

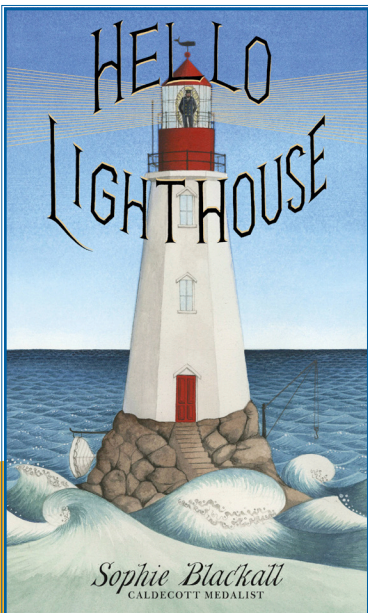
Sophie Blackall

Hello



Lighthouse

with Island Readers & Writers



WE ARE COMING TO YOUR SCHOOL

For more information visit

[www.islandreadersandwriters.org](http://www.islandreadersandwriters.org)!



**Meet Sophie**



**As a little girl growing up in Australia,** Sophie learned to draw with sticks on the beach and loved the A.A. Milne stories of Winnie-the-Pooh. The original tale of Pooh and his friends was the first book she bought with her own money. She read it many times and played with her friends in the pretend Hundred Acre Wood they created in the garden. Sophie feels all this inspiration led to her winning the Caldecott Medal in 2016 for her illustrations in "Finding Winnie," written by Lindsay Mattick. She has illustrated over 45 books for children including the "Ivy & Bean" series. Her most recent book, "Hello Lighthouse," won the 2018 Caldecott Medal and is a charming look at a lighthouse keeper's life and family.

Sophie is an ambassador for the Measles and Rubella Initiative, a partnership of UNICEF, the American Red Cross, WHO, CDC and the UN Foundation, which has brought her to the Democratic Republic of Congo and India. She has produced a series of illustrations for this program to advocate for eliminating measles through immunization. In 2014, Blackall was one of 40 artists to contribute to *The Art of Saving a Life*, a Gates Foundation project, celebrating 40 years of global immunization achievements.

When not traveling the world, Sophie makes her home in Brooklyn, New York, a city that she just couldn't resist, and can be visited at [www.sophieblackall.com](http://www.sophieblackall.com).

Here is a great interview with Sophie: <https://vimeo.com/260460407>



# I'd Like to Be A Lighthouse

**Read this poem by Rachel Lyman Field.  
If you were a lighthouse what might you see?  
Write your own short poem.**

I'd like to be a lighthouse  
All scrubbed and painted white.  
I'd like to be a lighthouse  
And stay awake all night  
To keep my eye on everything  
That sails my patch of sea;  
I'd like to be a lighthouse  
With the ships all watching me.

*I'd Like to Be A Lighthouse* by **Rachel Lyman Field**

# Let's Talk

## Let's Talk

✚ Take a few minutes to look at the ocean images in "Hello Lighthouse." Discuss with a classmate how Sophie uses shapes, lines and colors to evoke different feelings in each image. What feelings or thoughts come to your mind when you view them? Using colored pencils or paint to create an ocean scene experiment with your own lines. (Art/LA)

✚ Imagine you were to travel to a lighthouse. How might you travel there and how would you be transported to the lighthouse itself? (History)

Watch this short video to get a better sense of how these transfers took place?

<https://www.britishpathe.com/video/wolf-rock-relieved>

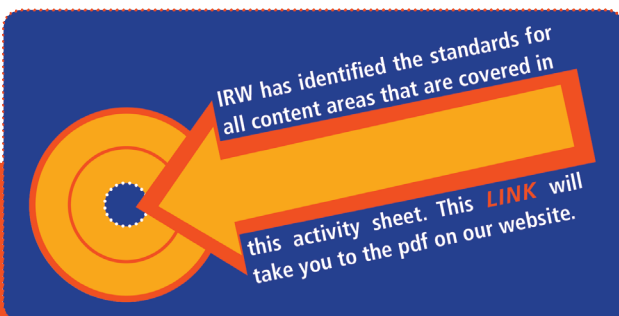
✚ Research lighthouses around the world. What is the weirdest lighthouse you can find? What makes it weird? Write a short poem that describes it. (LA)

✚ Why was it important to keep the light burning and what might happen if it went out? (Science/Math/History)

Below is a video of a news story on Coast Guard replacing the bulb at Cape Elizabeth lighthouse:

