

Activity & Discussion Guide For **BLUE**

A Historical Novel
by Joyce Moyer Hostetter

With Common Core Standards Annotations



Boyd's Mills Press/Calkins Creek Books - 2006

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CURRICULUM GUIDE FOR BLUE

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COMMON CORE STANDARDS ANNOTATIONS

This Guide addresses the following Anchor Standards in Reading Literature

Key Ideas & Details

Grade 4 RL.4.1-3 **Grade 5** RL.5.1-3 **Grade 6** RL.6.1-3 **Grade 7** RL.7.1-3 **Grade 8** RL.8.1-3

Craft & Structure

Grade 4 RL.4.4 **Grade 5** RL.5.4 **Grade 6** RL.6.4 **Grade 7** RL.7.4 **Grade 8** RL.8.4

This Guide addresses the following Anchor Standards in Reading Informational

Key Ideas & Structure

Grade 4 RI.4.1-2 **Grade 5** RI.5.1-2

Key Ideas & Details

Grade 6 RI.6.1-3 **Grade 7** RI.7.1-3 **Grade 8** RI.8.1-3

Craft & Structure Informational

Grade 4 RI.4.4 **Grade 5** RI.5.4 **Grade 6** RI.6.4 **Grade 7** RI.7.4 **Grade 8** RI.8.4

Integration of Knowledge & Ideas

Grade 4 RI.4.7,9 **Grade 5** RI.5.7,9 **Grade 6** RI.6.7,9

This Guide addresses the following Anchor Standards in Writing

Text Types & Purposes

Grade 4 W.4.1-2 **Grade 5** W.5.1-2 **Grade 6** W.6.1-2 **Grade 7** W.7.1-2 **Grade 8** W.8.1-2

Production & Distribution of Writing

Grade 4 W.4.4-6 **Grade 5** W.5.4-6 **Grade 6** W.6.4-6 **Grade 7** W.7.4-6 **Grade 8** W.8.4-6

Research to Build & Present Knowledge

Grade 4 W.4.7-8 **Grade 5** W.5.7-8 **Grade 6** W.6.7 **Grade 7** W.7.7 **Grade 8** W.8.7

This Guide addresses the following Anchor Standards in Speaking & Listening

Presentation of Knowledge & Ideas

Grade 4 SL.4.4 **Grade 5** SL5.4 **Grade 6** SL.6.4 **Grade 7** SL.7.4 **Grade 8** SL.8.4

This Guide addresses the following Anchor Standards in Language

Conventions of Standard English

Grade 4 L.4.1-2 **Grade 5** L5.1-2 **Grade 6** L.6.1-2 **Grade 7** L.7.1-2 **Grade 8** L.8.1-2

Knowledge of Language

Grade 4 L4.3 **Grade 5** L5.3 **Grade 6** L.6.3 **Grade 7** L.7.3 **Grade 8** L.8.3

Key Vocabulary

D-Day – the time of a planned attack. During WWII, D-Day was June 6, 1944 when the US and her allies landed in France and attacked the German forces who had taken the country.

Elizabeth Kenny – an Australian nurse who developed a method for treating muscles affected by polio.

Epidemiologist – a medical scientist who studies contagious diseases and epidemics.

Franklin D. Roosevelt - the 32nd President of the United States. He contracted polio at age 39 before becoming president. He became a role model for all people with disabilities.

Infantile Paralysis – a non-medical term for polio, a contagious disease which sometimes causes muscles to be paralyzed. In the early epidemics, polio mostly affected very young children.

Iron Lung – a large tank which assisted patients whose breathing was affected by polio.

Kenny Pack – hot wet wool wraps applied to paralyzed or weakened muscles to keep them flexible for therapy. Named for Elizabeth Kenny who designed the treatment.

March of Dimes – an organization started by Franklin D. Roosevelt to raise money for polio treatment & research. (At first, called The National Foundation for Infantile Paralysis).

