

## Interdisciplinary Ideas

### LANGUAGE ARTS

1. In groups of three or four, make a list of phrases or expressions used with the word "light," e.g., to shed light on a subject. (You may want to use dictionaries for this activity.)
2. Imagine life without electricity. What things would you have to do without? Write about the advantages and disadvantages.
3. Change the story into a play. Write your own dialogue and use some of the dialogue from the story. Act out the play for your class or another class.

### SOCIAL STUDIES

1. Research immigrant life in America in the early 1900s.\*
  2. Find information about the Tenement Museum in New York City. (Keyword: Lower East Side Tenement Museum)
- \* Visit [www.heartwoodethics.org](http://www.heartwoodethics.org) and choose Teaching Heartwood, Culture Keys, for more on the history, culture, and geography of this book.

### ART

Make a color and scratch art board. Fill a piece of cardboard with heavy crayon in patches of bright colors. Color over the entire design with heavy black crayon. With a toothpick or other sharp object, scratch a design or picture through the black crayon of a light source and something it is illuminating.

## Peppe the Lamplighter

Elisa Bartone  
1993  
New York: Lothrop, Lee & Shepard

**HOPE**  
USA  
Historical Fiction  
Reading Time: 6 minutes

### CONCEPTS

Hope  
Respect  
Love  
Perseverance

### SUMMARY

**This moving story of an immigrant boy gives children a look at life in New York's Little Italy in the days before electricity. To the disappointment of his father, who has high hopes for his son in America, Peppe finds a job as a lamplighter. When Peppe refuses to light the lamps and his sister becomes lost, he and his father realize the importance of a lamplighter's job. Peppe sees each flame as a hope for a better tomorrow. Light glows on every page in Ted Lewin's illustrations.**

### OBJECTIVES

The student will be able to define and discuss hope, respect, and love as they apply to this story and will understand the connection between perseverance and hope.

# After the Story

## Peppe the Lamplighter

### DISCUSSION

1. What kind of a person is Peppe? Name some of his character traits. Did Peppe show perseverance in his search for a job? How do you know?
2. Why does Peppe have to work? What does he think about as he lights the lamps?
3. How does he feel when he first gets a job? Why do his feelings change?
4. When Peppe is sad, who gives him support? Who gives you hope when you are unhappy?
5. Who finally respects Peppe at the end of the story?
6. What does light symbolize in this story? Explain.

### ACTIVITIES

1. Find New York City and Naples, Italy, on the world map.
2. Papa used the expression "You'll belong to the streets!" With a partner discuss what worried Papa. What do you think this expression means today? Share with the class.
3. Make a list of hopes Peppe had for each member of his family.
4. In pairs, list jobs that provide services to the community.

### JOURNAL

1. Peppe saw each flame as a "promise for the future." Write a hope you have for each person in your family. Draw and color a flame at the beginning of each hope you write.
2. Peppe wanted his father to respect him and be proud of him. Write about a time a parent or grandparent was proud of you.

### HOME CONNECTION

At home share some of the hopes you wrote in your journal for family members. Discuss hopes you have for yourself. Talk about what you can do to achieve some of those hopes.

### VOCABULARY

**embroider**  
**tenement**  
**embrace**  
**ashamed**