



Grades 4 – 7; Ages 8 – 12

## Jacob and the Mandolin Adventure

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Edited by Kathryn White

### Teacher's Guide

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## Internet Resources

Many excellent resources on the Internet can add rich background for the setting of this novel. All of these links were operational in 2021, but you can insert the title of an article, for example, in a search engine if a particular link is not operating when you attempt to access it.

*A Man of Conscience* (documentary)

[A Man of Conscience—YouTube](#)

Produced by Cayle Chernin and David Fleishman. Directed by Cayle Chernin, 1997.

Canadian Jewish Archives

<https://www.cjarchives.ca/en/>

Canadian Museum of Immigration at Pier 21

<https://pier21.ca>

Ontario Jewish Archives

<https://www.ontariojewisharchives.org/>

# Vocabulary

The following list sets out vocabulary that may need defining. Words particular to the time period or from the Yiddish are in **bold** face.

## Chapter Words

1. **groshen**, **kijanka**, **klezmer**
2. **zmiros**, Sabbath, **landsmanshaft**, domestics
3. **kinderlech**, eligible, **meshugah**
4. samovar, **nu**, **mitzvah**, **Torah**
5. **Yid**, tuberculosis, calisthenics, **vilde chayas**, chords, cranky
6. **zloty**, thimble, kerosene, **mazel**, **Gan Eden**
7. mythical, Orthodox, **trayfe**, shenanigans, **hanky-panky**, flappers
8. scrunched, belching
9. explorers, **vursht**, salami, rye, orchestra, community, practice, photos, posterity, disapproved, porters, sauerkraut, oxygen, **Haynt**, furrowed, clasp, blessing
10. **tsuris**, **kopecks**, **zlotys**, checkers, squawked, fishmongers, anchored, funnels, steward, surveyed, geography
11. insignificant, nauseous, headachy, immune, **cheder**, calisthenics, **hoity-toities**
12. burly, groped, cavernous, duffel, scurried, thrummed, matted, slithered, reek, smuggler, blackmailer, legally, winced, squished
13. porthole, seep, thudded, brig, vodka
14. skidded, infirmary, **blini**, dank, horizon, dreaded, exaggerating, wishful, grimaced, tremolo
15. fascinated, shuffling, groped, haunches

16. **borscht**, emergency, flurry, riffled, sentinel, dismissive, deflated, alternatives, hospitalization, ushered
  17. scowl, tetanus, ping-pong, tardiness, cables
  18. **matzah brie**, stragglers, brocade, chandeliers, plush, damask, tangy, erupted, whiskey, sterilized, inferior
  19. lament, mongrel, furrowed, congenial, anti-Semites, **Eretz Yisroel**
  20. fiddled, adopted, clattered, clambered, tugboats, pier, musty, cobweb, billowing, **shtetl**
  21. gangway, pier, facility, crinkled, disembark, reception, surge, documents, rafters, pigeons, intriguing, **papshoy**, **shneylech**
  22. official, **S'iz Shabbos**, tantalizing, fumbled
  23. exhaust, locomotive, bustled, acrid
  24. sodden, pulse, garbled, throbbed, abandoned, shreds, pretzel, croaking, askew
  25. devoured, rehearsing, workhouse
  26. wafted, aroma, husky, floppy
  27. dormitory, burnished, headphones, static, flexed, sloshing, teat, laden, scrawny, suspenders
  28. whirl, secular, **sukkah**, skeleton, thrashed, **zay gezunt**, blur
  29. Armistice, heritage, brimming, numbskull, **hanukkiyah**, **latkes**, **Maccabee**, hitch, tinge, bawling, toques
  30. preoccupied, eavesdrop, **kaput**, jeopardize
  31. cavernous, **Passover**, **matzah**, craned, latticework, thoroughfare
- POSTLUDE **kippah**, greenhorns, telegram, squirt, gumption, influenza