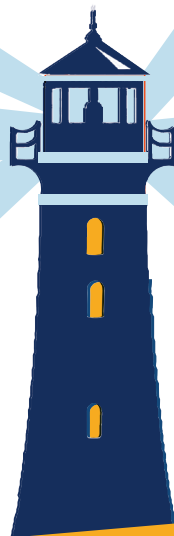
<https://www.youtube.com/watch?v=d29Qv9fkd-O>

✚ How would you communicate without phones, computers or electronic devices? Research other communication methods or design your own and send messages to a classmate. (Science/Math)



## Let's Create

- ✦ Look up and learn some sea shanties. Can you find any that are connected to Downeast Maine? (Music/Art)
- ✦ Find a partner and keeping in line with the illustrator's circular theme, use a tube as a telescope to focus in on one area in the room. Use your best descriptive words while your partner draws what you see within this circle. (Art/LA)
- ✦ Find a blueprint of a lighthouse you like. Use blue paper and white crayon to draw a cross-section and design each floor as you think it might work best. (Art/Science/Math)
- ✦ Use the "Maine Lighthouses Illustrated Map and Guide" to consider the different styles; color, shape, size, outbuildings. Design your dream lighthouse and paint a picture. (Art/Science)
- ✦ What skills or temperament did it take to be a lighthouse keeper? If you were interviewing someone to fill the role, what types of questions would be important to ask? Make a list and interview a friend. (ELA)



# From Ancient World to Eastern Maine

## One of the **7** Wonders of the Ancient World

(History)

- + What criteria must be met to be a wonder of the ancient world?
- + What criteria does a lighthouse in Downeast Maine need to meet?
- + How many years did the Pharos of Alexandria stand?
- + How many years has the lighthouse in your town stood?
- + How did they build something to last that long?
- + Check out some interesting facts here:

<https://factslegend.org/30-interesting-pharos-lighthouse-facts/>



- + What facts can you find about your local lighthouse?

## Architecture: Design, Form, and Function

- + How have lighthouses evolved through time?
- + Why did height matter?
- + Why are lighthouses painted differently? Do these designs represent something?
- + After thinking about the above questions, check out some of these interesting lighthouses.

<http://www.oobject.com/category/the-extreme-architecture-of-lighthouses/>



### Time to Create

- + Artists and historians through time have created renditions of Alexandria as they imagine it. How do you envision it might have looked? Draw, paint or use mixed media to create your own rendition. (Art)

**Architecture: Design, Form, & Function**



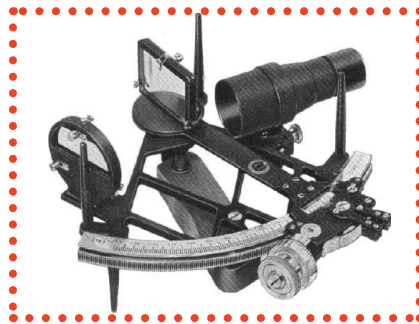
# Engineering & Navigation

## Dead Reckoning to Global Positioning

+ How did maps change the view of the world?

+ Do you know how to use a sextant?

<http://www.clipperlight.com/howusesextant.html>



+ When was the first practical compass made?

<https://exploration.marinersmuseum.org/object/compass/>

+ What do the letters GPS stand for? What impact has the invention of GPS had on lighthouses?

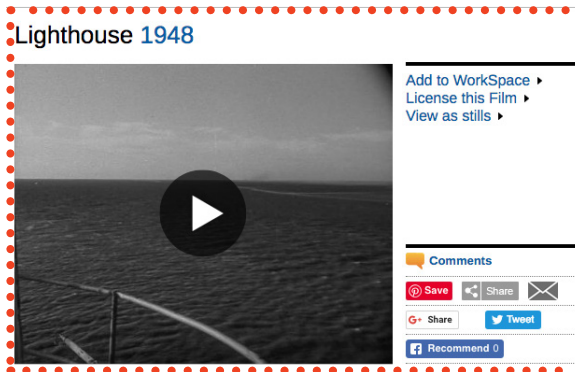
+ How have these advances helped aid mariners in your community?

(Science/Math)

# From Fire to Fresnel-Illumination through the ages

+ Check out the lengths lighthouse keepers have gone to keep the light burning;

<https://www.britishpathe.com/video/lighthouse-1/query/lighthouse+keeper>



+ What is the Fresnel lens? How many orders are there?

+ What lens is used today in your local lighthouse?

+ Which is the brightest lighthouse in the world?

(Math/Science)

# Shipwreck, Mariners, & Lightkeepers

+ Visit your local historical society and inquire about local shipwreck history.

