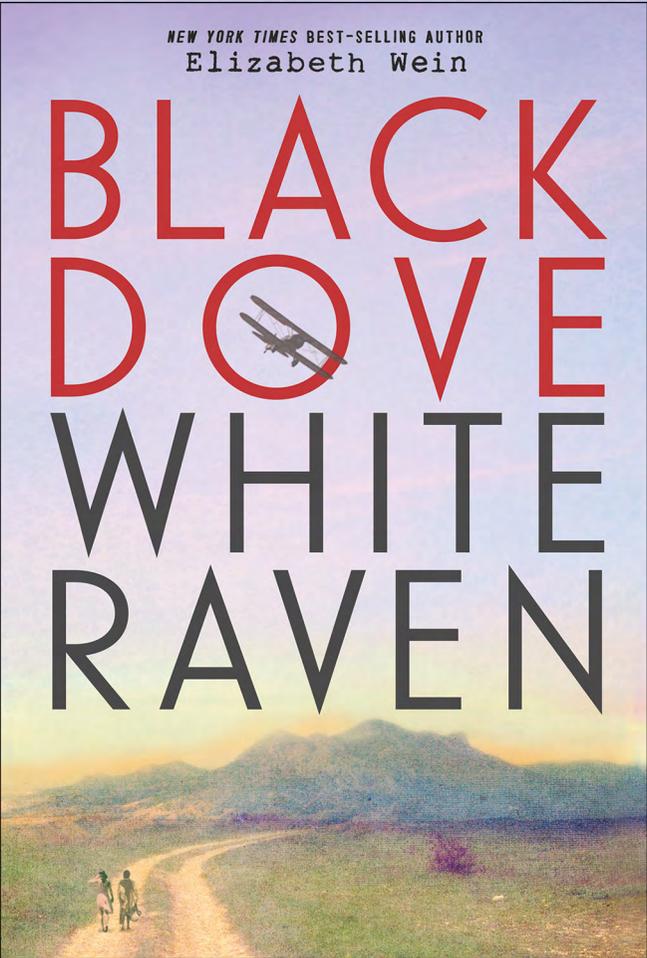


NEW YORK TIMES BEST-SELLING AUTHOR

Elizabeth Wein

BLACK DOVE WHITE RAVEN



Most readers of Black Dove, White Raven will be in grades 7–12. With this in mind, this guide is aimed at the midpoint of this span with correlations to Common Core State Standards made at grades 9–10. Discussion questions and activities are written to be approachable from multiple skill levels, but to scaffold and further support instruction, please reference the Common Core State Standards appropriate for your grade.

DISCUSSION GUIDE

Disney • HYPERION BOOKS

ABOUT THE BOOK

Teo and Emilia's mothers are more than just best friends; Delia and Rhoda are soul mates. While in France in the early 1920s, both these high-spirited young women are inspired by Bessie Coleman to learn to fly. They head back to the states as pilots and become Black Dove and White Raven, performing heart-thrilling stunts in their own flying circus.

But these women—especially Delia, who is black—find that in order to feed their two children, they have to do things they don't want to. That includes performing their show for whites-only audiences. To get away from segregation, Delia proposes they move their act to Ethiopia, where she hopes her son can grow up in his father's country without facing racial discrimination. While the pair works to save enough to make Delia's dream come true, Delia is killed when a bird strike brings down the duo's plane.

Shattered by her partner's death, Rhoda takes Teo and Em to her parents' farm in Pennsylvania. While Teo and Em deal with their grief by creating new personas and playacting their own Black Dove and White Raven sagas, Rhoda continues to hold on to Delia's dream. To make it come true, Rhoda joins her Italian husband, now stationed in Africa, and arranges a new life for herself, Em, and Teo in Ethiopia.

Teo, Em, and Rhoda fall in love with their beautiful new home, but life in their peaceful village changes as Italian dictator Benito Mussolini threatens to subjugate Ethiopia, one of the few independent countries in a European-dominated Africa. Thinking to keep Teo, who is now "of age to carry a spear," out of battle, Rhoda teaches him, and Em, to fly. But Teo's skills as a pilot, and his Ethiopian lineage, put him in the thick of the brewing conflict. It's up to Em to get them both back to the safety of the United States.

