time out" for a long time. Talk about what it must feel like to be in captivity. Can you empathize with these animals?

After Reading

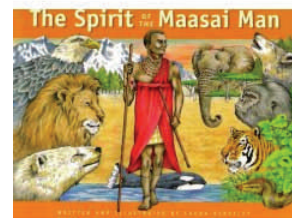
- Ask:** After reading this book, do you think zoos and aquariums are good places? Here are a few things to think about:
- 1) Zoos and aquariums may help people learn about animals and their habitats through their exhibits and/or educational programs.
 - 2) Zoo animals often live in very small cages.
 - 3) Some zoo animals live alone, which is contrary to their nature.
 - 4) Zoo animals can be taunted and injured by zoo visitors.
 - 6) An alternative to zoos are wildlife preserves that require a large amount of land and people to work on them.
- Show:** Look at the pictures of the captive animals in the book. What can you see in the pictures that tell you the animals are in captivity or are injured? How could a zoo solve these problems by taking better care of the animal? How might the animal be better off in a wildlife preserve?
- Connect:** Before you go to a zoo again, think about the animals there. Is it a zoo where animals have space to roam free? Does the zoo provide food, water, and fun for the animals? At the zoo, don't forget the spirit of the Maasai man.

Activities

1. Choose your favorite wild animal, either one you've seen in the zoo or one from a place near your home. Then use the Internet or the library to find out all about how your animal lives in the wild. Find out what it eats, how it sleeps, how it has babies, where it lives, etc. Then make a poster to show what you've learned. Color or cut out a picture of the animal and then fill your poster with facts.
2. "Adopt" a real wild animal, living at an animal sanctuary. Go to www.bornfree.org.uk/give/adopt-an-animall/ and choose from the animals pictured. You can read a biography of the animal to find out how it needs your help. Adopting an animal costs about \$50 a year.

The Spirit of the Maasai Man

by Laura Berkeley



3. Choose an animal (either the captive one or the one in the wild) from this book and put yourself in the animal's place. If your animal could talk, what would it say? With the animal's "voice" in your mind, write a journal entry and tell what is happening around the animal, how it feels, and what it hopes for.
4. Many zoos and aquariums do important work to conserve wildlife and educate the public. However, not all zoos maintain the same standards for how they treat their animals. To take a stand, do not visit a zoo or aquarium that doesn't meet the standards set by the ASPCA (see www.asPCA.org/site/PageServer?pagename=pp_zoos). And if you know of a zoo, aquarium, or circus that does not meet these standards, write a letter to the editor of your local newspaper asking others in your community to stage a boycott.
5. The treatment of animals differs from country to country. If you are on vacation and see a captive animal being mistreated, you can do something about it. Go online to www.bornfree.org.uk/campaigns/zoo-check/travellers-animal-alert/about-travellers-alert/ or call the Born Free Foundation's Travelers' Alert Hotline at 0845 003 5960 (this is a UK number).
6. Volunteer to become a zoo checker for the Born Free Foundation. You can help this organization keep track of practices at zoos around the world. Go to www.bornfree.org.uk/campaigns/zoo-check/take-action/ to find out more.
7. The author of this book both wrote the words and drew the pictures. To find out more about how she created the pictures, go to lauraberkeley.co.uk.

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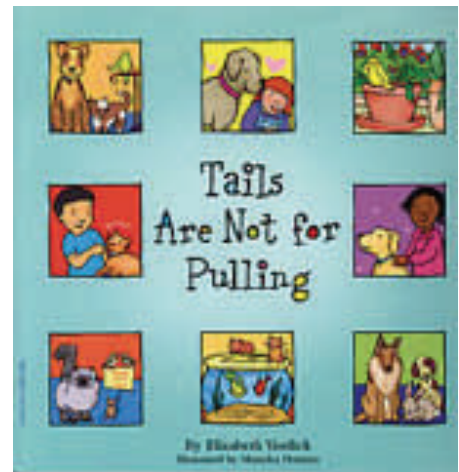
Literature Guide

Tails Are Not for Pulling

By Elizabeth Verdick

Winner, 2005 ASPCA® Henry Bergh Children's Book Award

If pets could talk, what do you think they'd say? This nonfiction picture book poses that question to young readers, who are encouraged to imagine pets saying: "Fur is for petting, not grabbing," "Ears are for listening, not yanking," and, of course, "Tails are not for pulling!" Pets may not have words, but they communicate with every meow, woof, and squeak. Animals also "talk" to us through cues such as wagging their tails, growling, purring, or hissing. Children can learn to understand these cues and the importance of treating animals with kindness and respect. Readers are shown how to touch animals gently—because pets are for loving after all. Special sections in the back of the book invite adults to try animal-friendly activities with children, read aloud fun facts about pets, and share further learning opportunities that build a stronger bond between children and animals. For the parents or caregivers of even younger children, there is also a shorter board book version of *Tails Are Not for Pulling* for toddlers.