+ Check out this harrowing tale of a Maine shipwreck:

<https://www.nelights.com/blog/tag/famous-shipwrecks/>

+ Why are lighthouses often on islands or hard to reach locations?

+ What is the graveyard of the Atlantic?

+ Boston Light is the last lighthouse with a keeper. Read about it here:

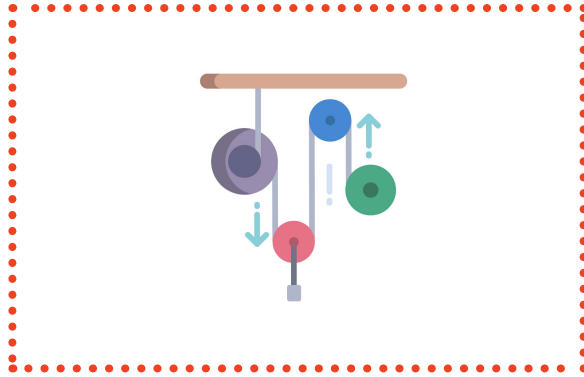
<https://www.npr.org/2016/09/14/493794425/keeper-of-boston-light-reflects-on-americas-first-lighthouse>



(History/ELA)

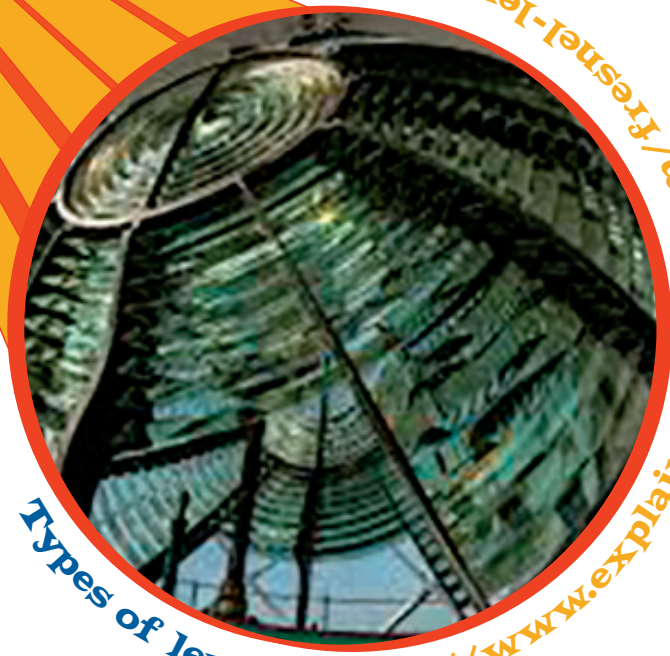
# Pulleys—Multiplying the Strength of Man

- + Who invented the pulley?
- + What are the three types?
- + How are they used in Maine today?
- + How was one used in "Hello Lighthouse" and in lighthouses in general?
- + Make one: <https://www.education.com/science-fair/article/moveable/>



(Science/Math/History)

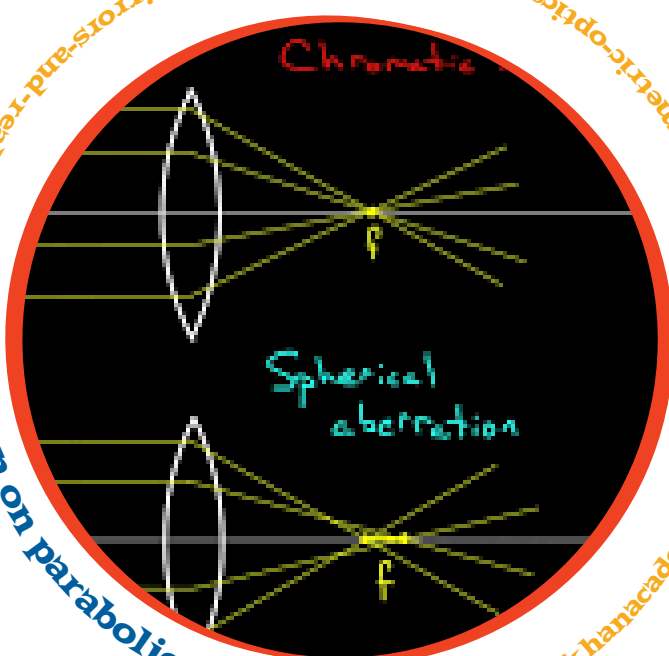
<https://www.explainthatstuff.com/fresnel-lenses.html>



Types of lenses:

<https://www.khanacademy.org/science/physics/geometric-optics/mirrors/v/parabolic-mirrors-and-real-images>

