

# FROM STELLA STREET TO AMSTERDAM

By Elizabeth Honey

**RECOMMENDED FOR:** Ages 10–14

**THEMES:** Friendship, belonging, war/conflict, prejudice/racism, intercultural understanding, gender/sexuality stereotypes and prejudice

**NOTES WRITTEN BY:** Tye Cattanach

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# INTRODUCTION

A brand new Stella Street adventure from Elizabeth Honey, *From Stella Street to Amsterdam* is a complex, thought-provoking novel that deftly explores an array of issues without presenting as an 'issues' read.

Skilfully utilising multiple text types, *From Stella Street to Amsterdam* is narrated by Henni Octon in telling the story of Willa, Henni's elderly neighbour, who wishes to return home to visit her family and attend a wedding. Henni jumps at the chance to accompany Willa on her journey. Willa has not returned to the Netherlands since arriving in Australia in her early twenties, after World War Two.

Elizabeth Honey has woven an intricate narrative that touches on everything from family conflict to WW2 survival stories and various societal prejudices, both past and present; it also happens to be a fascinating historical look into what life was like in Amsterdam, the hardships endured by the Dutch people and the Jews leading up to and during WW2, and how the war shaped modern Dutch society, economy and way of life.

This text is well suited to upper primary/lower secondary for literature circles, novel study or independent reading, and the activities suggested should be suitable for multiple year levels.

## STORY SUMMARY

When Henni's stubborn old neighbour Willa insists on returning to her childhood home in the Netherlands for a wedding, Henni leaps at the chance to be her travelling companion. 'Lucky duck! Fantastic opportunity!' That's what everyone in Stella Street said. 'Oh boy, chance of a lifetime.'

But during the long flight to Amsterdam, Willa reveals to Henni the real reason for her journey: a terrible family secret stretching back to the Second World War. As Henni makes friends with more and more of Willa's relatives, she must decide if they should know the truth. And is that the only mystery?

A triumphant return to the wonderful, warm and witty world of Stella Street by the much-loved author Elizabeth Honey.

## KEY THEMES

- Family
- Friendship
- Belonging
- War/Conflict
- Prejudice/Racism
- Intercultural understanding
- Gender/sexuality stereotypes and prejudice



# CURRICULUM ALIGNMENT

This text is well suited to upper primary/lower secondary for literature circles, novel study or independent reading. Activities are suitable for multiple year levels – these are suggestions only, and teachers should change/adapt them to best suit the needs of students.

This text would align well with these learning areas within the Australian Curriculum: Humanities and Social Sciences and English.

## DEVELOPING GENERAL CAPABILITIES WITHIN THE HUMANITIES AND SOCIAL SCIENCES CURRICULUM

**Critical and creative thinking:** Students develop critical thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. In addition, students learn the value and process of developing creative questions and the importance of speculation.

**Personal and social capability:** Students develop an appreciation of the insights and perspectives of others, past and present and an understanding of what forms their personal identity and sense of belonging, including place and their cultural heritage.

**Intercultural understanding:** Students develop intercultural understanding as they learn about the diversity of the world's places and people, and their lives, cultural practices, values and beliefs.

## SUGGESTED ACTIVITIES

### Overseas travel:

- Ask students to choose a travel destination. Research the location (temperature, activities etc.) and plan their packing. This activity can be extended by asking students to plan a 5 day itinerary, including flights, train and bus times, locations to visit, times to visit, costs incurred.
- Try Google Earth Virtual Field Trip as a tool to create a Google Lit Trip. <https://www.googlelittrips.org/>
- Visual literacy: Students could also draw famous landmarks in their chosen locations, or maps of the city.

### Oral presentation on historical context:

Willa speaks of the Dutch being unable to resist because they had no weapons to fight the Germans. Why was this? What do you know about the war in Europe and how it affected Amsterdam? Research Dutch history prior to WW2 and report on this to the class.

