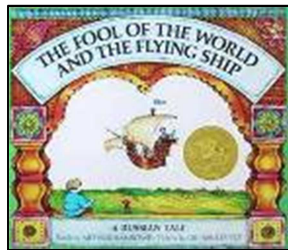
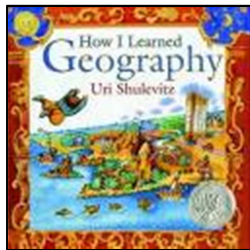


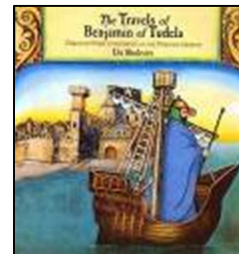
Teachers' Guide: Uri Shulevitz



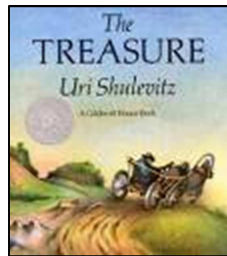
The Fool of the World and the Flying Ship
By Arthur Ransome
Pictures by Uri Shulevitz
978-0-374-32442-1 (HC)
\$18.99/\$21.95CAN



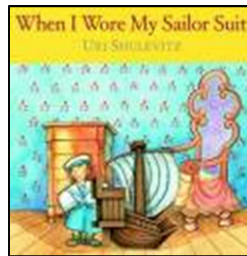
How I Learned Geography
Written and illustrated
by Uri Shulevitz
978-0-374-33499-4 (HC)
\$16.95/\$19.50CAN



The Travels of Benjamin of Tudela
Written and illustrated
by Uri Shulevitz
978-0-374-37754-0 (HC)
\$17.00/\$19.50CAN



The Treasure
Written and illustrated
by Uri Shulevitz
978-0-374-47955-8 (TP)
\$7.99/\$9.50CAN



When I Wore My Sailor Suit
Written and illustrated
by Uri Shulevitz
978-0-374-34749-9 (HC)
\$16.95/\$21.00CAN

Introduction

Author/illustrator Uri Shulevitz spent the early years of his life, from the age of four, wandering with his family, in search of a home. From war-torn Warsaw, Poland to the Central Asian city of Turkestan in the Soviet Union to Paris, France to Tel Aviv, Israel, and finally to his permanent home in New York City.

Likewise, many of the characters in his books travel too. The Fool of the World sets off in search of a flying ship. The young boy in *How I Learned Geography* uses a map and his imagination to travel the world. Benjamin of Tudela journeys for fourteen years to the far reaches of the known world and back again to Spain. In *The Treasure*, Isaac travels great distances to the Royal Palace in search of a treasure that he finally finds under his own stove. And the young hero of *When I Wore My Sailor Suit* sets off on an imaginary journey to distant lands as the captain of a sailing ship on both calm and storm tossed seas.

Opportunities abound for social studies curriculum connections as well as language arts (reading, writing, and research) and visual art connections. Invite your students to join you on a journey of fun, learning, and imagination!

SOCIAL STUDIES: Mapping

Mapping a Course

- *How I Learned Geography*
- *The Travels of Benjamin of Tudela*

Two of Uri Shulevitz’s books include maps that are essential to the understanding of the story. Begin by sharing classroom maps, including those found in atlases. After students have studied several maps, brainstorm the definition of a map (a “picture” or graphic representation of some or all of the earth’s surface, including bodies of water, using lines, symbols, color, and labels, and drawn to scale as one might see them from above) and its purpose, guiding students in their understanding.

Read *How I Learned Geography* and *The Travels of Benjamin of Tudela* aloud to your students. Discuss the similarities and differences in the map Shulevitz paints in each book, recording responses on a Venn diagram. Be sure to notice the geographic area pictured in each book as well as the labels, colors, and symbols each map employs.

Ask students to notice the ways in which the maps are similar. Then ask students to discuss why the maps are different. What purpose do the maps serve in each story?

Extension Activity: Using a document camera, project the image of one of the maps from *How I Learned Geography* onto a white board. Then, challenge students, using atlases or flat maps as references, to label each country pictured on the map.