PRE-READING

Ethiopia is a country rich in history, culture, and religious traditions. Given the limited exposure students have to the country, however, their impressions of Ethiopia are likely to be of war, poverty, and famine.

Have students assess what they know about Ethiopia and what they'd like to learn. Individually or in small groups, students should brainstorm:

- Where is Ethiopia located?
- What comes to your mind when you think of Ethiopia?
- Where do your ideas or knowledge come from?
- What would you like to know about the country?

Students can use a graphic organizer to sort their thoughts into lists. Have them keep it handy as they read the novel and investigate additional sources (books, maps, Internet, etc.) to uncover answers and develop additional questions. When they encounter information that adds to their ideas or knowledge about Ethiopia, they should include it in their list and note the passage in the book or source that provided the information. Students can also check off and reflect on the accuracy of any items they listed that were confirmed by information in the book.

K	G	W	F	L
What do I know (or think I know)?	Where did I get this idea or knowledge?	What do I want to learn (or as I read, what questions do I have)?	Where can I find answers to my questions?	What have I learned ?

Have students use their lists when taking part in group or class discussion during or after the reading of the novel. As students share their questions and answers with each other, discuss any misconceptions they may have held that have been changed.

If you are using *Black Dove, White Raven* in your social studies or history classroom, align your introduction to the book with the goals, objectives, and essential questions in your unit of study.

Correlates to CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.6; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.2; CCSS.ELA-Literacy.RH.9-10.2

DURING READING

Given that students will take away from the book an impression of the historical events and figures portrayed in the story, consider assigning related nonfiction texts during the reading of *Black Dove, White Raven* to deepen understanding of both the novel and the historical era. The suggestions below may provide additional perspective on the people, places, and events in the novel. Note the inclusion of several juvenile titles* and picture books,** which are an accessible and convenient way to help students connect with unfamiliar content or concepts.

PEOPLE

- *Proudly We Can Be Africans: Black Americans and Africa, 1935–1961* by James H. Meriwether
- **Flying Free: America’s First Black Aviators* by Philip S. Hart
- *Women Aviators: 26 Stories of Pioneer Flights, Daring Missions, and Record-Setting Journeys* by Karen Bush Gibson
- *Queen Bess: Daredevil Aviator* by Doris L. Rich
- ***Talkin’ About Bessie: The Story of Aviator Elizabeth Coleman* by Nikki Grimes
- *The Man Called Brown Condor: The Forgotten History of an African American Fighter Pilot* by Thomas E. Simmons
- “Colonel John C. Robinson: Father of Ethiopian Airlines” by Andrew Laurence, *The Reporter*, March 29, 2014
www.thereporterethiopia.com/index.php/opinion/viewpoint/item/1785-colonel-john-c-robinson-father-of-ethiopian-airlines
- “The Black Eagle of Harlem: The Truth Behind the Tall Tales of Hubert Fauntleroy Julian” by David Shaftel, *Air & Space Magazine*, December 2008
www.airspacemag.com/history-of-flight/the-black-eagle-of-harlem-95208344
- *The Lion of Judah in the New World: Emperor Haile Selassie of Ethiopia and the Shaping of Americans’ Attitudes toward Africa* by Theodore M. Vestal
- *Benito Mussolini: The First Fascist* (Library of World Biography Series) by Anthony L. Cardoza

- “Haile Selassie: Champion of Reconciliation” by J. Cushman Laurent, *The Ambassadors REVIEW*, Spring 2012
www.americanambassadors.org/publications/ambassadors-review/spring-2012/haile-selassie-champion-of-reconciliation
- “Haile Selassie of Ethiopia Dies at 83” by Alden Whitman, *New York Times*, August 28, 1975
www.nytimes.com/learning/general/onthisday/bday/0723.html
- “Were Marcus Garvey and Haile Selassie enemies?” answered by Barbara Bair in “Online Forum: Marcus Garvey and Haile Selassie,” Special Features for “Marcus Garvey: Look For Me in the Whirlwind,” *American Experience*
www.pbs.org/wgbh/amex/garvey/sfeature/sf_forum_4.html