A lesson on parabolic mirrors:



<https://www.wikipedia.org/graveyard-atlantic>



Graveyard of the Atlantic:



# Read More

"MR. MIDSHIPMAN  
HORNBLOWER"  
by C. Forester

"THE WANDERER"  
by Sharon Creech

"KEEP THE LIGHTS  
BURNING ABBIE"  
by Connie & Peter Roop  
Ills. by Peter E. Hanson

"THE  
LIGHTHOUSE CAT"  
by Sue Stanton  
Ills. Anne Mortimer

"MANNING  
THE LIGHT"  
by Terry Webb

"BLOODY JACK:  
Being an Account of  
the Curious Adventures  
of Mary "Jacky" Faber,  
Ship's Boy (Bloody Jack  
Adventures)"  
by L. A. Meyer

"LIGHTHOUSE DOG  
TO THE RESCUE"  
by Angeli Perrow  
Ills. Emily Harris

"THE LIGHTHOUSE  
KEEPER'S DAUGHTER"  
by Arielle North Olson  
Ills. Elaine Wentworth

"THE LIGHTHOUSE  
KEEPER'S WIFE"  
by Connie  
Scovill Small

"A LIGHT IN THE  
STORM; THE CIVIL WAR  
DIARY OF AMEILA  
MARTIN"  
Dear America Series  
by Karen Hesse

"MAINE LIGHTHOUSES  
DOCUMENTATION OF  
THEIR PAST"  
by J. Candace Clifford &  
Mary Louise Clifford

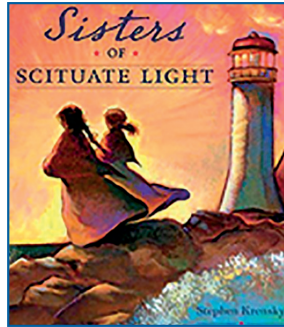
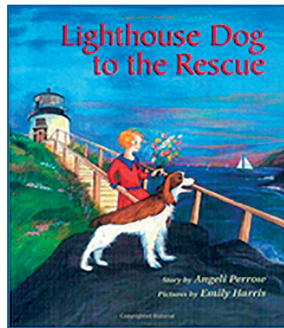
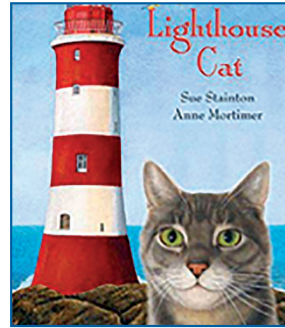
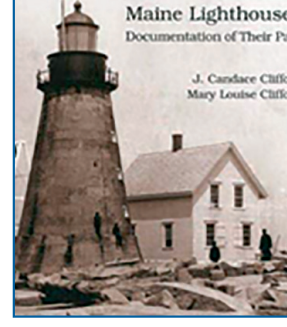
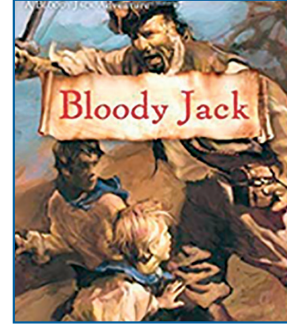
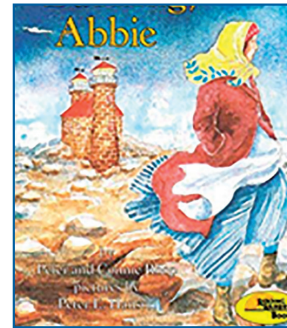
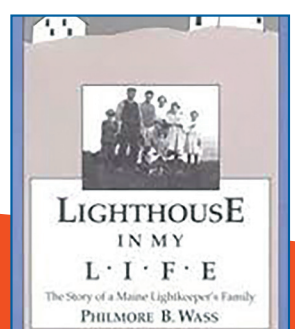
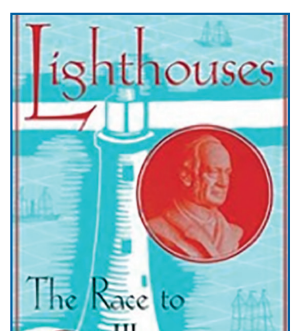
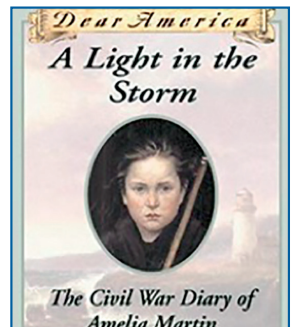
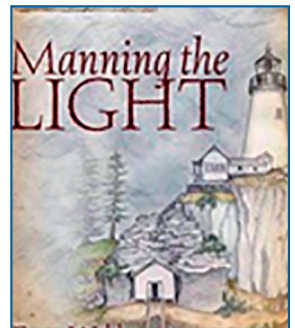
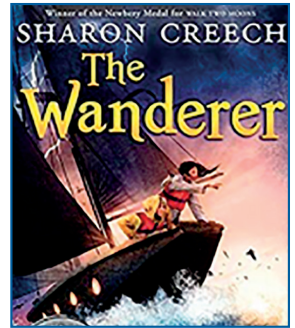
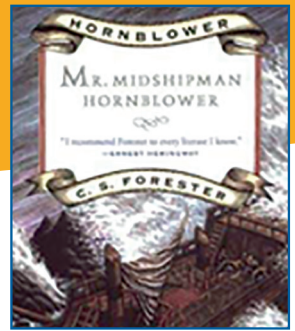
"SISTERS OF  
SCITUATE LIGHT"  
by Stephen Krensky  
Ills. Stacey Schuett