A Map Makes the Adventure

- *How I Learned Geography*

As the narrator of *How I Learned Geography* studies the map his father hangs on the wall, he becomes fascinated by the places represented there and is transported to many imagined places. Challenge students to attach each of these imagined places to at least one place on the map pictured in the book. Note that the final illustration spread will help students to locate some of these places on a map of Asia:

- Burning deserts
- Sandy beaches
- Snowy mountains with icy winds
- Wondrous temples with colorful birds on the roof
- Fruit groves with tropical fruits
- Fresh water streams flowing near palm trees
- Large city with tall buildings



SOCIAL STUDIES: Research/Information Literacy
(See LANGUAGE ARTS: Research/Information Literacy)

LANGUAGE ARTS: Reading Literacy

To Tell a Tale: To Learn a Lesson

- *The Fool of the World and the Flying Ship*
- *The Treasure*

Both *The Fool of the World and the Flying Ship* and *The Treasure* are retellings of well-known tales. Introduce or revisit the concept of folklore, particularly folktales and fairy tales. Then, introduce students to *The Fool of the World and the Flying Ship* as a Russian fairy tale retold by Arthur Ransome in *Old Peter's Russian Tales* and illustrated by Uri Shulevitz and *The Treasure* as a traditional English folktale, retold and illustrated by Shulevitz.

Read both books aloud to students and engage them in a discussion of the similarities and differences in the plots of the two stories. Record their responses on a Venn diagram. Ensure that students notice the shared theme of travel to the royal palace by a poor fellow in search of a “prize.” Remind students that folktales and fairy tales often aim to teach a moral or “lesson.” Conclude your discussion by asking students to formulate the moral of each story.

Extension: Read aloud other folk and fairy tales and challenge students to distill and state the moral of each story. [Note: Fables are a kind of folktale that have readily apparent morals. Consider starting this activity by sharing and discussing *Aesop's Fables*, selected and illustrated by Michael Hague.]



LANGUAGE ARTS: Writing Literacy

On the Other Hand

- *The Fool of the World and the Flying Ship*

The story of *The Fool of the World and the Flying Ship* is told from the Fool's point of view. There are, of course, other points of view that the story might have been told from. One of the most interesting of these is the Princess's point of view. Begin by inviting students to consider how the Princess might have felt about her father's decision to give her away in exchange for a "flying ship" with no thoughts to her own feelings or preferences in the matter. Would she have appreciated her father's actions? Would she have worried about who she might have to marry? Would she have looked forward to meeting the winner? Would she have rebelled? If so, how? The answer to each of these questions will depend on the character traits of the Princess that your students imagine. For example, is she strong-spirited, shy, willful, respectful, quiet, loud?

Depending on the age and maturity level of your students, invite them to write the story of *The Fool of the World and the Flying Ship* entirely from the Princess's point of view either as a full-class activity, in pairs, or individually. Read and share each story with the full class. Allow students to illustrate their tales if time allows.

What's in a Name?

- *How I Learned Geography*

The young narrator in *How I Learned Geography* falls in love with the exotic sounding names on the map his father brings home, and he makes a little rhyme out of them. Supply your students with a map or atlas of the area of the world, country, or state you are studying, and ask them to choose their favorite sounding place names from the list. Record these on the board or chart paper. Next, challenge them to return to the map and find at least two pairs of names that rhyme, as Uri Shulevitz did. Then help them to create a four line place name rhyme in an aa-bb rhyming pattern. [Note: Introduce or revisit the concept of stressed and unstressed syllables that create the rhythm in poetry; revise your poem to ensure that it that scans properly.]

Sailing on the Wings of Imagination

- *How I Learned Geography*
- *When I Wore My Sailor Suit*

In both *How I Learned Geography* and *When I Wore My Sailor Suit* Uri Shulevitz uses imagination as the vehicle of travel. Begin by reading both stories and asking students to discuss what the two books have in common. Once they have discovered that the main character/narrator in each book travels far away in his imagination, one by flying and one by sailing, invite students to answer these three questions:

- Where would you like to travel?
- How would you like to get there (walk, drive, fly, sail, etc.)?
- What would you see when you got there?



When each student has determined the answers to the three questions, invite them to write about and illustrate their imagined journey using either the listing technique Shulevitz uses in *How I Learned Geography* or the narrative format he uses in *When I Wore My Sailor Suit*. [Note: For the youngest students, ask them to draw the pictures and then help them to scribe their text at the bottom of the page.]