## Pre-reading Activities

1. Examine the front cover of *Jacob and the Mandolin Adventure*. What do you think this book will be about?
2. Describe any trips you've taken (or want to take) on a train or ship.
3. On the cover, you can see an illustration of a mandolin. (a) Share your experiences with any musical instruments you've studied, or want to study. (b) Research the mandolin, e.g., history, famous players, etc.
4. When do you think this historical novel takes place? What clues do you have?
5. (a) The back cover states that this novel was "inspired by real events." What does this sentence mean? (b) Now look on the frontispiece where it says, "This book is a work of fiction. Names, characters, and incidents either are the product of the author's imagination or are used fictitiously." What is the difference between a novel and a historical novel? Discuss.

## Comprehension and Discussion Questions

*Jacob and the Mandolin Adventure* begins in the small city of Mezritsh, Poland, in 1927. A group of thirty-eight Jewish orphans travel to Georgetown, Ontario. These young people are to be trained for agricultural or domestic work by Morris Saxe, the owner of the farm. The orphans play in a mandolin orchestra and perform at Carnegie Hall in New York City in 1928.

*Jacob and the Mandolin Adventure* is divided into three parts.

Part One: The Old World

Part Two: Between Two Worlds

Part Three: The New World



## PART ONE: THE OLD WORLD

**Chapter 1:** Jacob is a thirteen-year-old Jewish boy who lives in Mezritsh, Poland, in 1927.

On the way back to the orphanage from the market, he is beaten up by Bartek, a Polish boy.

1. Name three things to show that the orphanage has trouble supporting the orphans, e.g., food, clothing, shelter, etc.
2. Discuss the incident when Bartek bullies Jacob. Do you agree with how Jacob reacted? Do you think he should have reacted differently? If so, how?
3. What do the other orphans mean when they say that Jacob isn't a "real" orphan?
4. Why did Jacob's aunt and uncle send him to the orphanage? Do you believe they had a choice? Do you think they did the right thing? Why or why not?

**Chapter 2:** Mrs. Anna Adler, director of the orphanage, comforts Jacob. At dinner, she introduces the children to Mr. Eli Greenblatt, who offers them the chance to go to the Jewish Farm School in Canada.

1. Do you think Jacob should have asked Mrs. Adler to speak to Bartek's father? Why or why not?
2. Have you ever wanted to play a musical instrument? How do you think Jacob felt when his uncle said that he didn't have money to pay for lessons?
3. Describe how Jacob feels when he plays the mandolin. Do you ever feel like that when you're doing something, e.g., sports, dance, music? Describe a time when you felt like that.
4. Why did the group in Detroit want to bring the orphans to the United States?
5. Describe Mr. Greenblatt's scheme about using Canada as a "back door" to the United States. Do you think this plan makes sense? Why or why not?

**Chapter 3:** Jacob wonders if he really wants to leave Mezritsh, but he discovers he's not on the "eligible" list. He and his friend Ezra ask Mrs. Adler why Jacob isn't on the list. She tells him it's because his uncle didn't sign the permission letter. She gives Jacob until Monday to get it signed.

1. Explain this saying: "May he grow like an onion with his head in the ground."
2. Name the four conditions that the orphans have to meet in order to go to Canada.
3. Name two things that Jacob is worried about. Describe a time when you had to

leave a place that you called home and move to a new neighbourhood, city, or country. What did you think or feel before you left? Did your attitude change after you arrived? Discuss.

**Chapter 4:** Jacob visits Aunt Malka and Uncle Isaac. He finds out that his uncle forgot to sign the letter, but will do so the next day.

1. Name three aspects of the Jewish quarter, Szmulowizna, that illustrate the poverty of the people living there.
2. Why is Uncle Isaac hesitant to give Jacob permission to leave? Do you think he was right? Why or why not?
3. Describe the relationship between Uncle Isaac and Aunt Malka, and give an example to demonstrate it.

**Chapter 5:** Bartek is waiting for Jacob. He calls him names and beats him up. The orphans prepare to depart for Canada.

