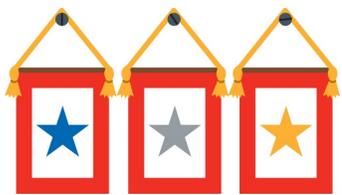




Childsplay's
360° Theatre Resources for Schools



The COLOR of STARS

By **Dwayne Hartford**

Directed by **Graham Whitehead**

Scenic Design by **Robert Klingelhoef**

Costume Design by **Rebecca Akins**

Lighting Design by **Paul Black**

Sound Design by **Brian Peterson**

Stage Manager: **Samantha Monson**

The Cast

Eddie Winthrop... Sam Primack or Aaron Zweiback
Luke Winthrop..... Jon Gentry
Mabel Winthrop.....Debra K. Stevens
Isabel Perkins.....Katie McFadzen
Alfred Perkins..... D. Scott Withers
Felix Stetler.....Andrés Alcalá

www.childsplayaz.org

Major Funding Provided by NEA



ART WORKS.
arts.gov

About *The Color of Stars* and Your Theatre Experience

BROUGHT TO YOU BY

 **U-S AIRWAYS**
WHERE EDUCATION AND IMAGINATION
TAKE FLIGHT

The Story:

Luke and Mabel Winthrop run a farm in central Maine during World War II. Their grandson, Eddie, has recently come to live with them. His father is serving in the war, and his mother is working in a Navy shipyard.

Shortly after Eddie's arrival, a stranger, Felix Stetler, comes to stay. Mr. Stetler has been sent in search of trees that could be used in the construction of Navy minesweepers. The people in town, including Mabel's sister, Isabel and her husband, Alfred, are immediately distrustful of Felix. Felix and Eddie form a friendship, and Eddie spends hours helping Felix survey the local woods. As the Winthrops and Felix become closer, Eddie begins to feel a sense of family, something the war has taken away from him.

Alfred learns that Felix is of German descent, and believes that Felix had tried to hide this information. A World War I veteran, Alfred is suspicious of German people, and tells Luke he is convinced that Felix is up to no good. Eddie overhears this conversation, and the next day he confronts Felix in Luke's woodlot. Felix tries to defend himself but Eddie runs off deeper into the woods.

Felix leaves town that day. Shortly after his departure, a fire is discovered in the woods. The fire devastates the woodlot, which had been full of usable timber for the Navy. Everyone in town, including a reluctant Luke and Mabel, blame Felix for the fire.

Eddie soon finds himself in the middle of a crisis and the decisions he makes shape the rest of his life. A touching story about life in America during World War II with modern-day parallels about the costs of war both overseas and at home.

Themes/Curricular Ties:

History * World War II * Maine * Patriotism *
 Prejudice * Alternative Family Units * Community *
 Family History * Generations * Effects of War on
 Family and Community * Ethics and Morality *
 Choice and Consequences * Military Families *
 1940s War Effort * Six Pillars of Character



About Childsplay:

Childsplay is a professional non-profit theatre company of adult actors, performing for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

What We Do:

In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theater and see a production, can be booked by contacting Beth Olson at 480-921-5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480-921-5751. Artist in Residence Programs, where students do theatre activities in the classroom, can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum, professional development for teachers), can be booked by contacting Korbi Adams at 480-921-5745.

Our Home:

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

Address: 900 S. Mitchell, Tempe, AZ 85281

Phone: 480-921-5700

Email: info@childsplayaz.org **Web:** www.childsplayaz.org

Facebook: www.facebook.com/childsplayaz

To help enrich and extend your theatre experience, check out the 360° Theatre Resource Center on our website!



**We perform at the Tempe Center for the Arts
700 W. Rio Salado Parkway
Tempe, AZ 85281**

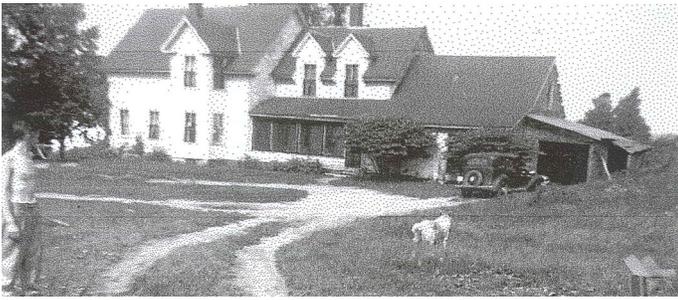
Theater Etiquette:

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students. Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages will not be allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theatre/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.



