About the Book
Kit Kittredge is nine years old when her dad loses his car dealership because of the Great Depression. It’s 1932, and many people are out of work and even being evicted from their homes. As Kit’s own family struggles to pay the mortgage, Mrs. Kittredge decides to take in boarders. This means big changes for the entire family, especially for Kit and her 16-year-old brother, Charlie. Kit moves into the attic and gives her room to Stirling Howard, a quiet and sickly boy, and his mother. Just when Kit thinks that things can’t get any worse, she is shocked to see her father standing in line at the soup kitchen. There are friendships gained, lost, and reclaimed, along with sacrifices and hard work on everyone’s part, and Kit is right there doing her share. The future is uncertain for the Kittredge family, but like many people affected by the Great Depression, they pull together and find happiness despite the economic difficulties.

About This Guide and the Common Core Standards
Elementary students may know very little about the Great Depression. The essay at the back of the book, “Inside Kit’s World,” sets the stage for this distressing period in American history. This guide encourages students to be careful readers without jeopardizing the pleasure they gain from reading. It is recommended that students read the entire book before engaging in the discussions and activities presented in this guide. The layered questions and “Thematic Connections” ask readers to think about how the Kittredge family and friends are affected by the Great Depression. What sacrifices must they make? How do they adjust? There are natural connections to the language arts, social studies, drama, art, music, and physical education curricula. Some activities take longer than others, and a teacher should feel free to use only those activities that meet the learning needs of the class.

Throughout this guide, we note wherever an activity helps students achieve specific Common Core State Standards. A key to the standards referenced is provided at the end of the guide.

Pre-Reading Activity
Ask students to read and discuss “Inside Kit’s World.” In class, take a look at these websites and ask students to take notes about how everyday life changed for people during this era:
http://www.kidskonnect.com/subjectindex/16-educational/history/267-great-depression.html
http://www.eyewitnessstohistory.com/pfsnprelief1.htm
http://www.americaslibrary.gov/jb/wwii/jb_wwii_subj.html

Ask students to think about these questions: What aspects of life changed in the Great Depression? In general, were people better off or worse off because of these changes? Have the students use the information they gathered and write a few paragraphs about changes in family life during the Great Depression.

Correlates to Common Core Standards in Language Arts in Reading Informational Text: Key Ideas & Details RI.3-4.3; Speaking & Listening: Comprehension & Collaboration SL.3-4.1, Presentation of Knowledge & Ideas SL.3-4.4; Writing: Production & Distribution of Writing W.3-4.4, Research to Build & Present Knowledge W.3-4.8.
Thematic Connections

Family
Contrast Kit’s and Ruthie’s families. Describe how the differences between the two families become greater after Kit’s father loses his business. Cite scenes from the novel that reveal Kit’s character, and provide supporting evidence that she is not the kind of girl her mother wants her to be. Describe Kit’s relationship with her father. What does he recognize in Kit that her mother doesn’t see? How does her mother acknowledge Kit’s special qualities by the end of the novel? Describe Stirling Howard’s relationship with his mother. Discuss Ruthie’s explanation that Stirling may be under a “spell.” How does he eventually get out from under his mother’s “spell”?

Friendship
Kit and Ruthie have very different personalities, yet they are best friends. How does Kit’s pink bedroom fit Ruthie’s personality better than Kit’s? The girls’ friendship becomes troubled after Kit’s father loses his car dealership. Which event in the novel causes the break in the girls’ relationship? Analyze why Kit responds the way she does to Ruthie’s invitation. How do the girls reunite? At the beginning of the novel, Stirling Howard appears to be a sickly, quiet boy. How do Kit and Ruthie make friends with him by the end of the novel? What does he bring to the friendship?

Change
Kit says, “I wish something would happen around here. Some dramatic change.” (p. 5) Discuss the dramatic change that occurs for the Kittredge family. How do they adjust to the change? What is Kit’s reaction to her mother’s “brainstorm”? Explain how having boarders in the house dramatically changes the way Kit and Charlie must live. How does working for Uncle Hendrick change Kit? Debate whether Kit changes her uncle or Uncle Hendrick changes her.

