



DUCK! RABBIT!

Author: Amy Krouse Rosenthal

Illustrator: Tom Lichtenheld

Jewish Value:

Learn from Everyone—*Lomed M'kol Adam* לומד מכל אדם

Additional Value: Make Peace—*Shalom* שלום

Enduring Understandings

- Judaism challenges us to show love and honor toward others, even when our opinions differ.
- All of our opinions are valid and it is important for them to be heard and considered.
- Our perspectives can change and grow over time.
- We learn new things by listening to what others have to say.

Book Summary

Duck! Rabbit! is about perception and how we see things. This tale offers a unique take on how we all have different viewpoints and when to stop arguing. *Duck! Rabbit!* asks the reader, “Is it a duck or is it a rabbit?” and addresses the answer to this question whimsically, while also sharing the profound message to children that everything is based on perspective.

Be Inspired: Consider the ideas included as starting points, as you and your students explore, discover, and live the values. Be sure to elicit and encourage student and parent participation, consistently reinforcing the value being addressed. Allow lessons to authentically develop and change based on engagement and interests.



For the Educator Jewish Thought, Text, and Traditions

(For more information on Jewish values, visit www.jewishlearningmatters.com.)

We have all heard of the adage “Love your fellow person as yourself” (Leviticus 19:18). While many of us may interpret this teaching as a way of explaining that we should treat others the way we would want to be treated, it also prompts us to realize that each of us can be both student and teacher. Valuing the ideas presented from many perspectives is one way one can learn from everyone— *lomed m’kol adam*. Just as we would want our opinions, perspectives, and experiences to be considered important and valid, so, too, we are held accountable for affirming other’s opinions, perspectives, and experiences. This value demands that we show empathy for others and charges us to identify with others feelings.

Another aspect of *lomed m’kol adam* is that even the minority opinion is important. It is important to note that Judaism suggests that we can never truly and fully know what another person feels or believes, but it does ask us to be in consideration of each other. The rabbis of the Talmud decreed that in making any decisions, all opinions and precedents must be presented before the court to ensure all sides are accounted for. As a result, we can, as Hillel taught, be disciples of Aaron and love peace, pursue peace, love all of humanity, and in doing so, attract all to living and studying the Torah (*Pirke Avot* 1:12). *Pirke Avot* 4:1 furthers this notion by explaining “Who is wise? The one that learns from every person ... Who is honored (given respect)? The one who gives honor (respect) to others.” In other words, the greatest sign of an individual who understands the concept of *kavod* is when they give the same respect to others as they would want for themselves.

QUESTIONS FOR REFLECTION

1. What is the connection between learning from others and pursuing and loving peace?
2. If you become frustrated over not understanding something, you may limit yourself from understanding the thing that you are frustrated about. What can you do to raise your awareness of when emotions, such as frustration, can prevent you from learning and understanding?
3. What can you do to model *lomed m’kol adam* within your life and within the classroom?



Jewish Every Day Incorporate Jewish Values

Encourage students to brainstorm things they know that other students in the class might not yet know, for example, information they have learned outside of the classroom or certain games, skills, or crafts they know and can demonstrate to or teach others. Encourage dramatic role-play, where the students act out being the teacher, addressing the class in a way that is common for the teacher (dressed up like the teacher, standing or sitting where the teacher often does, while being addressed as “Miss” or “Mister”). Create a collage of photographs entitled “*Lomed M’kol Adam!*—Learn from Everyone!” Capture students at various times as they help other students, teachers, or parents learn or do something.



Materials and Resources

MATERIALS

- Copy of *Duck! Rabbit!*
- After the Story: materials to make a “Rules for Disagreeing Scroll,” including paper, pens or markers, two empty paper towel tubes, and Scotch tape

TECHNOLOGY

- Narrated story: <http://www.youtube.com/watch?v=hPCoe-6RRks>
- DJ Lance reading the story: <http://www.youtube.com/watch?v=0iPWdYIWN4U>
- Additional resources can be found on the publisher’s site: <http://www.chroniclebooks.com/landing-pages/duckrabbit/pdfs/DRTeachersGuide.pdf>



Sharing the Story

INTRODUCING THE STORY

For strategies for teaching vocabulary, see Appendix, Vocabulary Strategies.

Ask students to demonstrate what sounds ducks make. Ask students to demonstrate what sounds rabbits make. Ask students to demonstrate the way ducks move. Ask students to demonstrate the way rabbits move. Present the cover of the book, and ask students to pretend to be the animal they see. Acknowledge that different students see different things. Gather students and direct their attention to the story, explaining that the book is about two children who saw different animals while looking at the same thing.

READING THE STORY

*Read the story aloud, stopping when appropriate to explore illustrations, address comments, clarify, predict, and guide students' understanding of the story and the values to **learn from everyone**—**lomed m'kol adam** and **make peace**—**shalom**.*

Ask the following questions:

- Do we know for certain what type of animal it is?
- Are there times when there is no “right” or “wrong” answer?
- Did the friends discussing the duck / rabbit speak to each other with respect? What makes you believe this?
- What do you do when you and your friends disagree on something?
- When is it okay to disagree? Do we always have to reach the same conclusions? Can we still be friends and disagree?
- What advice would you give other children your age who are having a disagreement about something?

AFTER THE STORY

Have students use their imaginations and share their perspective. Children have extremely vivid imaginations, so take advantage of their creativity! To demonstrate how we all have different perspectives on things, select common household objects that students can identify and ask them to imagine what else the object could be or could be used for. For example, if you provided a clear plastic cup, it could not only be used for drinking, but it could also be a telescope, a magnifying glass, or even a storage container. Let the students' imaginations run wild!



