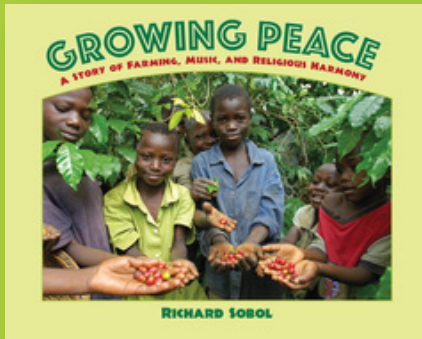


TEACHER'S GUIDE



LEE & LOW BOOKS

Growing Peace: A Story of Farming, Music, and Religious Harmony

written and photographed by Richard Sobol

About the Book

Genre: Nonfiction

***Reading Level:** Grade 5

Interest Level: Grades 2–7

Guided Reading Level: T

Accelerated Reader® Level/Points: 5.7/0.5

Lexile™ Measure: 890L

*Reading level based on the Spache Readability Formula

Themes: Religious Cooperation, Religious Practices (Jewish, Muslim, Christian), Economic Cooperation, Farming, Fair Trade/Sustainable Agriculture, September 11 Attack, World Peace, Music, Uganda, African/African American Interest

SYNOPSIS

On the morning of September 11, 2001, J. J. Keki, a Ugandan musician and coffee farmer, was in New York, about to visit the World Trade Center. Instead, J.J. witnessed the terrorist attack on the Twin Towers. He came away from this event with strong emotions about religious conflict. Why should people be enemies because of their religions?

Back home in his village, J.J. was determined to find a way for people who held different religious beliefs to work together. He saw that the neighborhood children, from Jewish, Muslim, and Christian families, played with one another without a care about religion. Why not enlist their parents, all coffee farmers like himself, in a cooperative venture around a shared goal? Together they would grow, harvest, and sell their coffee. At the same time, they would bridge religious differences to work and live together peacefully.

This photo-essay is a rare and timely story of hope, economic cooperation, and religious harmony from an often struggling part of the world. From J.J.'s vision, his community has achieved what many people strive for: a growing peace.

Awards and honors include:

Junior Library Guild Selection



BACKGROUND

From the author's note: Early in 2000, along the wildlife trail in Africa, I learned of an isolated group of practicing Jews: the Abayudaya of Uganda. I soon began a documentation project of this community, which led to my lengthy book *Abayudaya: The Jews of Uganda*. I met J. J. Keki, a Ugandan coffee farmer, while working on that book. As J.J. led me through his garden, I realized that although I loved to drink coffee, I did not know much about how it was grown or harvested. A few years later, when J.J. invited me back to Uganda to tell his story and take the photographs for this book, I learned all about coffee. But what impressed me even more was his community's story of religious harmony.

The village of Namanyonyi in eastern Uganda was like thousands of other rural communities in East Africa, where people of different religions stayed to themselves—until J.J. found a way to bring them together through the formation of the coffee-growing cooperative. Namanyonyi is now a living example of religious cooperation. Children and adults of three faiths—Judaism, Islam, and Christianity—live, play, and work together peacefully. Children embrace and respect religious differences, while their parents cooperate for economic fairness and improvement.

The formation of Peace Kawomera Growers coffee cooperative in 2004 made a positive statement about religious tolerance as farmers of different religions joined together to market and export their coffee. They also became a Fair Trade certified cooperative. Fair Trade is a business practice in which reasonable prices are paid and guaranteed for produce and products grown or created by people in disadvantaged areas of the world. Today many farmers of vanilla, cocoa, nuts, honey, cotton, and spices are also receiving fair prices for their crops as part of the Fair Trade movement.

At its core, this book tells a rare story of hope and religious harmony across generations. In this small corner of Africa, everyone is “growing” peace.