Paralysis – loss of voluntary movement of a body part.

Physiotherapist – a caregiver who helped polio patients retrain their muscles and to regain skills lost through paralysis or muscle weakness.

Polio – a shortened form of the medical term Poliomyelitis.

Poliomyelitis - inflammation of gray matter in the spinal cord caused by polio virus, damaging nerves so messages don't go from brain to muscles, thus causing paralysis.

Victory Gardens – home gardens raised by many citizens so that grocery store produce could be available for the military.

Virus – a microscopic infectious agent that duplicates itself, often causing disease.

War Time Rationing – limiting the amount of goods one can buy in order to make sure there are enough to go around. Citizens were given ration cards which allowed them to buy a limited amount of foods or goods.

A Polio Timeline

1580–1350 BC An Egyptian tablet portrays a priest with a withered leg, suggesting polio.

1840 – A German doctor investigates polio and suggests the disease may be contagious.

1894 - 132 cases of polio in Vermont – the U.S.’s first epidemic.

1916 - First large epidemic with 27,000 cases across the US and about 9,000 in New York City

1921 – Franklin D. Roosevelt, a New York Senator contracts polio.

1927 – Franklin D. Roosevelt forms Warm Springs Foundation for polio rehabilitation.

1938 – National Foundation for Infantile Paralysis is formed for research, education, and treatment of polio (later called March of Dimes)

1940 – Elizabeth Kenny brings her treatment for polio to the United States.

1944 – North Carolina Polio epidemic/Miracle of Hickory Hospital is opened.

1955 – Dr. Jonas Salk develops the first vaccine against polio – an injectable, inactivated (killed) polio vaccine.

1961 – Dr. Albert Sabin develops a “live” oral vaccine against polio. It becomes the preferred vaccine.

1985 - Rotary International pledges \$120 million to distribute polio vaccine and eradicate polio.

1988 - The World Health Assembly launches a program to rid the world of polio.

1994 - WHO (World Health Organization certifies the Americas polio-free.

2000 - The Western Pacific is certified polio-free.

2002 - Europe is certified polio-free.

2008 - Polio eradication becomes the World Health Organization’s “top operational priority”.

2012 – Only 223 cases of polio in the world.



ACTIVITIES

Language Explorations

This Guide addresses the following Common Core Standards in Language:

1. Ann Fay often uses similes or metaphors and other figurative language to help readers understand what she is saying.

p. 12. (4th paragraph) *And ever since I could walk, I had chased after him like a train following a railroad track.* What is Ann Fay saying? How does this expression show us her feelings for her father?

p.18 (2nd paragraph) *“Ann Fay,” he said. “That vine is just like you. it’s mighty pretty. But it’s also determined. It would take a powerful strong enemy to destroy either one of you.”* If you were to compare yourself to a plant or flower which one would it be and why?

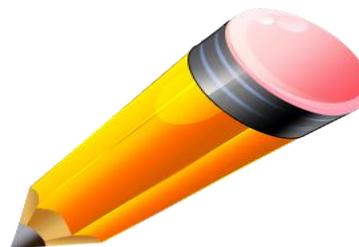
p. 57 (3rd paragraph) The Hinkle sisters have a sign on their door that says, *BACK DOOR FRIENDS ARE BEST.* What do you think this means? Do you have some back door friends?

p. 103. *“But she was so out of heart, just dragging one of the last wilted mimosa blossoms through the red dust with no gumption at all.”* How does Mama’s handling of the mimosa blossom help to explain what it means to be “out of heart”? Do you have a phrase that expresses the same feeling?

p. 138 – 3rd paragraph from bottom) Imogene says, *“I hope you know there’s a muddy wide river between your peoples and mines.”* How would you explain what Imogene is saying? Can you think of another metaphor that expresses the same idea?



