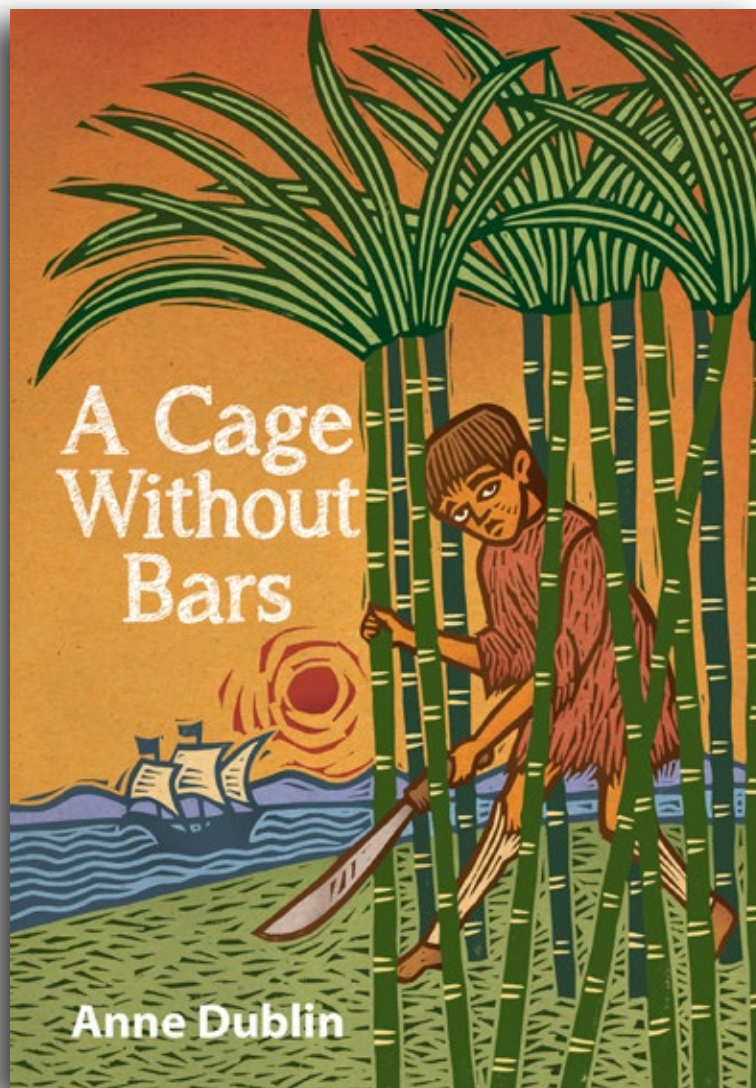


A Cage Without Bars

by Anne Dublin

||||||| **TEACHER'S GUIDE** |||||

created by Anne Dublin



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To the Teacher

This guide is designed to give the teacher suggestions for classroom discussion and activities. As always, it is up to the teacher to adapt and adjust these activities to suit time constraints, curriculum, students' needs, abilities, and interests.

Internet Resources

Many excellent resources on the Internet can add a rich background for the setting of this novel. All of these links were operational in 2018, 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.

Additional links are provided in the following pages.

Free the Slaves (U.S.)

www.freetheslaves.net

Anti-Slavery International (England)

www.antislavery.org

Alliance Against Modern Slavery (Canada)

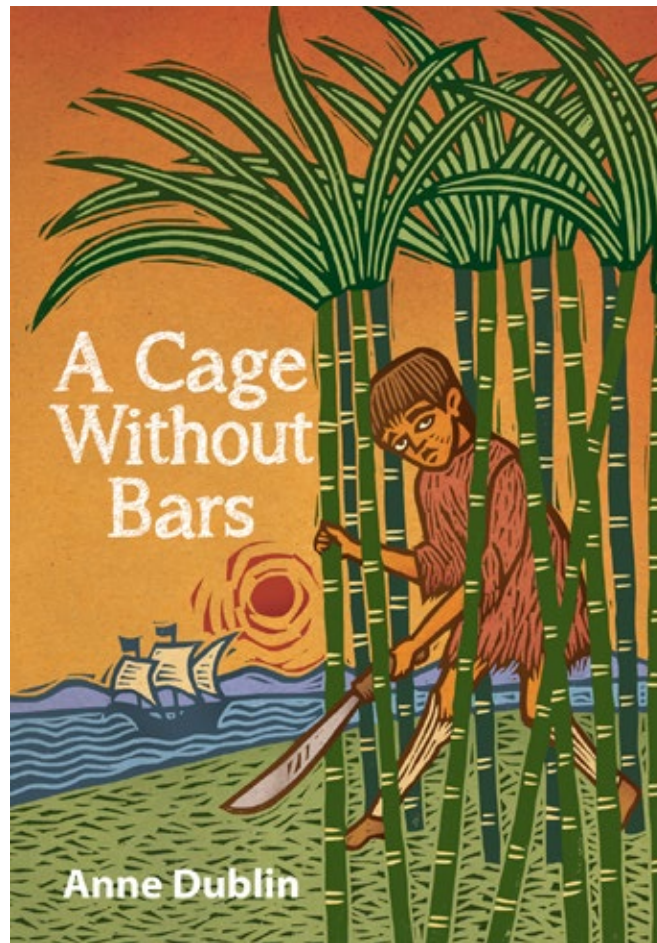
www.allianceagainstmodernslavery.org

Vocabulary by Chapter

The following list sets out vocabulary that may need defining, depending on grade level. Words from a language other than English are in **bold**. See also the Glossary, p. 133-4 in *A Cage Without Bars*.