—Richard Sobol

Additional titles to teach about cooperation and peace:

Sharing Our Homeland: Palestinian and Jewish Children at Summer Peace Camp written by Trish Marx and illustrated by Cindy Karp
<https://www.leeandlow.com/books/sharing-our-homeland>

Coming to America: A Muslim Family's Story written and photographed by Bernard Wolf
<https://www.leeandlow.com/books/coming-to-america>

First Come the Zebra written and illustrated by Lynne Barasch
<https://www.leeandlow.com/books/first-come-the-zebra>

Sweet Potato Pie written by Kathleen D. Lindsey, illustrated by Charlotte Riley-Webb
<https://www.leeandlow.com/books/sweet-potato-pie>

Rent, Party, Jazz written by William Miller, illustrated by Charlotte Riley-Webb
<https://www.leeandlow.com/books/rent-party-jazz>

Xochitl and the Flowers/ Xóchitl, la Niña de las Flores written by Jorge Argueta, illustrated by Carl Angel
<https://www.leeandlow.com/books/xochitl-and-the-flowers-xochitl-la-nina-de-las-flores>

Lend a Hand: Poems About Giving written by John Frank, illustrated by London Ladd
<https://www.leeandlow.com/books/lend-a-hand>

Auntie Yang's Great Soybean Picnic written by Ginnie Lo, illustrated by Beth Lo
<https://www.leeandlow.com/books/auntie-yang-s-great-soybean-picnic>

Sweet Music in Harlem written by Debbie Taylor, illustrated by Frank Morrison
<https://www.leeandlow.com/books/sweet-music-in-harlem>



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

Uganda, Namanyonyi, Mbale, *futbol*, Peace Kawomera, Christianity, Judaism, Islam, interfaith, Muslim, Star of David, farming cooperative, Sabbath, synagogue, missionary, Abayudaya, Semei Kakungulu, Torah, Bible, Luganda, Hebrew, Atlantic, September 11, World Trade Center Twin Towers, terrorist, mosque, church, sermons, kerosene, coffee cherries, Arabica, prune, ripen, harvested, unripe, mature, Mombasa, Kenya, Fair Trade, consumers, xylophone, *embaire*

Academic

rhythms, fading, harmony, converted, persecution, rural, melodies, roared, collapsing, rubble, dodging, scruffy, wide-eyed, dozed off, delicate, unique, low-hanging, hush, scurry

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strands 4 and 5 and Integration of Knowledge & Ideas, Strand 7)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What is religion? What do you know about the religions of Christianity, Judaism, and Islam?
2. What do you know about coffee? Where does it come from? How is it grown? How is it made?
3. Have you heard of the country Uganda? Where is it located?
4. What do you know about the September 11, 2001, terrorist attack in New York City?
5. What do the words *peace*, *harmony*, and *tolerance* mean to you? What are some examples of peace, harmony, and tolerance?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

Read and talk about the title of the book. Ask students what they think the title, *Growing Peace: A Story of Farming, Music, and Religious Harmony*, means. Then ask students what and whom they think this book will most likely be about. What places or situations might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, map, photographs and captions, author's note, glossary and pronunciation guide, quotation and author's sources, additional sources, dedication, and acknowledgements.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- the Peace Kawomera Growers Coffee Cooperative
- how J. J. Keki's experiences inspired him to help bring people of different religious backgrounds together



- how the people of Namanyonyi village overcame their differences to create a farming cooperative

Encourage students to consider why the author and photographer, Richard Sobol, would want to share this story with young people.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3 and Craft & Structure, Strand 4)

1. Where is the village of Namanyonyi?
2. What is *futbol*?
3. What crops do the village farmers harvest? What crop do they not use? Why?
4. What is the Peace Kawomera Growers Cooperative?
5. What does “Peace Kawomera” mean?
6. What do the cross, six-pointed Star of David, and five-pointed star and crescent represent?
7. What is an interfaith farming cooperative?
8. How was Judaism introduced to Uganda?
9. Who are the Abayudaya? How was this group formed?
10. What happened in Uganda during the 1970s and 1980s?
11. How did people in the United States learn of the Abayudaya?
12. Who is J. J. Keki?

13. Why did J.J. visit the United States in 2001? What did J.J. experience for the first time while he was in the US?
14. What happened on September 11, 2001? What did J.J. witness?
15. What is a *kippah*?
16. How did J.J. begin to spread his message of peace and cooperation? How did his neighbors react?
17. What does J.J. hope to show the world through the coffee-growing collaborative?
18. What are coffee cherries? How do they mature? When are they ripe and ready to be harvested?
19. What happens to the ripe coffee cherries after they are picked to make them ready to ship overseas?
20. How much coffee does the Peace Kawomera ship to the United States each year?
21. How is music significant to the Abayudaya?
22. What is an *embaire*?
23. How do J.J. and the children celebrate after they finish helping in the gardens?
24. What does it mean for a product to be Fair Trade certified?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1–3, Craft & Structure, Strands 4–6, and Integration of Knowledge & Ideas, Strand 7)

1. How does the Peace Kawomera coffee-growing cooperative bring people from different backgrounds together?
2. What are the benefits of the Peace Kawomera Growers Cooperative? How does the cooperative benefit the villagers? How does the cooperative benefit people outside of Uganda?
3. Do you think the name, Peace Kawomera, or “Delicious Peace,” is appropriate for the coffee cooperative? Why or why not?
4. What are the most widely practiced religions in the area of Namanyonyi and Mbale, Uganda?