Sacrifice
Define sacrifice. What are the things that Kit is willing to sacrifice when she first learns of her family’s financial situation? What does her brother, Charlie, sacrifice? (p. 32) Debate whether these things are truly a sacrifice. Mrs. Kittredge goes to Uncle Hendrick to ask for help. Discuss what he means when he says, “I won’t throw good money after bad.” (p. 42) Why does he think sacrifice is a good thing?

Anger/Fear
How might fear create anger? Give examples of how the Great Depression caused both fear and anger. Charlie tells Kit that their father closed the car dealership and that the Kittredges are out of money. Discuss how the following quote describes Kit’s emotions: “It was as if a match had been struck inside her and a little flame was lit, burning like anger, flickering like fear.” How is the quote both a metaphor and a simile? (Discuss the differences between a metaphor and a simile with the class.) What is the match that causes the flame? Explain Kit’s anger and fear. How does she learn to deal with both?

Secrets/Honesty
Stirling gets a letter from his father with $20 enclosed, but later he reveals to Kit that he wrote the letter and enclosed the money. Why does he want his mother to believe that the letter is from his father? Debate whether Stirling was wrong to deceive his mother in this way. Kit sees her father at the soup kitchen; how does he mislead his family about his whereabouts during the day? Why does Kit run out of the soup kitchen? Discuss whether Kit’s father was being dishonest or just trying to protect his family. How does the incident change the way he communicates with his family?
Teasing

Roger teases Kit about Stirling living at her house. Is teasing different from bullying, or can it be a type of bullying? Explain how Stirling gets back at Roger. The incident gets Kit, Stirling, and Ruthie in trouble, but Roger is not punished. Debate whether or not this is fair.

Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 3-4.1, 3-4.3, Craft & Structure RL. 3-4.4, 3-4.5, 3-4.6, Integration of Knowledge & Ideas RL. 3-4.7, 3-4.9; Language: Conventions of Standard English L. 3-4.1, Knowledge of Language L. 3-4.3, Vocabulary Acquisition & Use L. 3-4.5, Speaking & Listening: Comprehension & Collaboration SL. 3-4.1, 3-4.2, 3.4.3, Presentation of Knowledge & Ideas SL. 3-4.6.

Curriculum Connections

Language Arts

Kit writes newspapers for her dad and gives them to him when he comes home from work. Her articles are brief and fit on one page. In chapter 3, she writes an article called “It’s Not Fair.” How does her idea of what’s “not fair” change as the story progresses? Other characters also experience situations or changes that aren’t fair, although they don’t always complain about them (for example, Charlie giving up college, Stirling losing his home—and his father). Ask students to write an article called “It’s Not Fair” that Kit or another character might write at the end of the novel.

Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 3-4.1; Writing: Text Types & Purposes W. 3-4.3.

Kit isn’t fond of fairy tales, but Ruthie loves them. Engage the class in a discussion of the characteristics of fairy tales:

- Begins with a variation of “once upon a time”
- Ends with a variation of “they lived happily ever after”
- Good and evil characters
- Royalty and poverty
- Element of magic

As a class, analyze a familiar fairy tale, such as Cinderella or Sleeping Beauty, to help students fully grasp how the tales are structured. With students who are ready for more advanced study, define literary terms such as allegory, symbolism, archetype, and quest, and guide students to see how such patterns are common within the fantasy genre.

At the end of the novel, Kit writes a story called “The Story of Princess Ruthie.” Divide the class into small groups. Ask them to consider all of the elements of a fairy tale and then to write the story that Kit gives to Ruthie. The characters should come from the novel, and the magical element should repair Kit and Ruthie’s friendship.

Correlates to Common Core Language Arts Standards in Reading Literature: Integration of Knowledge & Ideas RL. 3-4.9; Writing: Text Types & Purposes W. 3-4.3.

