

*A Common Core State Standards and  
Next Generation Science Standards-Aligned  
Discussion & Project Guide*

# **BUILDING BRIDGES: PEACE, SALAAM, SHALOM**

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*From the same team who created PLANTING FRIENDSHIP: PEACE, SALAAM, SHALOM . . . Three friends from different faith traditions discover that the bridge to Peace Park is in danger. Drawing upon their cultural traditions, the girls take action to help solve the problem, building bridges of friendship and community.*

*Written by three women authors from the same faith traditions as the girls in the story, this book brings more kindness and understanding into the world.*

*PEACE, SALAAM, SHALOM*

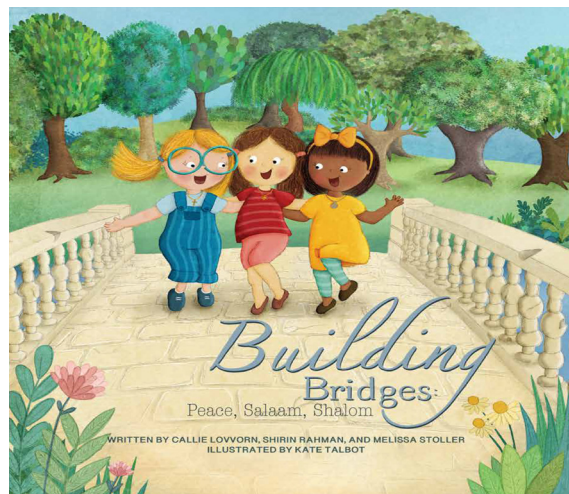
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Guide created by  
Debbie Gonzales, MFA



## Table of Contents

Pre-Reading Discussion.....	3
Meet the Authors & Illustrator.....	3
Post-Reading Discussion .....	4-5
Character Analysis .....	6
Character Analysis Venn Diagram.....	7
Character Analysis Venn Diagram Labels .....	8
Bridges: A Pocket Foldable Project .....	9
Bridge Sorting Pocket Foldable.....	10
Bridge Sorting Cards.....	11-12
Friendship Bracelet.....	13-14
 COMMON CORE STATE ANCHOR STANDARDS:	
Common Core State Anchor Standards for Reading .....	15
Common Core State Anchor Standards for Writing .....	15
Common Core State Anchor Standards for Speaking & Listening.....	15
 NEXT GENERATION SCIENCE STANDARDS:	
ETS1-2: Engineering Design .....	15



## Pre-Reading Discussion

### Consider the illustrations on the cover of the book:

- Who are the girls featured in the illustration? How do they feel about each other? How do you know?
- Describe the setting. The girls are standing on a bridge in the illustration. Tell all that you know about bridges. What functions do they serve? Why are they important?
- Read the title of the book. Make a connection between building bridges and the happy girls depicted in the illustration.
- Define the words *peace*, *salaam*, and *shalom*.
- BUILDING BRIDGES: PEACE, SALAAM, SHALOM is an *interfaith* story. This means that the story explores and celebrates different types of religions and cultural traditions. Consider the significance of learning about and to appreciate different expressions of faith.
- Predict what this book is going to be about.

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### Meet the Authors & Illustrator



Callie Lovvorn is the owner of Clear Fork Media, and the author and illustrator of several books for children. She lives in Stamford, Texas with her two sons, and enjoys growing her herb garden and building bridges for kids to love books. [www.CallieLovvorn.com](http://www.CallieLovvorn.com)



Shirin Rahman has always felt that building bridges of friendship and understanding is the way to unity and peace. She has authored several books for children, and lives in the suburbs of Chicago with her husband, and her cat named Bramble. [www.ShirinShamsi.com](http://www.ShirinShamsi.com)



Melissa Stoller is the author of several picture books and a chapter book series. Melissa lives on the island of Manhattan with her husband and three daughters, and crosses many bridges during her travels. She loves building connections of Shalom in all her communities. [www.MelissaStoller.com](http://www.MelissaStoller.com)