2. Ann Fay, Imogene, and some other characters in BLUE don’t always use standard or correct English.
 - Select a scene from BLUE and identify inaccurate grammar usage from that passage.
 - Rewrite the passage with correct grammar or copy the inaccurate phrases or word usages and rewriting them correctly.
 - Does the change in grammar change your view of the character in any way? What factors do you think influence the character’s speech?



Writing Explorations

1. Write one to three paragraphs comparing and contrasting Ann Fay and Imogene's personalities. Consider whether each of them displayed any of the following traits. FRIENDSHIP, TRUST, PERSEVERANCE, KINDNESS, SENSE OF HUMOR, TOUGHNESS, HELPFULNESS. Refer to a scene from the book to explain and support your description.
2. Write one or more paragraphs explaining why Blue is or isn't a good title for the book. Support your opinion by mentioning specific items, feelings, or character traits included in the book. If you think another title would be better, explain why, using some passage, character trait or idea in the book.
3. Write a brief history of polio based on the enclosed timeline and internet and library research.
4. Read at least one other book about someone who had polio. Compare this person's experience to Ann Fay's. In what ways were their symptoms the same or different? Did they receive similar treatment? How different or similar were the historical eras in which they lived? (See Suggested Readings on p. 11 of this guide or the book list on p. 194 of Blue.
5. Read some letters to the editor of your local paper or an online newspaper. Then write a letter to the editor of your local paper or a fictional newspaper, expressing a concern or opinion about a social issue. Be sure to share with a teacher, friend, or parent or feedback. Then revise.
6. Using a class wiki set up by your teacher, create a page on which you share information about the American home front during World War II. Research and write about one of the following questions
 - a. What changes did people make back home to help out with the war effort? Cite some examples from Blue and/or include information discovered in library research.
 - b. How did World War II change the role of women and girls such as Momma and Ann Fay during the war?
 - c. Who were America's allies during the war? Explain why these countries were fighting against the Axis Powers of Germany, Japan, and Italy.

Character Explorations

1. Create a “photo album” with your favorite characters from BLUE. Find or draw images for 5 – 10 characters (or more).
 - Some possibilities: Find magazine or internet images of people who remind you of the characters. Cut them out or print them.
 - Label each “photo” with character name and character traits.
2. Ann Fay lived in a community that supported each other during hard times. Think about the characters in the book that showed kindness and helped each other out.
 - Make a list of these people and their helpful acts.
 - Create a diagram with “profile pictures” of each individual. Draw lines to connect characters that helped each other out.
 - Give a report about the characters explaining their helpful actions.



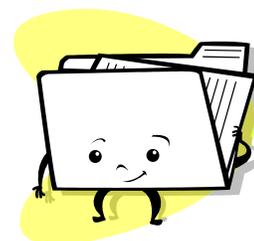
Lapbook Project

Make a lapbook with important polio information. A lapbook is a file folder with pockets, diagrams, flaps, mini books, removable parts etc. that conveys information on a particular topic. [Learn more about lapbooks here](#) and [see lots of samples here](#). See [components here](#).

[View a video tutorial here.](#)

Some things you could include in your Lapbook.

- Timeline of polio history
- Definition & facts about polio
- Pocket with some photographs (search online) of polio’s effects on the body
- Flap with hidden information about how polio is spread
- Spinner with information about the 3 types of polio
- Envelope or minibook with cards showing treatments for polio
- Minibook with a polio story (either a real person’s story told in your own words or a fictional story based on facts you’ve learned about polio)
- Minibook or accordion fold-out with photos and information about Franklin D. Roosevelt and his journey with polio.
- Mini photo album with images of [famous people who had polio](#).
- Diagram of an iron lung with labels explaining the function of various parts



Crazy Quilt Project

I run and got a baby-sized crazy quilt that Grandma Honeycutt had made. I folded it and laid it on the porch floor. Then the man opened the back of that hearse and laid my brother out on that quilt with all them colors and shapes and zigzaggy stitches. And I kept thinking how him dying didn't make no more sense than the design in that quilt. (p. 87)

Use the internet to find images of crazy quilts and to learn how and why crazy quilts were made. Create your own crazy quilt using paper scraps from previous projects. OR find images from BLUE (wisteria, yellow rose, overalls, WWII images, polio images etc.) Cut them into irregular shapes similar to those you found in crazy quilt pictures. Glue them into a random design and “stitch” together with 3-D paint.