- 1 **seder, matzah**, heralds, dumbstruck, paltry, **mezuzah**, phantom, **bar mitzvah**, parchment
- 2 conspired, crucifix, plodded, **gracias, cruzados, juderia**, apothecaries, reeking, livelihood, **mitzvah**, pout, squabbling
- 3 pelting, cassock, grueling, swirl, chaotic, carrack
- 4 prodded, palsy, courtesy, pockmarked, ravenous, motley, scowled, sniveling, **Shema Israel**, searing
- 5 respite, vermin, sprawled, cowering, **gato de nueve colas, hashkabah**
- 6 harangue, pestilence, shroud, desecration
- 7 pallor, bedraggled, **degredados**, unkempt, scrawny, thwart
- 8 **sesmarias**, decipher, flogging
- 9 cacophonies, vise
- 10 nauseating, latrine, salves, leeches, tertian fever, cobra, pallet
- 11 pestilence, salvation
- 12 grieve, constellations, cupbearer, gourd, oppressive
- 13 crisscrossed, riffle, quizzically, **obligado**
- 14 grindstone, stonemason, blackmailing, chisels, **Haggadah**, driveshaft, inferno, inverted
- 15 confession, **papagaio**, absolve, scathing, myriad
- 16 **incendio**, stubble, sieve, seared, tendrils, soot, averted, catastrophe
- 17 salvage, cinders, whimpers, loathing, etched, nodes, foresight
- 18 gashed, slouched, mallet, concoction, burly, festered
- 19 crucifix, redeemed, **cruzados**, teemed
- 20 phantoms, raucous, billowed

Pre-reading Activities



- (a) Here is the cover of *A Cage Without Bars*. Without looking at the back cover, what do you think this book will be about?
 - (b) What do you think is the meaning of the title?
 - (c) Now read the description on the back cover. Was your prediction accurate or not? How was it different? How was it the same?
2. Read the two verses from the poems on the frontispiece. What do you think this book will be about? Which poem do you prefer? Why?
3. Read the Historical Note at the beginning of this book. Does this help you understand what is about to happen in the novel, or would you rather jump right into the story? Discuss.

Comprehension and Discussion Questions

Chapters 1 to 5: Spain, 1492. King Ferdinand and Queen Isabella of Spain sign the Edict of Expulsion. All Jews must leave Spain by August 1. The main character, Joseph, his younger sister Gracia, and their parents are forced to leave their home along with thousands of other Jews. They endure a grueling journey from Spain to Portugal. They finally arrive in Lisbon.

After staying in Portugal for eight months, the family must leave on orders of the king. However, before they can leave, the Jewish children are snatched from their parents and taken to ships waiting in the harbor.

On the ship: Joseph meets Captain Caminha, Friar Escobar, and Luis, a sailor. Joseph learns that the children are being taken to work as slaves on the sugar plantation on the island of São Tomé.

CHAPTER 1

1. An author often uses sensory details to describe a place or event. What senses are appealed to in the Passover *seder* on page 1? Give one example each of: sight, sound, smell, touch, and taste.
2. Joseph's father gives him the *mezuzah* from their home in Spain. He says that the mezuzah might protect him and give him good luck. Do you have a special object that you think gives you good luck? If so, describe it and tell how you got it.

CHAPTER 2

1. Give at least three reasons the journey from Spain to Portugal was so difficult for the expelled Jews.
2. How did the weather "conspire" against the travelers?

CHAPTER 3

1. An author often uses literary devices to give greater depth to her writing. A simile is a comparison between two things, using "like" or "as". Give three examples of similes in this chapter.

CHAPTER 4

1. Why does Joseph say that the longboat is a “choice location”?

CHAPTER 5

1. Do you think it was fair that David was whipped? Why or why not?

Chapters 6 to 10: Many of the children and the sailors become sick with “the bloody flux”. Some of the older children help with the work. Dona Maria, the captain’s wife, chooses Gracia to help her.

April 1493. They arrive at São Tomé Island. Joseph meets two convicts, Alberto and Francisco. They disembark.

The children are put into a squalid hut. Joseph dreams of home. Dom Pereira, the sugar master, chooses Joseph to assist him.

The island holds many terrors. Joseph becomes sick with malaria but recovers. The doctor dies, as do many other people.