### Speculation report and bibliography:

What do you think life was like for the Dutch during WW2? Write a 500 word report on your findings. Support your writing with photographs. Be sure to state the name of the website where you found them and include the link in your bibliography. Examples and descriptions of bibliographies can be found here: <https://examples.yourdictionary.com/bibliography-examples.html>

## Essay prompts:

Consider these three quotes from the text. Choose one and complete the related essay prompt:

*'What would you do, Henni, if you were a Jewish mother or father? Hide the family, or maybe suicide together, thinking this is better than the factories? Imagine being so frightened and trapped and hated.'*

It seems impossible to believe that people were faced with decisions such as this. Can you imagine having to make these choices? Which choice do you think you would make? Write an essay imagining this is your life situation and write about the choice you have made and why.

*'Everyone lives on top of each other,' said Wendelien. '... in order of age ...' puffed Jacob, '... the old near the ground ... getting closer to the grave ... and the young ... Ooff ahh ... up near the stars.'*

What do you think this quote means? Why might the old be near to ground and the young near to the stars? What do you think this quote tells you about the ways in which young and old are viewed in Dutch society?

*'How can you be fair and tolerant when that evil little Hitlerman makes it illegal?'*

Have you ever wondered how Hitler might have been able to convince so many people to turn a blind eye to the atrocities he and his army were committing against millions of innocent people? How might this quote help us understand how that was possible?

## Story writing prompts:

Use this sentence starter to write a 500 word story:

*My mind roams over the city like the Spirit of Christmas Past, travelling with the last dong to the furthest places, to the farmers and the sailors and the lighthouse keepers . . .*

Consider this quote from the text and imagine what might have happened between Dirk and Bram. Write the scene and share with the class:

*'We are not a happy family right now. Personally, I'm glad Bram's gone. Dirk wants him to be someone he's not. Dirk wants him to be an engineer, and step into his big shoes in the family business.'*

## Overcoming stereotypes:

Provide students with various examples of stereotypes and ask them to share stereotypes they see evident in their daily environments. Discuss the stereotypes that can surround older people, teenagers, other ethnicities, cultural backgrounds and religions. Consider the ramifications when people choose to act on stereotypical behaviour.

- How are stereotypes developed and perpetuated in society?
- How do these often unfair judgements, or stereotypes, impact lives?
- How can acting on stereotypes be avoided?
- What attitudes and beliefs support stereotypes?

## Courage and bravery:

Ask students to think about bravery. What do they consider to be brave behaviour? Do they have a story relating to their own bravery or the bravery of others? Ask them to write about the story, or to make a podcast recording recounting the story. This might also work as an oral presentation to the class supported by a Prezi or PowerPoint presentation.

## Friendship and camaraderie:

Discuss the various characters in the book. Ask students who they would want to be friends with out of all the characters. Why? What would they do or talk about together?

## Migration:

- When Willa returns to Amsterdam, how does it compare with her memories of the city?
- How has technology changed migration?
- How did Willa's childhood, then migrant experience influence her passion for politics and civil rights?

## Families:

- If you have siblings, how does your position in the family affect the way you fit in, and the way you are regarded by other members of the family?
- Would your family let you go on a similar overseas journey with an old neighbour or relative?
- Is knowing your family's history important?
- Has technology changed family relationships?

## Politics and Leadership:

- Using these links to start you off, research the different governments and royal families in exile in the United Kingdom during World War Two. How successful were they in supporting their countries from afar?
  - <https://www.warhistoryonline.com/war-articles/governments-exile-royalty-relocated-london-world-war-two.html>
  - [https://en.wikipedia.org/wiki/List\\_of\\_governments\\_in\\_exile\\_during\\_World\\_War\\_II](https://en.wikipedia.org/wiki/List_of_governments_in_exile_during_World_War_II)
- What is behavioural economics? How does it apply to Australia's economy right now?
- How did the Great Depression contribute to World War Two?
- Is Australia's democracy working? What is the role of the Queen of England in our democracy?
- Should Australia become a republic?
- Research 'sortition'. Find examples of where it has been tried. Would it work as a form of government in Australia?

## Town Planning:

- Everyone in Amsterdam rides a bike. How is this possible?
- A culture of cycling is growing in Australian cities. What are the pros and cons of cycling?
- Henni sees Amsterdam through Australian eyes. What are the main differences between that city and Australian cities? Why?