Kate Talbot is a children's picture book illustrator creating images for clients within Australia and New Zealand, and across the world. Kate has a passion for quirky stories, especially when told in rhyme. [www.KateTalbotbooks.com](http://www.KateTalbotbooks.com)



[CallieLovvorn.com](http://www.CallieLovvorn.com)  
[ShirinShamsi.com](http://www.ShirinShamsi.com)

[MelissaStoller.com](http://www.MelissaStoller.com)  
[KateTalbotbooks.com](http://www.KateTalbotbooks.com)

[guidesbydeb.com](http://www.guidesbydeb.com)  
[debbiegonzales.com](http://www.debbiegonzales.com)



## Post-Reading Discussion

***Hand-in-hand, three best friends skipped over the bridge to Peace Park.***

- Define the phrase “best friend.”
- Describe the girls. How are their features similar and different?
- How do they feel about being together? How do you know?
- Notice the cracks in the bridge beneath their feet. Explain why these cracks indicate there is a problem with the bridge’s structure.

***“We need to save the bridge!”***

- Tell why going to the Peace Park is important to Molly, Hannah, and Savera.
- Even though a number of adult members of the community engage in multiple efforts to save the bridge, explain why saving the Peace Bridge is so important to Molly, Hannah, and Savera.
- The girls make a number of attempts as a trio to raise money to renovate the bridge such as making friendship bracelets, orchestrating a bake sale, and a classroom concert. The word *resourceful* means imaginative, creative, and capable. Tell how their actions reflect Molly, Hannah, and Savera’s resourceful natures.

***The next morning, the girls flopped on the classroom rug. They looked at the smiling faces around them.***

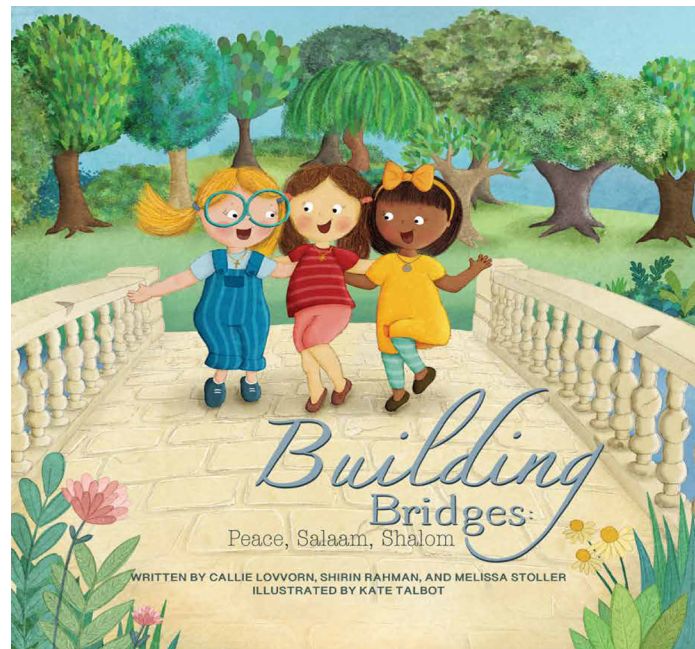
***“We have an idea but we will need everyone’s help!”***

- The word *inclusive* means all-in-all, inviting, and universal. Consider how Molly, Hannah, and Savera’s idea to host Building Bridges Day was a thoughtful and inclusive way to encourage participation and support for the cause.
- The word *helpful* means considerate, neighborly, and supportive. Identify ways that Molly, Hannah, and Savera’s desire to be helpful served to bring the community together with the shared goal to save the bridge.



*Molly, Savera, and Hannah squeezed each other.  
 “We helped save the bridge to Peace Park!”  
 Finally, it was enough.*

- Examine the illustration featuring the community celebrating the re-opening of the Peace Park bridge. Describe the scene. Notice the different types of people featured in the picture.
- Identify ways that Molly, Hannah, and Savera’s efforts to save the bridge helped to connect people to people. Old and new, place to place, and generation to generation.
- The world *impact* means make a difference, transform, and make a change. Tell how Molly, Savera, and Hannah’s resourcefulness, thoughtfulness, and helpfulness made an impact on their community.
- How about you? Is there some way that your resourcefulness, thoughtfulness, and helpfulness made an impact on your community? Explain your answer.