Tails Are Not for Pulling by Elizabeth Verdick (Free Spirit Publishing, Inc., 2005)

ISBN: 1-57542-181-X

Theme: Kindness Toward Animals, Pet Care

Suggested Ages: Preschool to 2nd Grade

Before Reading

- Ask: Do any of you have pets at home? What kind? What are some ways that pets help make us feel good?
- Show: Share a photo of your own pet, if you have one, or a pet that has special meaning in your life. Share a funny or heart-warming story about the pet.

Tails Are Not for Pulling

by Elizabeth Verdick

Connect: Point out the many ways in which animals are connected to humans. For example, they may greet us when we come home or help us feel peaceful when we touch them. Trained animals help solve crimes, rescue people in life-threatening situations, or help those with special needs to live more independent lives.

During Reading

- Ask:** How do animals communicate? What do you think pets mean when they “say” meow, woof, growl, hiss, squeak, or chirp?
- Show:** Look at the pictures of pets in the book and point out ways animals “talk” with their bodies. What does a wagging or swishing tail mean? What does a purring cat communicate? Turn to pages 20–21 and show the cues that animals use to indicate distress: flattened ears, bared teeth, a raised paw or a show of claws. What should children do when they see these cues in real life?
- Connect:** Talk about how “pets are for loving, not teasing.” Ask the children to share their ideas about showing kindness toward animals. How can they love a pet gently from its head down to its tail?

After Reading

- Ask:** What should you do when you meet another person’s pet for the first time? Is it ever okay to run up to that animal and give it a big hug, or grab it in your hands to hold? Why not? What might happen?
- Show:** Role-play a safe way to approach someone’s pet. Make sure children know to *ask the owner first* if it’s okay to touch the pet. Demonstrate how to hold out a hand slowly for the animal to sniff, and then how to watch and wait for the animal’s cues. An animal that hides, growls, or seems anxious isn’t ready to be touched, and may be saying, “Hands off.”
- Connect:** Bonding with animals is rewarding—but safety is important too. Remind children that touching, holding, and caring for a pet includes basic safety rules that help protect both people and animals. What are some other ways to keep animals safe and healthy? Why is caring for pets such an important responsibility?

Activities

1. Show pictures of a variety of animals, birds, fish, and reptiles so children can look at how many different styles of tails there are. Which creature has the longest tail? The shortest, the curliest, the most colorful, the wildest? Talk about the different ways that tails “talk”: they wag, wave, wiggle, swish, bristle, and ruffle. What else can they do?
2. Discuss how animals may sometimes let their “teeth do the talking.” Even the calmest pet may sometimes nip or bite, especially if it is being teased or provoked. Tell children that bites need to be treated with the help of an adult. Make sure they understand that “hurting the animal back” is never an appropriate response.

Tails Are Not for Pulling

by Elizabeth Verdick

3. Talk to children about what to do if they ever witness someone treating an animal in a cruel manner or if they see an animal that looks hurt or sick. Although their impulse may be to try to intervene, it's always safer to get the help of a trusted adult. Show materials from organizations whose mission it is to help animals in need.
4. Invite a person who works with trained service animals to bring a live pet to help give children a lesson in treating animals gently, and to share ways in which this animal helps to improve human lives.
5. Find fascinating facts about animals, or encourage children to research some facts on their own. Did you know that a dog's sense of smell is 1,000 times better than a human's? That birds have hollow bones? Or that pet rabbits can be trained to use a litter box?
6. Support organizations that rescue and protect animals, find good homes for them, or educate people about the importance of kindness toward all living creatures. Are there opportunities to visit or volunteer? To donate money? To invite a speaker? Or to learn more about this important cause?

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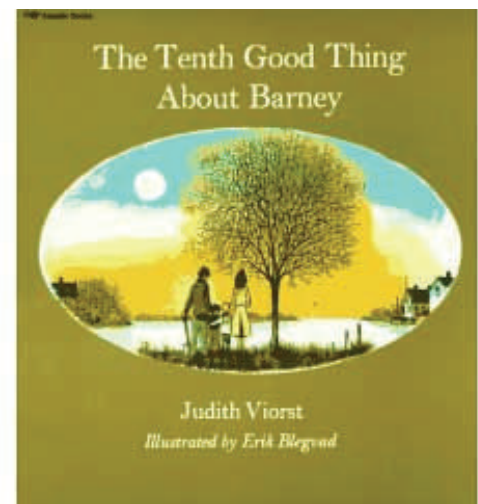


Literature Guide

The Tenth Good Thing About Barney

By Judith Viorst

This true-to-life story tells the tale of a young boy whose beloved cat dies. The boy struggles with his grief. He isn't interested in television or his favorite foods; he only wants to cry. The boy also struggles with finding ten good things to say about his cat, Barney, a task his mother has given him for the cat's funeral. He thinks of nine good things, but the tenth eludes him until his dad provides the answer while gardening. This story is a great opener for discussing the death of a pet and for understanding that grief is a necessary and natural process.



