Peace, Locomotion
by
Jacqueline Woodson
About JLG Guides

Junior Library Guild selects the best new hardcover children’s and YA books being published in the U.S. and makes them available to libraries and schools, often before the books are available from anyone else. Timeliness and value mark the mission of JLG: to be the librarian’s partner. But how can JLG help librarians be partners with classroom teachers?

With JLG Guides.

JLG Guides are activity and reading guides written by people with experience in both children’s and educational publishing—in fact, many of them are former librarians or teachers. The JLG Guides are made up of activity guides for younger readers (grades K–3) and reading guides for older readers (grades 4–12), with some overlap occurring in grades 3 and 4. All guides are written with national and state standards as guidelines. Activity guides focus on providing activities that support specific reading standards; reading guides support various standards (reading, language arts, social studies, science, etc.), depending on the genre and topic of the book itself.

JLG Guides can be used both for whole class instruction and for individual students. Pages are reproducible for classroom use only, and a teacher’s edition accompanies most JLG Guides.

Research indicates that using authentic literature in the classroom helps improve students’ interest level and reading skills. You can trust JLG to provide the very best in new-release books, and now to enhance those selections by giving your school the tools to use those books in the classroom.

And in case you think we forgot the librarians, be sure to check out the Library Applications page, shown on the table of contents in each guide.

From all of us at Junior Library Guild, we wish you and your students good reading and great learning . . . with JLG Selections and JG Guides.
# Peace, Locomotion
by Jacqueline Woodson
JLG Guide written by Linda Barr

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About the Author

As a child, Jacqueline Woodson wrote on everything and everywhere. (Nowadays, that’s called graffiti!) She even wrote stories on sidewalks and in the margins of her notebooks. She says she still loves to watch “words flower into sentences and sentences blossom into stories.”

In fact, some of Ms. Woodson’s early “stories” were really lies that she told just to see if she could get away with it. So it’s not surprising that once she wrote a poem about Martin Luther King, Jr. that was so good, no one believed that she wrote it. After people finally concluded that she really had written the poem, she won a prize with it.

Ms. Woodson still feels that writing isn’t easy. Today, after sitting for long hours without making any headway on a story, she thinks about her fifth-grade teacher—the teacher whose eyes lit up when she told Jacqueline, “This is really good.” You might recognize this teacher as you read Peace, Locomotion.

Ms. Woodson was born in Columbus, Ohio, and grew up in Greenville, South Carolina, and Brooklyn, New York, the setting of Peace, Locomotion. She earned a college degree in English. Then she became a drama therapist for homeless children and runaways in New York City. After Ms. Woodson started writing full time, her books won the Coretta Scott King Honor award, the Caldecott Honor award, the Newbery Honor Medal, the National Book Honor award, and many other awards given to children’s book writers. Several of her books have been named ALA Notable Children’s Books, ALA Best Books for Young Adults, and School Library Journal Best Books. Look on page 31 for a complete list of Ms. Woodson’s books.

Peace, Locomotion is Woodson’s sequel to Locomotion. In the first book, the main character, Lonnie Collins Motion—or Locomotion—is living with his new foster mother after his parents died in a fire. Lonnie must cope with many changes, including visiting his sister Lili in her new foster home. Lonnie’s teacher, Ms. Marcus, encourages him to express himself in writing. Locomotion is a series of poems that Lonnie writes to remember his past, record his feelings, and try to deal with his future.

Jacqueline Woodson, who still lives in Brooklyn, has a daughter and a son. Fortunately for readers, she is still telling stories. In fact, she says she’ll stop writing when she stops breathing!
Prereading Activities

Book Summary
Lonnie Collins Motion—Locomotion—is now twelve and feeling comfortable living with his foster mom, Miss Edna. Nearly every day, he writes a letter to his sister Lili, who lives nearby with a different foster mother. Lonnie is glad that he and Lili have loving families again. However, his letters tell how much he misses his parents and how he looks forward to the day when he and Lili can live together again. Through his letters, Lonnie explores a number of ideas, including the concept of peace. One of Miss Edna’s sons is serving in the Army overseas, so peace has a new meaning for Lonnie.

Understanding Genre: Realistic Fiction
1. How can you tell whether a story is fiction? What makes it realistic fiction?

