

## Classroom Connections & Additional Activities

1. At a pretend audition, have students take turns acting out scenes from Peter Pan or another favorite story. Talk about how it felt to try out for a part. **LA** **PE**
2. Use dress-up clothes to create a favorite costume. Tell a story about your character (tape record if possible). **LA**
3. Discuss whether people can really fly on their own. Find out how people in movies or on TV seem to fly. Draw pictures of things that really *can* fly. **SCI**
4. Listen to the music from Peter Pan. Pretend you can fly. **MUSIC** **PE**
5. Make a list of ways to decide who goes first in a game. Which ones are fair and why? Why is it important? **SS**

## Amazing Grace

Mary Hoffman  
 Illustrated by Caroline Binch.  
 1991  
 New York: Dial Books for Young People

### JUSTICE

USA  
 Reading Time: 6 minutes

#### CONCEPTS

Justice  
 Respect  
 Hope

#### SUMMARY

Grace loves stories and acts out character after character. She would love to be Peter Pan in the school play, but her classmates tell her she can't because Peter is neither a girl nor African American. With aspirations and independence, and assurances from Ma and Nana, Grace prepares well and justice prevails. Caroline Binch's animated illustrations give remarkable expression to this heart warming story.

#### OBJECTIVE

The student will be able to define and discuss justice as it applies to this story. The student will be able to demonstrate an understanding of justice by identifying situations as fair or unfair.

# After the Story

## Amazing Grace

### DISCUSSION

1. After Grace listened to stories, what did she like to do? Who were some of the characters Grace liked to pretend to be?
2. When the school play was planned what did she want to do? Why did the others say she shouldn't play Peter Pan? Was that fair? Why or why not?
3. Who thought Grace could be Peter Pan? Why did Nana take Grace to the ballet?
4. What is an audition? Is this a fair way to decide who gets to play each part? Why do you think the children changed their minds about Grace playing Peter Pan?
5. We use the word justice to describe fairness. What has happened to you that was not just or not fair? What might you have done to change what was unfair? Who can help you when something is unfair?

### ACTIVITIES

1. Have each child draw a self-portrait or make a silhouette. Above each portrait place a thinking balloon. In each balloon print the child's thoughts about fairness (you may use one of the following sentence starters).

It is fair when \_\_\_\_\_.

I saw \_\_\_\_\_ being fair when \_\_\_\_\_.  
(name)

Being fair means \_\_\_\_\_.

2. Using a large cardboard box, construct a puppet theater. Use hand puppets or make puppets from socks or paper bags to allow students to produce story-plays about justice. Plan carefully so roles are not gender determined.
3. Design an activity where children will experience unfairness and discrimination. For example, students wearing red must stand at the end of the line, or students whose names begin with A, B, or C get served last at snack time. The activity should be brief, and should be followed immediately by a discussion of what happened, how students felt, and the unfairness (injustice) of the activity.

### EXTENSION

1. With your family, talk about the fairness of helping out with household chores. What chores do you do to help out?
2. Grace practiced a lot to get the part of Peter Pan. Ask a grown-up about a time when they worked hard to get something they deserved.
3. Send home the Heartwood Family Newsletter on Justice.

### WRAP-UP

In My Heartwood Journal draw a picture of yourself or someone you know acting fairly, such as voting or sharing.

### VOCABULARY

**audition**  
**Joan of Arc**  
**Troy**  
**Hiawatha**

**Mowgli**  
**Trinidad**