## Character Analysis

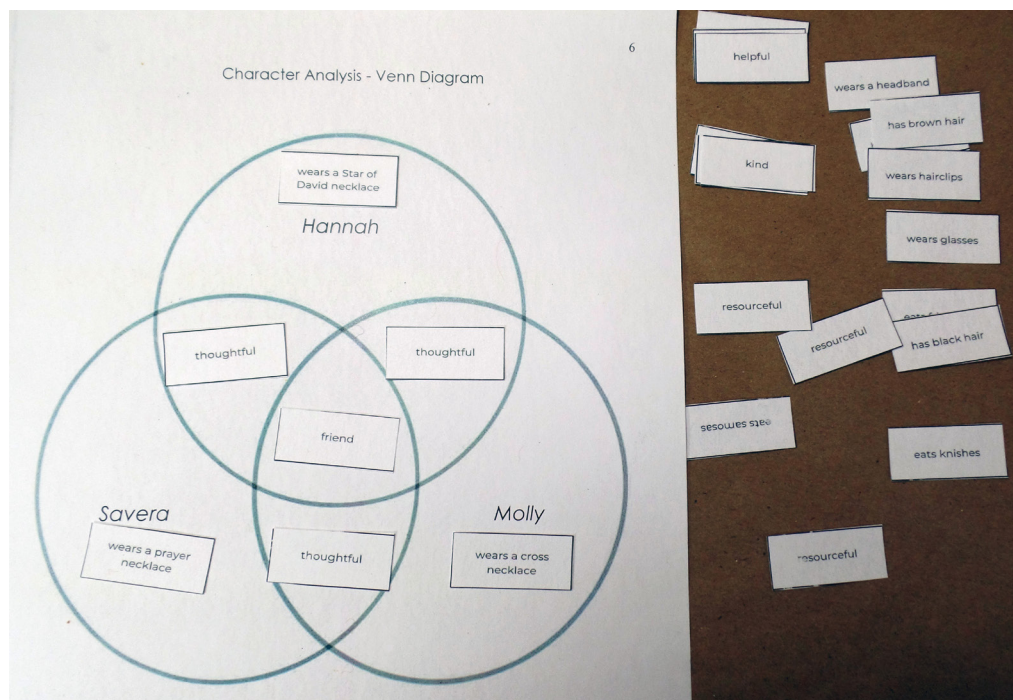
**Objective:** Compare and contrast the adventures and experiences of characters in stories.