Things to Talk about *Before Seeing the Show...*



From the Playwright, Dwayne Hartford:

The family farmhouse
built in 1906

I come from a small town in central Maine, raised in the house my great-great grandfather built for his parents. Just up the road is the cemetery where six generations of my family are buried. We lived with my great-grandparents, Luther and Mabel Hartford. When I was little, I sat on the arm of Luther's



Mabel and Luther
Circa 1939

easy chair, and listened to stories of the old days. Certainly it was there that my lifelong love of history was born. I grew up instilled with a sense of pride in family, community, state and country, as well as a sense of duty to them all. With *The Color of Stars*, I wanted to explore the definitions of duty, service and loyalty, and how conflicting definitions can affect a family and community. In times of war and economic hardship, how do fear and uncertainty shape decisions and actions? The parallels between the home fronts in

1943 and 2012 are intriguing. My hometown of Smithfield did indeed supply lumber for the building of navy minesweepers during World War II. The men who harvested the trees boarded with my great-grandparents. This factual event was the springboard for my imagination in creating the play. Beyond using some family names, the rest is a work of fiction. The town of Norfield is a made-up place, as are the characters and the other events of the play.



Four generations of Hartfords

That's Dwayne!

Rations

During World War II, many everyday items were rationed, which meant you were only allowed to buy a set amount of them. You couldn't just walk into a shop and order as much butter or meat as you wanted — even if you could afford it.



Every person was given a certain number of ration coupons to exchange, along with cash, for their weekly purchases. Rationing was the law — and it was also considered part of your patriotic duty to provide materials needed to help win the war.

The following are just a few examples of items we use everyday that were rationed during the war:

- ◆ Gasoline and heating oil
- ◆ Rubber — tires, garden hoses, raingear, etc.
- ◆ Cars
- ◆ Bicycles
- ◆ Shoes
- ◆ Sugar
- ◆ Coffee
- ◆ Meat
- ◆ Cheese
- ◆ Canned goods
- ◆ Cloth — the length of hems, belts, and sleeve cuffs on women's dresses was even regulated!



Source: <http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm>

The Service Flag

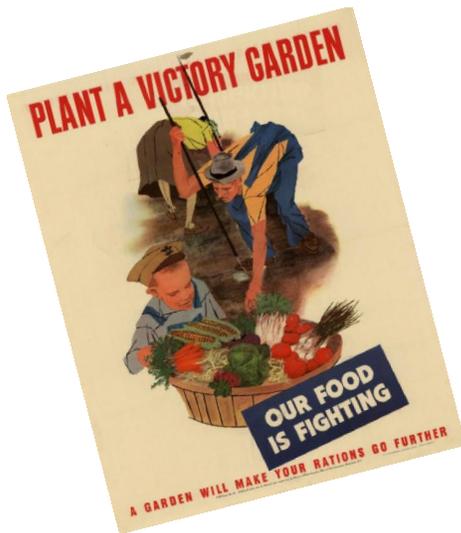
Starting in World War I, families of soldiers hung a flag or banner in their windows with a blue star for each family member at war. The blue star was replaced with a gold star if that family member died while in active service.





Propaganda

Propaganda (information put out by an organization or government to promote a policy, idea, or cause or that involves the use of persuasion to influence the behavior of others) was used to increase support for the war. With the use of posters, newspaper, comic books, radio and movie reels, propagandists persuaded people to grow their own gardens, adhere to ration rules, buy war bonds and hate the enemy. Here are just a few examples:



Victory Gardens

More than 20 million Victory Gardens were planted in people's backyards and even on apartment roofs during World War II, creating the same amount of fruits and vegetables as commercial farmers. The Victory Gardens were a way for women and children to contribute to the war effort and ensure their families had enough to eat.

“Loose Lips Sink Ships”

Many posters reminded people to keep quiet about any war information they might possess— creating the belief that enemy spies were listening to every-day conversations. Each of these posters creates a unique mood for a particular audience. Study the posters and see if you can figure out what emotion each poster is trying to evoke:



Gas Rations

Cars that were declared non-essential to the war effort were only allowed 3-4 gallons of gas per week. This poster was an effort to encourage people to carpool — what method of persuasion is used here?