2. Based on the summary above, what makes Peace, Locomotion realistic fiction?

3. What are some elements from other fiction genres that you would not expect to find in realistic fiction?

4. Why do you think many readers enjoy realistic fiction?
Prereading Activities

Making Predictions
Read this summary of Lonnie’s first six letters to his sister Lili. Then make predictions based on evidence from the text and/or from your prior knowledge or personal experience.

In these letters, Lonnie counts the years until he and Lili will be old enough to live together on their own. He reminds her about special times they had with their parents. Lonnie tells Lili that his teacher is leaving, maybe to have a baby. This teacher once told Lonnie that he had to be published before he could call himself a poet. In another letter, Lonnie recalls how his friend Lamont said he was moving to Florida, where he would have a swimming pool in his backyard. Another boy accused Lamont of lying about the pool.

1. How do you predict Lonnie will react to his teacher leaving?

I predict: ____________________________

Based on what evidence?

2. How do you predict Lonnie will react when Lamont says he’s getting a pool?

I predict: ____________________________

Based on what evidence?

3. Set a purpose for reading based on your predictions above.

________________________________________________________________________

________________________________________________________________________
Letter by Letter
Lonnie’s First Poem and His First Six Letters
pages 3–16

Before You Read
Introducing Vocabulary
Define each of these words, paying attention to the part of speech indicated. (One word has another meaning when it’s used as a different part of speech.) Use a dictionary, if necessary. Then complete each sentence with the correct word.

aspiring (adj.)
camouflage (adj.)
down (adj.)
skeptical (adj.)

1. Ms. Cooper was ______ about Lonnie’s skill as a poet.
2. Lonnie wasn’t published yet, but he was a/an ______ poet.
3. A ______ pillow is soft and warm.
4. Soldiers wear ______ to hide from their enemies.

After You Read
Analyzing the Writing: Point of View

1. This whole story consists of Lonnie's letters to Lili. How do you know the story is told from first-person point of view?

2. How might this story have been different if Lili had written some of the letters?
3. Lonnie writes about what his friends say and do. Does that mean the story is told from the friends’ points of view, too? Explain your answer.

Getting to Know the Characters
The author helps us get to know the characters by showing what they do, what they say, and how others react to them. Read this chart and explain what each action tells us about that character.

<table>
<thead>
<tr>
<th>Character</th>
<th>Action</th>
<th>What I learned about the character from this action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonnie</td>
<td>Writing to his sister nearly every day</td>
<td></td>
</tr>
<tr>
<td>Lamont</td>
<td>“Lamont put the picture back in his pocket and told us it wasn’t like he asked his daddy to get the job. He said if it was up to him, he’d never leave Brooklyn.” (page 16)</td>
<td></td>
</tr>
</tbody>
</table>

Responding to the Story
1. Why do you think the author starts the book with the poem “Imagine Peace”?

2. In the letter on pages 5–6, Lonnie writes that his dad said, “Ain’t it boring to always be winning?” Lonnie thinks about what would happen if you always knew you were going to win: how would you feel when you *did* win? What do you think the author is trying to tell us?
3. Reread the letter on pages 7–8. Did Lonnie have to let his sister go live with a foster mother who didn't want boys? Explain your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Reread the letter on pages 10–12. How did Ms. Cooper's comments affect Lonnie's feelings about himself?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Literature Connection**

**Langston Hughes** (1902–1967) was a great American poet who wrote during a time known as the Harlem Renaissance. One of his most famous poems is called “Dreams.” Look up the poem in your library or online. Memorize the poem and recite it for your class. Then have a discussion that includes the following questions:

★ Why are dreams so important? What kind of dreams do you think Mr. Hughes meant: the kind you have when you sleep or something else?

★ What does it mean to “hold fast” to something?

★ Why is the metaphor of a “broken-winged bird” so appropriate for this poem?

★ What is the other metaphor in the poem? Which one do you like better?
Letter by Letter
The Next Two Letters
pages 17–27

Before You Read
Introducing Vocabulary
Lonnie is confused about the meaning of the word tour. He thought that tour meant going on a vacation, not going to fight in a war. Actually, tour comes from a Latin word that means “to turn.” One meaning of tour is “taking a turn or doing your duty.” So a tour can be a trip just for fun—or a tour can be a time of doing your duty.