# DEVELOPING GENERAL CAPABILITIES WITHIN THE ENGLISH CURRICULUM

**Literacy:** Through critically interpreting information and evaluating the way it is organised, students learn to make increasingly sophisticated language choices in their own texts.

**Ethical understanding:** Students develop ethical understanding as they study the social, moral and ethical positions and dilemmas presented in this text.

**Critical and creative thinking:** Through close analysis of text as well as reading, viewing and listening, students critically analyse the opinions, points of view and unstated assumptions embedded in this text. In discussion, students develop critical thinking as they share personal responses, state and justify their points of view, and respond to the views of others.

**Personal and social capability:** Students learn that language is central to personal and social identity through exploring narrative point of view and the way it shapes different interpretations and responses in readers.

**Intercultural understanding:** Students learn to question stated and unstated cultural beliefs and assumptions, and appreciate issues of intercultural meaning and sensitivity through studying this text from different social and cultural contexts.

## **BEFORE READING**

### **SUGGESTED ASSESSMENT**

#### **Digital Scrapbook/Writer's Notebook:**

The outcome of this assessment prompts students to reflect on and respond to *From Stella Street to Amsterdam* by creating a digital scrapbook/writer's notebook.

Students view a sample electronic scrapbook and use the project rubric to evaluate it, becoming familiar with the project requirements in the process. They use an online tool to evaluate resources on a topic related to a piece of literature and post their evaluations for class reference.

Students then use online resources to capture 'scraps' of information about their assigned topic and create a scrapbook using Keynote/PowerPoint, Prezi, iMovie/Windows Movie Maker or Animoto, making sure to cite all their sources.

They share their online scrapbook with the class, defending their choice of scrapbook entries: why is the entry important to the understanding of the topic?

Source URL – Outline/further resources: <http://www.readwritethink.org/classroom-resources/lesson-plans/literaryscrapbooks-online-electronic-787.html?tab=4#tabs>

#### **Digital Scrapbook Instructions:**

- Choose an application to create a digital scrapbook: Pages, Keynote or Word.
- Name the digital scrapbook *From Stella Street to Amsterdam* Novel Study.
- Add name/term/start date.
- Save this to the desktop (scrapbooks will be worked on and added to throughout the term while reading through the book).



- Before reading, write a few paragraphs in the digital scrapbook predicting what the novel is about, based solely on reading the synopsis.

Further directions will be given over the duration of the term. Remember to cut and paste all URLs of all sites used to research, create pieces, and access/find images/music/film links into the digital scrapbook.

## **WHILE READING**

### **Character Voki:**

After reading chapters 1–4, choose two characters from the book and create a talking avatar using Voki.com.

- Go to Voki.com and log in or create a Voki account. (Note that if you are not logged in, you will not be able to embed your Voki in your blog/keynote.)
- Choose two characters from the book. Create a Voki for those characters. Due to the word count limitations in each Voki, you may need to do a few Vokis for your character to complete the speech requirements.
- You're writing the speech in first person as if the character is talking about himself/herself. Include in the speech three text details that describe their behaviours, how they feel, what they might be thinking about one another/their situation, their appearance, etc.

### **Keep a Reading Journal:**

Note: Asking students to keep a reading journal while reading can be an invaluable tool, both for their own learning and writing and as a method of informal assessment. One method that can be used is to supply prompts and questions for the student to respond to for the first half of a book. From about midway through the book students can flip the model and begin to ask questions of themselves while they read. Students are encouraged to not only ask questions, but take notes of possible research topics, points of interest they would like to explore further and ideas for projects, essays or writing of their own.

#### *Have a Wonderful Time*

- Why aren't you allowed to smile in passport photos?
- Who is Willa to Henni? What is their relationship?
- Why might they be travelling to Amsterdam?
- Study the illustrations – what can we learn about Willa?
- Why might Willa have been afraid of the security machine at the airport?
- When the plane hits bad turbulence, Willa becomes afraid and confused. She seems to be remembering a past event. What do you think Willa might have meant when she says, 'We'll make it Henni. We're the right kind.'

