

# YHBA Novel Resource 1

*The Journey That Saved Curious George*

Louise Borden

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Houghton Mifflin Company

Jenifer Reed  
June 26, 2009

# About the Author



www.louiseborden.com  
Honors and Awards

- Miami University Silver Ger-tie Award
- Dennison University Alumni Citation, 2002
- Ohioana Alice Wood Memorial Award for Children's Literature, 2002
- Ohioana Juvenile Literature Book Award, 2006
- Childrens Book of the Month Club
- Junior Library Guild
- National Council for the Social Studies
- International Reading Association
- Smithsonian's Notable Books for Children

Information borrowed from [http://www.houghtonmifflinbooks.com/features/cgsite/journey\\_lp.shtml#book](http://www.houghtonmifflinbooks.com/features/cgsite/journey_lp.shtml#book)

Louise Borden was born in Cincinnati, Ohio, in 1949. Inspired by a grandmother who loved history, Borden grew up fascinated by the stories of ordinary people and their relation to historical events. An avid reader of nonfiction and historical fiction, Borden majored in history at Denison University. She realized a lifelong dream when she became co-owner of The Bookshelf, a bookstore in her hometown of Cincinnati.

Many of Louise Borden's books have connections to history. She credits her teachers for helping her become so interested in history. Louise Borden does lots of research for each book she writes. Her stories are also based on real-life experiences. Characters names, events in the stories, and settings are often based on people and places that she has interacted with over the years.

In 1971, Borden married Peter Borden. When her youngest daughter started elementary school, Borden began work on her first children's book, *Caps, Hats, Socks, and Mittens: A Book About the Four Seasons*. Borden enjoys playing tennis, watching baseball (she's still an avid fan of the Cincinnati Reds), and reading, a pastime which keeps her mindful of the interests of her audience.

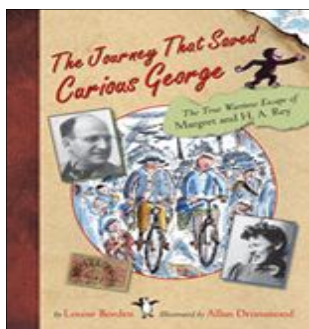
Author information borrowed from <http://www2.scholastic.com/browse/contributor.jsp?id=1311>

Mrs. Borden may be reached through the publisher at:

Louise Borden

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Boston, MA 02116

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*The Journey That Saved Curious George* won the Parent's Choice Award, ALA Notable Books, ALA Notable Children's Book, Publishers Weekly Starred Review, and the Sydney Taylor Book Award in 2006

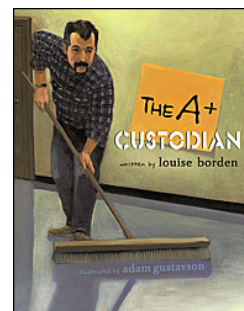
## Other Books by Louise Borden



Off to First Grade  
Cecily G and the 9 Monkeys

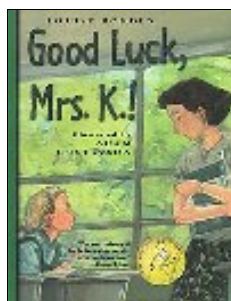
### **The John Hancock Club**

Across the Blue Pacific  
The Last Day of School  
The Greatest Skating Race



### **The A+ Custodian**

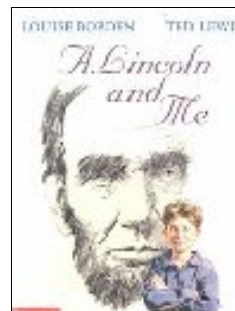
Sea Clocks: The Story of Longitude  
Touching the Sky: The Flying Adventures of  
Wilbur and Orville Wright



A is for America  
Albie the Lifeguard

### **Good Luck, Mrs. K.!**

The Day Eddie Met the Author  
Fly High: The Story of  
Bessie Coleman  
Sleds on Boston Common



### **A. Lincoln and Me**

Paperboy  
The Little Ships

Caps, Hats, Socks and Mittens  
Just in Time for Christmas  
Good-bye, Charles Lindbergh  
Thanksgiving Is...  
The Lost and Found Tooth



### **The Watching Game**

# Annotation

**Title:** *The Journey that Saved Curious George*

**Author:** Louise Borden

## **Annotated Summary:**

Louise Borden, author of several well-known children's books, writes a touching tribute to the creativity and bravery of Hans and Margaret Rey, the authors and illustrators of the *Curious George* books. In her illustrated biography, Borden uses first hand accounts to answer her own burning question, "How did the Reys escape Paris during the Nazi invasion?"