1. What is one reason why Bartek is bullying Jacob?
2. Jacob has a problem saying the sound “th” in English words. What else might be difficult about learning English?
3. An author often uses similes to compare two things using “like” or “as.” In this chapter, find two similes and explain why they are effective.

**Chapter 6:** Jacob is ready. He remembers the past and ponders his future. Farewell to Mrs. Adler. The orphans walk to the train station.

1. Name three objects that Jacob places in his suitcase on top of his clothes. What is the significance of each object to him?
2. If you were leaving your home on a long journey, what would you take? Why?

**Chapter 7:** The orphans board the train from Mezritsh to Warsaw.

1. Why does the author describe America as a “mythical” land?
2. At the end of this chapter, what is Jacob’s deepest desire?

**Chapter 8:** On the train. Alex is sick. Jacob helps out. The train approaches Warsaw.

1. Jacob recalls how his father made brushes in Mezritsh. Describe how you or someone you know makes something. In your description, include sensory impressions, i.e., sight, sound, touch, smell, taste.

2. Alex starts to feel “car sick” during the train ride. What does Jacob do? What does this tell you about Jacob’s character?
3. Why does Jacob like the season of spring? What is your favourite season? Why?
4. Jacob has a dream about Raisele and an unfinished dress. What might this dream mean?

**Chapter 9:** At the Warsaw train station, a journalist asks questions. Photos are taken. The orphans eat lunch.

1. Jacob has to talk himself into being brave when they reach Warsaw. Do you ever have to talk yourself into doing something you’re scared to do? If so, write or speak about it. (This activity can be done anonymously or shared, as the student wishes.)
2. Jacob always has stage fright before he begins to play. What advice would you give him in order to overcome his stage fright?

**Chapter 10:** On the train from Warsaw to Danzig (Gdańsk). They arrive in Danzig and walk to the harbour to board their ship, the *Estonia*.

1. What advice did Jacob’s father give to him? Describe a piece of advice that someone gave to you and why it’s important to you.
2. The man in the booth says, “Good. Thirty-eight fewer Yids in Poland.” What does he mean? How did various characters react to this comment? (a) Abe the Tall (b) Mr. Greenblatt (c) Mr. Podoliak (d) Jacob. What do *you* think they should have done?
3. What is Estie the cat’s job on the ship? Why is this important?

## PART TWO: BETWEEN TWO WORLDS

**Chapter 11:** On the *Estonia*, Jacob and the other passengers are seasick. After a few days, they start to feel better. The children have school lessons in the morning and mandolin practice in the afternoon. Mr. Podoliak, their teacher, announces that they have been invited to play for the first-class passengers in a few days’ time.

1. Jacob says that he forgets about everything else while he’s playing the mandolin. If you’ve had a similar experience, share this with the class or write a short paragraph about it.

2. What is Jacob worried about when Mr. Podoliak announces that they will be playing for the passengers in the first-class section?

**Chapter 12:** Day five. Jacob looks for a place to practice. He makes his way to the baggage room, where he discovers that Nathan has stowed away. Nathan tells Jacob his story.

1. Name three places Jacob tried to practice and why they weren't suitable.
2. (a) Explain the expression "I've had a long watch." (b) Find two other meanings for "watch."

**Chapter 13:** Jacob has a sleepless night. Morning lessons. At noon, Jacob hurries to find Nathan, whose foot is infected (tetanus).

1. When Jacob finds Nathan, he can't decide what to do. In your opinion, what should Jacob have done? Why?
2. When Mr. Podoliak sees Jacob putting food in his pockets, he reprimands Jacob. Explain why Mr. Podoliak misunderstands Jacob's motives.

**Chapter 14:** Jacob brings water for Nathan, but Nathan is too sick and weak to swallow. Ezra finds Jacob, who explains the situation. The boys decide to get medicine for Nathan.

1. Jacob climbs up to the sun deck and wishes he didn't have to go back down to the baggage room. This is an example of "inner conflict." Explain what this means and give an example from your life, or from a movie or book.
2. Ezra uses the expression, "What a pickle!" Explain what this phrase means and give other ways (synonyms) to say the same thing.