CHAPTER 6

1. Why does the captain say, “There is nothing I can do” when people are dying of the bloody flux? Do you agree or disagree? Why or why not?
2. Why did Joseph welcome the work on the ship?
3. Joseph and Paulo speak about names—their “real” names and the ones they use in the outside world. Discuss how these names are used. Do you have different names, used at home or in the world? Explain.
4. Joseph decides that one way to survive his ordeal is to make himself useful. Do you think this is a good strategy? Why or why not?

CHAPTER 7

1. An author often uses secondary characters to illustrate events or other characters. What do you learn about Nuno, the cook's boy? How does Nuno's character illustrate Joseph's?
2. Luis says, "I was once like you." What do you think he means?

CHAPTER 8

1. Describe Joseph's conflicting emotions as he leaves the ship.

CHAPTER 9

1. Why did Dom Pereira choose Joseph as one of his slaves?
2. How did Joseph plan to survive his slavery? What is your opinion of his plan?

CHAPTER 10

1. Describe the hardships that Joseph and the other slaves had to endure.
2. Why was Gracia not allowed to see Joseph? Do you think this was fair? Why or why not?
3. What does Joseph mean when he says, "My sister was close, but so very far away."

Chapters 11 to 15: African slaves arrive. Dom Pereira dies.

Spring, 1494. Joseph makes friends with Tomás, an African boy. Dom Ortiz, the manager of the settlement, demands that Joseph help him. Joseph finds Dom Pereira's journal. Tomás asks Joseph to teach him how to read and write.

Harvesting sugarcane and making sugar.

Friar Escobar forces Joseph to make his first confession. Joseph listens to Amara, an African woman, tell the story, "Why Monkeys Live in Trees".

CHAPTER 11

1. Why were some Africans being thrown into the water?
2. What does Joseph say to reflect the scorn he feels for Friar Escobar?
3. How does Joseph react to the arrival of the African slaves? What does this tell you about his character?

CHAPTER 12

1. What is the significance of the Greek myth about Ganymede that Joseph's father tells him?
2. Joseph makes friends with the African boy, Tomás. What significance does a name have? Can you trace the origin and meaning of your own name? Why were you given your name? What is its importance in your family?
3. Why does Tomás get angry when Joseph says he is a slave like him? Do you think his reaction was justified? Why or why not?
4. One of the slave boys says, "Around here, it's better not to be noticed." Do you agree or disagree? Why or why not?
5. Anti-Semitism is hostility or prejudice against Jews. Give three examples of Dom Ortiz's anti-Semitism.

CHAPTER 13

1. Why do you think Joseph disobeyed Dom Ortiz and left the sitting room?
2. Why do you think the Africans weren't allowed to learn to read? Discuss.
3. Why did Joseph hesitate to teach Tomás to read? Why did he change his mind?

CHAPTER 14

1. Joseph is reminded of words from the *Haggadah*, the book that is used during the Passover *seder*. Compare his situation to that of the Israelites in ancient Egypt. Describe at least three aspects of sugar making that made the work so difficult.

2. Why did Joseph go along with saying his confession? What would *you* have done?

CHAPTER 15

1. How does the author appeal to senses of sight, sound, and smell in this chapter?
2. What is the significance of the story about the monkey and the bushcat to Joseph?

Chapters 16 to 20: Fire destroys most of the settlement, including the sugar house and the sugar. After the fire, Dom Ortiz leaves. Captain Caminha takes over the running of the settlement. Time passes. Joseph reaches his sixteenth birthday.

The dry season, 1497. Captain Caminha gashes his ankle. The wound becomes infected and he dies.

Resolution.

CHAPTER 16

1. Why did Tomás at first refuse to help stop the fire? Do you think he was right? Why or why not?
2. What gives you a clue that Joseph and Gracia are growing apart?

CHAPTER 17

1. What was Dom Ortiz's decision in the aftermath of the fire? Why?
2. How did Joseph feel about planting a new sugar crop?
3. Joseph says, "Greed and glory seemed more important on the island, even more important than God." Explain.
4. Joseph says, "I often wondered if I was *too* useful." Explain.

CHAPTER 18

1. What do you learn in this chapter about Dona Maria? Compare her behavior toward the slaves, her husband, and Antonio.
2. Why did Dona Maria refuse Amara's help? Do you think she was right? Why or why not?

CHAPTER 19

1. Joseph says, "I almost felt sorry for her." What does he mean?
2. How did the other slaves react when they heard that Joseph and Gracia would be freed? Were they justified? Why or why not?

CHAPTER 20

1. What is the significance of Joseph and Tomás' parting gifts?
2. Why did Gracia decide to stay on the island? Give at least two reasons.

Extension Activities: Language Arts

1. On page 100, Amara tells the story, "Why Monkeys Live in Trees". Read an African folktale and tell the story to the class. You can also dramatize it or use puppets to tell the tale.

Source: *Favorite African Folktales* (W.W. Norton, 2004)

The Further Adventures of Spider (Little Brown, 2012)

2. Read one of the poems provided or choose a poem to reflect the situation of the Jews in Spain or in exile. Analyze this poem in terms of content, imagery, rhythm, and form.