PLACES

- *Ethiopia: A Country Study* edited by Thomas P. Ofcansky and La Verle Berry, Federal Research Division, Library of Congress, 1993
www.loc.gov/item/92000507
- “Ethiopia Country Profile” compiled by BBC Monitoring, BBC News Africa, May 4, 2015
www.bbc.com/news/world-africa-13349398
- “In the Beginning” by Oliver Smith, *Lonely Planet Traveller*, November 6, 2014
www.lonelyplanet.com/ethiopia/travel-tips-and-articles/in-the-beginning-ethiopia
- *Ethiopia & Eritrea* (2006) (Lonely Planet Country Guide) by Matt Phillips and Jean-Bernard Carillet
- Africa after WWI, 1921 (map)
<http://etc.usf.edu/maps/pages/4000/4004/4004.htm>
- **Ethiopia* (Enchantment of the World Series) by Ann Heinrichs
- ***Fire on the Mountain* by Jane Kurtz, illustrated by E. B. Lewis
- ***When the World Began: Stories Collected in Ethiopia* by Elizabeth Laird

EVENTS

- “The Battle of Adwa, 1896” by the Crown Council of Ethiopia
www.ethiopiancrown.org/adwa.htm
- “Coronation Days in Addis Ababa” by Robert W. Moore, *National Geographic*, June 1931
- “Haile Selassie vs. Mussolini” by Harold G. Marcus, *OneWorld Magazine*
www.oneworldmagazine.org/focus/etiopia/musso.html
- “Italy’s conquest of Abyssinia (1935-1936)” by the International Committee of the Red Cross, January 25, 2005
www.icrc.org/eng/resources/documents/misc/5gkd8k.htm
- *The Italian Invasion of Abyssinia 1935-36 (Men-at-Arms Series)* by David Nicolle, illustrated by Raffaele Ruggeri
- “Timket” by J. L. Gao, *Photography: A World View*, October 24, 2009
www.peace-on-earth.org/Ethiopia/1st.pdf

Correlates to CCSS.ELA-Literacy.RI.9-10.2, RI.9-10.7; CCSS.ELA-Literacy.RH.9-10.2, RH.9-10.4, RH.9-10.6



DISCUSSION QUESTIONS

The questions below can be used for class or small group discussion or offered to students as reflective writing prompts. For even more meaningful discussions, students should also develop their own questions. As students read, encourage them to note ideas they find interesting or that make them wonder, passages they don't understand and those they like, and things they question, predict, and conclude.

- 1 In nature ravens are typically black, and doves, while culturally associated with white, are often gray. Why do you think Delia and Rhoda chose to name themselves Black Dove and White Raven?
- 2 Rhoda is Papa Menotti's wife, yet their marriage is unconventional. How would you describe their relationship? Rhoda calls it an "agreement." Are they or were they ever in love? Do you think both are happy with the relationship? Why or why not?
- 3 Rhoda's mother asks her, "How could Delia have thought to raise her child—or thy own—in a country that hasn't yet abolished *slavery*?" Why were Delia and Rhoda hopeful about changes coming to Ethiopia? Do you think they believed that they could help effect change in a country not their own?
- 4 Rhoda is a skilled nurse, a professional photographer, and a daring stunt pilot. Often women of the past are depicted as victims of gender prejudice and societal limitations. What advantages does Rhoda have as a woman? How does she influence other female characters in the novel?
- 5 What effect does the knowledge of the relationship Teo's father had with Ras Amde Worku have on Teo, Em, and Rhoda? How does knowing something about one's family's past contribute to one's identity? Does family ancestry have to be a part of every person's own history? Why or why not?
- 6 Teo is very concerned with being invisible. Why does he not want to draw attention to himself? How is he different from Em? How are you like or different from Teo in his desire to fit in?

- 7 How does religion influence the characters in the novel? What are some of the statements Em and Teo make about religion? To what extent are they relevant to the story? To beliefs held in today's world?
- 8 The story is told through a combination of documents written by Em and Teo, including letters, stories, essays for school, and flight logs. Does this device add to the novel's appeal and readability? Why or why not?
- 9 Emperor Haile Selassie makes several appearances in the book. Why do you suppose the author chose to have him play a role in the novel? How does his presence influence Em and Teo? How does his presence influence your reading of the novel? What effect did the book have on your understanding of Selassie as a historical figure?
- 10 Though *Black Dove, White Raven* takes place during the 1920s and 1930s, in what ways is it relevant today with regard to prejudice and discrimination? How has this novel changed the way you think about race and identity?