The book is divided into two sections, the first giving us the sentimental "back story" on the German born Jews. She tells of their childhoods, early careers and marriage, set against the romantic locales of Rio and Paris. It is evident that Borden is fond of the Reys' character and the characters, like Fifi (later known as Curious George), they created. Borden effectively uses words like "gentle" to describe Hans and "spunky" to describe Margaret, making the reader feel as if they might instantly like the authors. This enables the audience to sympathize with the Reys as they flee their adopted homeland for freedom.

In the second section of the book, Borden describes in detail the four-month journey which eventually brings Hans and Margaret to New York. During this time, Paris is invaded by Hitler's army, and the Reys escape on bicycles with only a few personal belongings. Fortunately, they are able to take their manuscripts, which manage to save their lives several times. Borden often puts in too much information, slowing the story down, at several points in this section. Readers may feel so attached to the Reys that they just want the authors to be free.

Illustrator Allan Drummond intermingles pages from Hans' personal calendar, postmarks and photographs along with his own whimsical illustrations. The illustrations are effectively used, especially during the wartime and exodus scenes, where pages are practically covered with gray to reflect the dreariness of the war and the masses of people and events happening around them.

## Genre

Narrative non-fiction/historical

## Point of View

This story is told from third person limited, as we only hear about the thoughts, feelings and emotions of the Reys.

## Theme

There are several themes in this novel. One theme is that of war and the effects it can have on society as a whole, but also the individual. Another theme is that of religion, specifically Judaism. The Reys were both German born Jews who had settled in Paris during World War II. Another theme is creativity. The Reys were inspired by things they relished from their childhoods, their surroundings and each other as they created one of the world's most cherished characters, Curious George.

The title of the book is rather straightforward. If the Reys had not journeyed out of Paris to save their manuscripts and their lives, they would have surely been persecuted by the Nazis for their Jewish beliefs.

## Conflict

The main conflict in the story is that between Europe and Adolf Hitler's regime. There is a minor conflict between Hans and Margaret as they attempt to master a tandem bicycle before their escape.

## Resolution

Resolution comes when Hans and Margaret finally reach New York City to begin a new life. A year after their arrival, *Curious George* is published. Oddly enough, their belongings arrive mysteriously from Europe as well!

## Characters

- Hans (H.A.) Reysersbach (Rey)-main character and author/illustrator of Curious George books. Gentle and quiet, Hans is known for wearing a now-famous big-brimmed yellow hat.
- Margaret Waldstein Reysersbach (Rey)-main character, married to Hans and co-author/illustrator of Curious George. Spunky, red-haired and feisty, she is Hans' faithful companion and co-creator.
- Manuscripts-yes, they did help save the Reys' lives more than once.
- Refugees-friends and neighbors who were forced to leave their homes during the invasion of Paris.
- Villagers-helped provide the Reys food and shelter during their escape
- German soldiers-forced Parisians out of their neighborhoods.

## Setting

This story covered a LOT of time and ground! We begin in Hamburg, Germany in the early 1900's. The bulk of the Reys' story takes place from 1935-1940 where lived in Rio, Paris, various villages, Spain, Portugal and finally New York City.

## Interest/Reading Level

This book is geared for 7 to 10 year olds but history fans and Curious George fans would really enjoy this true story as well! The Lexile Level is set at 950, which is approximately middle/end 6th grade level.

## Booktalk

*(With my Hollywood theme, I might begin with a short snippet of the movie Curious George, starring Will Ferrell to set the stage)*

Grab your passport and journey to Paris, France! Picture the amazing sights around you...the Eiffel Tower, the Mona Lisa, the cathedrals, and of course...the monkeys?!?!?! *The Journey That Saved Curious George* by Louise Borden is the true story of authors and illustrators Margaret and H.A. Rey and their narrow escape from Paris during World War II. As German-born Jews, the Reys' adventure begins when Hitler's German army threatens their beloved city, and the authors are forced to leave on bicycles. Their four month journey takes the Reys across three continents all while being helped by a beloved, but fictional, monkey, Fifi,

# Discussion Questions

## **Part I: Two Artists**

### **Childhoods in Germany**

#### **Pre- reading:**

60 second write in journal-Think about what you would like to be when you grow up. Are the things you are interested in now helping to achieve that goal? How/Why or Why not?