What if you read that a nation depends on “tourism” for its economy? Which meaning of the word tour is used in tourism? Explain your answer.

Making Predictions
1. In one letter, Miss Edna explains to Lonnie why her son Jenkins joined the Army Reserve. Why do you think he joined?

2. In the second letter in this section, Lonnie is going to celebrate his birthday. How do you think he wants to celebrate it?

Social Studies Connection

The United States Army Reserve
Lonnie's foster brother, Jenkins, is in the Army Reserve. The Army Reserve provides trained and ready soldiers and units to support the regular Army wherever and whenever it needs help. Find out how the Reserve is different from the National Guard.

If you know someone in the Reserve, the regular Army, the National Guard, or another branch of the military, see if you can find out more about what he or she does. Share what you learn with your classmates.
After You Read
Checking Predictions
Review your prediction about why Jenkins joined the Army Reserve. Why did you make your prediction? Were you correct?

Now review your prediction about how Lonnie wanted to celebrate his birthday. Why did you make that prediction? Were you correct?

Analyzing the Writing
1. The second paragraph on page 17 starts with a sentence that is 44 words long. Yet Lonnie’s next sentence is only seven words long. Why does the author use this kind of writing style?

2. Read this passage from page 22:

   . . . She made a chocolate cake too. On top of it she wrote Happy Birthday, Lonnie—Tomorrow. And me and her and Rodney laughed about that. Then Rodney put his arm around my shoulder.
   “Well, Little Brother, you almost a man now,” he said.

   What kinds of grammar errors can you see in this passage?

3. Do these grammar errors hurt or help this book?
Getting to Know the Characters: Miss Edna
1. In the letter on pages 17–23, how can you tell that Miss Edna loves Lonnie? Support your answer with specific details.

2. On page 19, Miss Edna says, “Everybody’s got a right to their own tears.” What does she mean? What does this tell you about her?

3. Would you like to have Miss Edna as a neighbor or family member? Explain your answer.

Analyzing the Writing
1. On page 26, after writing that Lili did not come for the visit, Lonnie adds:

   I looked up at Miss Edna and saw this look go across her face. I’d seen that same look on Mama—the time that boy in the park pushed you down and you cut your hand.

   How is this description better than writing, “Miss Edna looked angry”?

2. On page 27, Lonnie says he sounded like a really little kid who just dropped his ice cream cone. How does this comparison help you understand how Lonnie felt after not seeing Lili?
Letter by Letter
The Next Six Letters
pages 28–45

Before You Read
Making Predictions
In some of these letters, Lonnie writes about his new teacher. Do you think she will be more like Ms. Marcus, who encouraged him to write poems, or more like Ms. Cooper, who told him he had to be published to be a poet?

<table>
<thead>
<tr>
<th>I predict:</th>
<th>Based on what evidence?</th>
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Introducing Vocabulary: Context Clues
When you come across an unfamiliar word, sometimes the sentence or paragraph it is in gives you clues about its meaning. For example, as you read this passage from pages 33–34, look for clues to the meaning of *amnesia*.

I told Clyde for the hundred millionth time that Miss Edna wasn't my real mama. . . . I told him again that the reason I called her Miss Edna was because she was only a foster mama. Sometimes it was like he had amnesia or something.

I think *amnesia* means ____________________________ because__________

Health Connection

“Catching Your Death”
Miss Edna knows lot of things. However, on page 30 when she tells Lonnie and Clyde that they will catch their death of cold from the rain, she is mistaken. Use your health textbook and other resources to find out what really causes colds. Then work with a partner to use what you learn to make a poster that will help students at your school avoid catching colds.
After You Read
Checking Predictions
Reread your prediction. Was it confirmed? What new information would cause you to change your prediction about Lonnie’s new teacher?

Getting to Know the Characters: Lonnie and Clyde
1. On pages 33–36, Lonnie describes a conversation with Clyde. What does the conversation tell you about Clyde?

2. Use this Venn diagram to compare and contrast what you know so far about Lonnie and Clyde. In Lonnie’s circle, write words and phrases that he would use to describe himself. In Clyde’s circle, describe him. In the overlapping part, tell how both of these two boys are similar.
3. On page 36, Lonnie writes about Clyde: “When he said the word kind, it sounded real down south—taking a long time to disappear the way those down-south words be doing.” What does this tell you about Clyde? How does this sentence show the author’s skill in writing?

