

Parent/Teacher Guide for Don't Forget

You may first want to ask what the reader already knows about World War II and the Holocaust.

In your own words, fill in with these facts before reading **Don't Forget**

1. This story is set in America in 1954.
2. World War II ended nine years earlier.
3. WW II was fought, in part, to stop the leader of Germany, Adolf Hitler, from invading and controlling other European countries.
4. Concentration camps were prisons where Hitler kept his captured enemies.
5. His enemies were not only people who didn't approve of his ideas, they included anyone who was Jewish or who had Jewish ancestors.
6. Guards tattooed each prisoner's arm with blue numbers as Hitler's way to identify the prisoners.
7. Some Jewish concentration camp prisoners did survive. When freed, some decided to stay in Europe. Some moved to the land that would become Israel. Some came to America.
8. The Singers, while fictional characters, were typical of two concentration camp survivors from Poland, who settled in America.

Questions to ask *before* reading **Don't Forget**

1. Are there any picture clues on the cover that tell you the story was set long ago?
2. Why do you think the title of the book is "Don't Forget?"

Things to look and listen for **while** reading **Don't Forget**

1. Look for picture clues to show if the story took place now or long ago.
2. Look for picture clues to show what daily life is like in Sarah's neighborhood.
3. Listen for the words, "Don't forget."
4. Listen for Sarah's reasons for not wanting to shop at the Singer's store.

Questions to ask *after* reading **Don't Forget**

1. What picture clues did you find that showed that the story took place long ago?
2. What did the pictures show of daily life in Sarah's neighborhood? How would you describe that life?
3. What are some of the things Sarah does to avoid looking at Mr. Singer's tattooed numbers? Why does she behave that way?
4. How many people in the story tell Sarah, "Don't Forget?"
5. Is there one warning of "don't forget" that is different? If so, in what way?
6. Why do you think Mrs. Singer never had the chance to tell her own mother about baking a cake for Mr. Singer?

7. Once Sarah presents her mother with the birthday sponge cake, what do you think she told her mother about her visit with the Singers?
8. What else could the cake symbolize besides honoring Sarah's mother's birthday?
9. In future visits to the Singers, do you think Sarah would be nervous about looking at their numbers? Why or why not?
10. Can you now think of other reasons why the book's title is "Don't Forget"?
11. Please read the dedication at the beginning of the book. What do you think was the author's motivation for writing this story?
12. Do you know of other times in history where one group of people has been punished simply because of who they are? *Is it happening in the world, today?*

Facts you may want to share about the writing of **Don't Forget**

1. The author named the husband and wife, "Singer" to honor the writer, Isaac Bashevis Singer. He was from Poland and came to America well before World War II. He was never in a concentration camp.
2. The recipe for the sponge cake is the author's late Mother's.
3. The author's mother, Eva Koretsky, was born in Kiev, Russia.
4. Even though this story is based on some of the author's own experiences growing up in a Jewish neighborhood in the 1950's, she had to research several things:
 - a. The amount of numbers on a Polish Concentration Camp prisoner and where on the arm it was tattooed.
 - b. The format of the newspaper that Mr. Singer is pictured reading. [The paper is called **The Forward**, and was written in Yiddish. Over the years, its format had changed.]
 - c. The Singers have a metal box in their shop that was used to collect money for the newly established state of Israel. The map on that box changed over the years and needed to be researched.
 - d. The items for sale in the Singers store had to be checked to make sure the packaging was correct.
 - e. Each item in Lazar's stand and in Koretsky's bakery had to be priced correctly for the 1950's.

*You may now want to ask readers what they learned after reading **Don't Forget**.*

Possible follow-up activities could include:

Create a piece of art, a poster, a story or poem in response to the feelings evoked by **Don't Forget**.

Bake the cake.

If readers identified a people today being victimized, they may want to organize an activity to help in some way, i.e. hold a bake sale to raise money, collect clothing or other needed items, organize a letter writing campaign to notify government officials, etc.