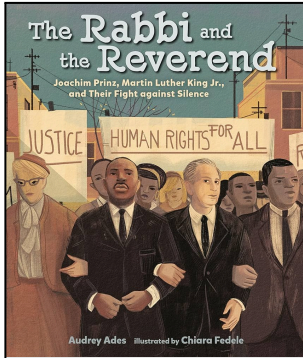


Discussion and Activity Guide



Book Title: *The Rabbi and the Reverend: Joachim Prinz, Martin Luther King Jr., and Their Fight against Silence*

Written by: Audrey Ades

Illustrated by: Chiara Fedele

Publisher: Lerner Publications, Lerner Publishing Group

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ISBN #: 978-1-5415-8977-3

Age Range: 4-10

About the Book

Two leaders, one a Rabbi, the other a Reverend, who grew up in different parts of the world, come together to fight for civil rights. This is the premise for *The Rabbi and the Reverend*, a historical nonfiction book which begins with the stories of Joachim Prinz and Dr. Martin Luther King, Jr. as young children who grow up on opposite sides of the world and are shaped by their communities. Through their stories, readers learn about how these children are inspired and empowered to become leaders who make a difference in their communities. Readers can see how the two men, with different racial and religious identities, join together to fight for civil rights for all people because both men share one common belief: when it comes to injustice, one should never be silent.

Essential Questions for Friendship Across Differences:

Reflect on the theme of Friendship Across Differences.

- Why are friendships with people who are different from you important?
- What can you gain by building friendships with people who have different identities or lived experiences than your own?
- Friendships are about connection. What are the different ways you connect with others?
- Consider the benefits of a friendship. How have your friendships impacted your life?

Before Reading

Activities to Engage Students Before Reading

Introduce the Book to Students

In this book, the author begins by telling the story of how Jaochim Prinz grew up to become a Rabbi who spoke out against injustice in Germany. The author then tells the story of how Dr. Martin Luther King Jr. became a minister who spoke out against injustice in the United States. These two stories illustrate how both men are connected by their desire to fight for civil rights. As you listen to the book, think about someone you know who on the surface appears different from you, but who believes the same things you do.

Introduce key vocabulary

(Note: There is a longer glossary at the back of this book to help build vocabulary further.)

- **Rabbi:** The chief religious official of a synagogue who delivers the sermon at a religious service and is a spiritual leader of the Jewish community.
- **Reverend:** A title of respect applied to the name of a member of a church.
- **Synagogue:** A Jewish house of worship.
- **Congregation:** An assembly of persons brought together for common religious worship.
- **Injustice:** Violation of the rights of others; unjust or unfair action or treatment.

Engage Students in Reflective Writing using these Journal Prompts:

1. In the book, author Audrey Ades begins by stating a place and time, "Oppel, Germany: 1910." Take a moment to think and write about the place and time you are living in right now. What significant things are happening in this place at this moment in time?
2. The book begins with a Rabbi dropping off care packages to families in his community that need help. Write about something you have received that made a difference in your life.
3. In the back of the book is a timeline that shows the lives of Rabbi Prinz and Dr. Martin Luther King, Jr. If you were to create a timeline of your life or the lives of someone important to you, what major events would you include on your timeline?

During Reading

Questions to Foster Discussion During the Read Aloud

1. On page 2, the author writes: *"With each package he delivered, Joachim felt like he was making a difference."* What does this detail teach us about the kind of person Joachim was?
2. How did Rabbi Goldman make a difference in Joachim's life?
3. Joachim becomes a Rabbi who isn't afraid to speak up when he sees injustice.
 - a. How can silence be bad?
 - b. What are some examples of silence being harmful?
 - c. What are some examples of how Joachim spoke up against injustice?
4. In the section of the book about Reverend Dr. Martin Luther King, Jr., we read, *"In his church, the congregation responded with a big Amen when the Reverend King encouraged them to speak out against injustice. But outside the church walls, that kind of talk could get a person into trouble."* What does this detail teach us about the kind of person Reverend Dr. Martin Luther King, Jr. was?
5. Think of a time when you have been encouraged to do something that you felt would be hard to do. What helped you decide to take action, despite it being hard?
6. Once Rabbi Joachim Prinz and Reverend Dr. Martin Luther King, Jr. learned about each other, we read, *"Their shared message connected them. They gave each other support and advice for civil rights."*
 - a. How did the connection between Rabbi Prinz and Reverend King, Jr. make them even stronger in their fight for civil rights?
 - b. What did their friendship show others? What can we learn from their friendship?
7. The book ends with the line, *"No one could remain silent until there was justice for all."*
 - a. What does this line mean to you?
 - b. How can friendship help people use their voices to stand up for justice?