Design Your Own Tear Bottle



**Bulletin Board by Randy Seldomridge & students
at Granite Falls Middle School
Caldwell County, NC**

Reread pages 135 and 136

Think about your own tear bottle and what it might look like. What color would represent you? What shape would be appropriate for your bottle? Why? Think about the things that bring you sorrow.

*Design & color a tear bottle (or decorate an actual bottle) to show what your personal tear bottle would be like.

*Write a description of your bottle.

*Include the picture and description in a journal, booklet, or mini-poster.

Find & Share a Polio Story

Because Jonas Salk's polio vaccine became available in 1955 and Albert Sabin's in 1961, most people who had polio are over the age of 60. You may even know some of them. Ask older family members if they know anyone who had polio. If you find someone who had polio or who knew people with polio, ask them to share their memories with you. Listen for the one thing that made the biggest impression on this person.

Find a way to share their story through photographs, story, art, or a verbal report.



Explore Diversity

Learn about a culture that's different than your own. If you're fortunate to have classmates who have a different race, language, or culture than yours, choose one of them to interview or read a book about that culture. If you don't go to school with anyone of a different culture you can still choose a culture that you are curious about or someone who lives in your community.

Some possible explorations:

- Learn a little bit of the language (hello, goodbye, love, colors, numbers, etc.).
- Find a recipe or taste some food from the culture.
- Search for some traditional music.
- Try to find some history of the culture.

Organize what you learned and share it in an oral report, class discussion, PowerPoint, or Vimeo

Research and Report on a Blue-related Topic

1. Take notes
2. Organize the information
3. Share this information with your class or to a group assigned by the teacher
4. Choose from these or other Blue related topics
 - Racial segregation in the south before 1963
 - Polio research and the development of vaccines
 - Iron Lung and how it works
 - The Formation of the March of Dimes
 - Sister Elizabeth Kenny
 - Roosevelt Warm Springs
 - The American Home front during WWII
 - D-Day June 6, 1944
 - President Roosevelt and how he changed our society's views about disability

Suggested Reading

Small Steps: The Year I Got Polio

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman by Kathleen Krull

Risking Exposure by Jeanne Moran

The Polio Hole by Shelley Mickle

Who Was Franklin Roosevelt? by Margaret Frith

A Paralyzing Fear: The Triumph Over Polio In America by Nina Seavey, Paul Wagner, Jane Smith

Websites

[Whatever Happened to Polio?](#) – interactive website with loads of historical and photographic information about polio from National Museum of American History

[The Shot Heard Around the World](#) – An Interactive Display from the University of Pittsburgh

[LIFE, July 31, 1944](#) – Miracle of Hickory Photographs

[Healthy & Healing in North Carolina](#) – the Miracle of Hickory and other polio info

For More Ideas, Visit:

[Educational Activities for BLUE](#) page at my website.

[Next Classroom Over](#) – a blog where I share activities created by you and your students.

[My Pinterest](#) – mostly book related, including pictures of student work.

[BLUE Facebook](#) - a little polio news, some school visit updates.

The Sequel

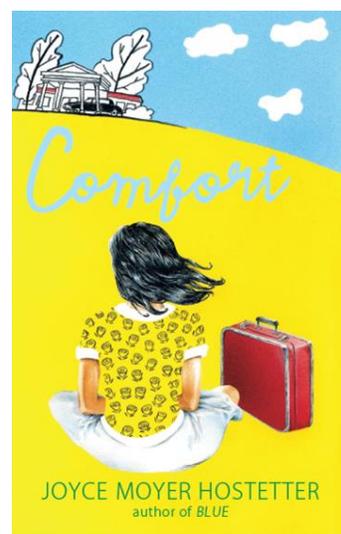
[COMFORT](#), picks up where BLUE ends.