“The tone of the book is hopeful and inspiring. A welcome addition to children’s nonfiction from a master photojournalist.”

–*Kirkus Reviews*

“Sobol takes care to supply readers with necessary historical and religious context (documented in back matter) without burying the story’s heartening message of peace.”–*Booklist*

“A useful selection for primary social studies curricula interested in foreign agricultural initiatives.”

–*School Library Journal*

5. What tactics did missionaries use to convert people to Christianity? What were the goals and motives of Christian missionaries?
6. How do you think J. J. Keki felt when he saw the ocean for the first time?
7. How did the events of September 11, 2001, affect J.J.? What were the long-lasting effects of this experience?
8. Compare and contrast how J.J. felt when he first arrived in the United States to when he returned home.
9. How did watching his children and their friends play together inspire J.J. to start the coffee-growing cooperative? How did the children show that people could live together in peace?
10. How does working together benefit the village and the community?
11. What do you notice about the way the people of Namanyonyi harvest coffee and other crops? What types of tools and resources do they have? From this information, what can you infer about the economic state of their country?
12. Look at the photographs and captions on pages 16 and 17. What can you infer about the children in these pictures and their village? How do they live? What do you think life is like for these children?
13. Using the information in the text, the photographs, and captions, summarize the process for harvesting coffee.
14. How does purchasing Fair Trade certified products support other developing communities and countries?
15. What does J.J. mean when he says, “Look here at our coffee. Inside each fruit are two beans. They don’t like to live alone. We follow the example of coffee.”?
16. Why do you think some people show a lack of respect or understanding for religions other than their own or for people from cultural backgrounds different from their own?
17. What is photojournalism? How do the photographs in this book help tell the story? What information do the photographs provide? What tone or emotions do the photos convey?
18. Why are the words *Salaam*, *Shalom*, and *Peace* at the end of the main text significant to the story? Why do you think the author decided to end the text with these three words?
19. What message does this story present about peace and collaboration?



Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strand 1 and Presentation of Knowledge & Ideas, Strands 4 and 6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. J.J. was deeply impacted by the tragic events on September 11, 2001. Have you ever experienced something that greatly affected you? Has a particular event or experience ever changed your life? How has the experience influenced your decisions and outlook on life? Have you ever been inspired by a negative or hurtful experience to create positive change?
2. What is important to you in a friendship? Do you think it is possible to get along or be friends with people who share different beliefs and values than you? Why or why not? How can people overcome their differences? What can be challenging about being friends with people whose values and beliefs you are different from yours?
3. The villagers in Namanyoni overcame their differences and learned to work together to achieve a common goal. Think of a time that you faced an obstacle that made it difficult to reach your goal. How did you feel? How did you eventually overcome the obstacle? Are some obstacles too big for people to overcome? Why or why not?
4. Discrimination and prejudice can result in the mistreatment and isolation of people. Have you or someone you know ever been treated differently based on your religion, race, age, gender, or a disability? How did you feel experiencing the situation or witnessing it? How did you react? What can people do to confront this kind of discrimination and prejudice?
5. Revisit the author's note in the back of the book. Why do you think the author, Richard Sobol, feels it is important to tell this story? What can we learn from stories about peace and people working

together? How is this story significant in today's world?

ELL/ESL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how the people of Namanyoni overcame their differences and worked together to achieve a common goal. Additionally, encourage students to talk about a time they worked in a team to achieve a goal.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose ELLs to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.



INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection

English Language Arts

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–2, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students imagine that they are going to visit and stay in the village of Namanyoni, Uganda, for one week. Then ask students to write a letter to a friend back home or a journal entry describing the visit. Encourage students to capture their feelings about the people they meet and what they learn and experience.
2. Ask students to write a journal entry from the perspective of J.J. about the first time he arrives in the United States. How does he feel? What does he see, hear, and taste? What is he excited about? What is he nervous or unsure about? What is challenging? What does he see or try for the first time? Describe J.J.'s reaction to seeing the ocean and trying new foods for the first time. Then have students write another journal entry from J.J.'s perspective a few days after the September 11, 2001, attacks. How does he feel then? What is he wondering or thinking about? What does he hope or wish for?
3. Ask students to imagine that they are going to interview Richard Sobol, the author and photographer of the book. Students should develop interview questions they would ask the author if they were on a talk show, news show,

or radio show. What do students want to learn more about in terms of the writing process and inspiration or research for the story? What do they want to know about the author's photography, photojournalism, and his travel experiences in Uganda and other parts of the world?