See: Added Resource # 1

3. Write your own poem based on the characters and events in *A Cage Without Bars*.
4. Debate: "Slavery is beneficial to the economic good of a country".
5. Compare this novel to another historical novel about slavery or the Jews in Spain. See the Bibliography for examples.
6. Character study: Choose either Joseph or Gracia and make notes about him or her while you read this novel. By the end, you should be able to (a) describe his or her appearance, (b) give examples of dialogue spoken by the character, (c) give examples of dialogue spoken about the character, (d) state significant decisions made by the character, and (e) decide what you liked or didn't like about the character.
7. Imagine that you are Joseph, desperate to be rescued from the island. Write a short message that you'll put in a bottle. What will it say?
8. What do you think will happen to Joseph after he leaves the island? Write a new chapter as a sequel to the story.

9. Vocabulary: Word Search Puzzle

See: Added Resource # 2

10. Vocabulary: Crossword Puzzle

See: Added Resource # 3

Extension Activities: Social Studies, History, Geography

1. Research project: History of Medicine. A number of illnesses affect the characters in *A Cage Without Bars*. Choose one of the following and describe its cause, symptoms, treatment, cure (old and new):
 - “bloody flux” (dysentery)
 - “tertian fever” (malaria)
 - infection
2. Research project: Sugar
 - (a) Find information about how sugar and the slave trade were intertwined.OR
 - (b) How is sugar used now compared to the 1500s? For example, what did people use for sweeteners before the mass production of sugar? What was the annual consumption of sugar then and now?



Source: Bibliography (Non-fiction)

3. Make a model of the island of São Tomé using salt and flour, or other medium. Indicate the native plants and animals, showing what changed when a monoculture was imposed, how invasive species arrived and adapted; how native species also adapted.

Source: <https://www.telegraph.co.uk/travel/destinations/africa/articles/sao-tome-and-principe-paradise-that-tourism-forgot/>

<https://www.theguardian.com/travel/2017/oct/28/sao-tome-principe-islands-africa-new-eco-hotel-wildlife>

4. Timeline: (a) Create a timeline of historical events in Spain, Portugal, and the world up to and including 1492,

OR

- (b) Create a timeline only of political events in Spain and Portugal up to and including 1492.

Here are some categories to consider:

- the world and beyond
- the human being
- transportation
- exploration and discovery
- industry and commerce
- science and technology
- buildings and structures
- the arts and entertainment
- sport
- religion and popular belief
- rulers and law makers

Source: Neil Kagan, *National Geographic Concise History of the World: An Illustrated Timeline* (Washington, DC, 2006)

See: Added Resource # 4

5. In Chapter 7, Nuno says to Joseph, “You’re not a bad worker. For a Jew.” This statement is an example of anti-Semitism. Anti-Semitism is “hostility toward or discrimination against Jews as a religious, ethnic, or racial group.” Find at least three other examples of anti-Semitism in this novel. Discuss with the class.

6. Research project: What happened to the Spanish Jews after the Expulsion of 1492? What lessons can be learned from this history?

Source: <https://www.youtube.com/watch?v=wrNhMKFDPuk>

7. Using a modern atlas, print the places where Joseph traveled on this map. Include the following: Spain, Portugal, Mediterranean Sea, Atlantic Ocean, Equator, Africa, São Tomé Island.

BONUS: Gulf of Guinea, Cape of Good Hope, Morocco

See: Added Resource # 5

8. Research project: Modern Portugal and the Jews

- Music of the Crypto-Jews (hidden Jews); focus on Belmonte and Oporto.
- Aristides de Sousa Mendes (1885–1954), who helped many Jews flee the Nazi regime during World War II.
- Samuel Schwarz (1880–1953), a Polish Jew who traveled to Portugal and studied 20th century Portuguese “conversos”.
- Arthur Carlos de Barros Basto (1887–1961), an outstanding Jewish leader of 20th century Portugal.

Extension Activities: Media Literacy

1. Examine the *Edict of Expulsion* and answer the following questions:
 - What was the reason the Spanish monarchs gave for expelling the Jews from Spain?
 - What was the penalty if the Jews did not become Christians and remained in Spain?
 - Along with the monarchs, who else was responsible for this Edict?
 - What was the penalty if a Christian assisted a Jew?
 - (a) What kind of protection did the Monarchs offer to the Jews before they left?
 - (b) What was the condition imposed that prevented the Jews from benefiting from this assurance?

See: Added Resource # 6, *Edict of Expulsion*

2. View a film about slavery and present a critique (individual or group), analyzing some or all of the following elements:
 - Plot
 - Theme and tone
 - Direction
 - Score
 - Production Design
 - Editing
 - Pace
 - Dialogue
 - Historical accuracy

Three examples are:

Amazing Grace. Montreal: Alliance, 2007. 118 min.

Amistad. Universal City, CA: Dreamworks, 1999. 155 min.