Our nation is currently at war. Can you think of any propaganda that you see everyday about war or our enemies? How might your feeling about war change if you were surrounded by posters like these?

When the Little Blue Star in the Window Has Turned to Gold

Verse 1:

A boy bravely fights for his country,
A fond mother kneels down in pray'r;
He's fighting foul wrong as he forges along,
While for him she prays God's tend'rest care.
There's a little blue star in the window,
And to her it's a treasure untold,
But she watches afraid, for she fears it may fade,
That its color might change into gold.

Chorus:

What star is that high in the heavens,
That shines with a strong, steady light.
'Tis the soul of someone, his duty well done,
And all for his country and right.
Another name written in glory
With other great heroes enrolled,
When the little blue star in the window
Has turned to gold.

Verse 2:

A boy bravely died for his country,
For honor, for justice and right;
What more could he do for the Red, White and Blue
That was threatened by Tyranny's might?
But no mother can claim all the sorrow,
Nor the pride when his story is told,
He belongs to us all, not in vain did he fall,
Or the little blue star turn to gold.

Lyric by Paul B. Armstrong

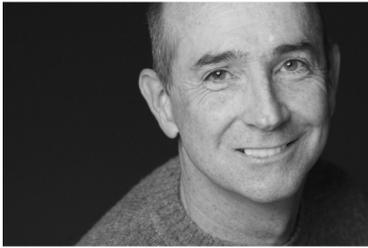
Music by F. Henri Klickmann

Copyright 1918 by Frank K. Root & Co., McKinley Music Co. Owners,
Chicago & New York



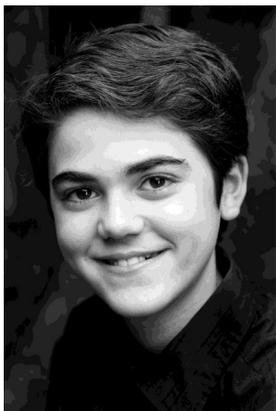


Childsplay's 360° Theatre Resources for Schools
Who's who in *The Color of Stars*
2011-2012 Season
www.childsplayaz.org



Jon Gentry (Luke) has been a member of Childsplay's acting company since 1982; Jon spent six months in Europe performing *Steen, Papier, Schaar* with Speel Theater. Some of his favorite roles include Toad in *A Year with Frog and Toad* (the first time) and Benjamin in *The Yellow Boat*. Jon has also performed Dad in *With Two Wings*, Max Bialystock in *The Producers*, Tupolski in *The Pillowman*, Roy Cohn in *Angels in America, Parts One and Two*, *Blue Orange*, *Compleat Wrks of Shspr (Abridged)* and *A Funny Thing Happened on the Way to the Forum*. His directing credits include *In My Grandmother's Purse*, *Stones in His Pockets*, *Belle of Amherst*, *Rhubarb Jam*, *The Imaginators* (original production) and *Equus*. Jon was awarded a Lunt-Fontanne Fellowship by the Ten Chimneys Foundation, one of 10 actors in the United States to participate in the Inaugural Lunt-Fontanne Fellowship Program.

Sam Primack (Eddie) Sam has been acting, dancing and singing and has appeared in over 25 productions on Valley stages since the age of four. Sam is ten years old and in the 5th grade at Cherokee Elementary. Favorite roles include Ralphie in *A Christmas Story*, Young Guido in *Nine* and Clarence in *Gypsy* (Phoenix Theatre); Wilbur in *Charlotte's Web*, Boots in *Dora the Explorer*, Piglet in *A Winnie the Pooh Christmas Tail* and Peter in *Pinkalicious* (Valley Youth Theatre); Urchin/Fagin Boy in *Oliver and Woodstock in Snoopy* (AriZoni Nomination, Best Supporting Actor in a Musical) at Greasepaint Youtheatre; and Young Tommy in *Tommy* at Desert Stages Mainstage Theatre. Sam attends Stagedoor Manor Summer Program in New York and takes voice lessons with Kelli James of the Broadway Advantage. Sam is thrilled to be in his first Childsplay production and thanks everyone here for this incredible experience!!! He also thanks his parents, sister and brother for their continued support of his dream to be onstage.



