

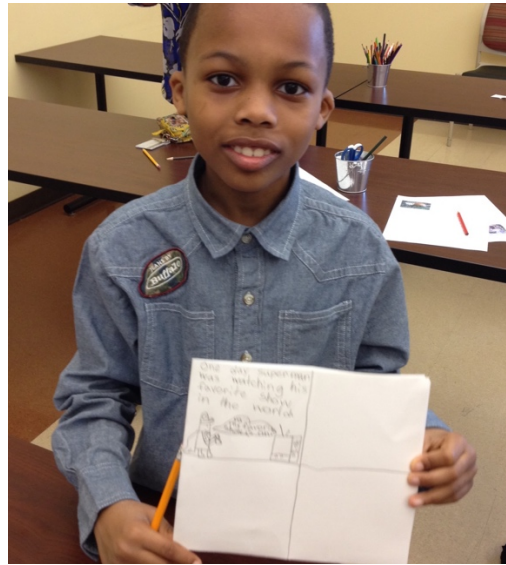
For a moment in time, they were one.
Young and old, Muslim and Christian –
Egyptians held hands
around their cherished library in Alexandria, protecting it.
It was January 2011.

Relive that moment now in
Hands Around the Library:
Protecting Egypt's Treasured Books
by Karen Leggett Abouraya and Susan L. Roth
Dial Books for Young Readers 2012 ISBN 978-0-8037-3747-1

Discussion ideas

- What would you do to protect the books you love?
- What would you do to protect a building that you love in your city – your school, your house, a special place?
- When do you think it is worth risking danger, destruction, even death, for what you believe?
- Imagine what it would be like to live in a society without freedom of speech. Make some rules for your class for one day: list some subjects or words or ideas that no one can talk about (recess, lunch, a popular singer). If anyone uses those words or starts talking about those ideas or people, that student must sit in the back of the room without participating in the class for 15 minutes.
- Do you think that the protestors in Egypt might have decided not protest if they realized that one year later they would still not have a new government?
- How does this protest in Alexandria, Egypt, - and the larger ones in Cairo - compare to protests you know about in the United States?
- What would you like to change about rules and laws here – at your school? In your city? In your country? How could you go about recommending or making those changes?
- Do you think there is anything that American students can do to help or to support Egyptians?
- What do you think Egyptian young people and students should do now? What do you wish for Egyptian students now?
- Where is your favorite library? Why is it your favorite?

Write your own book!



Materials

14" x 17" paper (available as drawing pads – works with smaller paper, but there is smaller space to draw and write)

Glue or tape

Markers, pencil, crayons

Directions

Make a “clubhouse” book following these written and video instructions from bookmaker Sushmita Mazumdar http://www.smithsonianeducation.org/heritage_month/books/index.html

Choose a nonfiction story online or in the newspaper – about animals, sports, another country – whatever interests you.

Read the story carefully. Underline or write down the most important details to tell in your own story.

Tell the story in your own words, as if you were writing it for a younger child or brother or sister.

Write or type your story on a separate piece of paper. Cut it into pieces. Glue the pieces onto the pages of your book. What if your story doesn't fit?

1. Are there parts of the story you have written that you can cut out without losing what is important?
2. Are there some sentences that could be written with fewer words?

Leave room on each page for an illustration. You can cut pictures from the newspaper or magazine, print them from the Internet or draw them.

Attach your story and the illustrations to the pages of the cover.

Give your story a title and an illustration for the cover.

Save the last page for your SOURCES:

1. Where did the story come from? (name the newspaper, TV show or website)
2. Where did the illustrations come from (unless you drew them yourself).

Share your book with your family!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading and Writing

- 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 7 - Integrate and evaluate content presented in diverse media and formats.
- 9 - Analyze how two or more texts address similar themes or topics.
- 8 (Writing) - Gather relevant information from multiple print and digital sources and integrate the information while avoiding plagiarism.

Grade 2 Literature

- 3 - Describe how characters in a story respond to major events and challenges.
- 4 - Describe how words and phrases supply rhythm and meaning.
- 9 - Compare and contrast two or more versions of the same story.

Grade 2 Informational Text

- 1 - Ask and answer such questions as who, what where, when, why and how to demonstrate understanding of key details in a text.
- 7 - Explain how specific images contribute to and clarify a text.
- 9 - Compare and contrast the most important points presented by two texts on the same topic.

Grade 3 Literature

- 3 - Describe characters in a story and explain how their actions contribute to the sequence of events.
- 6 - Distinguish their own point of view from that of the narrator or those of the characters.

Grade 4 Literature

- 7 - Make connections between the text of a story or drama and a visual or oral presentation of the text.

Grade 4 Informational Text

- 2 - Determine the main idea of a text and explain how it is supported by key details.
- 6 - Compare and contrast a firsthand and secondhand account of the same event or topic.
- 7 - Interpret information presented visually and explain how the information contributes to an understanding of the text.

Grade 5 Literature

- 6 - Describe how a narrator's point of view influences how events are described.
- 7 - Analyze how visual elements contribute to the meaning, ton, or beauty of a text.

Grade 5 Informational Text

- 6 - Analyze multiple accounts of the same event.
9 - Integrate information from several texts on the same topic to write or speak about the subject knowledgeably.

Grade 3, 4, 5 Writing

- 1 -Write opinion pieces on topics or texts, supporting a point of view with reasons
- 2 - Write informative/explanatory texts to examine a topic and convey ideas
- 3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- 7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

