

Teacher's Guide for FACES

September, 2009

Elisabeth Greenberg, who once lived in Paris, France, first went to Holland to celebrate Halloween with other American children. Since then she has visited Holland's wonderful museums and charming towns along the canals. After living in Japan, Singapore, and Saudi Arabia, she has returned to the Washington, DC, area where she writes books and stories about other countries.

The Netherlands

GETTING READY

Have students look at the front and back cover of the magazine. On the chalkboard make a list with students of things they know about Holland. Then have them review pages 2-5 in small groups and come up with 5-10 new facts they discovered about Holland. Review these in the large group and add them to the list.

READING FOR INFORMATION

The Hard Working Hollander, pp.6-7

1. How did the Dutch first use the Hollander, or Dutch shepherd, dog? (as a farm dog, pulling cards, guarding and shepherding sheep and cattle, defending sheep from predators)
2. How is the Hollander used now in the United States? (as a K-9 or police dog)
3. How is the Hollander different from the German shepherd? (healthier)
4. Why are Hollanders difficult to keep as family pets? (They need lots of exercise and stimulation.)
5. Why did the Hollander almost disappear as a breed of dog?

THINKING ABOUT WHAT YOU READ

"A Land Worth Fighting For"

1. Geography played a big part in Holland's history. In what ways did and does geography impact Holland today?
2. How has Holland's geography shaped its people and their national character?

"Resisting During World War II"

3. How was the Dutch treatment of the Jews in the 1500s different from that of other countries?
4. What led to the Dutch resistance to the Nazis?
5. How would you have acted if you had been a Dutch Jew during World War II? If you had been a Dutch non-Jew?

"The Battle of the Sea"

6. Make a timeline to show how the Dutch battled the sea and protected their land through history.
7. What sort of threats might unite Americans the way the threat to the dikes united the Dutch in the "dike peace"?
8. What do you think is the biggest threat that Holland faces in the future?
9. How well prepared are they to face that threat?

WRITING ABOUT WHAT YOU READ

"Strap on Those Skates and Go"

1. Write a radio weather report as the 100th anniversary of the Elfstedentocht race approaches.
2. Write a letter to a penpal as if you were a participant in the race.

"Crazy for Tulips"

3. Write a paragraph explaining how tulips came to Holland.
 4. Write a short skit about Holland's tulipmania in the 1600s.
 5. Create a poster advertising Holland tulips.
- "e-pals Dear Tommy" and "Growing Up in the Netherlands"
6. Write a compare and contrast essay on a child's life in the United States and in Holland.

ART CONNECTION

Draw or create a model of a clog – either the traditional Dutch clog or a modern or future clog. Read Art Connection and choose a scene to illustrate, showing the concept of perspective.

DRAMA CONNECTION

Work with a group of friends to dramatize the story "A Legend of Wooden Shoes." Use these questions to guide you:

1. How many characters do we need?
2. What's the most exciting part of the story?
3. How can help our audience identify with the characters?
4. How can we sustain interest in the characters and story?
5. What is the best dramatic scene on which to end the skit?

Wrap-up:

Ask students to reflect on what they have read and learned. What is most important to them? What did they enjoy the most? Were they disturbed by anything they read? Would they like to visit or live in Holland? Why?