Aaron Zweiback (Eddie) Aaron is a 7th grader at Arizona School for the Arts, where he studies piano, cello, voice, and theatre. He is truly honored to help create the role of "Eddie" in Dwayne Hartford's *The Color of Stars*. In the past year, Aaron has performed with Phoenix Symphony (Sam-I-Am in *Green Eggs and Ham*), Phoenix Theatre (newsboy in *Gypsy*, Flick in *A Christmas Story*, Young Guido in *Nine*), and Valley Youth Theatre (Templeton the Rat in *Charlotte's Web*, Pirate Captain in *Dora the Explorer's Pirate Adventure*). His mainstage debut was in 2010 at Paradise Valley Community College, playing Winthrop in *The Music Man*. Aaron has also starred in summer performances at Childsplay (Edna Turnblad in *Hairspray*, Fiyero in *Wicked*), Phoenix Theatre (Nicely Nicely in *Guys and Dolls*, Prince in *Into the Woods*), and Desert Stages (Snoopy in *Good Grief Charlie Brown*, Thomas O'Malley in *The Aristocats*). He was nominated for a Phoenix Theatre Award in 2011 as Best Supporting Actor in *Nine*, a production that received ten AriZoni Award nominations overall. Aaron has been

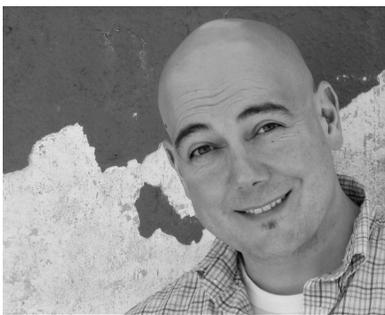
accepted into Michigan's Interlochen Center for the Arts summer program, which trains young actors, singers, dancers, and musicians from around the world. His singing coach is Toby Yatso, who performs throughout the Valley and teaches musical theatre at Arizona State University. Aaron hopes to pursue a professional acting career, and would like to thank his family for supporting him in all his endeavors.

Debra K. Stevens (*Mabel*) is an Associate Artist who has been with Childsplay since 1982, and more recently appeared on the Childsplay stage as Mom in *Lilly's Purple Plastic Purse*, as Homily in *The Borrowers*, the Green Dog in *Go Dog, Go!* and May in *Junie B. Jones: Jingle Bells Batman Smells*. Other favorite roles include: Lucy Wainwright in *Getting Near to Baby*, Mme. Defarge in *A Tale of Two Cities*, Charlotte in *Charlotte's Web*, Stacy in *Lost and Foundling*, Nurse and other roles in *Romeo and Juliet*, Annabelle in *Still Life With Iris*, Joy in *The Yellow Boat*, Helen Keller in *The Miracle Worker*, and Emily Dickinson in *The Belle of Amherst*. She also appeared as Essie in *You Can't Take It With You* for Phoenix Theatre. For Actors Theatre, she portrayed Nat in *Rabbit Hole*, Sister Woman in *Cat on a Hot Tin Roof*, Maya in *The Archbishop's Ceiling*, Karen in *Dinner with Friends* and Arlene in *Next Fall*. Last season, she directed *The Crucible* for Mesa Community College and this year she directed MCC's *Wiley and the Hairy Man* for a limited school tour. Debra was nominated for a Governor's Arts Award as an Artist-in-Education. She also works extensively in classrooms around the state as an Artist-in-Education. Debra received a BA in Speech and Theatre from Western Kentucky University and a Master's in Theatre from ASU.



D. Scott Withers (*Alfred*) has been a member of the Childsplay acting company since 1989. Selected Childsplay credits include: *Lyle the Crocodile*, *Lilly's Purple Plastic Purse*, *A Year with Frog and Toad*, *Go Dog Go*, *Seussical*, *Petite Rouge*, *A Tale of Two Cities*, and *The Yellow Boat*. Other recent credits: *Baby*, *Gypsy*, *Footloose*, and *Bye Bye Birdie* for Arizona Broadway Theatre; *Gypsy* and *Hairspray* (ariZoni Award and New Times Best of Phoenix 2011) for Phoenix Theatre; *Hairspray* for Arkansas Rep. Selected directing credits: *Androcles and the Lion* and *Alexander and The Terrible, Horrible...at Childsplay*, *The Women at Phoenix Theatre*, *The Music Man* at Desert Foothills Theater; *The Life* at Black Theatre Troupe; *The Selfish Giant* and *Christmas in the Land of Oz* at Arizona Broadway Theatre. Scott is originally from Idaho and holds a BFA in Theatre Performance from ASU.