**Chapter 15:** The boys hurry to the infirmary where they meet Dr. Nowak. The doctor gives them two Aspirins and they rush back to Nathan. Nathan's condition has deteriorated.

1. Jacob and Ezra lie to Dr. Nowak about needing an Aspirin for Jacob's headache. Do you think they should have told this lie? Why or why not?

**Chapter 16:** The boys ask Mr. Podoliak for help. Nathan is taken to the infirmary. Jacob and Mr. Greenblatt speak with the captain.

1. Why does Jacob try to avoid looking at the captain when he is taken to the captain's cabin?
2. Why do you think the captain wants to hear about Nathan in Jacob's own words? What does this tell you about the captain's character?

3. What does Jacob realize when he understands that Mr. Greenblatt can't help him? Compare Jacob's reaction here to the time when Bartek bullied him.
4. The captain tells Jacob that if Nathan recovers, he'll have to be sent back to Poland. (a) Do you think this is a fair decision? Why or why not? (b) If you were the captain, what would you do?

**Chapter 17:** Jacob has a dream. Jacob and Ezra try to visit Nathan in the infirmary. The mandolin players get ready for the concert.

1. What does Jacob feel guilty about? What would you say to him to help him feel better?
2. Jacob thinks about how playing the mandolin makes him want to smile and cry at the same time. (a) What does this mean? (b) Have you ever had mixed feelings like this? Describe the incident.

**Chapter 18:** The mandolin concert on the *Estonia*.

1. Jacob often has stage fright before he has to perform. (a) What is he worried about? (b) Do you ever have stage fright? If so, what do you do to help get over it?
2. The American man and woman at the concert believe that immigrants should not be allowed into the United States. What are the reasons for their opinion? Discuss.

**Chapter 19:** The concert (continued). Anti-Semitic incident.

1. (a) Describe the orphans' reactions to the couple's anti-Semitic remarks. (b) What constitutes an anti-Semitic remark? (c) What do you think the orphans should have done?

**Chapter 20** (June 25, 1927): Arrival in Halifax. Jacob asks about Nathan.

1. How did Jacob feel when the ship was approaching Halifax?
2. Describe Jacob's first impressions of the city of Halifax.

## PART THREE: THE NEW WORLD & POSTLUDE

**Chapter 21:** The Reception Hall, Pier Two, Halifax.

1. (a) How does Jacob feel as he stands at the top of the gangway and is getting ready to leave the ship? (b) Describe a time when you were going to a new place or trying something new.
2. What is Jacob afraid of when the orphans go to the reception hall? What would you have said to him to ease his worries?
3. (a) Why do the orphans refuse to eat cornflakes? (b) Describe a food that was unfamiliar to you or one you didn't like at first but which you eat now.

**Chapter 22:** David has a problem. Jacob proposes a solution.

1. Why does David refuse to sign his name?
2. (a) What is Jacob's solution to this problem? (b) What else might the group have done?

**Chapter 23:** David almost misses the train.

1. Why does Jacob compare what he did for David to Nathan's situation? Do you agree? Why or why not?
2. How does Mr. Greenblatt finally persuade Jacob to board the train?

**Chapter 24:** On the way to Montreal. Jacob has a nightmare.

1. Jacob has a nightmare about a train station. Describe his dream and state why you think he had it.
2. (a) Specifically, what about Mr. Greenblatt's appearance would make someone describe him as "neat and clean?" (b) Why does Mr. Greenblatt take pains to look this way?

**Chapter 25:** Orchestra practice on the train. Jacob recalls a movie he saw.

1. Explain what Mr. Podoliak means when he says, "we are the People of the Book."
2. What does Jacob mean when he refers to Poland as "that old land filled with sadness?"
3. In what way was the train journey like the Charlie Chaplin movie the orphans had once seen?