#### **During:**

1. What is the setting of the story? P 7
2. What are things Hans is interested in? What evidence is there to support that? P. 7
3. What do Hans and Margaret have in common? How are they different? P. 7-8
4. Was Hans being a soldier in World War I affect him or his outlook in any way? P. 10
5. Why did Hans leave Germany? P. 11

#### **Post Reading:**

60 second write in journal-jot down a prediction or two about what you think will happen in the story. Be prepared to share in your small group at tables.

## **Teaming Up in Brazil**

#### **Pre- reading:**

Locate Brazil on a map. What do we know about Brazil? (Brainstorm on board) How might this location affect the story?

#### **During:**

1. Who is Adolf Hitler and what did he represent? P. 14
2. How is Hans's yellow hat significant to the story? P. 13
3. How are Hans and Margaret described? How might their personalities affect their working and/or personal relationship? P. 14

#### **Post Reading:**

Draw a "postage stamp" picture using pre-cut adhesive paper. Your scene should include something the Reys might have seen along the Amazon River. Think about the colors you might find in a rainforest and use all of the white space.

## **A Hotel in Paris**

### **Pre- reading:**

Locate Paris, France on the map in your history book. Whole group-brainstorm everything we know about Paris from art to history to architecture to culture. Keep list on chart paper for future use. If time allows, and we have the SmartBoard, look up some of the items listed.

### **During:**

1. Do read aloud activity where students pay special attention to description of Paris p. 18-20

### **Post Reading:**

In groups-ability grouped, but not implicitly stated.

- Create a 3-D model/map of Paris. Be sure to include the street layouts from L'Arc de Triomphe, to the river Seine, to the Eiffel Tower. You may use any paper I have or butcher paper from the art-room.

<http://www.paris.org/Maps/MM/>

- Create a quick Power Point with art one might find at the Louvre. Be sure to include a picture of the artwork (may be sculpture, painting, etc.), the artist, medium used and artistic style.

<http://www.louvre.fr/llv/commun/home.jsp?bmLocale=en>

- Research Montmartre where the Reys lived. There was a LOT going on there from entertainment to cathedrals. Create a baseball style card with your object and a label on the front. On the back, record what your object is, location of Montmartre, and how it influenced the people of that neighborhood. If it is a person, you might wish to include a work he/she is known for.

<http://www.absoluteastronomy.com/topics/Montmartre>

## **Books for Children**

### **Pre- reading:**

At your table, discuss why you believe the authors came up with the name "Fifi" for Curious George first. After groups share possibilities, let them know it has something to do with French. (Fifi means *curious* in French)

### **During:**

1. Point out that Hans kept a journal of living expenses, work, etc. What would be the importance of introducing this to the story? p. 23
2. Why do you think the author chose to include pictures of real documents on these pages?

### **Post Reading:**

On a Post-It note, write an answer to one of the following question and post it up in Question Corner. "Do you keep a journal and what do you write about in it?" If the answer is NO, "Tell

## **War Begins**

### **Pre- reading:**

Where do you go to help you feel safe? Why does this place (or person) comfort you?

### **During:**

1. Besides safety, why might the Reys have gone to chateau Feuga? P. 24-25
2. How did Fifi save the lives of the Reys? P. 26
3. What does it mean to be a neutral country? Why were countries such as Brazil and Switzerland so important? P. 27

### **Post Reading:**

Have students retell events leading up to the Reys being questioned about being spies.

## **The Winter of 1940**

There is little/no action occurring in this section. It is purely exposition.

## **Working by the Sea**

### **Pre- reading:**

Have you ever had something happen that did not seem all that important at the time? What was it and what effects did it have?

### **During:**

1. Locate Avranches on a map. Show pictures of (my lifelong dream to visit) Mont St. Michel. Point on this was the only cathedral/city never invaded, because of it's unique location. Do you think they Reys chose this spot intentionally? If it were a fictional story, the connection would be uncanny! It has to do with the tides of the bay. p. 32
2. What are obstacles the Reys are beginning to face? What was their "lucky break"? P. 33
3. What was the inspiration for their children's nursery rhymes and songs? P. 33

### **Post Reading:**

Take a tour of Mont St. Michel by visiting the sites attached. What is so unique about the cathedra/village? What are some words you might use to describe it?