Katie McFadzen (*Isabel*) is an Associate Artist with Childsplay and has been with the company as an actor and teaching artist since 1993. Favorite roles with Childsplay include: Bird/Mouse in *A Year With Frog and Toad*, Junie B. in *Junie B.: Jungle Bells, Batman Smells*, The Queen of England in *The Big Friendly Giant*, Miss Nelson/Miss Swamp in *Miss Nelson is Missing*, Mayzie in *Seussical*, Lilly in *Lilly's Purple Plastic Purse*, Goose in *Charlotte's Web* and Aunt Patti in *Getting Near to Baby*. Other Phoenix credits include *Speech and Debate* for Stray Cat Theatre, *Little Queen* for Teatro Bravo, *The Women and Something's Afoot* for Phoenix Theatre, *The Pursuit of Happiness and Parallel Lives: The Kathy and Mo Show* for Actors Theatre and *The Great Gatsby* and *How the Other Half Loves* for Arizona Theatre Company. Katie holds a BFA in Acting/Directing from the University of Wisconsin, Whitewater and an MFA in Theatre for Youth from ASU. In addition to acting and teaching, Katie also helps create Childsplay's 360 Resource Guides connected to the productions.



Andrés Alcalá (*Felix*) joined the artistic staff at Childsplay in October 2007 as an Associate Artist through a grant from Theatre Communications Group. He comes to Childsplay from Portland, Oregon, where he has an extensive resumé of roles and shows that he has directed. Last season for Childsplay, he played Ferdinand the Bull in The National Tour of *Ferdinand the Bull*. He has performed in *BFG*, the Duck in *Peter and the Wolf*, Engywook and others in *The Neverending Story*, Captain Salty and others in *Busytown*, the Skin Horse in *The Velveteen Rabbit*, Mr. Lorry in *A Tale of Two Cities* and directed *With Two Wings*, *Ferdinand the Bull* and the Arizona premiere of *Getting Near to Baby*. Andrés created the animation and video projection for *The Neverending Story*, *Goodnight Moon* and *Miss Nelson is Missing*. His other acting credits in the Phoenix area include a one-man show, *Men on the Verge of A His-Panic Breakdown*, *Bordertown* at Actors Theatre of Phoenix, the title role in *Richard III* and Iago in *Othello* and Oberon in *Midsummer Nights Dream* for Southwest Shakespeare Company, *Metamorphoses* at Nearly Naked Theatre and *Almost, Maine* for Phoenix Theatre.



Questions to Ask Before Seeing the Production:

- 1) What is patriotism? What are some examples of patriotism?
- 2) What are ways that war affects a country as a whole? What are ways that war affects an individual?
- 3) What is the difference between telling a lie and withholding information?
- 4) Where in the USA is Maine? How is it different from Arizona? How many miles is Maine from Arizona?
- 5) How is war different today than war in the 1940s? How was World War II different from World War I?
- 6) What is a victory garden?
- 7) What defines a family? What does alternative family mean?
- 8) What does prejudice mean? What are some current examples of prejudice? What are some examples of prejudice seen in World War II?
- 9) Where is your family from? How far back can you trace your family history? Does anyone in your family have any connections to World War II?
- 10) What are some of the things we recycle today and why? What types of items were recycled during World War II and why?
- 11) What does it mean to ration? Are there things that we ration today or things that you think may be rationed in the future?

Questions to Ask After Seeing the Production:

- 1) What was Eddie's secret? Why didn't he tell anyone?
- 2) Why did Alfred and Isabelle and others in the town feel the way they did about Felix? Is prejudice ever justified?
- 3) What are some examples of characters making sacrifices in the play?
- 4) How did Eddie's life change when he went to live with his grandparents?
- 5) Luke and Felix couldn't serve in active duty. What are ways they served the war effort?
- 6) What does the title of the play refer to? Does it have more than one meaning?
- 7) Eddie never receives a formal punishment for his actions. In what other ways is he punished?
- 8) War can have a deep and devastating effect on families. In what ways is the Winthrop family affected by the war?
- 9) In the play Felix says "Not everyone with a German name is a Nazi." What are current parallels to this statement? What are other examples of stereotyping or making generalizing statements about a particular group of people?
- 10) The Grange was a social organization meant to bring people together and create a sense of community. In what ways do we socialize today? What and/or who is your community made up of?
- 11) The characters play cribbage in the play. What games do we play today and how are they different from card games like cribbage?
- 12) What are some examples of Six Pillars as seen in the play?
- 13) Star banners hung in the window to represent someone at war or lost at war. What are other ways we show support for various causes?
- 14) How are party telephone lines similar or different to today's social media?
- 15) US citizens in WWII and today have been asked to be diligent in insuring our country's safety while at war. What is the difference between being diligent about safety and stereotyping?



5 Minute Activities:

1) Eliminate prejudice: come up with a list of 5 ways you can help yourself and the world to fight prejudice.

SS: Grade 6: S3: C4: PO 2. Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.

2) Word Association: In one minute, write down as many words as you can think of when you hear the word "war." Take turns sharing some of the words. If someone else says one of the words you wrote down, raise your hand. Which words were repeated most often? Why do you think those words were heard most?

G5: Language #6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

3) During World War II, people in the USA were encouraged to grow their own food in "victory gardens" to help with rationing and food shortages. What would you want to grow? Keep in mind the climate in Arizona. Draw a plot for your victory garden labeling your produce options.

SS: Grade 4: S3: C4: PO1: Discuss ways an individual can contribute to a school or community.

15 Minute Activities:

1) During the 1930s and 1940s, people used feed and flour sacks to make dresses and other clothing. In teams of 2, use just a garbage bag and tape (or twist ties) to come up with a wearable piece of clothing in just 5 minutes. Be creative! Share the designs in a fashion show format and then vote for the top 3 designs. **Theatre PO 108: Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production.**

2) If you were away at war what would you write in a letter home? What would Eddie's dad write in a letter to Eddie?

G6: Language: #3: Write narratives to develop real or imagined experiences with relevant descriptive details

3) You'll need a standard deck of cards for this game. Talk about the idea of prejudice. Choose two leaders and secretly give one of them a face card and the other a number card. Tell the leaders their job is to make a team of all students that are holding the same type of card as they are EXCEPT any one who has blue eyes (or brown hair, or is wearing black, etc.). They must do this without talking. Give each remaining student a card and instruct them to keep it face down. On the count of 3, everyone holds their card face out on their forehead so others can see it. Explain that the leaders will try and group students into teams without speaking. Students begin moving SILENTLY through the room trying to discover which team they belong to. Can they figure out why certain people were rejected? How did you feel about the way people reacted to you? How did you feel about rejecting others from your team?

G5: Language: #1B: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics... Follow agreed-upon rules for discussions and carry out assigned roles.

30 Minute Activities:

1) Research the many items that were rationed during World War 2 (make a chart) What things might be rationed today? How can you make lifestyle changes to incorporate these rations?

SS: Grade 6: S5: C1: PO2: Determine how scarcity, opportunity costs, and trade-offs influence decision-making.

2) Find someone who served in a war (at home or abroad) who you can interview. Do some research about the war they served in to help you come up with a good list of questions to ask them. Record your interview and then write an article about the person you interviewed using the questions/ answers for material or create a video of the interview using a talk show format.

G6-8: Writing #7: Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions.



Patriotism

Of Thee I Sing: A Letter to My Daughters by Barack Obama
A Flag for All by Larry Dane Brimmer
How to Bake an American Pie by Karma Wilson
September Roses by Jeanette Winter
My America: A Poetry Atlas of the United States by Lee Bennett Hopkins

Effects of War on Family and Community/Military Families

Lily's Crossing by Patricia Reilly Giff
Off to War: Voices of Soldiers' Children by Debora Ellis
Stars Above Us by Geoffery Norman
100 Days and 99 Nights: A Novel by Alan Madison
My Red Balloon by Eve Bunting
Jack Adrift: Fourth Grade Without A Clue by Jack Gantos
Autumn Street by Lois Lowry

1940's War Effort

The Victory Garden by Lee Kochenderfer
The Girls They Left Behind by Bernice Thurman Hunter (Young Adult)
Mare's War by Tanita S. Davis
Flygirl by Sherri Smith