LANGUAGE ARTS: Research/Information Literacy

- *The Travels of Benjamin of Tudela*

After you have read *The Travels of Benjamin of Tudela* aloud to your class and discussed Benjamin's travel purposes and perspectives, invite each student to choose one of the stops on his journey to investigate further. Ask your school librarian to help you to plan their research process, deciding in advance on the required sources they will consult, suggested sources for further research, and the questions they will answer. [Note: Your librarian will be an invaluable collaborative partner in designing the learning experience, guiding student research, and assessing student learning.]

Before students begin their research, ask them to re-read the section of Shulevitz's book devoted to that destination to determine why he chose to visit that location and what happened while he was there. As a culminating learning product, when students have completed their research, ask them to write a brief essay detailing their reasons for deciding to visit or avoid the chosen destination, taking into account the current political, religious, and cultural aspects of that location.



VISUAL ARTS

One Artist, Two Styles

- *The Fool of the World and the Flying Ship*
- *The Treasure*

Uri Shulevitz won a Caldecott Medal for *The Fool of the World and the Flying Ship* in 1968 and a Caldecott Honor citation for *The Treasure* in 1978. Begin by introducing or reviewing the purpose and criteria for the Randolph Caldecott Medal given annually by the Association for Library Service to Children, a division of the American Library Association, to the “artist of the most distinguished American picture book for children.” [Find more information at the Caldecott Medal home page at

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm>]

Next, read both books aloud to children. Then, invite them to comment on the illustrations in the books and the things that they enjoy about each. Discuss the similarities and differences they notice in the illustrations, focusing not only on the style of the illustrations but such design elements as single versus double-page spreads, framed versus full bleed illustrations, and visual perspectives.

Invite students to choose the style most appealing to them and create a piece of artwork, possibly using watercolor, that imitates the Shulevitz style they have chosen. Display related student work beneath a photocopy of the illustration from the first page of each book.



ABOUT THE AUTHOR

Uri Shulevitz was born in Warsaw, Poland, on February 27, 1935. He began drawing at the age of three and, unlike many children, never stopped. The Warsaw blitz occurred when Mr. Shulevitz was four years old. He vividly remembers public services halting, streets caving in, buildings burning, and a bomb falling into a stairwell of his apartment building one day when he was home.

In 1939, the Shulevitz family fled Warsaw, and for eight years they were wanderers, arriving, eventually, in Paris in 1947. Uri developed an enthusiasm for French comic books, and soon he and a friend started making their own, with Uri drawing the pictures. At thirteen, he won first prize in an all-elementary-school drawing competition in Paris's 20th district.

Mr. Shulevitz moved to Israel with his parents and baby brother in 1949. For two years, he worked during the day at a variety of jobs. He was an apprentice at a rubber-stamp shop, a carpenter, and a dog-license clerk at Tel Aviv City Hall. From 1952 to 1956, he studied at the Teachers' Institute in Tel Aviv, where he took courses in literature, anatomy, and biology. Uri also studied privately under the painter Yehezkel Streichman and at the Art Institute of Tel Aviv. At fifteen, he was the youngest to exhibit in a group drawing show at the Tel Aviv Museum.

During the Sinai War, in 1956, Mr. Shulevitz went into basic training with the Israeli Army, then joined the Ein Geddy kibbutz by the Dead Sea. "After a long trip by the dry, stark, and hot shores of the Dead Sea, Ein Geddy unfolds like a Chinese scroll with its waterfall and rich vegetation," he says. After his army service was over, Uri began to freelance, and at the age of twenty-four he came to New York City.

For the next two years, he studied painting at Brooklyn Museum Art School. At this time he also did illustrations for a publisher of Hebrew books for children.

One day when he was talking on the telephone, Uri noticed that his doodles had a fresh and spontaneous look. They bore no resemblance to the work he was doing for the publisher. This discovery was the beginning of Uri's new approach to his illustrations for *The Moon in My Room*, his first book, published in 1963.

Since then Uri has illustrated over thirty-five books, twelve of which he also wrote. Among his remarkable books are *The Fool of the World and the Flying Ship* by Arthur Ransome, for which he won the Caldecott Medal for "the most distinguished American picture book for children" published in 1969; *The Treasure*, a Caldecott Honor Book; *Rain Rain Rivers; Dawn; One Monday Morning; The Travels of Benjamin of Tudela; Snow*, a Caldecott Honor Book; *How I Learned Geography*, another Caldecott Honor Book, and *When I Wore My Sailor Suit*.

Uri Shulevitz currently lives in Greenwich Village in New York City.

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