HISTORY/PHOTOS: [http://www.ot-montsaintmichel.com/histoire\\_gb.htm](http://www.ot-montsaintmichel.com/histoire_gb.htm)

HISTORY?PHOTOS [http://www.castles.org/castles/Europe/Western\\_Europe/France/france2.htm](http://www.castles.org/castles/Europe/Western_Europe/France/france2.htm)

VIDEO: [http://video.google.com/videosearch?sourceid=navclient&rlz=1T4GGLR\\_enUS239US240&q=mont%20st%20michel%20information&um=1&ie=UTF-8&sa=N&hl=en&tab=vw#](http://video.google.com/videosearch?sourceid=navclient&rlz=1T4GGLR_enUS239US240&q=mont%20st%20michel%20information&um=1&ie=UTF-8&sa=N&hl=en&tab=vw#)

## **The Terrible Week**

### **Pre- reading:**

History happens around us all of the time. The Reys knew something big was happening in Europe. What “major” history have you witnessed or heard about in your short lives? Has this had any impact on you or your family?

### **During:**

1. How did the German advance make it difficult for the Reys to “put their hearts into their work”? P. 35
2. Listen for a simile (comparison) as page 35 is read aloud. What two items are being compared? What is a metaphor that could replace it? P. 35
3. Why would the Reys choose to return home when they might be in danger? P. 35

### **Post Reading:**

Go back to your first journal entry about the prediction you made about the story. Is your prediction correct? Even close? Revise and tell what you think might happen next. Keep in mind the title of the story.

## **Part II: Escape from Paris**

### **Paris in Wartime**

#### **Pre- reading:**

Suppose you had to leave your home in 2 minutes and only had a medium-sized box to carry all of your belongings. What would you put into the box and why? Your family members/pets are already going with you, so you don't need to “pack” them. Record your response on a 3X5 card in just 2 minutes.

#### **During:**

1. Do illustrations help to tell a story? Compare the illustration on page 39 to all of the others we have seen so far? Does it help to convey anything? P. 39 and others as needed

#### **Post Reading:**

Turn over your 3 x 5 card, and color the back side ONE color you think best represents Paris. Think of events going on, the emotions of the people, etc. Be prepared to share with your group why you chose that color.

## **Plans to Flee**

### **Pre- reading:**

They Reys are collecting documents such as passports. What is a passport? They plan to journey south through Spain, Portugal and then to Brazil and finally New York. Divide into 4 groups and determine what languages are spoken in these countries.

### **During:**

1. Read aloud activity finish up where students will be comparing pre-war Paris to wartime Paris. Directions in later section of paper. P. 42-43
2. The author used onomatopoeic words like "Thump-thump" in this chapter. What does it represent? Why would Borden choose to do this? P. 41
3. The author's style changes in this section. Why use ellipses so many times during this chapter. Why might she have done this? P. 41

### **Post Reading:**

Turn over your 3 x 5 card, and color the back side ONE color you think best represents Paris. Think of events going on, the emotions of the people, etc. Be prepared to share with your group why you chose that color.

## **A Bicycle Maker**

### **Pre- reading:**

If you had to travel a long distance, what mode of transportation would you pick and why? Share at your tables.

### **During:**

1. Why do you think the author uses the word *velo* in place of bicycle? P. 45
2. What caused all of the bicycles to be gone already? What effect might that have on the citizens of Paris? P. 45

### **Post Reading:**

With a partner, create a 1 minute dialogue which might have occurred between Hans and Margaret as they learned to ride their tandem bicycle. Think about how their personalities were described early on in the novel. You will be sharing your work.

## **Pedaling South**

### **Pre- reading:**

What does the expression “sea of humanity” mean to you? Where might you have experienced this sensation? How might it come into play during this story?

### **During:**

1. Student purpose is to look/listen for descriptive phrases which paint a vivid picture of the escape from Paris.
2. Students should be able to critically analyze the illustrations on p. 47-49. Why did the artist use the colors he did? Why the “motion lines”? Why so many people on the page? Why did the author finally incorporate the swastikas onto the airplanes?
3. Why were the manuscripts so important to the Reys, since their lives are on the line.

### **Post Reading:**

Create a bubble map with one of the following words in the center.

refugee      exodus

Be sure the words in the bubbles are descriptive words, or adjectives.