4. Have students read these other books about peace-building programs and overcoming differences: *First Come the Zebra* (<https://www.leeandlow.com/books/first-come-the-zebra>) and *Sharing Our Homeland: Palestinian and Jewish Children at Summer Peace Camp* (<https://www.leeandlow.com/books/sharing-our-homeland>). Ask students to compare and contrast these stories with *Growing Peace*. How are the stories similar and different? What themes do they all share?

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

1. On an outline map of Africa, help students identify and label the five regions of the African Union, the fifty-five countries in the AU, the oceans surrounding the continent, and the major rivers. Have students find Uganda on the map and identify the village of Namanyoni. Then ask students to create an informational poster or a visual presentation about Uganda. Where is it located? How big is Uganda? What is the capital? What is the population? How many languages are spoken? What religions are practiced? What is the climate? What is the biodiversity? How does Uganda's geography and climate influence its agriculture and industry? What is the economy like? The government?
2. In a graphic organizer chart or diagram, have students compare and contrast the religions of Christianity, Islam, and Judaism. What is the origin of each religion? What is the central belief of each? What are the common practices, teachings, and traditions? What is the sacred scripture? How many people in the world practice the religion? What practices and beliefs do they share? How are they



different? Include information about each religion's ceremonies, rituals, clothing, and places of worship. Encourage students to use the Discovering Similarities Between Religions sheet from Teaching Tolerance for help and information (http://www.tolerance.org/sites/default/files/general/tt_religious_similarities.pdf).

3. Ask students to investigate the positive or negative effects of supporting Fair Trade products by researching a fair trade organization in a country other than Uganda. What does the Fair Trade movement promote? What does it ensure? How does this model support the producers, workers, and communities involved? How does it promote economic self-sufficiency? How does it promote sustainable practices and products? Encourage students to explore <http://wfto.com/> and <http://fairtradeusa.org/> for more information. Have students present their findings to the class.
4. Have students explore why it is important to learn about world religions with the Taking a Closer Look at Religions Around the World (<http://www.tolerance.org/lesson/taking-closer-look-religions-around-world>) and Understanding Religious Beliefs (<http://www.tolerance.org/lesson/understanding-other-religious-beliefs>) lesson plans from Teaching Tolerance.
5. Have students research and reflect on the September 11, 2001, attacks with the following resources, lesson plans, and activities:
 - The National September 11 Memorial and Museum Lesson Plans (<https://www.911memorial.org/lesson-plans>)
 - Bringing 9/11 in the Classroom from Teaching Tolerance (<http://www.tolerance.org/blog/bringing-911-classroom-useful-lessons>)
 - The Reckoning: America and The World A Decade After 9/11 from The New York Times (http://www.nytimes.com/interactive/us/sept-11-reckoning/viewer.html?_r=1&)
 - Teaching and Learning about 9/11 with The New York Times (https://learning.blogs.nytimes.com/2011/09/02/resources-teaching-and-learning-about-911-with-the-new-york-times/?_php=true&_type=blogs&_r=0)

- In Remembrance: Teaching September 11 from Teaching History: A National History Education Clearinghouse (<http://teachinghistory.org/spotlight/september11>)

Science

(Reading Standards, Key Ideas and Details, Strands 1–3, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1 and 2, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

1. Have students research how coffee is grown and harvested and create a visual media presentation to present their findings to the class. How is a coffee plant grown? Where is it grown and what are the ideal environmental conditions? How long does it take for a coffee tree to bear fruit? How is coffee fruit harvested? What are the two methods used for processing? How do they differ? What is roasting and what are the results of this process?
2. Have students investigate whether or not coffee plants can survive and thrive in the area of the country where you live. Have students list the conditions necessary for coffee plants to survive and thrive. Students should also examine the coffee plant's physical adaptations to its environment. Then encourage students to investigate whether or not those conditions exist in your area. If not, have students find out where in the United States there are the right conditions for coffee plants to grow. Is coffee actually grown and processed in these areas?