**Materials:**

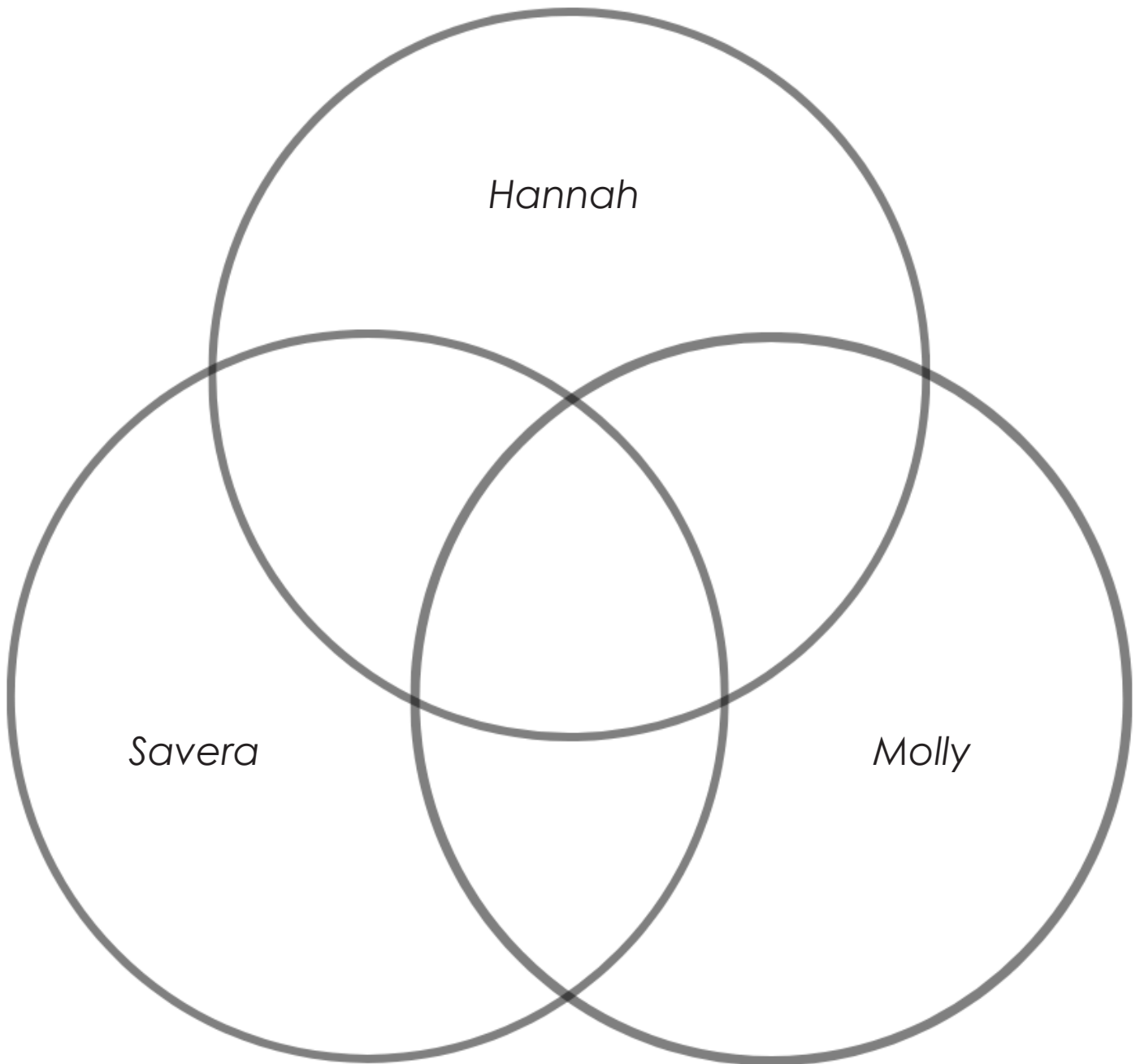
- BUILDING BRIDGES: PEACE, SALAAM, SHALOM , the book
- The Character Analysis - Venn Diagram (Guide, pg. 7)
- Character Analysis - Venn Diagram Labels (Guide, pg. 8)
- Cardstock
- Scissors

**Procedure:**

- Print a copy of the Character Analysis - Venn Diagram and the Character Analysis - Venn Diagram Labels on cardstock
- Use scissors to trim around the borders of the Character Analysis - Venn Diagram Labels.
- Character Analysis - Venn Diagram to lead a discussion comparing and contrasting girls' character. Identify ways that Molly, Hannah, and Savera are similar and different. Analyze each description in the appropriate space designated on the Venn diagram.
- Instruct students to read each Character Analysis - Venn Diagram Label and place it in the appropriate space in the Character Analysis - Venn Diagram.
- Have students create an illustration of one shared character trait then write a short paragraph describing the action taking place in their illustration.
- Encourage students to share their work with the class.



# Character Analysis - Venn Diagram



## Character Analysis Venn Diagram Labels

has black hair	has blonde hair	has brown hair
wears glasses	wears a headband	wears a red top
Practices the faith of Christianity	Practices the faith of Judaism	wears a Star of David necklace
Practices the faith of Islam	wears a cross necklace	wears a prayer necklace
helpful	helpful	helpful
thoughtful	thoughtful	thoughtful
resourceful	resourceful	resourceful
kind	kind	kind
	friend	