The Tenth Good Thing About Barney by Judith Viorst
ISBN-10: 0-689-71203-0

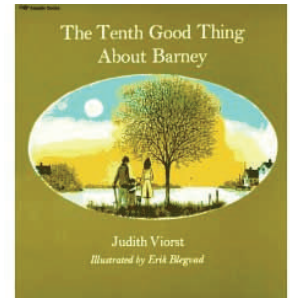
Theme: *Death of a Pet*
Suggested Ages: *Preschool to 3rd Grade*

Before Reading

- Ask: What does it mean when someone dies? (Use your own family values to explain what happens when a person or pet dies. However, be sure to speak openly, without using euphemisms for death.)
- Show: Look at the cover of the book. How does this picture make you feel? Choose from these words: *joyful, sad, thoughtful, quiet, excited, playful* .
- Connect: Have you ever had a pet that died? What was your pet's name? How did you feel when your pet died? The story we will read is about a boy whose pet cat dies and what the boy does to feel better.

The Tenth Good Thing About Barney

by Judith Viorst



During Reading

- Ask: Do you know what a funeral is? This is a time when people gather together to remember a loved one who has died.
- Show: Look at the picture on page 7. This shows Barney's funeral.
- Connect: Have you been to a funeral? What did you see and how did you feel?

After Reading

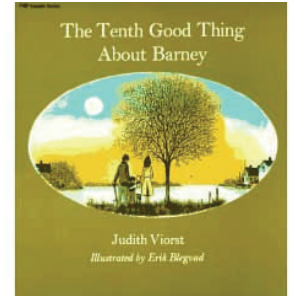
- Ask: The boy says that the tenth good thing about Barney is that he is helping the flowers grow. Do you think that's a "pretty nice job for a cat," as he says? Why?
- Show: Look at the picture of Barney at the end of the book. What kind of cat do you think Barney was? Was he: *naughty, frisky, cheerful, mean, sad?*
- Connect: Do you think the boy did a good job of thinking of ten good things about Barney? Would you like it if people thought you were brave, smart, funny, clean, cuddly, handsome, and sweet?

Activities

1. If you have a pet, think of ten good things to say about your pet (if you don't have a pet, pick a family member instead). Write out your ten good things on a big piece of construction paper and decorate it with photos or drawings of your pet or family member. Hang up your list on the wall or refrigerator. Be sure your family members, including your pets, know every day just how much you love them. Give lots of praise for all those ten good things.
2. If you experience a pet loss, here are some activities that may help with your grief:
 - Hold a funeral or memorial service.
 - Plant flowers or a tree in memory of the pet.
 - Frame a photograph or drawing of the pet.
 - Make a photo album or scrapbook of the pet.
 - Write a poem, song, or story.
 - Write a letter to your pet.
 - Create a shadowbox to hang on the wall that contains things like the pet's collar, toys and tags.
 - Make a charitable donation to a local animal shelter or rescue organization, or to the American Society for the Prevention of Cruelty to Animals (ASPCA) at: http://www.aspca.org/site/PageServer?pagename=form_honor&s_src=donate&s_subsrc=dek .
3. **Tips for Parents:** When dealing with the death of a pet, here are a few tips for explaining the death to your children:
 - If possible, talk about the pet's death before it occurs. For example, discuss how the pet has been ill or is too old to perform basic functions. Reading books such as this one introduces this difficult topic.
 - No matter your children's ages, be honest with them in a way that they will understand. Do not tell them the pet ran away or was given away.

The Tenth Good Thing About Barney

by Judith Viorst



- When explaining the death, do not use euphemisms, such as “went away” or “went to sleep.” Use concrete words, such as *death*, *dead*, and *dying*.
- If the children will see the dead pet (for example, in the case of humane euthanasia where the family may view the pet), explain to the children beforehand how the pet will look. You may also want to explain how the veterinary office will look and what other things they may see there, since sterile environments are sometimes intimidating to children.
- Don’t hide your grief from your children, and encourage them to grieve in their own way, even if others may not understand your family’s loss.
- Encourage your children to memorialize their pet by drawing a picture, writing a poem or story, planting a tree or flowers, or making a head stone.
- If you, or a family member, are having trouble with dealing with the loss of a pet, you can contact the ASPCA Pet Loss Hotline at (877) 474-3310.

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