Interdisciplinary Ideas

**LANGUAGE ARTS**

1. Find similes in the story. List a few on the chalkboard (e.g., "Their leaps are soft as shyness." "They are quick as moonbeams."). Write similes describing rabbits and illustrate. Post on a bulletin board.

2. Read *Each Living Thing* by Ashley Wolfe. Present as a choral reading for another class.

3. Read the dedication at the beginning of the book. Write a paragraph about why you think the author wrote this story.

**SCIENCE**

1. Make a “Rabbit Facts” shape book. Find out about rabbits in books or online, including their habitat, varieties, weight, size, life span, diet, reproduction, and enemies. Cut out a cover and lined paper in a rabbit shape, staple together, and write rabbit facts on each page.

2. Research nocturnal animals. Write facts about each animal on index cards. Create a nighttime class mural of these animals, label them, and post index cards.

3. Make a pinecone bird feeder. Use popsicle sticks to cover pinecones with peanut butter; roll in birdseed, attach yarn loops, and hang from trees.

**ART**

1. Using different shades of green, color or paint an outdoor scene of a backyard or a park. Show light, dark, and shadows. When you are finished add a few rabbits.

2. Make a pencil drawing of an outdoor scene before dawn, "when everything becomes soft and gray, a picture waiting for the colors to be painted in." On a copy machine make a copy of your picture. Color the copy and mount both drawings on a large sheet of paper.

---

**Night Rabbits**

Lee Posey 1999
Atlanta: Peachtree Publishers

**CONCEPTS**

Justice
Respect
Love

**SUMMARY**

This gentle story told by a little girl celebrates the special relationships she has with nature and her father. Elizabeth loves to watch the rabbits “dance” and leap across the yard when she can’t sleep on hot summer nights. Her father becomes upset when the rabbits begin to eat the grass on his well-tended lawn, but Elizabeth comes up with a win-win solution to the problem. Michael Montgomery’s rich nocturnal scenes capture the peace and beauty of night.

**OBJECTIVE**

The student will be able to define and discuss justice, respect, and love as they apply to the story. The student will see the value of seeking win-win solutions to resolve problems.

© The Heartwood Institute 2003
After the Story

Night Rabbits

DISCUSSION

1. Who is telling this story? What does Elizabeth love about the rabbits? Why does she especially appreciate them at night? What do you think she means when she says, “The rabbits are so beautiful that I shiver inside”? Have you seen anything in nature that makes you shiver? Explain.

2. Why is her father upset? When Elizabeth is very quiet at breakfast what do you think she might be imagining?

3. What actions does she take to try to solve the problem fairly? What other solutions can you think of that are fair to the rabbits and to her father? Have you had to help solve a problem regarding an animal or pet? Explain. Do you know what “win-win solution” means? Can all problems with animals be resolved with a win-win solution? Why or why not?

4. Do you think Elizabeth’s father respects nature? Why or why not? How does Elizabeth show love and respect to her father? How do you show love and respect to your parents?

5. Why does Elizabeth decide to take responsibility by helping her father care for the lawn? How do her actions and her father’s understanding contribute to justice in the story? What does “give and take” mean? Share a “give and take” situation you worked out with someone.

ACTIVITIES

1. Locate Connecticut on the world map and place a story pin.

2. In small groups, list animals or birds living in your neighborhood and problems they cause for people. Choose one of the animals on your list and brainstorm ways you might reduce the problem and protect the animal at the same time.

3. Invite someone from your local humane society to visit your class and talk about ways you can protect animals in your community.

EXTENSION

1. Retell the story at home and explain how it shows fairness.

2. Discuss how justice relates to doing chores at home. Are there exceptions to sharing chores equally, when one person assumes more responsibility? Share your family’s approach to chores with your class.

WRAP-UP

1. Write examples of three or more Heartwood attributes in the story.

2. Write about why you would or would not like to be friends with someone like Elizabeth. Describe her character traits.

VOCABULARY

hammock
shiver
lawn
moonbeams