**Chapter 26:** Arrival in Montreal. Trains to Toronto and then to Georgetown. Arrival at the Jewish Farm School.

1. Why do the boys not want to be “welcomed” so much?
2. Explain the meaning of “the streets are paved with gold.”

**Chapter 27** (Sept. 1927): Reflections about the last three months at the Farm School. Announcement of the concert at Carnegie Hall. Worries about money.

1. What does Ezra complain about? Do you think he was right? Why or why not?
2. (a) Why was Jacob worried when he began to milk the cows? (b) What does he like about the task now?

**Chapter 28:** Holidays: Hallowe’en, Hanukkah, Christmas.

1. While Jacob is sick, he dreams about his sister, Raisele. (a) What details does he recall? (b) How does he feel about this dream?
2. (a) When Jacob gets over his illness, who is the first person he thinks of? (b) What does this tell you about Jacob’s character?
3. Explain “Trick or Treat.”

**Chapter 29:** Jacob overhears an argument.

1. Mr. Curtin, the English teacher, refers to Armistice Day as “the day we remember when the Great War ended.” What does he mean when he says, “the war to end all wars?” Why did people think this way at the time?
2. While Jacob milks the cows, he recites the poem “In Flanders Fields.” Why is this an effective way to memorize a poem? How would you do it?
3. How does Jacob feel when everyone recites “In Flanders Fields?”
4. What does Mr. Curtin mean when he says the people in Georgetown “changed their tune?”

**Chapter 30** (April 1928): On the train to New York City. The orphans arrive.

1. (a) What has Jacob heard about New York City? (b) Why does he have mixed feelings about going there?
2. What are Mr. Saxe and Mr. Greenblatt arguing about?
3. Why is it important that the concert raise money?
4. What is Jacob’s greatest desire?

**Chapter 31:** Arrival in New York City.

1. How is the trip to New York City different from the other trips the orphans have taken?
2. Jacob realizes that what was once an “impossible dream” is becoming a reality. Has this ever happened to you? Share a time in your life when you felt the same.

**POSTLUDE:** The orphans prepare to perform at Carnegie Hall.

1. (a) Jacob can't decide what to do after he overhears the conversation between Mr. Greenblatt and Mr. Podoliak. What is he worried about? (b) What does he decide to do? Why? What would you do?
2. Compare Jacob at the beginning of this novel to how he is at the end. How has he grown or changed?



## Extension Activities: Language Arts

1. Although the telephone was in common use in 1927, most people communicated through letters. Have students write a letter from one of the characters in this novel. Here are a few suggestions:
  - Jacob to the orphans in Mezritsh, after the concert in Carnegie Hall
  - Jacob to his Aunt Malka and Uncle Isaac
  - Nathan (in Halifax) to Jacob at the Canadian Jewish Farm School
  - Mr. Greenblatt to Mrs. Adler after their arrival in Georgetown
2. If you were going on a long journey far from home, what are three things you would put into your suitcase? Write a short paragraph to describe these objects and why they're important to you. Illustrate with drawings or photographs.
3. Examine the quote at the beginning of each section of the novel. (See pp. 2, 70, 132.) Discuss how this quote captures the events or mood of the section.
4. Debate: "The Jewish orphans should stay in Poland and not come to Canada."
5. Compare the orphanage in Mezritsh to one in another novel, e.g., Charles Dickens' *Oliver Twist*. Make a T-chart, stating aspects such as food, clothing, schooling, discipline, freedom, etc.
6. Compare this historical novel to another one about a young immigrant coming to Canada. Here are a few examples. Your teacher or librarian can find more:

Adele Dueck. *Racing Home*. Regina: Coteau, 2011.

Sarah Ellis. *A Prairie as Wide as the Sky*. Toronto: Scholastic, 2001.

Carol Matas. *Turned Away: The World War II Diary of Devorah Bernstein*. Toronto: Scholastic, 2005.

Anne Patton. *Full Steam to Canada*. Regina: Coteau, 2011.

Caroline Pignat. *Wild Geese*. Toronto: Red Deer, 2010.