#### *Second Hop to Amsterdam*

- Imagine the relief of landing safely after such a terrifying incident on a plane.
- Why do you think the passengers are angry with the crew?
- Do you think Henni will be able to get herself and Willa on the next plane?
- What might be some strategies Henni could use to help herself stay calm?
- *When my body heard that my brain was thinking about getting back on a plane, I needed the Dames again.* What do you think this sentence means?

- Do you think it is possible to pretend not to be afraid? Share a situation where you have had to pretend to feel something you don't really feel.
- Willa doesn't seem herself. Why do you think this might be?
- Before reading page 14 onwards, make a prediction about what Willa might be about to tell Henni.
- Why does Willa believe that young people don't find Dutch history interesting?
- What does Willa mean when she says 'those factories'?
- Why does Willa believe it is a curse to have a good memory?
- What do you think the blue dog might be?
- Do you know what book Willa is referring to when she says it was written by 'Hitlerman'?
- What do you think happened to Willa's father? Do you think he returned? Where might he have been taken?
- Do you know what manna is?

### First Impressions

- What do you think Henni means when she speculates that maybe Willa is different now she is Roos?
- Do you think that people change when they are around different groups of people, depending on their relationship? How? Can you think of a time when you might behave differently depending on who you are with?
- Take some time to look up pictures of Amsterdam, so you can better visualise the scenes Henni is describing.
- What is King's Day?
- *You could sure tell they were by the way they spoke to each other.* What do you think Henni means by this comment?
- Why do you think Henni started to sob when she was finally alone?

### First Morning

- Consider this quote from the text: *Unknown Events in the City of Bikes Have Begun...* What are your predictions of what might happen next for Willa and Henni?
- Why might it be important to count the number of times a bell tolls? What does it tell you?
- When Henni comments, *Yesterday was a horror movie. Today is Hans Christian Andersen*, what do you think she means?
- Henni observes that in Australia it is rare for a family to live their whole life in one apartment or house. Do you agree? Why do you think it might be rare?
- Why do you think Willa might be afraid of Henni being introduced to a girl her age from the neighbourhood?

### I Am Chosen

- Why do you think it matters that Henni's dad makes things happen? How might he help Willa get to Amsterdam?
- Why do you think Willa's neighbours believe she cannot go to Amsterdam alone?
- Have you ever read *The Little Red Hen*? Stop now and read it – it makes this next scene much more amusing...



- 'Well, that's all very terribly interesting,' says Danielle, 'but will Willa go with you?' What do you think this might mean? Why might Willa not want Henni to go with her?
- Why might Henni think she could be another person in Amsterdam? Why might she want to be another person?
- Do you know who John Lennon and Yoko Ono are? Research them and find out why they stayed in bed for a week as protest. Do you think their protest worked? How can the actions of one or two individuals influence public opinion? Can you think of examples?

### *In the Night*

- Now might be a good time to start taking note of all of the Dutch words Henni uses, and their meanings. How is the Dutch language used in the book? Why do the Dutch speak English so fluently?
- What do you think Willa and her siblings are fighting about? Why do they switch to English and start being perfectly nice to each other when Henni appears?

### *Garden Cubby*

- What other ways do you think Dutch people might recognise an Australian? What are some things, sayings, habits that might give you away as an Australian in Amsterdam?
- Why do you think Bram left home?
- Drug laws are different in Amsterdam; do some research and make notes of how the laws differ from Australian laws.
- Do you know what jet lag is? List some ways jet lag can affect people, their sleeping, their thinking.
- What is a tech detox?
- What might Henni's mum have meant when she said '*...fill your eyes with real life*'?
- Do you know what a 'squat' is?
- Have you read *The Diary of Anne Frank*? Why is Amsterdam relevant to *The Diary of Anne Frank*?
- If Anne Frank had survived what might have happened to her diary? How would it have changed how the book is perceived?

### *Bike, Phone . . . Friend?*

- Have you ever had a bike or something you love stolen? How did it make you feel?
- *I stood in the outer suburbs, wearing my easy-going face...* what do you think Henni means when she says this?
- Why do you think Myrte is so curious about Willa's plans?
- *...arranged friends aren't friends.* Do you think this is true? Could an arranged friend become a 'real' friend?

