

Theme: Community

The One Day House: Page 1



In *The One Day House*, Wilson dreams of all the ways he can help improve his friend Gigi's house so that she'll be warm, comfortable, and happy. One day, friends and neighbors volunteer to pitch in. This is a story of community and togetherness, showing that by helping others we help ourselves.

Discussion Questions

Interaction of Text and Illustrations. The *One Day House* relies heavily on the interaction of the illustrations and the text to deliver the whole story.

- ▶ How do the illustrations and the text work together to tell readers about Gigi and Wilson?
- ▶ How do Bianca Diaz's illustrations show Wilson making plans to fix Gigi's house?
- ▶ How does Julia Durango's text express Wilson's wishes for Gigi and her home?
- ▶ What aspects of the story would we miss if we didn't have both the illustrations and the text?

Relationships. Wilson makes plans for fixing Gigi's house "one day," and that day finally arrives.

- ▶ Describe the relationship between Wilson and Gigi. Use examples from the text and illustrations to support your answer.
- ▶ How do you think Wilson would feel if "one day" never came and he wasn't able to fix Gigi's house?
- ▶ How do you think Gigi would feel?
- ▶ Why would Wilson and Gigi have these feelings?

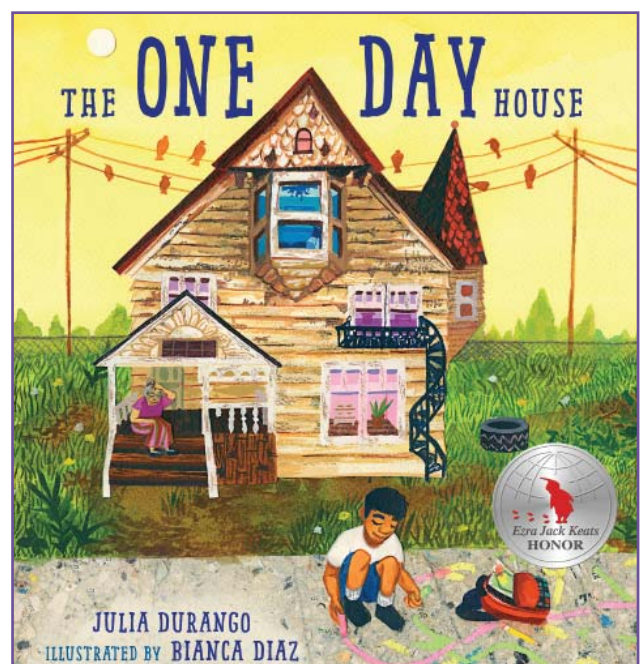
Interaction of Characters. Wilson shares his ideas for fixing Gigi's house with members of his community, including the ice-cream man, the librarian, his teacher, and his classmates.

- ▶ How do the community members respond to his ideas?
- ▶ Which community members can you find in multiple illustrations?

Finding Connections.

- ▶ What do you want to do "one day" to help someone, like Wilson and the other community members help Gigi?
- ▶ What can you do to help "one day" arrive more quickly?

Title: *The One Day House*
Author: Julia Durango
Illustrator: Bianca Diaz
Publisher: Charlesbridge
Award: 2018 Illustrator Honor
Intended Grade Level: 3rd - 5th
Age Range: ~8-12 Years Old



Ezra Jack Keats Award: Book Discussion Guide

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Activities for *The One Day House*

Drawing to Connect: If you could design and build a house for an older person you know, what are some things you would like for that person to have in their house?

- ▶ Draw pictures of the house and the decorations and features you would put in it, and then label these things.
- ▶ For reference, look at Wilson's drawings
 - ▶ notice his color choices for Gigi's house (page 9)
 - ▶ his addition of a fence (page 13)
 - ▶ his repair of the chimney (page 17)
 - ▶ his repair of the piano (page 21)
- ▶ Tell someone about your drawings, either by writing or through talking.
 - ▶ Who would you build the house for?
 - ▶ How do you know this person?
 - ▶ What choices did you make in planning their house?
 - ▶ Why would they like the things you've imagined for their house?

Helping Your Community: In the opening pages of the story, Wilson sees a flyer for an organization called Build Up Neighborhoods, and in the "Author's Note" at the end of the book, Durango describes the event in her town, Labor of Love, that inspired her to write this story.

- ▶ What resources does your community offer to help people?
- ▶ What is a community? Research local organizations that support community members and design flyers to help community members learn about their services.

Ezra Jack Keats Award: Book Discussion Guide

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Crown: An Ode to the Fresh Cut: Page 1



The barbershop in *Crown: An Ode to the Fresh Cut*, is where the magic happens. It is a celebration of the self-esteem and confidence that boys can feel when they leave the barber's chair. This book is a high-spirited, engaging salute to the beautiful, raw, assured humanity of black boys and how they see themselves when they approve of their reflections in the mirror.