Correlates to CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.5; CCSS.ELA-Literacy.W.9-10.1, W.9-10.2, W.9-10.9; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.3, 9-10.4

CLASSROOM CONNECTIONS

READING, WRITING, AND RESEARCHING

PICTURING ETHIOPIA

Elizabeth Wein writes in her Author's Note, "The little snapshot of Ethiopian history that this novel gives you is like a captionless picture torn out of a textbook. The scene is fascinating (I hope), but painfully alone and out of context. I hope it inspires the reader to find out more."

As your students get a taste of Ethiopia and its history, have them select a focused area of interest that they'd like to pursue to gain in-depth knowledge about the country. Help students develop key questions around their topic and determine appropriate research strategies that support looking for information from multiple

perspectives. As students begin their research, they should determine what format would be the ideal way to present their information.

For example, a coffee connoisseur in your class may be interested in learning more about Ethiopian coffee. This student could formulate and answer key questions around problems and opportunities in the development of the coffee trade and implications for the environment and Ethiopian tradition and culture. To present, the student might try to replicate the coffee ceremony in a video and punctuate the footage with slides that detail understanding of the history, tradition, and economics of coffee in Ethiopia.

Correlates to CCSS.ELA-Literacy.RI.9-10.1, RI.9-10.4; CCSS.ELA-Literacy.W.9-10.2, W.9-10.4, W.9-10.6

TIME OF SLAVERY

Nearly every society in the history of the world has experienced slavery at one time or another. Yet for many students, what they learn about slavery focuses narrowly on the United States perspective.

Have students work in small groups to research the history of slavery in Africa, particularly in Ethiopia. Research questions they should have in mind are:

- How did slavery in the United States compare with slavery in Ethiopia?
- What were the origins, systems, and slave cultures like?
- How long was slavery legal in each country?
- What are some significant dates and events in both countries that relate to abolition, emancipation, and the legacies of slavery?

Students should keep track of the information they gather in a two-column chart for easy comparison. Discuss and compile all student research into one chart that everyone in the class can access. Then, using the compiled research as well as additional resources, students should work in small groups to look carefully at the historical context in which the novel's characters live.

As they examine historic events referenced in the novel, have students develop a timeline that covers those events, includes their research on slavery, and illustrates how events in one country occur in relation to other events in other countries. To

connect the characters and plot points with points in history, also have students include the chronology of Em and Teo's story and information about major life and world events the characters experience or historical events that influence them.

For the events students choose to include on their timeline, they need to include details of the event and be able to explain the event's significance. Web tools such as Dipity (www.dipity.com) and Timeglider (<http://timeglider.com>) make it easy to include detailed descriptions as well as images in a timeline. Student groups should present their timelines to the entire class, with time provided for reflection and discussion of how their own research and knowledge compared to what they learned from other timelines.

Resources:

- Understanding Slavery Initiative
www.understandingslavery.com
- In Motion: The African-American Migration Experience Timeline
www.inmotionaame.org/timeline.cfm
- Free the Slaves
www.freetheslaves.net/SlaveryinHistory
- Africana Age
<http://exhibitions.nypl.org/africanaage/index2.html>
- Ethiopian Emperors and Slavery
<http://blogs.loc.gov/law/2012/01/ethiopian-emperors-and-slavery/>
- Abolition of Slavery in Ethiopia
<http://blogs.loc.gov/law/2012/02/abolition-of-slavery-in-ethiopia/>

Correlates to CCSS.ELA-Literacy.RL.9-10.3; CCSS.ELA-Literacy.RI.9-10.1; CCSS.ELA-Literacy.W.9-10.2, W.9-10.6, W.9-10.7; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4, SL.9-10.5; CCSS.ELA-Literacy.RH.9-10.1, RH.9-10.2, RH.9-10.3

ALL IN THE FAMILY

There are many definitions of “family.” In *Black Dove, White Raven*, the family relationships are quite complex. Get students thinking in creative and meaningful ways about family relationships and the role of family in shaping identity and individuality.