"THE SEA CHEST"  
By Toni Buzzeo  
Ills. Mary GrandPre'

"LIGHTHOUSES;  
THE RACE TO  
ILLUMINATE  
THE WORLD"  
by Toby Chance  
& Peter Williams

"SHIPWRECKS &  
MARITIME DISASTERS  
OF THE MAINE COAST"  
by Peter Dow Bachelder

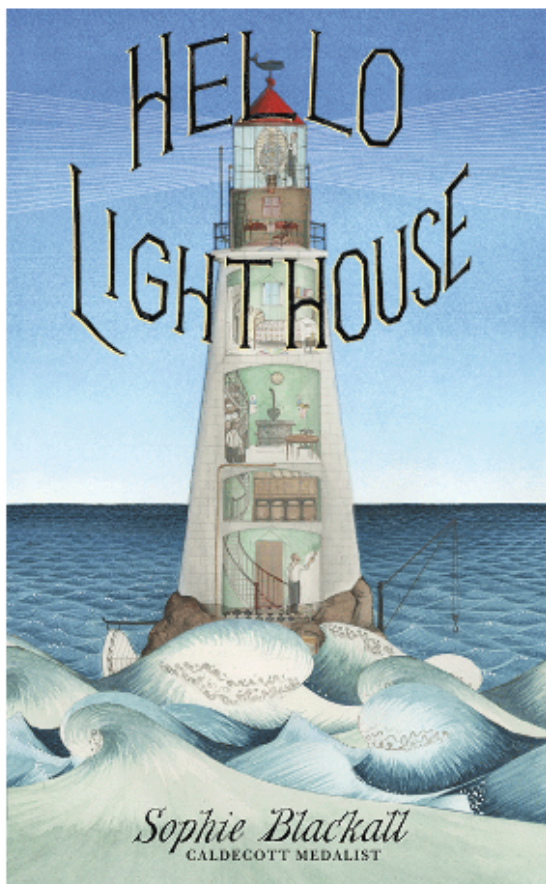
"LIGHTHOUSE IN  
MY LIFE"  
by Philmore Wass



# Educator's Guide from Hachette

<https://www.hachettebookgroup.com/landing-page/hello-lighthouse-educator-guide/>

## WELCOME EDUCATORS!



This experience guide is designed to facilitate a blended learning experience as students use *Hello, Lighthouse* by Sophie Blackall as an anchor text. You may choose among three “pathways” on the website for this cross-curricular experience.

Begin by introducing *Hello, Lighthouse*. This may be a class read aloud, shared reading, small group setting, or independent reading. This is a choice for individual educators depending on the needs of students. Multiple copies of the book are recommended because students will be referring to the text throughout all of the learning experiences. Since students will be exploring the book in detail, it is important to leave plenty of “thinking work” for students, so it is best to avoid too much scaffolding during this first introduction.

The design of this blended learning experience is intended to promote some of the best practices in teaching and learning. Students will have many opportunities to construct and convey knowledge in a variety of ways. They will draw on and hone narrative writing, informational writing, and argument writing skills. They will close read text, develop questions, and problem-solve. The pedagogy outlined helps build a strong classroom community, respect and rapport among students, questioning and discussion techniques, communication, and student engagement. The goal is to create a robust blended learning experience that does not keep students glued to the computer.

Once you complete one pathway, feel free to come back and choose another!

\*This Educator Guide has been prepared by Jennifer McMahon.\*