Ann Fay faces new challenges with her polio disability, friendships and family life.

View the [Comfort book trailer](#).

Published by [Boyd's Mills Press/Calkins Creek Books](#)

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Questions for Discussion

Chapter 1 - The War Hits Home

1. What character traits do you see in Ann Fay in this first chapter?
2. What challenges might you expect her to face as she takes on her father's challenge to become the man of the house?
3. What are some differences in the way Ann Fay lived and the way you live? Are these differences mostly due to time period, to geographical area, or to financial situations? Give examples.

Chapter 2 - Victory Garden

1. Why didn't Ann Fay want Junior Bledsoe helping her in the garden and starting the tiller for her? Do you think she was secretly glad for his help?
2. In what way is Daddy still with Ann Fay, even though he's in the war?

Chapter 3 - Wisteria Mansion

1. What is the significance of color in this chapter?
2. What do you think color communicates about the book as a whole? What does it tell you about what to expect from the story?

Chapter 4 - Polio!

1. What did you learn about World War II from this chapter?
2. Share three facts you learned about polio.
3. What are some ways that people in 1944 believed you might get polio? How can you tell these are opinions or beliefs and may or may not be factual?

Chapter 5 - Bobby

1. Why did Ann Fay feel responsible for Bobby's illness?
2. How can you tell that Ann Fay and her neighbors knew each other well?
3. What are some ways that neighborhoods have changed since 1944?

Chapter 6 - Epidemiologists

1. What is the mood of Chapter 6? Cite some behaviors by Ann Fay, her Momma, and sisters that show what their moods are.
2. Why did Junior tell Ann Fay to put on her overalls and how did that help her?
3. What did Ann Fay learn about polio from the epidemiologist, nurse, and health officer who visited her home?

Chapter 7 - Bobby's Toys

1. How did Ann Fay find the courage or motivation to actually burn Bobby's toys?
2. Why did this feel so bad to her?
3. Why didn't she care if her sisters were mad at her for doing this?

Chapter 8 - Outcasts!

1. The Hinkle sisters refused to let Ann Fay into their house to use the phone. What risk were they afraid of taking? How do you feel about their decisions?
2. Junior and Bessie Bledsoe did not follow the quarantine rules. Were they correct in breaking those rules and taking the risks? Explain.
3. Are you a risk taker? How do you feel about the concept of taking risks? What is important enough in your life to take a risk and maybe put yourself in danger?

Chapter 9 - Hickory Daily Record

1. How did the newspaper serve as a comfort to Ann Fay and the twins? In what ways do newspapers help us to connect with our neighbors and the larger world?
2. Do you think newspapers still bring us together? What has taken the place of newspapers and even radio or TV? Do you feel we are closer to other people than Ann Fay and her neighbors were or are we more disconnected? Explain.
3. Explain the role of letters and mail in this book. Do you send letters through the mail to keep other people informed about your life? Do you receive handwritten letters?

Chapter 10 - Hospital Visit

1. How did Junior feel about Ann Fay asking him to take her to the hospital? Why do you think he did it? In what ways did he offer support (besides agreeing to drive her there)?
2. Why did Ann Fay think she should have let Junior answer the policeman who stopped them at the hospital driveway. What does that tell you about attitudes toward women in our society at that time? How do you think some of those ideas changed because of the war?
3. How did the roles/jobs of women change during the war?

Chapter 11 - Pete

1. Ann Fay felt Mama's arms go around her "like one of them clamps Daddy uses to glue two pieces of wood together". What do you think her mother was thinking or feeling just then?
2. Why did all her mother's hugs give her a bad feeling?
3. Were you surprised to learn that Pete was at the hospital? Were the girls glad to have Pete there? Why or why not?
4. What is the mood of this chapter? How can you tell?

