



ACTIVITIES FOR DREAM WEAVERS

INDIVIDUAL DREAMS AS THE FABRIC OF COMMUNITY

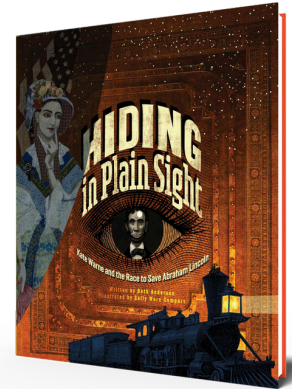
(grades 3 and up)

Beth Anderson, Children's Author

Hiding in Plain Sight:

Kate Warne and the Race to Save Abraham Lincoln

By Beth Anderson, Illustrated by Sally Wern Comport



Though our dreams are personal, they're also part of the fabric of community and society.

Kate Warne's actions featured in *Hiding in Plain Sight* is a vital part of history and also an important piece of her dream to be a detective. After reading the book, use this activity to build understanding of how an individual's strengths, skills, and dreams are interwoven with those of others. (Don't forget the back matter where you'll find more clues to character.)

Individual Dreams as the Fabric of Community

How are our dreams, strengths, and actions part of the social fabric?

Materials: sentence strips or the page to be cut into strips included in this handout.

Grouping: whole or small group

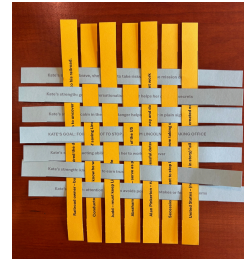
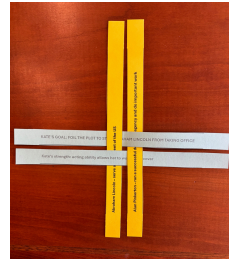
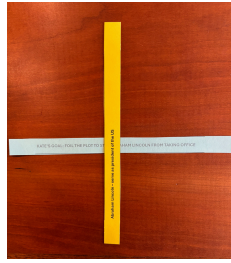
1. Return to *Hiding in Plain Sight* to explore each spread. Use textual evidence to identify Kate Warne's strengths and skills. How do these character traits serve her dream to be a detective? Write Kate's dream or goal on a sentence strip. Then write at least 5 of her strengths on separate strips of paper.

- Examples: Kate's goal – get Abraham Lincoln safely to Washington, DC. Strengths: acting, skilled conversationalist, good listener, able to earn trust, calm in the face of danger, pays attention to details, brave and willing to take risks

2. Examine each spread again to find at least 5 other people whose dreams or goals connect to Kate's pursuit of her dream. Using a different color paper or marker, write these dreams or goals of others on separate sentence strips. (May be large dreams or smaller goals and actions.)

- Examples: Lincoln – to be president; Pinkerton – successful detective agency, do important work; Judd – keep Lincoln safe; secessionists – stop Lincoln from becoming president; railroad owner – operate his railroad safely (hired detectives to uncover threats to the railroad); conductor – do his job well (He didn't know he was part of saving Lincoln!); Nation – (unstated part of the history) "all men are created equal"

3. Now weave together the strips with Kate's strengths (horizontal) and the "others" (vertical). Start with the strip stating Kate's goal. Cross that strip with one from the "others" that connects to it. Then continue to alternate Kate with "others," interweaving the strips. Think about the connections from one to the next.



4. When finished, consider these questions:

- How did Kate Warne impact others' dreams with her strengths and actions?
- What understandings does this activity bring to students in their own lives as they pursue their dreams?

Here are two more ongoing classroom activities to nurture student dreams.

SELF-DISCOVERY JOURNAL

In small notebooks [or writers' workshop notebooks], students note incidents or experiences in which they discover a strength, like, dislike, etc. These serve as potential topics for meaningful personal narratives that show transformation and possibility.

LISTEN TO THE DREAMERS

Build a quote collection about dreams and perseverance on a classroom wall. Invite students to contribute quotes from books, public figures, and more throughout the year. Here are a few to get you started:

- *I will prepare and some day my chance will come.* – Abraham Lincoln
- *Energy and persistence conquer all things.* – Benjamin Franklin
- *If I cannot do great things, I can do small things in a great way.* – Martin Luther King, Jr.
- *Alone we can do so little; together we can do so much.* – Helen Keller

If you're interested in a formal presentation or a free 30-minute virtual Q&A with students, just drop me a note.

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**Books and Links to
Educator Resources**