Start by giving students time to think and write answers to these questions:

- What is a family?
- Who makes up a family?
- What role does each person have?
- What obligations do family members have to one another?
- What makes families more or less complex?
- Where do they get their ideas about families?

Have students share their answers with the class and note their ideas where everyone can see them. Discuss how the family relationships in the novel fit or do not fit with their ideas. Discuss how, throughout the novel, family members support one another through hardships and encourage one another’s unique qualities, especially Em and Teo, who are sources of strength for each other.

Ask students to choose a family member or friend who is a source of strength for them. Have students think and write about that person. They should focus on the qualities that person has that make him or her someone they go to for support and strength and how that person has helped shape their identity. Students can write their descriptions as a poem, character sketch, or letter addressed to their source of strength. Students can then share their writing in pairs or read what they have written to the whole class.



To further explore how all members of a family contribute to an individual's identity, have students create a family-tree graphic that best depicts the uniqueness and complexity of Teo and Em's family in *Black Dove, White Raven*. Students should think creatively about how to best illustrate the structure of the family, be it a Venn diagram, jigsaw puzzle, 3-D model, or map. Students can choose to "root" the family tree with the character in the book they most identify with or with the character they feel is the foundation or major source of strength of the family. Each member of the family included in the tree should be identified by name and by the characteristics that contribute to the identity of the "root" character.

Correlates to CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.2, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.3, W.9-10.4; W.9-10.6; CCSS.ELA-Literacy.SL.9-10.1

CHOOSE YOUR OWN ADVENTURE

Em and Teo often write to help work through problems and deal with their fears. Sometimes their writings are serious and focused on their perceptions and reactions to events. And sometimes they create stories that are fanciful and escapist yet provide an opportunity to work out issues. Even before they really knew how to write, Em and Teo were drawing and acting out adventures with happy endings for their own *Black Dove* and *White Raven* characters.

Assuming a persona both helped and haunted Em and Teo. For students, role-play can help them reach outside their world and embrace the feelings, emotions, and difficulties others face.

To help students get a better feel for why the novel's characters behave or react in a certain way, provide a prompt and ask them to work in pairs to develop and role-play a scene. Students can enter the world of *Black Dove, White Raven* as they create their scene, using appropriate details, concepts, and arguments as defined by their knowledge of the characters. They can choose from the prompts on the next page or develop their own scenario.

Pairs should develop and present their role-play to the class. Provide opportunity for both presenters and observers to analyze the role-play and to discuss what happened and what could have been done differently for other outcomes.

WHAT MIGHT BE SAID BETWEEN	ABOUT
<p style="text-align: center;">Choose One</p> <p style="text-align: center;">Em and Teo</p> <p style="text-align: center;">Black Dove and White Raven</p> <p style="text-align: center;">Delia and Rhoda</p> <p style="text-align: center;">Em and Papa Menotti</p> <p style="text-align: center;">Rhoda and Papa Menotti</p> <p style="text-align: center;">Rhoda and Sinidu</p> <p style="text-align: center;">Teo and Mateos</p> <p style="text-align: center;">Em and Mateos</p> <p style="text-align: center;">Teo and Rhoda</p>	<p style="text-align: center;">Choose One</p> <p style="text-align: center;">Marriage</p> <p style="text-align: center;">Religious beliefs</p> <p style="text-align: center;">The roles of men and women in society</p> <p style="text-align: center;">Slavery</p> <p style="text-align: center;">Dealing with someone who is racist</p> <p style="text-align: center;">Going to war</p> <p style="text-align: center;">Pilfering others' property</p> <p style="text-align: center;">Leaving a loved one behind</p> <p style="text-align: center;">Striking an unhappy bargain</p> <p style="text-align: center;">Drawing a weapon</p>

Correlates to CCSS.ELA-Literacy.RL.9-10.3; CCSS.ELA-Literacy.W.9-10.3, W.9-10.9; CCSS.ELA-Literacy.SL.9-10.4

WRITING OPPORTUNITIES

ON FAITH

As they grow up in Pennsylvania and Ethiopia, Em and Teo are both exposed to different religious practices. Have students describe each character's religious convictions and compare and contrast their different feelings and reactions to the Religious Society of Friends and the Ethiopian Christianity church. Students should research the beliefs and practices of both groups and include their own analysis of these spiritual paths.