Discussion Questions

Focus on Word Choice. *Crown: An Ode to the Fresh Cut* is an unusual title for a book, especially since several of the words in the title can each mean different things.

- ▶ Suggest that children look up the words in the dictionary or on-line to see how words can have different meanings.
- ▶ When you first encounter the book and look at the cover art, what do you think the title means?
- ▶ How does the meaning of the title change after you've read the book?

Point of View. Derrick Barnes wrote this book in the second person, meaning that the narrator is speaking directly to you, the reader.

- ▶ By writing in second person, what power does Barnes give to the narrator and to the story?
- ▶ What power does he give to you, the reader?

Feelings in Words and Illustrations.

- ▶ How does the narrator feel about getting a haircut?
- ▶ How do the illustrations and the text show these feelings?
- ▶ When have you felt like the narrator?
- ▶ On page 27, the narrator also notes, "Being viewed in your mother's eyes as someone that matters—now that's beautiful." What makes you feel like "someone that matters"?
- ▶ What connections does the narrator make between his feelings about getting a haircut and his feelings about being seen as mattering?

Importance of Setting.

- ▶ How do the text and illustrations show the barbershop as a place of empowerment and transformation?
- ▶ What other places do you go that provide a similar experience?

Finding Connections.

- ▶ Throughout the story, the narrator equates getting a haircut with feeling like you've won or achieved something:
 - ▶ an excellent grade on a geography exam (page 10)
 - ▶ stardom (page 11)
 - ▶ admiration from classmates (page 13)
 - ▶ a round of applause (page 25)
 - ▶ a high score on an English test (page 27)
 - ▶ a compliment from your mother (page 27)
- ▶ He also describes some of the other people getting haircuts as looking "important" (pages 16-18), and he imagines the wonderful things that they have each done.
 - ▶ How does the narrator define success?
 - ▶ What do you want to win or achieve?

Title: *Crown: An Ode to the Fresh Cut*

Author: Derrick Barnes

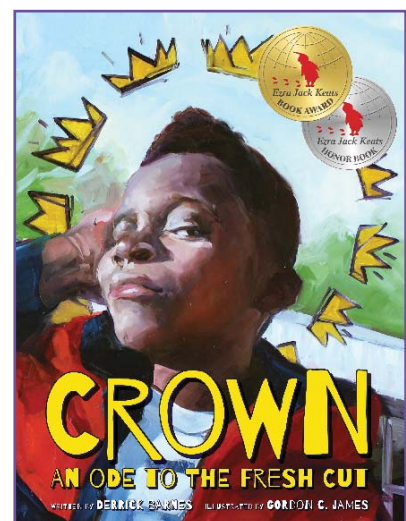
Illustrator: Gordon C. James

Publisher: Agate Bolden / Denene Millner Books

Award: 2018 / Writer Award and Illustrator Honor

Intended Grade Level: 3rd - 5th

Age Range: ~8-12 Years Old



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Discussion Questions Cont.

Focus on Design. On pages 32-33, the last double-page spread of the book has a different layout than all of the previous pages in the book. This requires you to turn the book sideways to view the illustration properly and read the text easily. Why do you think illustrator Gordon C. James chose to feature a different layout for these pages?

Activities for *Crown: An Ode to the Fresh Cut*

Writing an Ode. The most basic definition of an ode is a lyrical poem that praises someone or something.

- ▶ Using *Crown: An Ode to the Fresh Cut* as an example, write an ode to a person or event that made you feel transformed into a more confident individual.

Emotion Charades

- ▶ Barnes mentions facial expressions several times in the text:
 - ▶ People in the shop looking like they want to “give you a round of applause” (page 25)
 - ▶ The look your English teacher gives you when she hands you your last test with a bright red 97 slapped on it” (page 27)
 - ▶ ...“how your mother looks at you before she calls you beautiful” (page 27)
- ▶ James also reveals deep, subtle emotions through his illustrations of characters’ facial expressions.
- ▶ Create a list of feelings, such as surprise, delight, and disappointment, that can be shown through facial expressions.
- ▶ Then see if you can make the expression in a way that a friend, classmate, or family member can correctly identify.
- ▶ To make the activity more challenging, think of looks given in certain situations, like the three examples mentioned above, and see which facial expressions you and other people make to depict the feelings associated with the situations you created.



“I wanted our main character to be standing tall as he went from inside the shop to the world outside. The action in turning the book also helps to add an extra bit of reader interaction with the text.”

– Gordon C. James, Illustrator
Crown: The Ode to the Fresh Cut