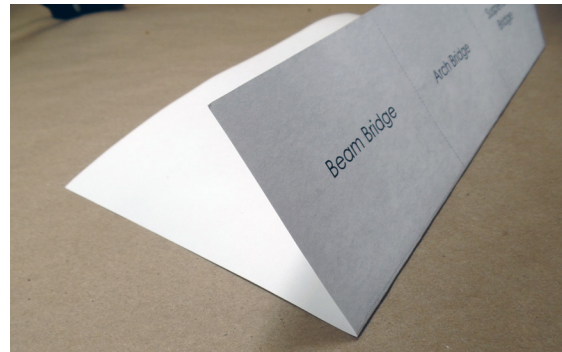
## Bridges: A Pocket Foldable Project

*“Bridges connect,” said Ms. Blume. “Tell me how.”*

Objective: Identify, define, and illustrate the basic engineering designs for three types of bridges.

### Materials:

- BUILDING BRIDGES: PEACE, SALAAM, SHALOM, the book
- Bridge Sorting Pocket Foldable (Guide, pg. 10)
- Bridge Sorting Cards (Guide, pgs. 11 & 12)
- Stapler
- Scissors
- Cardstock
- Markers



### Procedure:

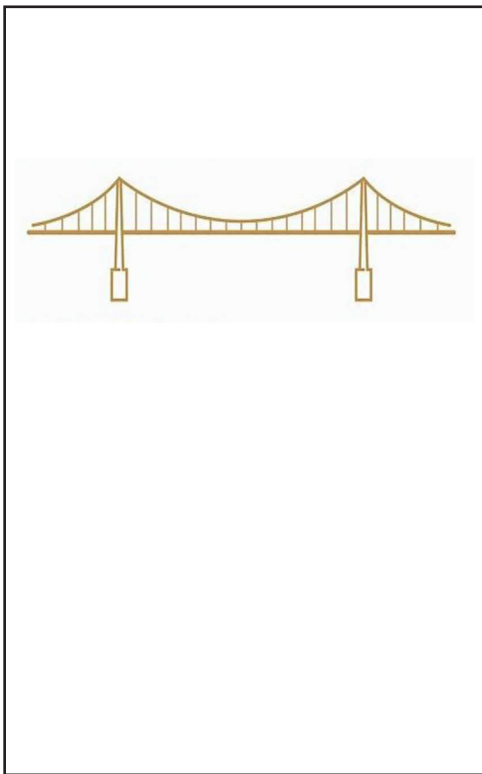
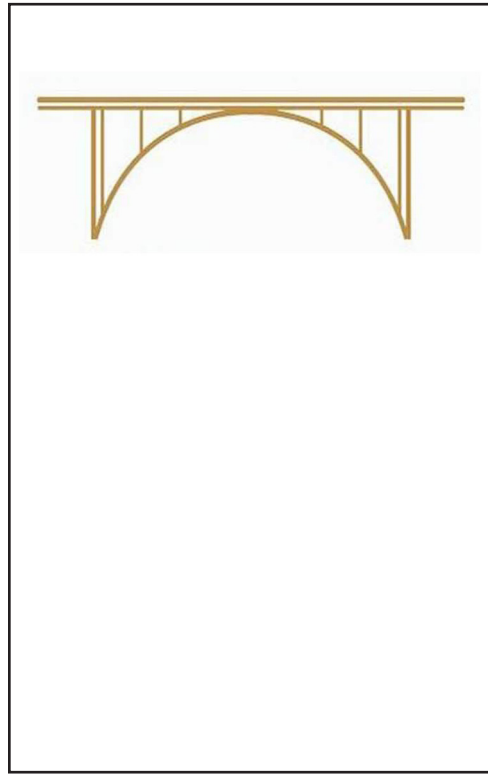
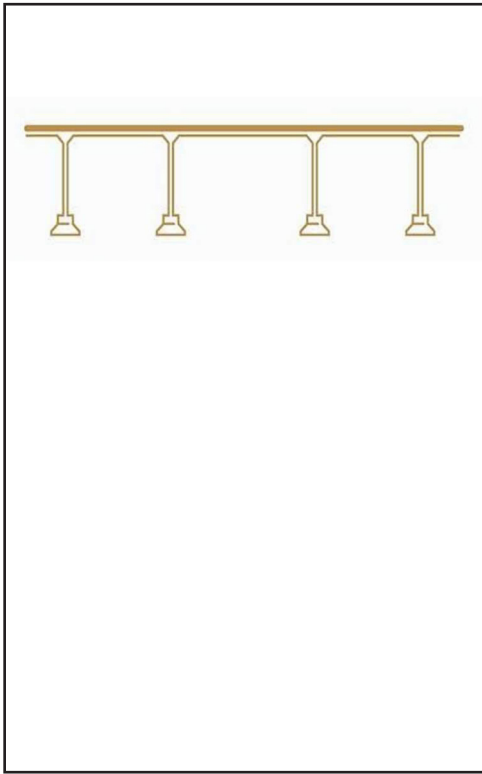
- Using BUILDING BRIDGES: PEACE, SALAAM, SHALOM for reference, elaborate on Mrs. Blume’s lesson exploring ways that bridges connect. List reasons why bridges are necessary. Explore ways that bridges improve the lives of others.
- Print the Bridge Sorting Pocket Foldable and the Bridge Sorting Cards on cardstock.
- Use scissors to trim around the borders of the Bridge Sorting Cards.
- Use stapler to create three sorting pockets on the Bridge Sorting Pocket Foldable.
- Encourage students to read and classify Bridge Sorting Cards by placing them in the corresponding labeled pocket.
- Have students illustrate an example of each type of bridge featured in the project on the appropriate Bridge Sorting Card.
- Encourage students to write a short essay describing the basic features of each bridge. Have them share their work with the class.