Family History

Through the Eyes of Your Ancestors by Alice Maureen Taylor
Beginning Genealogy by Jim Ollhoff
Climbing Your Family Tree: Online and Offline Genealogy for Kids: The Official Ellis Island Handbook by Ira Wolfman

Interesting Internet Links:

www.maine.gov/portal/facts_history/facts.html
-facts about Maine

www.teacheroz.com/wwii.htm
-so much info on WWII you'll never get through it!

www.militarysheetmusic.com/little-blue-service-star.htm
-a WWI song about gold and blue stars

www.teacheroz.com/WWIIpropaganda.htm
-all about propaganda

<http://worldwar-2.net/index.htm>
-very detailed WWII timeline

www.world-war-2.info

-another excellent resource for WWII

www.usa-patriotism.com

-non-political website with links to all things patriotic

www.tolerance.org/activities

-a place to find classroom activities about tolerance

www.planetpals.com/IKC/prejudice.html

-good site for kids about prejudice

www.supportourtroops.org

-info on ways you can support our troops

<http://troopssupport.com>

-list of organizations that support the troops in various ways

Maine

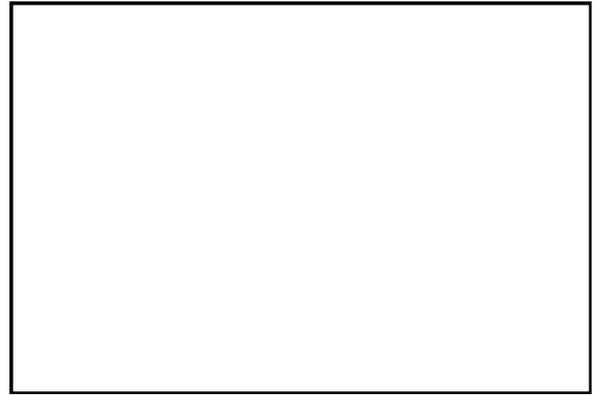
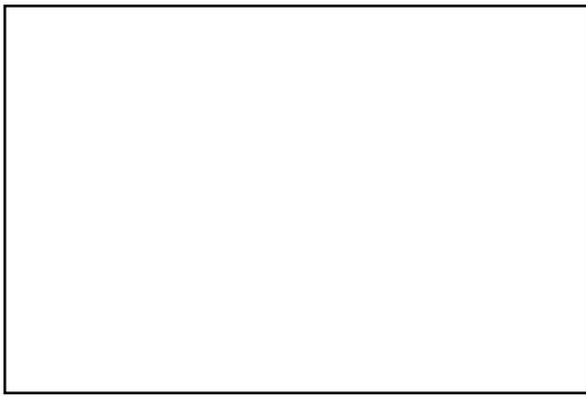
Lily's Garden by Deborah Kogan Ray
The Romeo and Juliet Code by Phoebe Stone
You can find many books about Maine in your local library, such as the "From Sea to Shining Sea" series.

Prejudice

Missing in Action by Dean Hughes
Project Mulberry by Linda Sue Park
Freedom Summer by Debora Wiles
One Crazy Summer by Rita Williams-Garcia
Henrietta by David Mamet
Dangerous Skies by Suzanne Fisher Staples
When the Circus Came to Town by Polly Horvath
Is it Night or Day by Fern Schumer Chapman

World War II/Homefront

On the Wings of Heroes by Richard Peck
Willow Run by Patricia Reilly Giff
The Quilt by Gary Paulsen
Players in Pigtails by Shana Corey
Summer of My German Soldier by Bette Greene
Soldier Boys by Dean Hughes
The Haunting at Stratton Falls by Brenda Seabrooke
Love You, Soldier by Amy Hest
Bat 6 by Virginia Euwer Wolff
The Coastwatcher by Elise Weston



Interesting Internet Links:

<http://www.militarysheetmusic.com/little-blue-service-star.htm>

<http://worldwar-2.net/index.htm>
Very detailed WWII timeline

<http://www.world-war-2.info/>
Another excellent resource for WWII

<http://www.usa-patriotism.com/>
Non-political website with links to all things patriotic

http://www.maine.gov/portal/facts_history/facts.html
Facts about Maine

<http://www.teacheroz.com/wwii.htm>
So much info on WWII you'll never get through it!

<http://www.teacheroz.com/WWIIpropaganda.htm>
All about propaganda