Correlates to CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.2, RL.9-10.3; CCSS.ELA-Literacy.RI.9-10.1, RI.9-10.2, RI.9-10.3; CCSS.ELA-Literacy.W.9-10.2, W.9-10.7, W.9-10.8, W.9-10.9

THEMES FOR MISS SHORE

As part of their cooperative schooling in Ethiopia, Em and Teo write essays on subjects assigned by their teacher, Miss Shore. Em writes about “My Earliest Memory” and “Home Is Where the Heart Is.” Teo writes about “My Father” and “The Language I Dream In.” Have students demonstrate how well they know Em or Teo by writing as the character on a theme the character did not explore in the novel. Writing as Em, students would develop an essay on “My Father” or “The Language I Dream In.” Writing as Teo, students would produce an essay on “My Earliest Memory” or “Home Is Where the Heart Is.”

Correlates to CCSS.ELA-Literacy.RL.9-10.3; CCSS.ELA-Literacy.W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9

CALL OF ETHIOPIA

As black Americans fought for desegregation, they recognized that their struggle was connected to the freedoms Africans sought through decolonization. Artistic and political movements to support these fights for freedom grew nationally and internationally. Have students research Pan-Africanist views, looking particularly for the kind of information or artistic works that could have been responsible for inspiring Delia’s dream of living in Ethiopia. Students should incorporate what they find into a letter they write in character as Delia to her son, Teo. The letter should explain why she wanted to move to Ethiopia and cite at least one reference from student research.

Correlates to CCSS.ELA-Literacy.RL.9-10.3; CCSS.ELA-Literacy.RI.9-10.1, RI.9-10.2, RI.9-10.3; CCSS.ELA-Literacy.W.9-10.3, W.9-10.4; W.9-10.5, W.9-10.9

BOW THREE TIMES

Have students imagine that they are newspaper reporters from the United States covering the coronation of Emperor Haile Selassie. Search for images of the coronation festivities and provide a variety to students. Have them use what they learned about the coronation from the novel to caption a photograph with a descriptive paragraph. Then have students compare their descriptions to actual news articles about the coronation. Discuss how photographs can tell a story but that the stories may be incomplete or misinterpreted without accompanying text. Include in your conversation Teo’s ideas about Rhoda’s “fake” photographs of him.

- “Thousands of Abyssinians En Route Home After Feast of Raw Meat With Emperor”, Evening Independent, November 4, 1930.
<http://news.google.com/newspapers?id=-N1PAAAAIBAJ&sjid=qIQDAAAIBAJ&dq=abysinia&pg=3072%2C6486405>
- “Europe and Africa Join at Coronation”, Pittsburgh Press, November 2, 1930.
<http://news.google.com/newspapers?id=wSEbAAAAIBAJ&sjid=l0sEAAAAIBAJ&dq=ethiopia&pg=2833%2C4303582>

Correlates to CCSS.ELA-Literacy.W.9-10.3, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9; CCSS.ELA-Literacy.RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.6

OUT OF HIS LEAGUE

Read aloud Emperor Haile Selassie’s 1936 Appeal to the League of Nations. In this spirited speech, Selassie condemned the actions of the Italians in their invasion of Ethiopia and made a strong plea for League intervention. Use the resources below to help students analyze the speech and write an essay that identifies and explains the rhetorical strategies that Haile Selassie used to craft his argument.

- Emperor Haile Selassie of Ethiopia, “Appeal to the League of Nations”
www.blackpast.org/1936-emperor-haile-selassie-ethiopia-appeal-league-nations
- Analyzing Famous Speeches as Arguments
www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html

Correlates to CCSS.ELA-Literacy.RI.9-10.1, RI.9-10.2, RI.9-10.3; CCSS.ELA-Literacy.W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9; CCSS.ELA-Literacy.RH.9-10.4, RH.9-10.5

NAVIGATING BY STORY

Em writes, “I’m not going to stop making up stories. But I’m thinking they are not always just a maze to get lost in so you can run away from real life. They can just as well be maps to help you navigate.” Have students think about stories that have been told to them and books that they have read that have added direction and meaning to their lives. Have them brainstorm a list, giving a description of the story and what the story provided—escape, comfort, encouragement, inspiration, etc. Then have

students use a presentation program (PowerPoint) or web tools (Prezi) to create a map that graphically shows how stories have shaped their journey through life. Have them include future events and the stories they think will help them reach those destinations.