 Analyzing the Writing
 Using Personification
Many authors use personification—giving human abilities to an inanimate object. For each example below, tell how the author used personification and how it helps you understand something in the story.

1. On page 29, Lonnie tells how Clyde tries to teach him to dribble the ball. Then he adds, “but the ball doesn’t like me like it likes Clyde . . .”

2. On the same page, Lonnie writes, “It doesn’t even make a little bit of sense to me that you could put a bulb in the ground in fall and it just sits there all winter long and then, boom, knows to come up when the spring comes.”

 Making Connections
1. Lonnie's new teacher wants the class to think about one true thing every day. On page 45, Lonnie decides on one true thing: “Grown-ups come in all kinds of ways.” What do you think he means? Is this a true thing in your life, too? Why or why not?

2. What is one true thing in your life—something you are very sure about?
3. What problems does Lonnie face that many people your age face?
Letter by Letter
Seven More Letters and a Poem
pages 46–66

Before You Read
Making Predictions
In these letters, Lonnie is surprised at how fast Lili is growing up. He also learns that she has started calling her foster mom “Mama.” How do you think this will affect Lonnie?

I predict: Based on what evidence?

After You Read
Checking Predictions
Based on what you read, was your prediction accurate?

Mastering Vocabulary
Words with Multiple Meanings
On page 48, Lonnie writes about the draft. Draft can mean “an uncomfortable breeze.” Draft can also mean “to draw off a group for special duty.” In the past, men were drafted into the Army because there weren’t enough soldiers. Right now, the United States has no draft. We depend on men and women to volunteer for our armed services.

1. On page 48, Lonnie writes that he and his friends thought Clyde was kind of slow at first. What are two meanings of the word slow? Which meaning is Lonnie using here?

2. On page 49, Lonnie writes that Clyde kept his voice real low. What are two meanings of the word low? Which meaning is Lonnie using?
Getting to Know the Characters
1. Lonnie's letter on pages 52–54 tells about an afternoon he spent with his foster brother, Rodney. What does this letter tell you about Rodney?

________________________________________

2. What does the poem on pages 59–60 tell you about Lonnie?

________________________________________

3. On page 64, Lili tells Lonnie, “That's why I want you to be the rememberer. I want the Mama I used to have and the Mama I got now. I don’t want to not have one or not have the other.” What does this tell you about Lili? How is she different from Lonnie right now?

________________________________________

Analyzing the Writing
1. Lonnie makes many statements in his letters. Some of these statements are facts that can be proved, while others are his opinions—or the opinions of other characters in the story. Read each statement below and write whether it is a fact or an opinion.

From page 48: “A best friend is a cool thing to have.” ______________

From page 49: Clyde says there's not one person in the war who doesn't have a nice heart. ______________

From page 53: “... we breathe in oxygen and breathe out carbon dioxide.” ______________

From page 54: Ms. Marcus said Lonnie was a good poet. ______________

2. How does first-person point of view limit this story?

________________________________________
Responding to the Story
1. In the letter on pages 47–50, Lonnie’s friend Eric tells everyone he’s going to join the Army. How does Clyde’s response change the mood of the story?

2. How much does this story depend on its setting—both the time period and the location?

Making Connections
1. In his letter on page 46, Lonnie says that writing makes him feel better inside. How might writing help someone? Does writing ever help you deal with your feelings?

2. On page 51, Lonnie writes that it’s hard not to believe what people say about you. Do you think that’s true? What can you tell yourself if others say mean things?

Science Connection
Photosynthesis
Using your science textbook or another resource and another sheet of paper, draw a diagram that shows the process of photosynthesis. Use arrows and labels to help explain the process. Show your diagram to someone younger and see if you can explain the process as clearly as Rodney did to Lonnie on page 53. Share the results of your teaching experience with your class.
Letter by Letter
A Dozen More Letters
pages 67–93

Before You Read
Making Predictions
In these letters, Lonnie's family learns that Jenkins has been badly injured in the war. How do you think Jenkins's injury will affect Lonnie's life?

I predict:
Based on what evidence?

After You Read
Checking Predictions
Based on what you read, was your prediction accurate?