12 Years a Slave. Twentieth Century Fox, 2014. 134 min.

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 host who interviews three of the following characters from the novel: Joseph, Gracia, Captain Alvaro Caminha, Dona Caminha, Luis, Friar Escobar, Tomás.
3. Reader's Theater 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. Choose a scene from the novel.

Extension Activities: Music

1. In Chapter 4, Joseph sings the song “Nani, Nani” for comfort and to remind him of home. Find another Sephardic song with lyrics. One example is “Durme, Durme”, a traditional Sephardic lullaby. Sing or play it to the class.

Source: <https://www.youtube.com/watch?v=awzYCrLqUKM>

See: Added Resource # 7

2. Joseph sings the song, “Nani, Nani”. Do you have a favorite song that comforts you when you’re hurt or afraid? What is its title? Sing or play it to the class.
3. Research Project: Find lullabies from three different cultures. Sing or play them for the class.

Extension Activities: Art

1. Design a storyboard to illustrate one chapter in the novel. This could form the basis of a graphic-novel retelling of the story.
2. Create a collage to illustrate one of the main characters in the novel and the things that are important to him or her.
3. Create a sculpture (clay, papier-mâché, other material) that reflects the characters or events from the novel.
4. On page 100, Amara tells the story “The Monkey and the Bushcat”. Read an African folktale and illustrate it in graphic novel form.
5. Design a new cover for *A Cage Without Bars*.
6. Group work: Each group draws/paints a different section of the novel. Put the sections together to create a mural.
7. View two paintings about Lisbon in the 1500s. What can you learn about life in Lisbon and the slave trade from these paintings?

See: Added Resource # 8

Added Resource # 1

I am weary of roaming about the world, measuring its expanse;
and I am not yet done.

I walk with the beasts of the forest and I hover like a bird of prey
over the peaks of the mountains.

My feet run about like lightning to the far ends of the earth, and I
move from sea to sea.

Journey follows journey, but I find no resting-place, no calm repose.

Moses ben Ezra (1055–1138)

My heart is in the East and I am in the uttermost West.

How can I find savor in food? How shall it be sweet to me?

How shall I render my vows and my bonds while yet

Zion lieth beneath the fetter of Edom [Christianity], and I in Arab chains?

A light thing it would seem to me to leave behind all the good things of Spain—

Seeing how precious in mine eyes to behold the dust of the desolate sanctuary.

Judah Halevi (c. 1075–1141)

“Zog, Maran”

Tell me, Marrano, my brother, where have you prepared your seder?

In a deep cave, in a hollow, there I prepared my seder.

Tell me, Marrano, where and from whom will you get matzahs?

In the cave, under God's protection, my wife kneaded the dough.

Tell me, Marrano, where are you going to manage to find a *Haggadah*?

In the cave, in deep recesses, I've been hiding it for a long time.

Tell me, Marrano, how will you protect yourself when they hear your voice?

When the enemy finds me, I will die singing.

Words by Yiddish poet, Abraham Reisen (1875–1953)

Music by Samuel Bugatch (1889–1984)

Note: Although the term “Marrano” was used pejoratively by non-Jews, in this poem it is used as a term of endearment by the Ashkenazic poet.