### *Things Are Not Going According to Plan*

- '*Wasn't just the trees that were left with ugly stumps.*' What do you think Willa is referring to when she says this to Henni?
- Willa shares a memory from the war with Henni – she tells her about the use of the letter V for Victory, a morale-building exercise. Do some research to learn how this movement began and why it was important.
- Sometimes when we hear people speaking another language, it can be hard to know if they are arguing or just talking. Have you ever had this experience? Write about it in your journal.

### Work with Wendelien

- Have you ever read *The Story of the Little Mole Who Knew It Was None of His Business* by Werner Holzwarth? You should! It is very funny.
- Why might medical magazines be 'exceptionally gruesome'?
- Wendelien mentions to Henni that Willas return isn't all sweetness and light. What does that mean?
- What does it mean when someone 'chews your ear'?
- Have you ever heard depression being referred to as 'the black dog'? Do you think Wendelien might be right about the blue dog being something that refers to emotions or mental health?
- Willa and her siblings seem to argue a lot about their parents. Have you ever experienced sibling rivalry? Write about your experience here.
- Do you think Willa's family is happy she has come home? Why? Why not?
- Consider Henni's poems – 'The Rolling Parade' and 'Whose Fall Is It?' Write a short review of each.

### The Resistance Museum

- Why do you think Hyacint sees Henni as an intruder?
- What do you think Willa means when she says '*I came too late for Hyacint...*'?
- '*...that's the problem. People think wars begin and end on a certain date. They don't!*' What does Willa mean by this?
- Why do you think Willa was so upset by her visit to the museum? How might she be feeling?

### A Very Goed Day

- Willa says '*If you don't risk much you risk a lot.*' What do you think she means by this?
- Floor believes that the antikraak encapsulate the essence of Amsterdam when she says, '*Well, that's real Amsterdam.*' What does she mean by this?
- Why might Hyacint have been 'gleeful' about Willa's friend having passed away? Why might she be mad he hasn't?
- What is a radio orange? Can you really make one?

### Hartog + Hunter

- Can you explain the difference between a *kraak* and an *antikraak*?

### Octon + Wemple

- Carlijn says '*...books are not life*'; Henni says '*You can be in someones life in a book*'. Choose one of these perspectives and argue for or against it. Then find a partner with an opposing view to debate with.

### Back to the Antikraak

- Why might the antikrakers be unwelcoming to refugees? How does this make you feel? Are you surprised to learn that there might be anti-refugee sentiments in a place like Amsterdam? Why? Why not?
- Would you tell the family if you had found Bram? Why? Why not?

### Work with Dirk

- Make a list of all the interesting and sometimes quirky facts you learn reading pages 170–72.
- ‘When you choose one side in a war, you take a risk. If you are with the winners and you survive, that might be okay, but if you’re with the losers, big trouble.’ What do you think this means?
- What do you think Henni might mean when she says Dirk has the feeling of a hurt animal she can’t get near?
- Do you think it is strange for a brother to ask his older sister if their mother loved her? Why might he need to ask that?
- Why might it have once been terrible to marry someone of a different religion to your own? Do you think that has changed now? Why? Why not?

### Lodewijk van de Haag

- What does ‘dropped off the twig’ mean?
- ‘...you could see his habits in the furniture’ – what do you think this means?
- Do you know what hepatitis is? Do some research into hepatitis and make notes.
- Look up army bikes from World War One. How are they different/the same to other bikes?
- Propaganda was an important part of the war. Do you know what propaganda is? Do some research and write down your findings.
- What is the *Prohibitorium*?

### Mr Kuipers at the Library

- ‘Countries closed themselves in, and looked for strong men to fix the problems, and make them proud of their country again.’ What do you think this means? Why might this be problematic for the world in general?
- Using the information Henni learns on pages 193–99, see if you can make a chronological timeline of important events leading to the war.
- Why do you think people were unsympathetic to the Jews returning to Amsterdam after the war?
- Do you know what the Nuremberg Trials were? Research them and write down what you learn.

### Beads

- Do you think Henni took a dangerous risk snatching the bag from the intruder? What would you have done in her place? Would you have been that brave? Why? Why not?
- What is voodoo?
- Do you think it was right for Henni to lie about what happened?
- Is it ever okay to lie? Even if you don’t want someone to worry?