Analyzing the Writing
The letter on page 81 contains only two short sentences. Why didn’t the author make it longer and more detailed?
**Responding to the Story**

1. Reread the letter on pages 82–85. Who do you think has a harder life, Lonnie or Clyde? Explain your answer.

2. In his letter on pages 86–87, Lonnie writes:

   She [Miss Edna] said, *And you’ll always have everything you need.* I didn’t mind about not having everything I wanted, because I know sometimes I want stuff that I don’t really need. But when Miss Edna said that, it made me believe that I’d always have food and warm clothes and her and you.

   Is Lonnie on his way to finding peace? Explain your answer.

3. In the same letter, Lonnie tells about seeing a man in a wheelchair. Why do he and Miss Edna react the way they do?

**Making Connections**

1. In the letter on page 72, Lonnie talks about his memories getting gray. He isn’t sure any more if what he remembers really happened. What happens to your own memories after a while? Do you remember some things and not others? Why is that?

2. On page 79, Lonnie tells Lili that there's peace in her music. Where do you find peace? How does that feel?
Letter by Letter
A Poem and Ten More Letters
pages 94–114

Before You Read
Making Predictions
Lonnie wrote some of these letters in December, the month when his parents died. How do you think he will react to this anniversary of his parents’ death?

I predict: Based on what evidence?

After You Read
Checking Predictions
Based on what you read, was your prediction about Lonnie accurate?

Responding to the Story
1. On pages 110–112, Lonnie overhears Jenkins tell his mom, “This wasn’t the dream I had, Mama.” Then Miss Edna says, “This wasn’t the dream none of us had, but it’s our lives now and we need to be living it, sweetie. We need to be living it.” What does Miss Edna mean?

2. Jenkins has been spending all of his time alone in his room, staring out the window. How can facing the loss of his leg help him find peace?
3. Reread the letter on pages 113–114 and think about Lonnie’s other letters so far. What are two ways that Lonnie and Jenkins are the same? What is one way they are different?


Analyzing the Writing
1. On page 105, Lonnie writes that Jenkins has “a special sick person’s bathroom thing.” Why didn’t Lonnie call it a portable toilet?


2. If Jenkins had written the letter on pages 107–108, how would the letter have been different? What might we learn?


Making Connections
1. Reread Lonnie’s poem on pages 96–97. Do you think that young people often overlook the perfect little things in their lives? Do adults do this, too? Why should we remember these little things?


2. What are some of the perfect little things in your life?
Letter by Letter
The Last Nine Letters and One More Poem
pages 115–136

Before You Read
Making Predictions
In his last letter, Lonnie writes, “Peace was coming. Slowly. But it was on its way.” How do you think Lonnie defines peace by this time?

I predict: ________________________________________________________________

Based on what evidence?

After You Read
Checking Predictions
Based on what you read, was your prediction about Lonnie’s definition of peace accurate?

________________________________________________________________________

Responding to the Story
1. In the letter on pages 115–116, why do you think Miss Edna’s singing helps Jenkins calm down? Why does everyone smile when Lonnie sings? Do they think he’s funny?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. In the letter on page 131, Jenkins gives Lonnie rabbit ears as Miss Edna takes their picture. What does this tell Lonnie?

________________________________________________________________________
3. Use the Venn diagram below to compare Lonnie's poem at the beginning and his poem at the end of this book.

![Venn Diagram](image)

“Imagine Peace”  “Imagine Peace Again”

both poems

**Analyzing the Writing**

1. This author never writes, “Jenkins is starting to feel better now,” but we know that he is. How does the author *show* us that Jenkins is getting better?

__________________________________________________________________________

__________________________________________________________________________

2. On page 132, Lonnie writes, “And sometimes it feels like I'm just gonna fall right down under all that weight. But I don't, Lili. I stay standing. I stay standing.” Lonnie is talking about helping Jenkins get out of his wheelchair. What else could Lonnie’s comments symbolize?

__________________________________________________________________________

__________________________________________________________________________
Making Connections
1. On page 120, Jenkins says that every time people think they’ve had a hard life, they meet someone whose life is just a little bit harder. Who does Jenkins think has had a harder life, himself or Lonnie? How do you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Can you always find someone who has a harder life than yours? Explain your answer.