For music: <https://www.youtube.com/watch?v=daLA08LwMf4>

Added Resource # 2

NAME: _____ DATE: _____

A CAGE WITHOUT BARS

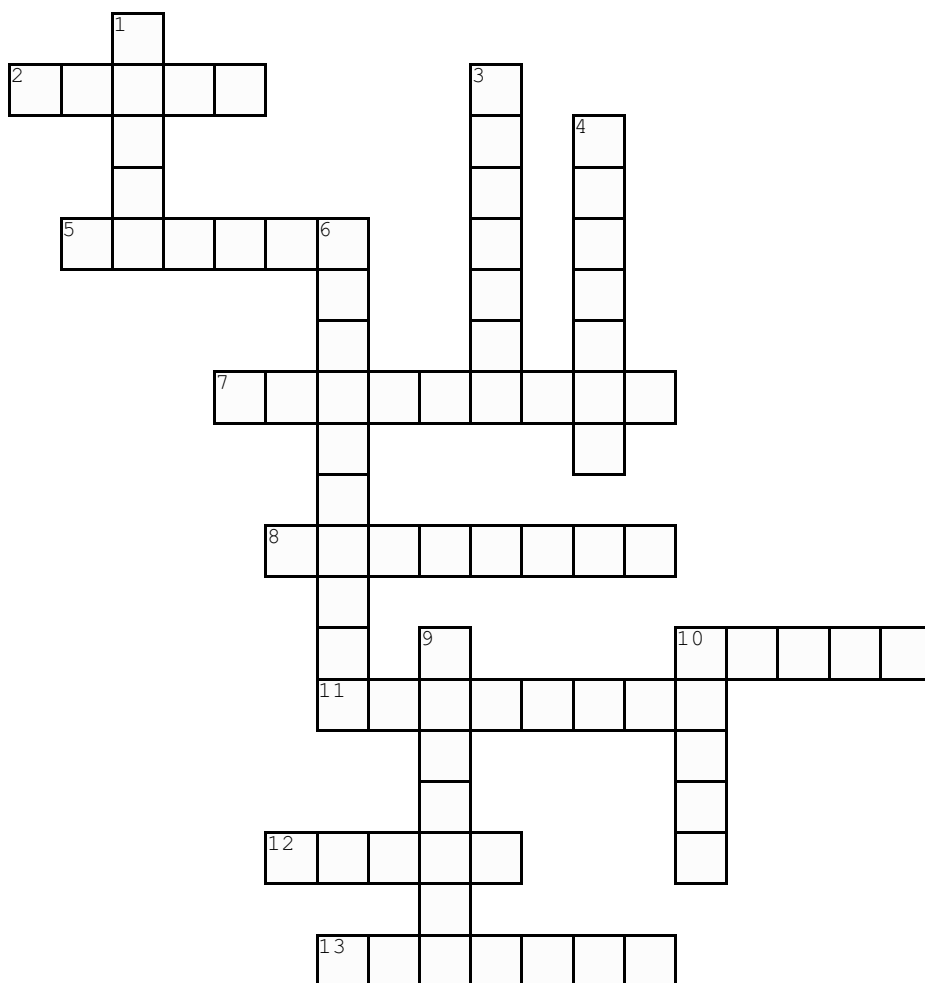
X P E S T I L E N C E W U H Z
M O T L E Y S A I R A M S E S
L R O S O D A D E R G E D I A
E S W I R L R E H P I C E D L
E H A S O D A Z U R C W A W V
C S Z A T G R I N D S T O N E
H A B A K H S A H M I C E W S
E K I Y S E T R U O C O B R A
S D D K C U R T S B M U D Y U
A P O T H E C A R I E S I Q Y
I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

APOTHECARIES	PARCHMENT
BARMITZVAH	PESTILENCE
COBRA	SALVES
COURTESY	SESMARIAS
CRUZADOS	SNIVELING
DECIPHER	SWIRL
DEGREDAOS	
DESECRATION	
DUMBSTRUCK	
GRINDSTONE	
HARANGUE	
HASHKABAH	
LEECHES	
MOTLEY	
PALLET	

Added Resource # 3

Name: _____

Complete the crossword below



Across

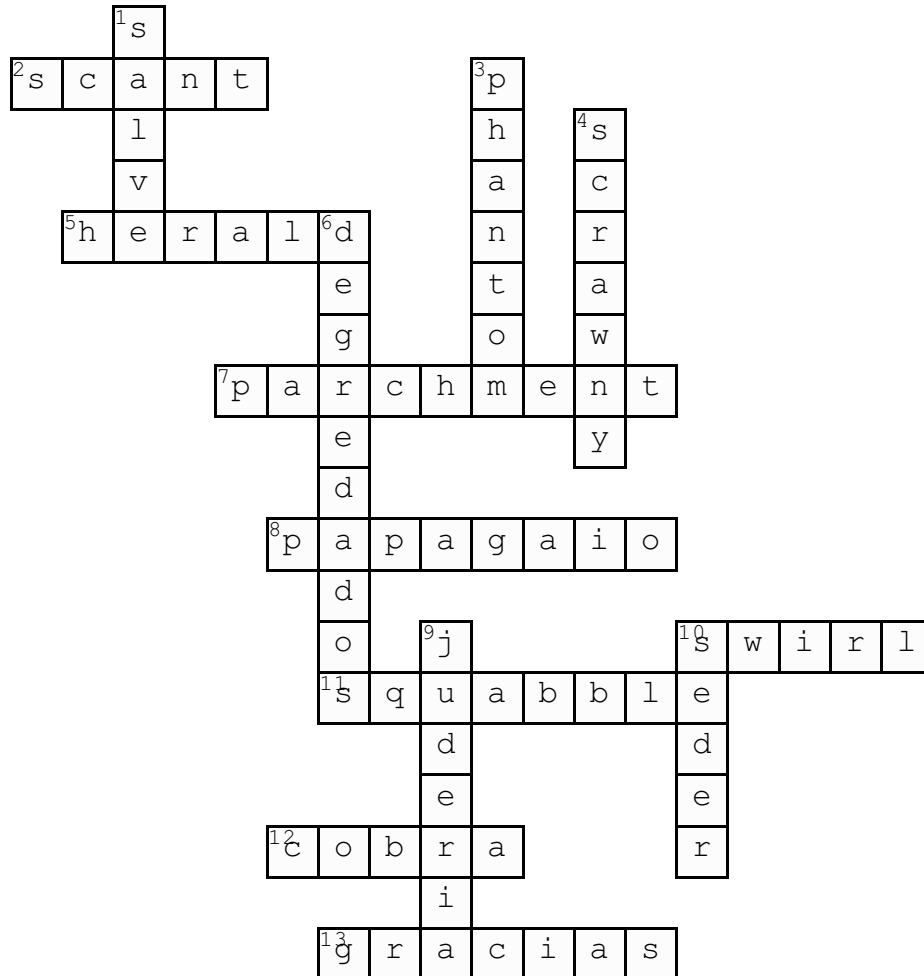
- 2. a few
- 5. announcer
- 7. old writing material
- 8. parrot (Portuguese)
- 10. whirling motion, as in water
- 11. argue
- 12. a kind of snake
- 13. thank you (Spanish)