Ellen Schwartz. *Jesse's Star*. Victoria, BC: Orca, 2000.

Marsha Skrypuch. *Aram's Choice*. Toronto: Fitzhenry & Whiteside, 2006.

Maxine Trottier. *Migrant*. Toronto: Groundwood, 2011.

7. Read a nonfiction book about Pier 21 in Halifax. Compare and contrast the author's approach to the subject. Here are three examples:

Linda Granfield. *Pier 21: Gateway of Hope*. Toronto: Tundra, 2000.

Anne Renaud. *Pier 21: Stories from Near and Far* (Canadian Immigration Series). Montreal: Lobster Press, 2008.

Christine Welldon. *Pier 21: Listen to My Story*. Halifax: Nimbus, 2012.

8. Research John McCrae's poem "In Flanders Fields" to find out about the author as well as the significance of the poem (Resource # 1).
9. Word search puzzle (Resource # 2).
10. Imagine you can invite any character from this novel over to your home to play, chat, have a meal, or just hang out. Who would it be? Why?
11. Imagine you and one of the characters from this novel are pen pals. Write a letter where you tell them about yourself and ask the character questions about his/her life.
12. You're on the publisher's marketing team. Write or design an ad or create a short video to promote *Jacob and the Mandolin Adventure*.

## Extension Activities: Social Studies

1. Morris Saxe owned a creamery in Georgetown, Ontario, where he sold milk, butter, and cheese. Compare the cost of grocery items in 1927 to the cost of similar items now. (Imperial measures will have to be converted to metric.) See: [Food Groceries and Toiletries in the 1920's prices 50 examples from The People History Site](#).

Here are a few examples of 1927 prices:

Milk 14¢/quart

Butter 55¢/pound

Cheese 38¢/pound

Eggs 47¢/1 dozen

Flour 31¢/5 pounds

Oranges 57¢/1 dozen

Potatoes 36¢/10 pounds

2. Use the above prices to examine the purchasing power of a weekly wage of \$8 to \$12 and make conclusions about the standard of living in 1927.
3. Create a timeline of the year 1927. Research historical events that were occurring in the world, including in Canada and the United States. In addition, add any interesting events about sports, arts and entertainment, architecture, and important people.

Source: [World History Timeline, 1927](#) (Resource # 3).

4. The orphans played their concert at Carnegie Hall in April 1928. Research Carnegie Hall: history, architecture, design, performers, etc.
5. David is an Orthodox Jew and insists that the food be kosher. Research the dietary rules of three religions. Compare and contrast them in a T-chart.

6. The author mentions Mary Pickford, a silent movie star of the 1920s. Write a short biography of Pickford or of another movie star of that era.
7. Draw a map of the journeys that Jacob and the orphans took:
  - Mezritsh, Poland, to Georgetown, Ontario, Canada
  - Georgetown, Ontario to New York City, United States
8. Nathan gets sick and dies of tetanus. Research the treatments for this infection in the 1920s and compare to those in the present time.

## Extension Activities: Media Literacy

1. Choose one photo from *Jacob and the Mandolin Adventure*, pp. 208–216. Describe what it tells you about the historical setting and/or the characters in the novel.

2. Watch the documentary about Pier 21, Halifax. What did you learn?

[Pier 21—Halifax, Nova Scotia—Gateway to Canada—YouTube](#)

3. Watch Charlie Chaplin’s silent film *The Kid*. Analyze elements such as plot, characters, cinematography, setting, costumes, etc.

[Charlie Chaplin—The Kid \(uncut-full length 1921\)—YouTube](#)

4. Find a vintage advertisement in Google Images or another source. Analyze who the audience is, what emotions the advertiser is appealing to, and why this ad is effective (or not). Note how the illustration that accompanies the text adds impact to the ad. This can be an individual or group activity.

5. Listen to the audio recording of Morris Saxe speaking on his seventieth birthday located at [https://secondstorypress.ca/video-resources#Saxe\\_anchor](https://secondstorypress.ca/video-resources#Saxe_anchor). (a) What do his words tell you about Saxe’s character and accomplishments? (b) What does he mean by saying, “There is no happiness without tears?”