Beam Bridge

Arch Bridge

Suspension  
Bridge



A type of bridge whose main structure is composed of arches and reinforced arches.

The most basic bridge form composed of a horizontal slab that rests on supports at either end of the bridge deck.

Illustrate an Arch Bridge

The type of bridge in which the deck is supported by vertical cables suspended from larger cables suspended between towers.

Illustrate a Suspension Bridge

Illustrate a Beam Bridge

## Friendship Bracelets

*First, the friends set up a friendship bracelet sale. They found their favorite color strings.*

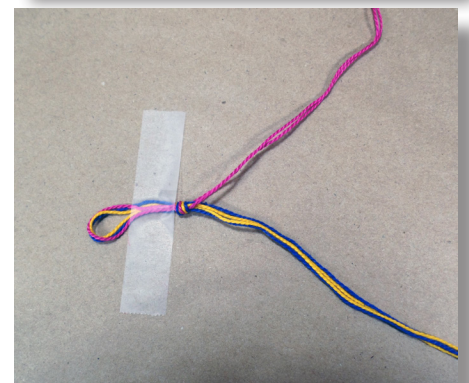
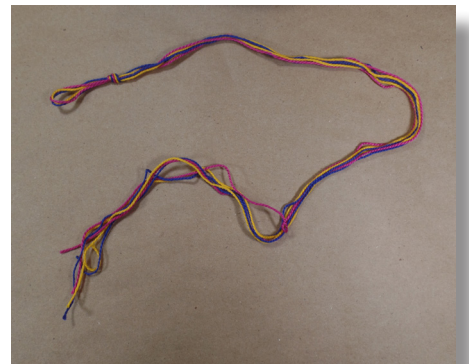
Objective: To interpret the central ideas or themes of a text by summarizing the key supporting details and ideas through craft-making.

Materials:

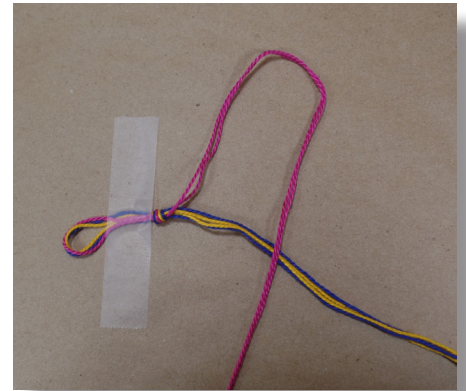
- BUILDING BRIDGES: PEACE, SALAAM, SHALOM, the book
- 3 skeins of embroidery thread, each of different colors
- Scissors
- Tape

