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# WATCH THE STARS COME OUT

Author: Riki Levinson

Illustrator: Diane Goode

Publisher: E. P. Dutton

## THEME:

Differences among people, such as color, race, and nationality, can teach us about others and enrich our lives.

## PROGRAM SUMMARY:

A little girl and her brother bravely travel alone across the ocean to join their mama and papa in a strange new land—America. Viewers visit Ellis Island, the port of entry into America for millions of immigrants who came with hopes and dreams, and see footage of immigrants arriving. A.J. Anello, who works for the company that restored the Statue of Liberty, gives LeVar a tour and talks about why and how Lady Liberty was restored.

## TOPICS FOR DISCUSSION:

Discuss with students their concept of “freedom” and what it means to be “free.”

After viewing the program, discuss the hardships that the people endured on the voyage to America. Why were the conditions as they were?

Invite students to share any personal experiences with traveling alone. What were they feeling during the trip? Did someone meet them at their destination? How might they have felt if they did not immediately see that person or if they were detained for awhile before meeting that person.

Discuss with students possible reasons why people from other countries emigrate to America.

Ask students to share any experiences they have had visiting the Statue of Liberty.

## CURRICULUM EXTENSION ACTIVITIES:

Locate someone within the school community who has been naturalized (a student, a parent, grandparent or other family member), and invite that person into the classroom to talk about the process (e.g., what he/she had to learn, the ceremony, etc.)

Some of the people interviewed in the program talked about American foods they tasted for the first time. Ask students what food they would miss the most if they were an immigrant in another country. Graph the results.

Initiate a keypal project with a classroom in another country. Have students exchange information about their homes, schools, recreational activities, foods, communities, and the like. Use the responses as a springboard for a discussion of ways in which they are *like* their keypals in addition to how they are different.

Have students ask parents or other family members where their ancestors came from. At school, locate the countries on a map of the world and “flag” them with small name tags.

Have students research the dimensions of the Statue of Liberty, how and where it was built, how it came to the United States, and how it was erected in New York Harbor. The following books might be helpful: *How They Built the Statue of Liberty* by Mary J. Shapiro (Random House); *Lady with a Torch* by Eleanor Coerr (HarperCollins); and *The Story of the Statue of Liberty* by Betsy and Giulio Maestro (Lothrop, Lee & Shepard).

In the program, viewers can see the size of the Statue of Liberty in relation to LeVar and the restoration workers. So that students may gain a better understanding of the magnitude of Liberty’s dimensions, have them use the findings from their research above to measure and make a chalk outline of Liberty’s head. (From ear-to-ear, the head is 10 feet; the distance from the chin to the top of the head is 17 feet, 3 inches.) They might also want to add Liberty’s nose (4 feet, 6 inches), eyes (2 feet, 6 inches each), and mouth (3 feet). This activity is best done on the playground or gym floor.

Have students assemble a “Welcome Packet” for new students. Brainstorm what a new student needs to know: location of various places in the school building, such as the cafeteria, library, office, gym, computer lab, etc.; playground rules; how to get a lunch ticket; the names of the principal, school nurse, office secretary, etc.; where to board the school bus; needed school supplies; and other information. Then have students make enclosures for the packet, such as maps, lists, and pictures. Other possible items might include a student-made bookmark, an informational handbook about the school composed by the students, and a page containing a photocopy of each student’s picture. The contents of the Welcome Packet should be designed and made by the students as much as possible.

## RELATED THEMES:

symbols of America  
famous landmarks

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**RELATED READING RAINBOW PROGRAMS:**

Program #106 — The Lotus Seed

**ABOUT THE AUTHOR:**

Born in Brooklyn and part of a large extended family herself, Riki Levinson enjoys writing about family. She has worked as an art director and associate publisher. *Watch the Stars Come Out* is her first book and has the distinction of being the first piece she has written since high school.

**ABOUT THE ILLUSTRATOR:**

As a child, Diane Goode loved books and art and has been drawing ever since she can remember. She has lived and studied in Europe and credits those experiences as influencing her art. Her illustrations for **Reading Rainbow** review book, *When I Was Young in the Mountains* by Cynthia Rylant, received Caldecott Honor Book status. Diane presently lives with her husband in Watchung, New Jersey.

**BOOKS REVIEWED BY CHILDREN:**

THE LONG WAY TO A NEW LAND  
by Joan Sandin (HarperCollins)

MOLLY'S PILGRIM  
by Barbara Cohen, illus. by Michael J. Deraney (Lothrop, Lee & Shepard)

THE ISLAND OF SKOG  
by Steven Kellogg (Dial)

**SUPPLEMENTARY BOOKLIST:**

AMERICAN TOO  
by Elisa Bartone, illus. by Ted Lewin (Lothrop, Lee & Shepard)

HOW MANY DAYS TO AMERICA?  
by Eve Bunting, illus. by Beth Peck (Clarion)

IMMIGRANT GIRL: BECKY OF ELDRIDGE STREET  
by Brett Harvey, illus. by Deborah Kogan Ray (Holiday House)

A VERY IMPORTANT DAY  
by Maggie Rugg Herold, illus. by Catherine Stock (Morrow)

WHEN JESSIE CAME ACROSS THE SEA  
by Amy Hest, illus. by P. J. Lynch (Candlewick)

I'M NEW HERE  
by Bud Howlett (Houghton Mifflin)

SOON, ANNALA  
by Riki Levinson, illus. by Julie Downing (Orchard)

I GO WITH MY FAMILY TO GRANDMA'S  
by Riki Levinson, illus. by Diane Goode (Dutton)

WHO BELONGS HERE? AN AMERICAN STORY  
by Margy Burns Knight, illus. by Anne Sibley O'Brien (Tilbury House)

THE KEEPING QUILT  
by Patricia Polacco (Simon & Schuster)

THE AMERICAN WEI  
by Marion Hess Pomeranc, illus. by DyAnne DiSalvo-Ryan (Albert Whitman)

KLARA'S NEW WORLD  
by Jeanette Winter (Knopf)



watching the stars come out. Come and get the dream. Ghosts right through the cemetery. We can watch the stars come out. Find out what we like about. everyone, without a doubt. We can watch the stars come out. We can watch the stars come out. Find out what we like about. Everyone, without a doubt. We can watch the stars come out. We can watch the stars come out. Find out what we like about. Everyone, without a doubt. We can watch the stars come out. We can watch the stars come out. Find out what we like about. Everyone, without a doubt. We can watch the stars come out. Lying in the grass. watching the stars come out. Lying in the grass. watching the stars come out. Watch the star...