Correlates to CCSS.ELA-Literacy.W.9-10.3, W.9-10.4, W.9-10.6, W.9-10.9

More Resources of Interest:

- Black Wings: African American Pioneer Aviators
<http://airandspace.si.edu/explore-and-learn/topics/blackwings>
- *Black on Black: Twentieth-Century African American Writing about Africa* by John Cullen Gruesser
- BlackPast.org: Ethiopia
www.blackpast.org/entries-categories/ethiopia
- British Pathé (historical footage)
www.britishpathe.com/search/query/Ethiopia/search-field/record_keywords
- *A History of Ethiopia* by Harold G. Marcus
- *Remote People and Waugh in Abyssinia* by Evelyn Waugh
- Link Ethiopia: Guide to Ethiopia and Teaching Resources
www.linkethiopia.org/guide-to-ethiopia and www.linkethiopia.org/school-links/teaching-resources
- Exploring Africa: Ethiopia Module Teacher's Edition
<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m22/activity1.php>
- *Prevail: The Inspiring Story of Ethiopia's Victory over Mussolini's Invasion, 1935–1941* by Jeff Pearce
- Nation-Building in a Time of War: Ethiopia's Path through WWI
<http://wwiafrica.ghost.io/ethiopia-wwi-nation-building-in-a-time-of-war>
- “Women and Warfare in Ethiopia: A Case Study of Their Role During the Campaign of Adwa, 1895/96, and the Italo-Ethiopian War, 1935–41” by Minale Adugna
<http://publications.ossrea.net/images/stories/ossrea/girr-13.pdf>

ABOUT THE AUTHOR

ELIZABETH WEIN was born in New York City, grew up abroad, and currently lives in Scotland with her husband and two children. She is an avid flyer of small planes and is the editor of the Scottish Aero Club's newsletter. She also holds a PhD in Folklore from the University of Pennsylvania.

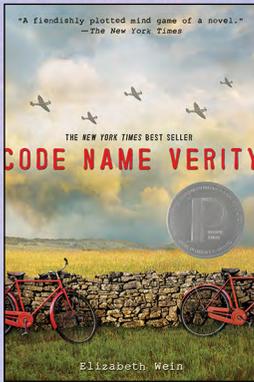
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—*Kirkus Reviews* [starred review]
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—*Booklist* [starred review]





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ROSE UNDER FIRE

★ “A young American pilot ferrying planes during World War II is captured by the Nazis in this companion to Printz Honor-winning *Code Name Verity* (2012).”

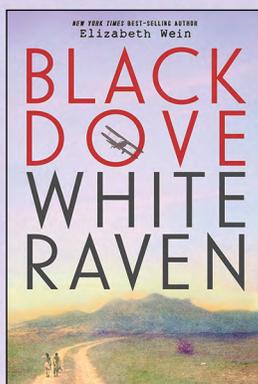
—*Kirkus Reviews* [starred review]

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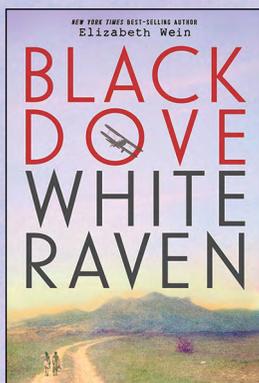
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Rachael Walker (belleofthebook.com) created this guide. She consults on a wide variety of educational programs and multimedia projects, with a special focus on children's literacy, and develops educational materials and reading resources for children, parents, and teachers.

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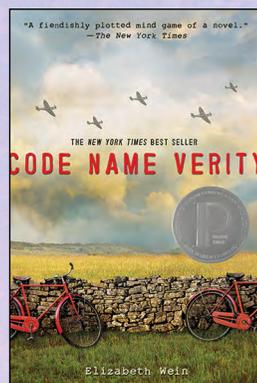
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