Kit likes to read, and she references favorite books throughout the novel. Instruct students to read a synopsis of A Little Princess on this website: http://www.online-literature.com/burnett/little_princess/. Why does Kit compare herself to Sara Crewe? Write a diary entry called “Dear Sara” that Kit might write on the night she moves into the attic. Include a description of the boarder who is most like Miss Minchin, the owner of the boarding school Sara attends. Encourage peer editing for clarity, spelling, and grammar.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 3-4.3, Production & Distribution of Writing W. 3-4.5.
Social Studies

The Great Depression occurred during the presidencies of Herbert Hoover and Franklin D. Roosevelt. Like Uncle Hendrick, some people blamed the president for the Depression, and most people expected the president to help the country recover. Ask students to select either Hoover or Roosevelt and to use books in the library or sites on the Internet to learn about that president’s role in the Great Depression. The following websites are helpful:

http://www.presidentialtimeline.org/#/timeline/31 (Herbert Hoover)
http://www.presidentialtimeline.org/#/timeline/32 (Franklin D. Roosevelt)

Then have students write a letter to the president from Kit or Stirling that tells the president how the Great Depression has affected her/his family and make a plea for help for all Americans. Make specific references to events in the novel (such as Kit’s observations at the soup kitchen, homes being foreclosed, people’s difficulty in finding work).

Correlates to Common Core Language Arts Standards in Reading Informational Text: Key Ideas & Details RI. 3-4.2, Integration of Knowledge & Ideas RI. 3-4.7; Writing: Text Types & Purposes W. 3-4.2, Research to Build & Present Knowledge W. 3-4.7.

Soup kitchens, like the one in Cincinnati where Kit’s father went at noon, were begun during the Great Depression to feed those who didn’t have money for food. Soup kitchens still exist, and various organizations offer shelter for the homeless. Ask students to find out what organizations in their community offer assistance to those in need. Then have them create a brochure about one of the organizations. Include the following: Name of Organization, Mission Statement, Funding Source, and Services Provided. (Note: If there are homeless or underprivileged students in your class, be sensitive to their situations and feelings in deciding whether this activity is appropriate for your classroom. While some students may welcome the chance to share their knowledge, compare their own situation with Kit’s and Stirling’s, and put their situation into a historical context, others may not want to discuss or focus on difficult personal experiences.)

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 3-4.2, Production & Distribution of Writing W. 3-4.4, Research to Build & Present Knowledge W. 3-4.7.

This novel takes place in Cincinnati, Ohio. Locate this city on a map of the United States. Mr. Howard moved to Chicago to find work. How far away is Chicago from Cincinnati? Why was the distance too far for him to visit his family? Were there other reasons Mr. Howard was not able to visit his family? How did this affect Mrs. Howard and Stirling?

Correlates to Common Core Language Arts Standards in Reading Informational Text: Integration of Knowledge & Ideas RI. 3-4.7.

Drama

Kit and Ruthie like to act out stories they’ve read. Ask groups to act out “The Story of Princess Ruthie” that the class wrote in Language Arts Activity #2. If groups aren’t large enough to accommodate all of the characters in the story, allow students to recruit other classmates to complete the cast of characters.

Correlates to Common Core Language Arts Standards in Reading Literature: Integration of Knowledge & Ideas RL. 3-4.7; Speaking & Listening: Presentation of Knowledge & Ideas SL. 3-4.4.

Music/Art

“Brother, Can You Spare a Dime?” was the most popular song of the Great Depression. Ask students to go to http://www.npr.org/2008/11/15/96654742/a-depression-era-anthem-for-our-times and listen to...
the song and the description of it. Have students write down all of the emotions that are expressed in the song. What is the overall mood? Then have a class discussion that examines the reasons for the claim that it is a song “for our times.” Ask students to illustrate the song, using appropriate colors to reflect the various emotions and tone of the song.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Key Ideas & Details RI. 3-4.1, RI. 3-4.2, Craft & Structure RI. 3-4.5, Integration of Knowledge & Ideas RI. 3-4.7; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1, 3-4.3.

Physical Education/Sports
Kit is a baseball fan, and her favorite player is Ernie Lombardi, who was later inducted into the Baseball Hall of Fame. Read about Lombardi on this website: http://baseballhall.org/hof/lombardi-ernie. Then write a newspaper feature for the Sports section of the Cincinnati paper on the day Lombardi is inducted into the Baseball Hall of Fame. Remember to include who, what, when, where, and why. Include quotes from his fans Kit and Stirling.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Key Ideas & Details RI. 3-4.2; Writing: Text Types & Purposes W. 3-4.2, Research to Build & Present Knowledge W. 3-4.7.