## **Help Along the Way**

### **Pre- reading:**

In a Tennessee Williams play called “A Streetcar Named Desire” a character named Blanche said the following, “ Whoever you are, I have always relied on the kindness of strangers.” What does this mean? Is it easy to ask somebody for help? Why or why not?

### **During:**

1. What does “nuit au etable aux vaches?” mean in English?
2. Where did the Reys stay along their bicycle journey?
3. The author states that the Reys were not afraid, but they keep having close calls. What might be giving them their sense of security?
4. Why was June 14, 1940 a significant day in Paris?
5. Hitler is evil, but he thought he was doing what was right. Can a person who is evil do the right thing, even if it is not popular.

### **Post Reading:**

If you were Hans or Margaret, what might you record in your journal. Write a short paragraph about an event you “experienced” in this section. Use specific details mentioned in the story.

**Weary Refugees**  
**Across Spain**  
**Waiting in Lisbon**  
**An Ocean Voyage**  
**Waiting in Rio**

There is little/no action occurring in these sections. It follows the journey of the Reys across Spain, into Lisbon and onto Rio again. Could be working on Mapping Book Activity during these sections.

**A New Home**

**Pre- reading:**

Have you ever waited for something “big” to happen....a birthday, vacation, test? What did it feel like when that day finally arrived? How did you feel when it was over?!?!?

**During:**

1. Why is the Statue of Liberty especially significant in this story? (Hint: what country was the Statue a gift from?)
2. The author says the Reys had “an unknown future”. Do you think they Reys were worried, considering what they have just been through?
3. Be sure to read afterward which contains more of the “history” of the story.

**Post Reading:**

1. Complete the “I am curious about sheet” if you have questions about the story or events “behind” the story  
[http://www.houghtonmifflinbooks.com/features/cgsite/storyhourpdfs/storyhourletter\\_lined.pdf](http://www.houghtonmifflinbooks.com/features/cgsite/storyhourpdfs/storyhourletter_lined.pdf)
2. Create an advertisement poster for the publisher who helped to get the Curious George books printed. Be sure to keep in mind colors that the Reys might have used in their art work. Be sure you tell the essentials such as
  - Book title and author
  - At least one example of persuasive language-why should I buy it?
  - Where to get book
  - Sentence or phrase which tells what book is about
  - Suggested price

# Vocabulary

- Smattering p. 10-just a little bit of knowledge
- Fluent p. 13-able to speak or write well
- Spunky p. 14-high-spirited
- Marmoset p. 15-a small, squirrel-like monkey found in South America
- Quay p. 20-a landing place along water; dock
- Script p. 23-printing or writing
- Franc p. 23-old system of money in France replaced by the Euro
- Manuscript p. 23-an author's work, usually hand or typewritten, before it is published in book form
- Neutral p. 27-not taking sides
- Valises p. 24- French word for suitcase
- Chateau p. 24-French word for castle or fort
- Typesetters p. 32-a person who sets type on a printing press-predates computers
- Blitzkrieg p. 34- an all-out military attack from air and ground
- Metro p. 38-the Parisian transit or "subway" system
- Civilians p. 38-a person who does not serve in the military, fire or police departments
- Visa p. 40-a stamp which allows a person to pass from one country into another
- Flee p. 40-leave quickly
- Consulate p. 41-a place where officials of a country look after its own interests. Consulates are located in other countries
- Eerie p. 42-spooky or strange
- Bedlam p. 52-chaos
- Goose-stepped p. 53-a march in which soldiers do not bend their legs-think of the hyenas in the Lion King during the song *Be Prepared*
- Swastika p. 55-a cross-like figure used as the official symbol of the Nazi party
- Disheveled p. 56-messy or unkempt
- Clamor p. 56-loud and noisy
- Telegrams p. 56-a message sent over wires electronically-predates email

# Anticipation Statements



**Student  
Thinking-  
Anticipation/**

Name \_\_\_\_\_

Date \_\_\_\_\_

BEFORE		<i>The Journey that Saved Curious George</i> by Louise Borden	AFTER	
Agree	Dis- agree		Agree	Dis- agree
		Good things happen to good people.		
		It is important to me to learn about different cultures and languages.		
		Learning about historical events can be exciting.		
		Curiosity is a bad trait.		
		If you struggle with something, you are a weak person.		
		For both men/women and boys/girls to keep a journal or diary is acceptable.		