### Molli Café in De Pijp

- Hunter seems very mysterious about why he has moved out of the antikraak. What do you think might be going on with him? Why might the thief have wanted his computer?
- What is *Ex Libris*? Why would Hunter give Henni an envelope full of them?
- What is a cross-dresser?
- Henni now has two Amsterdam secrets. What are they?

## **AFTER READING**

### **SUGGESTED ACTIVITIES**

#### **Book trailer:**

Ask students to make a book trailer for *From Stella Street to Amsterdam*. Reference for teachers: <https://www.youtube.com/user/mhmediaspec/videos>

#### **The sequel:**

Ask students to write a brief prediction or even a synopsis of where they feel the next book in this series might begin. Which characters might be important to the plot line? How do they predict the series might end?

#### **Letter from Willa:**

Imagine Willa had written a letter to Henni (in the event of her death). If you were in Willa's situation, what would you put in that letter? Take this opportunity to express your thoughts and feelings.

#### **Summarise – 6 Word Story:**

Using only six words, sum up *From Stella Street to Amsterdam* and its story line. You may choose to do this from the point of view of one of the characters.

#### **Character study:**

Go to <http://oneword.com/>. After reading the instructions, click 'go'.

You will have ONE minute. With the word that appears at the top of the screen, choose to do one of the following:

- Write a piece of dialogue between two characters using the word provided **OR**
- Write as much as you can about a character using the word provided.

Do NOT submit your writing; instead, highlight what you have written, copy and paste **OR** take a screenshot of the page. Paste this into a page in your digital scrapbook. Don't forget to copy in the URL of the site and date your work.

#### **Journalling and writing in a diary:**

Ask students to keep a diary as if they were a character in the story. Write down events that happen during the story and reflect on how they affected the character and why.

How does Henni's poetry fit into the book?

#### **Short story writing:**

Ask students to write a short story featuring a chosen character from *From Stella Street to Amsterdam* and themselves as a character. How would they work together? Would they be friends or enemies? What adventures would they have?

# AUTHOR BACKGROUND AND MOTIVATION

## ABOUT THE AUTHOR

Elizabeth Honey grew up on a farm, went to Swinburne art school, had adventures abroad and worked at a variety of jobs before becoming an illustrator, then also a writer, for children.

She lives in Richmond, Melbourne in a house of books: picture books, poetry, art (Matisse particularly) and weird books. Fortunately, her retired graphic designer husband is also a bibliophile. They have two grown-up children and a granddaughter in Amsterdam. All her life Elizabeth has zoomed around on her bike – not a lycra rider, just a charging-round-the-place rider – and that vibrant bike city in the Netherlands has become an inspiration. She's also passionate about streets for people not cars, public parkland and place-making, and an abiding passion is habitat for wildlife, for the survival of our unique animals.

## IN THE WORDS OF THE AUTHOR

‘This year our kids have had to deal with sudden, unnerving change. So does Henni in this story. When the supportive Stella Street gang sends her off with old Willa, they think she’ll have an interesting holiday. Not so. Henni, sometimes alone and frightened, faces impenetrable situations, but her resourcefulness and humour gets her through, and a stroke of luck – finding a friend. Friendship is central.

‘When WWII ended, old Willa was around Henni’s age. Willa confides in Henni. She remembers how freedom was eroded, how fear, cruelty and injustice split her family, and drove her to migrate to Australia. Henni begins to understand, and writes “...now grows out of then.” There are elements that resonate with politics today. It’s a story of resilience.



‘Tim Flannery thinks we’re lucky to be living in a time of consequence, of threat but also opportunity. When life settles down I hope for strong Australian children’s publishing and stories that introduce kids to life in other countries, especially if travel is restricted. When I was young I loved *The Wheel on the School*, and *Little House on the Prairie*. Here is Henni’s Aussie view of modern Amsterdam, a forward-looking city striving for an economy within ecological limits.’