________________________________________________________________________

________________________________________________________________________
Wrap-up

Reviewing Predictions
Turn to page 5 of this guide to review your first predictions. How accurate were they?

Analyzing the Writing
1. Describe Jacqueline Woodson’s writing style in this book.

2. Do you think this author uses the same writing style in all of her books? Explain your answer.

Thinking About the Genre
Realistic Fiction
1. Does this story feel real to you? Why or why not?

2. What are some endings that would not be realistic for this story?

3. What might be difficult about writing realistic fiction?
Thinking About the Story Elements

1. Use this chart to graph the introduction, rising action, climax, falling action, and resolution of this story.

   ![Diagram](image)

   - introduction
   - rising action
   - climax
   - falling action
   - resolution

2. What is the theme of this book? What lesson does the author want readers to remember?

   [Blank lines for answers]
Making Connections

1. *Peace, Locomotion* is the sequel to *Locomotion*. If this author writes another book about Lonnie, would you like to read it? Explain your answer.

   _______________________________________________________

   _______________________________________________________

   _______________________________________________________

2. Let’s say the next sequel describes Lonnie as he turns 17. What might he be doing? Does he still write poems? What kinds of problems might he face in this new book?

   _______________________________________________________

   _______________________________________________________

   _______________________________________________________

3. Which character in this story do you like best? How is one of the characters like you? How are you different from this character?

   _______________________________________________________

   _______________________________________________________

   _______________________________________________________

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Library Applications

Thanking Soldiers

Your town or city probably has soldiers returning from the war. Some of them might have been injured, as Jenkins was. Your community also probably has veterans who served in a war years or decades ago.

Help students find out what kinds of helpful services are available for veterans of all ages in your community. Then guide your class to find a way to honor or help these brave men and women. Sending them thank-you notes might be a good start.

You also might find out if groups in your community are gathering supplies, such as toothpaste and other personal items, to send to soldiers overseas. Your class might help gather the items, sort them, or pack them.

Defining Peace

Have a discussion about how Lonnie thinkes of peace at the end of this book and have students share their own ideas of what peace means. Brainstorm images they might use to express their ideas.

Encourage students, working individually or with partners, to make posters that show their definition of peace. They can use cutouts from magazines or newspapers, markers, paint, CD covers, or whatever reminds them of the meaning of peace.

When the posters are finished, arrange to display them in a school hallway. Perhaps other classes would like to share their ideas about peace, too. You might attach a large note card to each poster so viewers can add their responses and comments.

Your students might also work together to write and post some guidelines that will help spread peace throughout your school. For example: “Find the good in each other instead of being critical.”
Library Applications

Writing Poems

Explain free verse to your students. Say:

*The kind of poetry Locomotion writes is called free verse. In free verse, the words don’t have to rhyme and the lines can be as long or short as you want. It is called “free” because you are free to write whatever you want in whatever way you want: with or without punctuation and capitalization, with one-word lines or long, long lines. You write it the way you feel it.*

Encourage students to begin keeping their own poetry journal in which they can write whatever kind of poems they want.

Sharing Poetry and Poets

Organize small groups and invite students to read aloud some of their favorite poems, written by themselves or other poets, memorized or not. Listeners then might respond to the imagery and ideas in the poem. You might consider a nationwide high-school program called *Poetry Out Loud*, supported by the National Endowment for the Arts and the Poetry Foundation. This program is a competition, but yours can be included or it can be just for fun. Some students might enjoy reading poetry aloud for another class, perhaps with younger students.

Also, make a list of students' favorite poets and gather books of their poetry for everyone to browse through.

Health Connection

Mental health is as important as physical health. Offer students a list of topics to research that are common mental health issues faced by returning veterans. These could include:

- Post-traumatic stress disorder (PTSD)
- Severe depression
- Chronic anxiety
- Mental stress
- Alcohol and drug abuse
- Suicide

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Suggestions for Further Reading

Other books by Jacqueline Woodson:


Nonfiction books:

About foster families:


About loved ones in war:

## Correlations to National Standards
### For Grades 5–8

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<th>Content Area</th>
<th>Standard Number</th>
<th>Standard Objective</th>
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<td>Languages Arts: English</td>
<td>NL–ENG.K–12.1</td>
<td>Reading for Perspective</td>
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<tr>
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