Procedure:

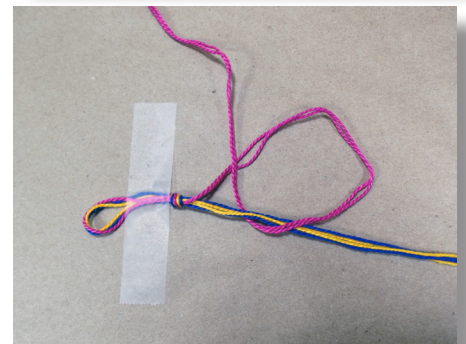
- The word symbol means a representation, a sign, or an object of meaning. Review the spreads in BUILDING BRIDGES: PEACE, SALAAM, SHALOM depicting Molly, Hannah, and Savera engaged in planning, making, and selling friendship bracelets. Examine ways that the bracelets they made might symbolize friendship, hope, and unity.
- To make a friendship bracelet, gather the supplies listed above.
- Begin with cutting a 24-inch piece of embroidery thread from each skein. Bundle the three 24-inch pieces of embroidery thread together. Fold the bunch in half and secure with a looped knot at the fold.
- The type of knot used in making this type of friendship bracelet is called a *half-hitch*. To make the first half-hitch, separate one color of thread from the bunch as shown on the right.



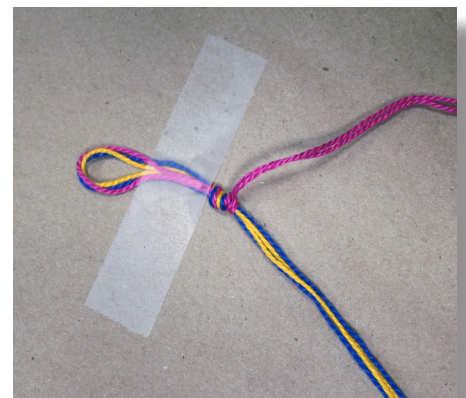
- Create a loop by placing the selected thread on top of the thread bundle as shown on the right.



- Create the half-hitch by taking the thread under the bundle, then inserting it into the loop as shown on the right.



- Complete the half-hitch by closing the loop by pulling the thread taut over the thread bundle as shown on the right.



- Knot a number of half-hitches in a sequenced row. The knotting pattern shown on the right is 15 half-hitches per color. The thread color was changed after 15 half-hitches were tied over the thread bunch.
- To create a pattern on the friendship bracelet, select a different color of thread and repeat the half-hitch knotting process until the desired length of bracelet has been achieved.
- Once complete, secure all of the threads together with a knot. Trim loose threads.
- As you are creating the friendship bracelet, consider how the crafting process symbolizes the notions of connectedness, companionship, and togetherness. Write and illustrate a paragraph describing the process of making a friendship bracelet and the symbolism it represents to you. Share your work with the class.
- Gift your bracelet to a friend. Perhaps they will make one for you, in turn.



# COMMON CORE STATE ANCHOR STANDARDS & NEXT GENERATION SCIENCE STANDARDS ALIGNMENT

		Discussion	Character Analysis	Bridges Foldable	Friendship Bracelet
<b>Common Core State Anchor Standards for Reading</b>					
	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	✓	✓	✓	✓
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	✓	✓	✓	✓
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	✓	✓		
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✓	✓	✓	✓
	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✓	✓	✓	✓
	Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓
<b>Common Core State Anchor Standards for Writing</b>					
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content		✓	✓	✓
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		✓	✓	✓
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation		✓	✓	✓
<b>Common Core State Anchor Standards for Speaking &amp; Listening</b>					
	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	✓	✓	✓	✓

<b>NEXT GENERATION SCIENCE STANDARDS</b>					
ETS1-2	<b>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</b>			✓	
	Science and Engineering Practices: Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions			✓	
eTS1.B:	<b>Developing Possible Solutions</b>				
	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's			✓	
	Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s).			✓	