Chapter 12 - The Hearse Comes Back

1. What did you think when you knew the hearse had come back to Ann Fay's house?
2. How did Ann Fay know without being told that Bobby had died?
3. Did Ann Fay do the right thing by pushing her sisters into the hearse to go to Junior's house? What other choices did she have? Do you think she could have come up with a better solution and, if so, why didn't she?

Chapter 13 - The Funeral

1. Why did Ann Fay think that Bessie always knew the right thing to say that would comfort people?
2. How did helping to build a coffin for Bobby make Ann Fay feel a little bit better?
3. What did you learn about Bobby's time at the hospital when Mama started telling stories?
4. Why did Ann Fay think her neighbors and church friends were so good at comforting other people?

Chapter 14 - The Plan

1. How did Ann Fay's attitude toward wisteria change after Bobby died?
2. How did Ann Fay's feelings toward her mother change in the days after the funeral?
3. Who motivated Ann Fay to keep going during the hardest moments? How?
4. How did Ann Fay motivate her mother?
5. Why did Junior agree to help Ann Fay take the twins to meet Mamaw and Papaw Honeycutt? Junior was a good friend to Ann Fay. Was she a good friend to him? Explain.

Chapter 15 - The Escape

1. Ann Fay broke the law about not leaving the state of North Carolina. Is it ever right to break the law and if so, explain why you think so?
2. How was the police car that stopped Junior the same as or different than the ones you see now?
3. How did Bessie Bledsoe comfort the girls during their scary trip?
4. What did Ann Fay realize about Junior when they were on the way home? How is this different from the way she had seen him in the past?

Chapter 16 - Tough as Hickory

1. How did Ann Fay motivate herself to cut back the wisteria and get the laundry done?
2. Were you surprised that Momma suddenly found the strength to take care of Ann Fay when she was sick? Why do you think she did?

Chapter 17 - Colored Girl

1. In the hospital Ann Fay dreamed about wisteria, and her daddy. What do you think is the significance of these dream symbols?
2. What was Ann Fay's attitude toward Imogene when she first met her? How did that change and why?
3. Why was it unusual for Ann Fay and Imogene to become friends?

Chapter 18 - The Hospital

1. What was Ann Fay learning from her hospital experience?
2. What did you learn about polio and its treatment from Ann Fay's experience?
3. How were black soldiers and white soldiers treated differently in the military?
4. How did Ann Fay learn what had happened to Pete? How did she feel about that?

Chapter 19 – The Bottle Collection

1. What are some of the different emotions Ann Fay felt when Imogene questioned her about Bobby and then lectured her about her outlook?
2. Why do you think Ann Fay found the idea of God’s bottle collection so comforting?
3. How did choosing a bottle color for each other show that Imogene and Ann Fay had learned to understand each other through their friendship?
4. Do you think blue is a good color to describe Ann Fay? Why or why not?

Chapter 20 - Imogene’s People

1. Do you think Ann Fay and Imogene would have been likely to become friends if they’d met outside the polio hospital? Why or why not?
2. Which of the two girls do you think was more realistic about their friendship – Ann Fay or Imogene? Explain.
3. How do you think this friendship changed Ann Fay’s view of the world?

Chapter 21 – The Muddy Wide River

1. How had the polio epidemic shown Ann Fay and others what was most important in life?
2. How did Nurse Amanda explain why Imogene would be happier in a segregated ward? Do you hear similar explanations for keeping people of different races apart?
3. Ann Fay wrote a letter to the editor of the Hickory Daily Record. This was and still is a good way to express one’s opinion publicly. What methods do we have for getting our opinions about issues where other people can read and think about them? Do you participate in these methods and how effective do you think they are? Do you think Ann Fay’s letter was effective in the long run? Can one person or letter make a difference?