Down

- 1. healing lotion
- 3. ghost
- 4. very thin
- 6. convicts, prisoners (Portuguese)
- 9. Jewish quarter in a town or city
- 10. feast that begins the Jewish holiday of Passover

Name: _____

Complete the crossword below



Across

2. a few (**scant**)
5. announcer (**herald**)
7. old writing material (**parchment**)
8. parrot (Portuguese) (**papagaio**)
10. whirling motion, as in water (**swirl**)
11. argue (**squabble**)
12. a kind of snake (**cobra**)
13. thank you (Spanish) (**gracias**)

Down

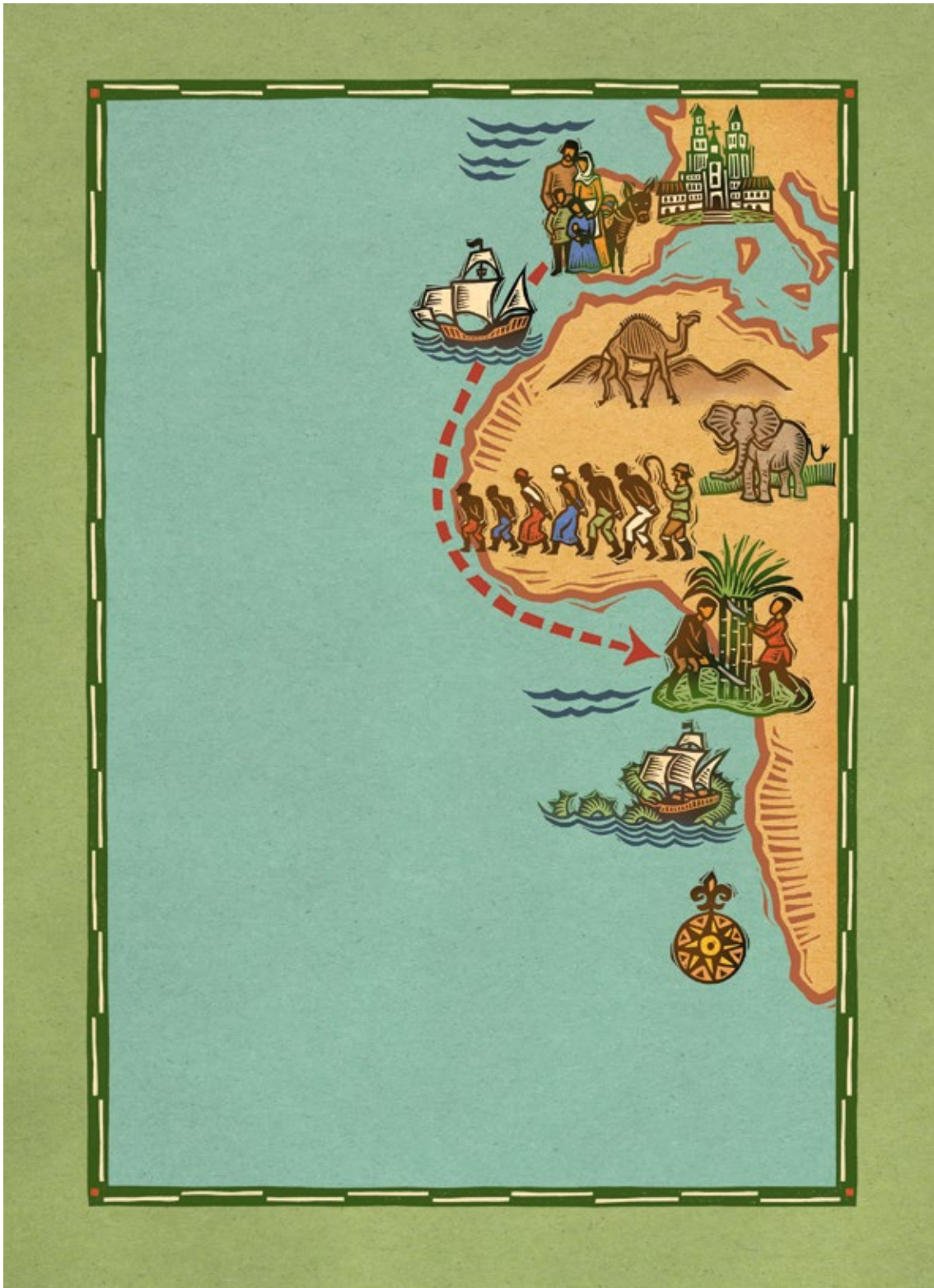
1. healing lotion (**salve**)
3. ghost (**phantom**)
4. very thin (**scrawny**)
6. convicts, prisoners (Portuguese) (**degredados**)
9. Jewish quarter in a town or city (**juderia**)
10. feast that begins the Jewish holiday of Passover (**seder**)