**Pick one of the statements above and write a short reflection. Why did your opinion change or not?**

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## Read-Alouds

**Title:** *The Journey that Saved Curious George*

**Author:** Louise Borden

**Read Aloud 1 :** p. 18 and 20-description of Reys' Montmartre neighborhood

**Pre-reading:** I would explain to children that part of Curious George's "journey" took place in Paris, France during an exciting time in history. There were so many beautiful things to see and do within the city, but one of the most interesting places in the city was the suburb of Montmartre. Montmartre is located at the highest point in Paris and has breathtaking views of the city below. I would like for you to listen as I read how the authors might have viewed Montmartre and think about why they might have decided to live there.

**Post-reading:** What were some of the "things" you heard mentioned?  
(monuments, people, street scenes, etc.)

How were these things described? (I would keep a list of their descriptions on the board for later use.)

Why do you think they authors settled there? (creativity, different scenery, etc.)

Lastly, I would show them photographs of Montmartre and Paris, so they may see the beauty of the city thru pictures.

**Read Aloud 2:** p. 46-47-description of Reys' escape from Paris by bicycle

**Pre-reading:** We will now hear a much different description of Paris. Close your eyes and visualize the "movie in your mind" ...make the pictures come to life for you. During the second reading, I would like for you to listen for words that make this passage powerful. Try to come up with at least three.

**Post-reading:** Allow children 30-60 seconds to record powerful words, descriptions in journals and share in small desk groups. Students may take notes about others' thoughts.

# If You Liked....Then You'll LOVE....

## Also by Louise Borden

*The Greatest Skating Race*-During WW II I, a 10 year old boy's dream of skating in a famous race allows him to help two children escape German soldiers.

*Sleds on Boston Common*-Story of a boy who challenges British soldiers to let the local children sled and skate in Boston during the Revolutionary War.

## By Other Authors

*Hidden Child* by Isaac Millman-This author's personal account of his life in pre-war France as a Jewish child. Abandoned by his parents and given a new name by the Christians hiding him in the French countryside.

*Rosa Parks, My Story* by Rosa Parks-Mrs. Parks provides a first hand account of her refusal to give up her seat to a white man in Montgomery, Alabama in 1955 in this autobiography.

*The Boy in the Striped Pajamas*, by John Boyne-The story of Bruno whose father works at "Outwith", a German concentration camp. He befriends young Jewish boy who wears "striped pajamas" on the other side of the fence.

*The World of William Joyce Scrapbook* by William Joyce-Mr. Joyce explains his personal creative process from start to finish. Filled with wonderful, and familiar illustration, this book is interesting for all ages!

*Anne Frank* by Josephine Poole-Told in picture book form, this is the story of Anne Frank's life from birth until being taken by Nazis to a concentration camp. This is a good first introduction to the Holocaust and its atrocities.

*The Diary of Anne Frank* by Anne Frank-a first hand account of the Holocaust told through Anne's personal journal entries.

*The Journey to Topaz* by Yoshiko Uchida-The story of Japanese-American interment camps

*D is for Dahl* by Roald Dahl and Wendy Cooling-This book gives an ABC look at one of the most famous authors of children's literature.

*Number the Stars* by Lois Lowry- A fictional tale about Annemarie, a Jewish girl living in Denmark during World War II.

# Cross Curricular Connections

## Art: Draw Curious George

Try your hand at drawing Curious George like the Reys might have. Once you draw our little friend, put him in an interesting location. Use the following website to help you draw George step by step.

[http://www.houghtonmifflinbooks.com/features/cgsite/games\\_drawing.shtml](http://www.houghtonmifflinbooks.com/features/cgsite/games_drawing.shtml)

Indiana Standard-Art 5.2.2

## History: Making a Timeline

Students make an illustrated timeline of the Reys' escape from Paris OR have students make parallel timelines and draw conclusions.

Materials

- 8½ x 11 sheets of paper for illustrated or cash register tape for parallel
- markers or crayons
- tape
- ruler

1. Have small groups of students create two lists of events: one of the major events in the Reys' lives and the other of world events that affected the Reys.