## Extension Activities: Drama

1. Choose a chapter or scene from the novel and stage it as a play. The scene should include two or more roles.
2. You are a talk show or podcast host who interviews three of the following characters from the novel: Mrs. Adler, Jacob, Ezra, Nathan, Mr. Greenblatt, Morris Saxe.
3. Reader's Theatre: Choose a scene from the novel. (Reader's Theatre is a dramatic presentation of a written work in a script form. Readers read from a "script," and reading parts are divided among the readers. No memorization, costumes, blocking, or special lighting is needed. Scripts are held by the readers. The focus is on reading the text with expressive voices and gestures.)

## Extension Activities: Music

1. Many songs are included in *Jacob and the Mandolin Adventure*. Choose one of these songs and find a version online. Research the history of the song and analyze its lyrics.
2. Note the page from the program at Carnegie Hall, p. 214. On any instrument of your choosing, play one of these pieces, e.g., “El Capitan” by John Philip Sousa OR find it on YouTube and share with the class.
3. When the orphans arrived at the Warsaw train station, they played three Yiddish musical pieces: “Tum Balalaika,” “Oyfn Pripetchik,” and “Zay Meer Gezunt.” Research one of these pieces, find it on YouTube (or play it yourself), and share your research with the class, e.g., composer, date, lyrics, context, etc.
4. “Shluf Mine Faygele/Sleep My Little Bird” is a Yiddish lullaby mentioned in the novel. Choose a lullaby from the list below, or another one you know, and research it, e.g., composer (if known), date, lyrics, etc.
  - Brahms’s Lullaby
  - Hush, Little Baby
  - When You Wish Upon a Star
  - Frère Jacques
  - All the Pretty Little Horses
  - Little Boy Blue
  - Somewhere Over the Rainbow
  - *Rozhinkes mit Mandlen*/Raisins and Almonds

## Extension Activities: Art

1. Design a set of storyboards to illustrate one chapter or scene in the novel. This could form the basis of a graphic novel retelling of the story.
2. Jacob visits his Uncle Isaac at his shoemaker shop. Design a sign for another trade or business, e.g., tailor, watchmaker, candy store, baker, blacksmith, fruit and vegetable store, etc.
3. Design a poster to advertise the concert at Carnegie Hall.
4. Create a collage to illustrate the characters in the novel and the things that are important to them.
5. Draw the floor plan of either Union Station (Toronto) or Pennsylvania Station (New York City) as it would have been in the late 1920s.
6. Create a scene from the novel using Plasticine or make a diorama in a shoebox.



## Added Resources

### RESOURCE # 1

#### **In Flanders Fields** by **John McCrae**

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

For more about this poem, see Linda Granfield's *In Flanders Fields: The Story of the Poem by John McCrae* (Fitzhenry & Whiteside, 2014).

Jacob and the Mandolin Adventure

C H E C K E R S B L I N I G S K T B  
 M F O H V Y S P I C K L E D T I H O  
 V A F R L F I C T S O H H O E M I U  
 F B N L C Q P M R E M D Z Z W M M E  
 P Z O D A H F H O U T U Q Q A U B F  
 D B L R O P E N O X N A G G R N L U  
 W U J Y S L P S A T Y C N G D E E N  
 Z S F X U C I E T C O G H U L F M N  
 G C I F V V H N R R F S E E S E P E  
 P O R T E R S T G S A U O N D H R L  
 H N I G N L N P F N A U S E O U S S  
 B V S E N T I N E L S A Q K A N G A