Added Resource #4

Timeline of Major Events in Spain (and the world) leading up to and including 1492
(adapted from Erna Paris, *From Tolerance to Tyranny*, 5–7)

1391	Mass riots and forced conversions spread throughout Castile and Aragon
1413–14	Disputation of Tortosa
1474	Isabella ascends to throne of Castile
1480	Spanish Inquisition begins in Seville
1420–98	Tomás de Torquemada, the Grand Inquisitor
c.1472	The islands of São Tomé and Príncipe are discovered.
1482	The fortress of São Jorge is constructed at El Mina.
1488	Dias rounds the Cape of Good Hope.
1490–91	Blood-libel trial in La Guardia
1492	The Christian Reconquest comes to an end with the capture of the last Arab kingdom of Granada. Thus ends 780 years of Muslim control in Al-Andalus.
MARCH 31	<p>Ferdinand and Isabella sign the Alhambra Decree, expelling all Jews from Spain unless they convert to Roman Catholicism.</p> <p>Sultan Bayezid II of the Ottoman Empire, learning of this, dispatches the Ottoman Navy to bring the Jews safely to Ottoman lands, mainly to the cities of Thessaloniki (in modern-day Greece) and Izmir (in modern-day Turkey).</p>
JULY 31	Final date for the expulsion of the Jews from Spain.
AUGUST 3	Christopher Columbus sails from Palos, Spain, and reaches Cuba two months later, on October 28.
DECEMBER 31	About 100,000 Jews are expelled from Sicily.

Added Resource # 5



Added Resource # 6

Edict of Expulsion

Therefore we, by and with the counsel and advice of some prelates and high noblemen of our kingdoms and other learned members of our council, having maturely deliberated thereon, resolve to order all the said Jews and Jewesses to quit our kingdoms, and never to return or come back to them ... Therefore we command ... all Jews and Jewesses, of whatever age they may be, that live, reside, and dwell in our said kingdoms and dominions, natives as well as those who are not, who in any manner or for any cause may have come to dwell therein, that by the end of the month of July next, of the present year 1492, they depart from our said kingdoms and dominions with their sons, daughters, manservants, and Jewish attendants ... and that they not presume to return to, nor reside therein ... either as residents, travellers, or in any other manner whatever, [or] they shall incur the penalty of death, and confiscation of all their property to our treasury ... without further trial, declaration, or sentence.

And we command and forbid any persons of our said kingdoms, whatsoever rank, station, or condition they may be, that they do not presume publicly or secretly to receive, shelter, or defend any Jew or Jewess after the end of July, in their lands or houses ... henceforward for ever and ever, under pain of losing all their property, vassals, castles, and other possessions; and furthermore forfeit to our treasury any sums they have, or receive from us.

And in order that the said Jews and Jewesses may dispose of their households and belongings in the given period, we hereby provide our assurance of royal protection and safety so that, until the end of the month of July, they may sell and exchange their real and personal property and dispose of it freely as they wish; and that during the said time, no one may unlawfully cause harm or injury or injustice to them or to their goods, and anyone who violates our royal assurance shall be punished. Thus we grant permission to the said Jews and Jewesses

to take their goods and belongings with them out of our kingdoms, either by sea or by land, with the condition that they not take out either gold or silver or minted money or any other items prohibited by the laws of the kingdom, save in the form of goods that are not prohibited or in bills of exchange.

Issued in the noble city of Granada on the thirty-first of March, in the fourteen hundred and ninety-second year of our Lord Jesus Christ. I, the King. I, the Queen. I Johan de Coloma, secretary to the King and to the Queen, our lords, wrote it on their orders.

Source: Erna Paris, *From Freedom to Tyranny*, 231

Source: *Remembering Sepharad: Jewish Culture in Medieval Spain*, 197-8

Added Resource # 7

“DURME, DURME”

Durme, durme, querido hijico / Sleep, sleep beloved son,

durme sin ansia y dolor / sleep with no fretting.

cerra tus chicos ojicos / close your tiny eyes.

durme, durme con sabor. / sleep, sleep restfully.

Cerra tus lindos ojicos / Close your beautiful eyes,

durme, durme con sabor. / sleep, sleep restfully.

De la cuna salirás / Out of the crib

a la escola tu entrarás / to enter school

y alli mi querido hijico / and there, my beloved son

a meldar te ambezarás. / you'll begin to read.

De la escola salirás / Out of school

a las pachas te irás / to go to the pashas

a y tu mi querido hijico / and you my beloved son

al empleo entrarás. / to work you'll go.

<https://www.youtube.com/watch?v=awzYCrLqUKM&list=RDawzYCrLqUKM>

Added Resource # 8



About the Author

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