2. Suggest that students use library resources to find these dates:

- Start of World War I (1914)
- End of World War I (1918)
- Start of World War II (1939)
- German troops enter Paris (1940)
- End of World War II (1945)

3. Have students find the following dates in *The Journey That Saved Curious George*:

- Hans Rey is eight years old; Margret Rey is born (1906)
- Hans moves to Brazil (1924)
- Margret and Hans marry (1935)
- Reys flee Paris (1940)-may also have students use specific dates in timeline
- *Curious George* published (1941)

Tape sheets of paper together horizontally to accommodate two timelines, one on top of the other. After students have made their timelines, have them write three questions that can be answered by comparing the two timelines. Students should exchange questions with a partner.

[http://www.houghtonmifflinbooks.com/features/cgsite/journey\\_lp.shtml](http://www.houghtonmifflinbooks.com/features/cgsite/journey_lp.shtml)

Standards History: 5.1.17

# Book Activities

## Point-of-View Narrative

This is an individual activity

### Directions:

1. Children are to assume the role of the Reys' bicycles on the day they leave Paris
2. They are to write a story from the point of view of the bicycles.
3. A pre-planning visual organizer should be created and proofed by teacher prior to writing
4. The story should include specific details from ALL of the bike's "5 senses"  
What did the bike hear? See? Smell? Touch? Taste....that's a stretch!
4. Essay should
  - be at least 5 good paragraphs and have a good beginning, middle and ending
  - use transition words
  - use 3 power words and  
Have a specific tone or mood to it

Indiana Language Standards-5.5.1

## Using a Map

This is a small group activity

### Directions:

1. Give each group of 3-4 students map and string. They should have other supplies
2. Have each group create an additional map key on their maps which show that the
  - RED lines show Hans' journey before he met Margaret
  - BLUE lines show Margaret's journey before she met Hans
  - GREEN lines show their journey together  
(adaptation-show green lines only)
3. Have students read and record journey on maps as a group
4. Students should then use string and measure the GREEN line in KILOMETERS from Paris to New York City (route of escape) sequentially, adding up each segment of the journey from major city to the next using the string/mileage key. (G/T-convert European kilometers to US miles, locate latitude/ longitude of major cities visited)
5. Students should be within 100-200 km of each other if done properly.

Indiana History Standards-6.3.1

## Thematic Resources

**Title: The Journey That Saved Curious George**

**THEME: War**

**BBC-Children of World War II**

**Web Resources:** <http://www.bbc.co.uk/history/ww2children/> an interactive website for 7-9 year olds providing information and insight about being an English child during WW II.

**THEME: Religion-Judaism**

**United States Holocaust Memorial Museum**

**Web Resources:** <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005142>- website detailing what life was like for Jewish children during the Holocaust.

**THEME: Creativity**

**Children Teach Creativity**

**Web Resources:** <http://www.creativity-portal.com/howto/artscrafts/cartooning.shtml>- a portal for children to read short articles about being creative in different mediums and suggestions for how make art happen.

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## Indiana Academic Standards

Language Arts: 5.1.6, 5.2.2, 5.2.4, 5.3.2, 5.4.2, 5.5.1

Math: 6.5.2

Social Studies: 6.3.1

Visual Arts: 5.2.2

# Resources I Used

Borden, Louise, *The Journey that Saved Curious George*, Houghton Mifflin Company, 2005

## **Author's Homepage:**

“Louise Borden”

[www.louiseborden.com](http://www.louiseborden.com)-helpful, but not informative when it came to listing awards, activities, etc. It does have an extensive listing of her books with short synopses.

## **Douglas MacArthur Elementary School Destiny link**

(link to school library)

<http://destiny.msdp.k12.in.us/common/welcome.jsp;jsessionid=D312D7E311BD430470734E0531C5606C?site=106>

## **Publisher's webpage:**

Houghton Mifflin Books for Children Webpage

[www.houghtonmifflinbooks.com/hmcochild](http://www.houghtonmifflinbooks.com/hmcochild)

## **Publisher's webpage for the author or author's books:**

Houghton Mifflin page for Louise Borden

<http://www.houghtonmifflinbooks.com/catalog/authordetail.cfm?authorID=2230893>

## **Scholastic Book Club website**

<http://www2.scholastic.com/browse/contributor.jsp?id=1311>

## **The Journey that Saved Curious George Activities/Lesson Plans**

[http://www.houghtonmifflinbooks.com/features/cgsite/journey\\_lp.shtml](http://www.houghtonmifflinbooks.com/features/cgsite/journey_lp.shtml)