After Reading

Activities for Deeper Connection

1. Journal and Discussion (for all ages):

- a. Invite students to make a T-Chart for two lists.
- b. Students should label the first list: Friends. On this list, students should write the names of 2–3 people they consider friends.
- c. Students should label the second list: Future Friends. On this list, students should write the names of 2–3 people they’d like to someday be friends with (classmate, neighbor, someone in their community, etc.).
- d. After students have created their lists, they will write one connection they have next to the name of each person on their list (i.e. favorite food, play the same sports, have similar hobbies, speak the same language, etc.)
- e. Then have students write one difference next to the name of each person on their list (i.e. age, language, race, ethnicity, gender, religion, etc.)
- f. After students make their lists, have students look over their lists to notice any patterns.
 - i. Do they have more things in common or more differences with the names on their lists? Why do they think that is?
 - ii. For the Future Friends list, what are some ways we can make connections, even if there are differences? How might we learn more about our Future Friends to make stronger connections?
 - iii. How does writing about friends and their connections and differences make you feel? What did this journal exercise teach you?
- g. Students can share their journal entries with a partner or in small groups.

2. Create Friendship Bracelets (for all ages):

- a. Have students watch a tutorial such as [3 Easy Beginners Friendship Bracelets](#) to make friendship bracelets.
- b. Once students have completed their bracelet, ask them to share about the person they would like to give their bracelet to.

3. Compare/Contrast Venn Diagram (for middle school students):

- a. Give students a blank Venn diagram with plenty of space in the middle section, or ask them to create their own.
- b. Give students access to the audio and text of the March on Washington speeches of Reverend Dr. Martin Luther King Jr. and Rabbi Joaquin Prinz from August 28, 1963.
- c. Invite students to read the two speeches, or read them together as a class. Then, invite them to listen to the speeches.
- d. Encourage students to look for patterns or similar messages or examples used in the two speeches, and have them record these similarities in the middle of the Venn diagram.
- e. Next, invite students to reflect on the differences between the two speeches, completing the two outside sections of the Venn diagram.
- f. Discuss the following questions:
 - i. Why was it important and significant for Rev. Dr. King and Rabbi Prinz to have similar messages in their speeches?
 - ii. How do the differences between their speeches help you learn more about each one of them? What can we learn about them from these differences?

Connections to Anti-Bias Education and SEL Competencies

The Rabbi and the Reverend

Anti-Bias Education

- **Empathy and Understanding**
- Healthy Complex Identities
- **Respect Across Differences**
- **Notice, Name, and Reject Bias**
- **Responsiveness and Action**

Social-Emotional Learning

- **Self-Awareness**
- Self-Management
- **Social Awareness**
- **Relationship Skills**
- **Responsible Decision-Making**

What is Anti-Bias Education? *“Anti-bias education is a critical approach to teaching and learning that...helps children strengthen their identities as capable and empowered human beings. Through anti-bias education, children identify issues and inequities in their lives, ask questions, consider multiple perspectives and think about their lives critically, growing to*

actively resist prejudice and discrimination." (Derman-Sparks et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change. Teachers College Press, 2015.)

The AmazeWorks Anti-Bias Education (ABE) model promotes:

- Empathy and understanding for self and others
- Healthy and complex identity development
- Respect across and appreciation of differences
- The ability to notice, name, and reject bias
- Responsiveness and taking action against bias, prejudice, and discrimination

Infused within Anti-Bias Education is Social and Emotional Learning (SEL). **Social-Emotional Learning Competencies are:**

- Self-awareness – Build awareness of one’s own emotions, thoughts, and values and how they influence behavior.
- Self-management – Managing emotions and behaviors to achieve one’s goals.
- Social awareness – Build awareness of one’s own emotions, thoughts, and values and how they influence behavior.
- Relationship skills – Establish and maintain healthy and supportive relationships, and to effectively navigate diversity.
- Responsible decision-making – Make ethical, constructive choices about personal and social behavior



About AmazeWorks

The mission of [AmazeWorks](https://amazeworks.org) is to champion equity and belonging for all. We believe that everyone should see their families, identities, and lived experiences reflected in positive mirrors and windows into the lives of others who are different from them. AmazeWorks is happy to partner with Lerner Publishing to offer this discussion and activity guide because we all believe in the power of stories to inspire, educate, and connect us all.

Scan the QR Code to find more lessons in the Friendship Across Differences book set! <https://amazeworks.org/product-category/book-sets/>