Vocabulary/Use of Language
The vocabulary in the novel isn’t difficult, but students should be encouraged to jot down unfamiliar words and try to define them using clues from the context. Such words may include awkward (p. 10), exasperated (p. 14), indignantly (p. 18), offended (p. 23), serene (p. 25), contradicting (p. 28), humid (p. 34), exiled (p. 46), peeveish (p. 47), intimidated (p. 71), swagger (p. 81), chortled (p. 82), comeuppance (p. 86), ingenious (p. 103), confident (p. 111), determination (p. 113), stickler (p. 128), hoisted (p. 131), forlorn (p. 157), and extravagant (p. 161).

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Language: Vocabulary Acquisition & Use L. 3-4.4.

Internet Resources
- http://www.americaslibrary.gov/jb/wwii/jb_wwii_subj.html
  This Library of Congress website for kids offers brief and easy-to-understand information about the Great Depression.

  This History Channel site provides photography with captions that explain Roosevelt’s New Deal program.

- http://newdeal.feri.org
  This site is sponsored by the Franklin and Eleanor Roosevelt Institute and offers pictures and essays about the New Deal.

About the Author
Valerie Tripp says that she became a writer because of the kind of person she is. She says she’s curious, and writing requires you to be interested in everything. Talking is her favorite sport, and writing is a way of talking on paper. She’s a daydreamer, which helps her come up with her ideas. And she loves words. She even loves the struggle to come up with just the right words as she writes and rewrites. Ms. Tripp lives in Maryland with her husband.
Key to Common Core Standards Referenced in This Guide

Reading Literature

Key Ideas & Details

RL. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL. 3-4.3—Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft & Structure

RL. 3-4.4—Determine the meaning of words and phrases as they are used in a text.

RL. 3-4.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL. 3-4.6—Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge & Ideas

RL. 3-4.7—Make connections between the text of a story and oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL. 3-4.9—Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events.

Reading Informational Text

Key Ideas & Details

RL. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL. 3-4.2—Determine the main idea of a text; recount the key details and explain how they support the main idea.

RL. 3-4.3—Describe the relationship between a series of historical events in a text, using language that pertains to time, sequence, and cause/effect.

Craft & Structure

RL. 3-4.5—Describe the overall structure of events, ideas, concepts, or information in a text.

Integration of Knowledge & Ideas

RL. 3-4.7—Use information gained from illustrations (photographs) and the words in the text to demonstrate understanding of the text (e.g., interactive elements on Web pages).

More Stories About Kit

- **Turning Things Around: A Kit Classic, Volume 2**—Find out what happens after *Read All About It!*

- **Full Speed Ahead: My Journey with Kit**—A modern girl travels back in time to Kit’s world in this multiple-ending book.

- **The Jazzman’s Trumpet: A Kit Mystery**—A suspenseful adventure for slightly more advanced readers. Available in March 2015.

- **Kit Kittredge: An American Girl**—A feature film available on DVD.
Language

Conventions of Standard English

L. 3-4.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

L. 3-4.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition & Use

L. 3-4.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
L. 3-4.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Speaking & Listening

Comprehension & Collaboration

SL. 3-4.1—Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and large groups.
SL. 3-4.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL. 3-4.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge & Ideas

SL. 3-4.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL. 3-4.6—Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Text Types & Purposes

W. 3-4.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W. 3-4.3—Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.

Production & Distribution of Writing

W. 3-4.4—With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W. 3-4.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Research to Build & Present Knowledge

W. 3-4.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W. 3-4.8—Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources.

W. 3-4.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.
BeForever is American Girl’s line of historical fiction for young readers. Originally conceived and developed by a former classroom teacher, the books are grounded in thorough historical research and bring history to life for children.

BeForever is about making connections. It’s about giving young readers opportunities to explore the past, find their place in the present, and think about the possibilities the future can bring. And it’s about seeing the common thread that ties children from all times together. The BeForever characters stand up for what they care about most: helping others, protecting the earth, overcoming injustice. Through the characters’ stories, young readers today discover how staying true to their own beliefs will help make their world better today—and tomorrow.

Find Teacher’s Guides to all the BeForever characters at www.americangirl.com/guides

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