Chapter 22 – Visiting Day

1. When Junior Bledsoe came with Momma to visit Ann Fay he was quiet for a change. Why do you think this bothered Ann Fay?
2. Were you surprised to find that Momma and Daddy didn’t share Ann Fay’s excitement about her friendship with Imogene? How did this affect her feelings toward them? How did you feel about this?
3. How did Daddy’s attitude toward Imogene affect Ann Fay’s feelings or understanding of him?

Chapter 23 - The Wheelchair

1. How did it feel to Ann Fay to know that she could possibly go to Warm Springs for rehabilitation? Why did she want to go there?
2. Why did Ann Fay write to Imogene in code when she wanted to meet outside the hospital? Which code words helped Imogene and Ann Fay to understand the message without writing exactly what they were planning?

Chapter 24 – The “Miracle of Hickory”

1. How did Ann Fay’s daddy help her with her recovery even though he was far from home? What advice of his did she remember that helped encourage her?
2. Why didn’t Ann Fay want to go to the Charlotte hospital for further treatment?
3. Where did Nurse Amanda plan to go when the Miracle of Hickory hospital shut down?

Chapter 25 – Charlotte Memorial

1. In what ways did having polio and meeting Imogene help Ann Fay to become a better person?
2. How did working in the polio hospital change Nurse Amanda’s attitudes also? Explain.
3. From the things that happened in this chapter, how can you tell that the people of Hickory cared about their polio patients?
4. What were the advantages and disadvantages of being in the Charlotte Hospital? For Ann Fay? For Imogene?

Chapter 26 – The President

1. When Ann Fay realized President Roosevelt was dead, who did she want to comfort her?
2. Why did Ann Fay think President Roosevelt would want polio patients by the railroad tracks when the train with his coffin went through Charlotte?
3. How does Ann Fay giving the yellow rose to Imogene show the growth she has experienced as a result of having polio?

Chapter 27 – Victory!

1. How does the city of Charlotte celebrate when the war is over? Do you know how we celebrate when a war ends now? Do we even notice? Do you think Americans are more distant from war than when Ann Fay was living? What are some of the ways war impacted Ann Fay’s life and how have modern wars affected yours?
2. When Daddy comes to pick Ann Fay up he says that she is tougher than ever. Do you think this is true? Give some examples from the book that show how strong she has become.
3. How do you think Ann Fay has grown and changed from her experiences as man of the house?
4. How has having polio changed her?

Some General Questions

1. Describe Ann Fay's characteristics. Which ones helped her to manage her life as it changed? Give examples from the book.
2. Do we have diseases today that are scary like polio was? Name them and share why they are similar or different.
3. Vaccines help to prevent some diseases such as polio but may create other health problems. For this reason some people choose not to vaccinate their children. What problems might come about if some children are not vaccinated? How do you feel about this?
4. Do you think Ann Fay and Imogene will see each other again now that they are out of the hospital? Give the reasons for your answer.
5. When Junior Bledsoe visited Ann Fay in the hospital he seemed extra quiet. Now that she is home, do you think their relationship will go back to being as it was before?
6. Will Ann Fay ever be the same again? Why or why not?
7. What is your opinion of the title Blue? Why is the book titled Blue? Should the book be titled something different? If so, what do you suggest and why?

Questions Based on the Author Note in Blue

1. Name three characters in BLUE who were real historical people and tell what roles they played in North Carolina's polio epidemic. How did they interact with fictional characters in BLUE?
2. How is polio passed from one person to another? Is this different than what Ann Fay and others in the story believed in 1944? If so, what is different?
3. Name four ways that the author researched information which she included in the book.
4. Was Polio Pete real or fictitious? Explain.
5. How do you think President Franklin Roosevelt might have changed attitudes toward people with disabilities? Explain.
6. Who were the scientists who created vaccines to ward off polio? How does the vaccine work?