Find the following words in the puzzle. Words are hidden → ↓ ↘

BLINI  
 BORSCHT  
 CHECKERS  
 DUFFEL  
 FLAPPERS  
 FUNNELS  
 IMMUNE

MANDOLIN  
 NAUSEOUS  
 ORCHESTRA  
 OXYGEN  
 PHOTOS  
 PICKLE  
 PORTERS

SCRUNCHED  
 SENTINEL  
 SMUGGLER  
 STEWARD  
 TETANUS  
 THIMBLE

## RESOURCE # 3

### 1927 Timeline:

- January 7—First transatlantic telephone service is inaugurated between New York City and London.
- March 7—The US Supreme Court rules a Texas law that bans African Americans from voting as unconstitutional.
- April 17—First TV broadcast at AT&T headquarters, New York City.
- May 1—Adolph Hitler holds his first Nazi meeting in Berlin.
- May 21—Charles Lindbergh makes the first transatlantic flight from New York City to Paris, France, on his plane, *The Spirit of St. Louis*.
- August—Work begins on the sculptured faces of four US presidents at Mount Rushmore, South Dakota.
- October 6—First “talking” movie, *The Jazz Singer*, opens in New York City.
- November 12—Holland Tunnel opens, linking New York City to New Jersey.
- December 2—Henry Ford’s new Model A car is shown to the public. It replaces the Model T, or “Tin Lizzie.”

## On Writing



Anne Dublin

I hope you enjoyed reading *Jacob and the Mandolin Adventure* and discussing my novel with your students. If you have any questions or would like me to visit your school (in person or virtually), please contact me via email: [adublin54@gmail.com](mailto:adublin54@gmail.com). For more information about my writing and presentations, go to my website: [Anne Dublin | Author, Teacher, Editor](#).

Even though I've written several biographies, it's hard for me to write my own life story. Where do I begin?

My parents were Holocaust survivors who came to Canada after World War II. Because we were very poor, there was no money to buy "extras." So, I grew up in a house without books. But stories? There were lots of stories that I loved to hear, especially about the "old country."

When I was in grade three, I discovered the public library, and that opened up a whole new world for me. I read books in the biography section about famous people like Alexander Graham Bell and Florence Nightingale. I also loved the *Anne* novels by L.M. Montgomery, Nancy Drew mysteries, and even *Superman* comic books.

Although I liked writing at school, I never thought I'd become a writer. I taught English and French at elementary schools and eventually became a teacher-librarian. But I still didn't think of myself as a writer.

When my children were young, I read to them and told them made-up stories. But I still didn't think of myself as a writer. Soon, I started going to storytelling evenings, and eventually I took a couple of storytelling courses. I began to fall in love with stories all over again.

After I told one particular family story, I wanted to write it down. That story became an important scene in my first historical novel, *Written on the Wind*. Now that I've been writing for about twenty years, I can't imagine my life without writing!

Here's a list of my published books and stories:

### **FOR YOUNG PEOPLE—HISTORICAL NOVELS**

- *A Cage Without Bars*. Toronto: Second Story Press, 2018.
- *44 Hours or Strike!* Toronto: Second Story Press, 2015.
- *Stealing Time*. Toronto: Dundurn Press, 2014.
- *The Baby Experiment*. Toronto: Dundurn Press, 2012.
- *The Orphan Rescue*. Toronto: Second Story Press, 2010.
- *Written on the Wind*. Vancouver: HodgePog Books, 2001.

### **FOR YOUNG PEOPLE—BIOGRAPHIES**

- *Dynamic Women Dancers*. Toronto: Second Story Press, 2009.
- *June Callwood: A Life of Action*. Toronto: Second Story Press, 2006.
- *Lucy Maud Montgomery: A Writer's Life*. Toronto: Pearson Education Canada, 2005.
- *Bobbie Rosenfeld: The Olympian Who Could Do Everything*. Toronto: Second Story Press, 2004.

### **FOR ADULTS—SHORT STORIES**

- “Degrees of Separation,” Toronto: *Parchment*, 2009.
- “This Ain't Graceland,” Toronto: *Parchment*, 2006.
- “At the Old Folks' Home or, What's Happening?” Toronto: *Parchment*, 2005.
- “Can a Jewish Girl Have a Fairy Godmother?” Toronto: *Parchment*, 2004.