– Elizabeth Honey

## ABOUT THE WRITER OF THE NOTES

Tye Cattanach has long been involved in children's books in Australia. Her early career includes having been a book blogger and specialist children’s bookseller. Since then, she has been a P-12 Library Coordinator and a marketing and publicity manager for Penguin, and has travelled widely presenting on the importance of reader/audience engagement and library culture and the importance of engaging reluctant readers. After working with Hardie Grant Egmont as a marketing and publicity manager, she joined the team at Readings, working as part of the events team and in Readings Kids. She still does some freelance work in the education sector and stays across all curriculum developments.

# BIBLIOGRAPHY OF RELATED MATERIAL

## PICTURE BOOKS

*The Little Red Hen* – a Russian folktale published since 1813 in multiple iterations

## FICTION

*The Wheel on the School* by Meindert DeJong, illustrated by Maurice Sendak

*A Christmas Carol* by Charles Dickens

*To the Boy in Berlin* by Elizabeth Honey and Heike Brandt

*The Diary of Anne Frank* by Anne Frank

*45 and 47 Stella Street* by Elizabeth Honey

*Stories from Stella Street* by Elizabeth Honey

*The Ballad of Cauldron Bay* by Elizabeth Honey

*Once and Then* by Morris Gleitzman

*I Am David* by Anne Holm

*Ashes* by Kathryn Lasky

*The War That Saved My Life* by Kimberly Brubaker Bradley

*The War I Finally Won* by Kimberly Brubaker Bradley

*When Hitler Stole Pink Rabbit* by Judith Kerr

*Being Here* by Barry Jonsberg

*The Fault in Our Stars* by John Green

## ONLINE RESOURCES

The Resistance Museum Amsterdam <https://www.verzetsmuseum.org/museum/nl/museum>

Anne Frank House Amsterdam <https://www.annefrank.org/en/>

Holland's Occupation in World War Two <https://www.holland.com/global/tourism/holland-stories/liberation-route/hollands-occupation-during-wwii.htm>

10 Things You Need to Know About the End of World War 2 in the Netherlands  
<https://www.dutchnews.nl/features/2015/05/10-things-you-need-to-know-about-the-end-of-world-war-ii-in-the-netherlands/>

Survival and Resistance: The Netherlands Under Nazi Occupation  
<http://faculty.webster.edu/woolfilm/netherlands.html>

Elizabeth Honey's Instagram – Elizabeth\_Honey\_Books  
([https://instagram.com/elizabeth\\_honey\\_books?igshid=ltkhn376mi8d](https://instagram.com/elizabeth_honey_books?igshid=ltkhn376mi8d))

## ADDITIONAL RESOURCES FOR TEACHERS

*Nancy Wake* by Peter Fitzsimons. Fitzsimons' vividly describes the experiences of a young Australian woman in the French resistance. The setting is different but the dangers are the same.

*The Art of Growing Up* by John Marsden

*Small is Beautiful* by E F Schumacher

*In the City of Bikes: The Story of the Amsterdam Cyclist* by Pete Jordan

*Media Watch* (ABC iView): A short critical program on Australian media

*The Insiders* (ABC iView): Insight into Australian politics

*The Resistance Banker*: (Film) A Dutch drama based on the actions of Walraven van Hall. This would provide excellent background to the Dutch resistance. Students can research his memorial in Amsterdam. (Available on SBS On Demand)

*Years and Years*: (Television series) A powerful, compelling and confronting British TV drama series, set in the near future, highlighting what happens to a family and a country when democracy goes wrong. (Available on SBS On Demand)

### ON GRAPHIC NOVELS AND POLITICAL SATIRE

Chinn, Mike, *Writing and Illustrating the Graphic Novel: everything you need to know to Create Great Graphic Works*, London, New Burlington Books, 2004, 2006.

The *Talking Pictures* segment of *The Insiders* (ABC iView) is a useful resource that gives cartoonists' insights into our politics and leadership.

### ON BOOK TRAILERS

'Book Trailers - Resources: Ipswich District Teacher Librarian Network' <http://idtl.net.au/book-trailers.php>

'Book Trailers for Readers' by Michelle Harclerode <https://www.youtube.com/user/mhmediaspec/videos>

### ON POSTER DESIGN

'Poster Design to Change the World' Oxfam Australia <https://www.oxfam.org.au/secondary-section-1-part-3-what-makes-a-successful-campaign-poster/>