Sharing the Story

continued

Make a “Rules for Disagreeing Scroll.” Help students determine peaceful resolutions to their disagreements as they create a special scroll.

- Have each student draw or write one “rule for disagreeing” on a sheet of paper.
- Lay out the papers, side by side, and tape them together using clear tape.
- Place one empty paper towel tube on the far right edge of the papers and one on the far left edge of the papers.
- Start with one paper towel tube and roll the first paper around it slightly, about halfway around, and securely tape or staple the paper onto the tube.
- Continue to roll the tube up so the paper wraps tightly around it. Stop when you reach the center.
- Move to the other side of the “scroll,” and roll the paper around the second tube, reinforcing the first paper on that tube with tape or staples. Continue to roll the paper around the tube until it reaches the center point. Now your rules are on a scroll.
- Allow students to practice “turning” the scroll to show their rules. Reference the scroll whenever conflict arises.

Ask children if they can think of another scroll that Jewish people read to learn about how to behave. Discuss the “rules” that might be pertinent to your class that can be found in the Torah.



Explore, Discover, and More

Extension and Reinforcement Activities

NAME THAT ANIMAL

SCIENCE, LISTENING

Discuss with students how the friends in the story used their senses to figure out what the animal was. What parts of their body helped them? (Their eyes and ears: The friends looked and listened.) Play a game with students by playing recordings of animal sounds and asking students to identify each animal using only their ears.

DUCK! RABBIT! AT THE WHITE HOUSE

SOCIAL STUDIES, TECHNOLOGY

Have students watch DJ Lance (from the TV show *Yo Gabba Gabba*) as he reads *Duck! Rabbit!* at the White House: <http://www.youtube.com/watch?v=0iPWdYIWN4U>. Ask students, “Who lives at the White House? Why do you think the people at the White House chose this story to share?”

ILLUSIONS

CRITICAL THINKING, LITERACY

Evaluate students’ abilities to apply their understanding of *kavod*—respect and *shalom*—peace, as they discuss their responses to various illusions (select from a wide variety for those most appropriate for your students) offered on The National Institute of Environmental Health Sciences Kids’ Pages: <http://kids.niehs.nih.gov/games/illusions/index.htm>.



Music

(Access all songs at www.jewishlearningmatters.com/music.)

“Want To Be Smart?” by “Miss” Emily Aronoff Teck
Track # 5 from *Good Choices, Volume 2*

INSPIRATION TEXT

“Who is wise? The one that learns from every person ...” -*Pirke Avot* 4:1

“WANT TO BE SMART?” ACTIVITY

Ask students to brainstorm all of the things that people have taught them. Then encourage students to take turns teaching one another. Break into small groups or partners so that different students can share their unique knowledge. Remind them to show respect, taking turns listening and sharing. Affirm that they can be excellent teachers, and give examples of times that you (as an adult teacher) have learned important and interesting things from listening to other people and children. Teach them that a famous rabbi said that everyone can be smart, as long as they are willing to learn from everyone.

LYRICS

CHORUS

Do you want to be smart? *Yes, I want to be smart*
Do you want to be wise? *Yes, I want to be wise*
Do you think learning is fun? *Yes, learning IS fun*
Then learn from everyone! *Learn from everyone!*

Just ask a teacher, how do you learn each day?
To help all your kiddos? She'll say her students show her the way!

CHORUS

Just ask a new mommy, who teaches her right now
To take care of her child? She'll say her baby shows her how!

CHORUS

Just ask your rabbis, how the ideas get in their mind
They'll say their inspirations come from many things of different kinds!

CHORUS



Music

continued

If you could ask a baby, how they learn so much
They'd tell you they learn something, from everything they touch!

Eizehu, Eizehu

Chacham, Chacham

HaLomed, HaLomed

M'kol Adam M'kol Adam

ADDITIONAL MUSIC CONNECTIONS

To access additional Jewish and secular songs from a variety of traditional and contemporary artists that reinforce and teach these values, visit www.jewishlearningmatters.com/music.



Evidence of Learning

Students are able to disagree with their friends with respect and without getting upset as evidenced in their role-playing scenarios.

Students revisit and apply rules from their “Rules for Disagreeing Scroll.”



Home and Community Connections

Encourage families to learn more about the values and reinforce the concepts with their children through video and song by visiting www.jewishlearningmatters.com.

Ask each family to list their family's rule(s) for disagreeing on a sheet of poster paper entitled “The _____ (insert family's name) Family's Rules for Disagreeing.” Together with their children, each family can illustrate the poster with pictures, photos, craft materials, etc. Display completed posters in your classroom and remind students of these rules as appropriate.



Literature Connections

Title	Author(s) and Illustrator(s)	Summary
<i>Zoom</i>	Istvan Banyai Debbie Tilley	On each page of this wordless book, which imitates a zoom lens in reverse, the focus moves back to reveal a little more. Nothing is quite what it seems.
<i>The Peace Book</i>	Todd Parr	Beautifully illustrated, Parr features a different definition of peace. The value of respect is always implied—respect for friends, diversity, nature, etc.
<i>Hey, Little Ant</i>	Phillip M. Hoose and Hannah Hoose Debbie Tilley	To squish or not to squish? A small ant and a child debate whether the ant should live or not. The story highlights the importance of perception and discussion and encourages children to discuss their viewpoints as well.



Thematic Connections

Conflict resolution
 The Ten Commandments
 Community helpers
 Acts of kindness
 Respect
 Peace

LESSON CONTRIBUTORS

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