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strand 4, Integration of Knowledge & Ideas, Strand 7)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4 and 6, and Research to Build & Present Knowledge, Strands 7 and 8)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students listen to the music and songs written and performed by the coffee farmers of the Peace Kawomera cooperative and watch the video where J.J. explains the inspiration behind the music: <http://www.folkways.si.edu/inspiration-delicious-peace-coffee-interfaith-harmony-uganda/world/music/>



[video/smithsonian](#). What does the music sound like to you? How do you think the musicians wanted their music to make people feel? How do you feel listening to the music? What messages or themes does the music send? How does music create community? How is this music different from other kinds of music?

2. Create a class peace quilt and ask each student to contribute one square. Students may draw, paint, or write about ideas that represent peace, harmony, and tolerance. Encourage them to use different symbols, images, and words. Assemble each square (made of paper or other material) together and hang the peace quilt in the classroom.
3. Ask students to imagine that they are photojournalists on assignment to document an event in their school or community. Encourage students to use a camera or phone to capture images that support or tell the story. Have students think about the subject of their images and the perspective. What story do your images tell? What emotions do they convey? What is the overall tone? What can you learn from the images alone? Ask students to add captions to their images, upload them to a secure image-sharing platform, and have them add comments and questions for discussions to be shared in class.

activity may be done with other Fair Trade coffee that is available to you locally.)

2. Encourage students to go on a scavenger hunt to identify Fair Trade certified products. Ask them to use the Internet, go to their local grocery store or supermarket, or look in their own homes. What different types and categories of products are Fair Trade certified? How is the Fair Trade certification indicated? What is the best way for people to find Fair Trade certified products?
3. Have students interview a parent or guardian about an event or experience that exposed them to a culture or beliefs different from their own. How did they feel? How did they react? What did they learn? Do they think the experience was beneficial? Why or why not? Do they think it is important to learn about other cultures, religions, and beliefs? Why or why not? Do they think people of differing backgrounds, beliefs, and values can be friends? Why or why not? What can be challenging about being friends with someone who has different beliefs and values than you?

School–Home Connection

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strand 4)
(Writing Standards, Text Types & Purposes, Strand 2 and 3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–8)*

1. If possible, obtain some Delicious Peace coffee from Peace Kawomera (<http://www.thanksgivingcoffee.com/farmers/delicious-peace/>). Allow students to view, touch, and smell the coffee beans and encourage them to think about the process of harvesting the coffee and the journey these beans have traveled. Ask students to write a letter to the Peace Kawomera cooperative, thanking them for their coffee and asking additional questions they have about the coffee producing process or their life in Uganda. (If you cannot obtain Delicious Peace coffee, the first part of the



ABOUT THE AUTHOR AND PHOTOGRAPHER

Richard Sobol is an award-winning photojournalist who has created more than a dozen photo-essays for young readers. His books explore a wide range of wildlife, conservation, environmental, and cultural topics. While visiting Uganda, Sobol learned about a village where people of three faiths had come together in harmony in the aftermath of 9/11, and he was inspired to tell their story for children. Sobol's photographs have also appeared in several publications, including *The New York Times*, *Audubon*, *People*, and *National Geographic*. When not traveling and photographing the world, Sobol can be found in Cambridge, Massachusetts, where he lives with his family. Find him online at richardsobol.com.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

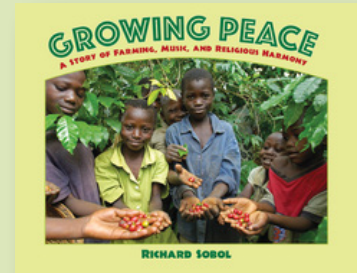
<https://www.leeandlow.com/books/growing-peace> (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for *Growing Peace*



\$18.95, HARDCOVER

978-1-60060-450-8

40 pages, 10-5/8 X 8-1/2

*Reading Level: Grade 5

*Reading level based on the Spache Readability Formula

Interest Level: Grades 2–7

Guided Reading Level: T

Accelerated Reader® Level/Points: 5.7/0.5

Lexile™ Measure: 890L

THEMES: Religious Cooperation, Religious Practices (Jewish, Muslim, Christian), Economic Cooperation, Farming, Fair Trade/Sustainable Agriculture, September 11 Attack, World Peace, Music, Uganda, African/African American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/growing-peace> built

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.