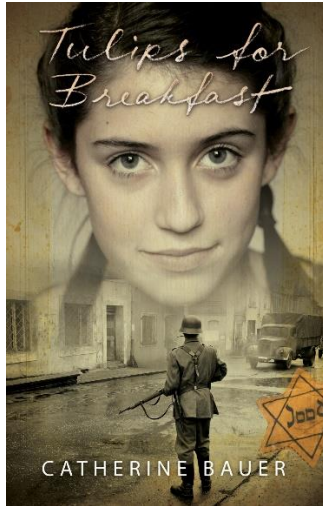


TULIPS FOR BREAKFAST

BY CATHERINE BAUER

Teacher's Notes

The following Notes provide teachers with a variety of activities linked to the novel, *Tulips for Breakfast* by Catherine Bauer.



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A gripping story about life, death and endurance, *Tulips for Breakfast* explores the secret selves we all hide and how hard times can help bring our best selves forward.

SUMMARY

Tulips for Breakfast is set in Amsterdam during the Second World War, from the arrival of the German army to liberation. After tension rises and German soldiers take control of Amsterdam, Adelena's Jewish parents, who fled pre-war Germany with Adelena, leave her in the care of someone else. They do this in the belief their only child's chances of survival are greatest if she can remain in hiding for as long as it takes to be free again.

For several years Adelena lives in hiding in the home of her German music teacher, Ilse. She feels abandoned by her parents and mourns her previous carefree lifestyle, but finds a way to adjust, her heart warmed by memories. Adelena struggles to navigate growing into a teenager and often battles with her emotions and temptations of independence.

Adelena pushes boundaries and rules set by Ilse and discovers a hidden tunnel leading to other hiding children kept safe in the house of her old friend Willem. Together they outlast the long and dreary days as food becomes scarcer and rumours of the Allies victories fade into dreams instead of the reality that Adelena once believed they were.

In the final chapters, Ilse is taken away to the hospital with a terrible fever and Adelena is left alone in the house with very limited resources and no hope. Willem finds her almost lifeless body and informs her that the war is over and the Allies have won. Against all odds, she is reunited with her parents and other members of her community that reveal themselves to be part of the German Resistance. Adelena is now faced with the new challenge of bonding with her family after the trauma they have all endured during the war.

ABOUT THE AUTHOR

A South Australian-born journalist and communications specialist, and awarded children's writer, Catherine Bauer grew up in Adelaide, where she lives with her three sons and three cats. When not working full-time as a Media Adviser, Catherine writes, reads, enjoys theatre, keeping fit, and enjoying plenty of chocolate.

Catherine is also the author of three other children's books – *COLOURFUL MEMORIES* (2018, Wombat Books); the awarded *DREAMING SOLDIERS* (2018, Big Sky Publishing) and *LEN WATERS: BOUNDLESS AND BORN TO FLY* (2021, Big Sky Publishing). *DREAMING SOLDIERS* was awarded the Best Book for Indigenous Children at the 2019 Speech Pathologists' Australia Awards.

Tulips for Breakfast is informed by Catherine's wide research which included interviews with former Hidden children now living in the US and in Australia to gain first-hand accounts and experiences to ensure the narrative's emotional and historical authenticity. The title's main character, Adelena, is loosely based on the real-life Hanneli Goslar-Pick, who was a friend and playmate of Anne Frank. The elderly Hanneli Goslar-Pick, now living in Israel, has written to the author, encouraging her to tell the next generation what happened.

The story was also partly inspired by many of the stories the author's father recounted during her childhood. He grew up in a Catholic, non-Nazi supporting household in south-west Germany in WWII. One of his many poignant stories was that his mother, who raised five children in harsh conditions, came across a Gestapo officer's greatcoat. These coats were made of the best wool and expertly manufactured. She unpicked the garment, dyed the wool so no one would recognise it, and she made her father his first suit and a smaller jacket for another child out of the material. It became a symbol to show that something representing oppression could be turned into something positive and useful. The author's father also had young Jewish friends who simply began to 'disappear' during the late 1930s.

Catherine likes to write stories that spark one or all of the following reactions in readers: 'That's me'; 'I'm glad that not's me'; or 'I wish that was me'.

NOVEL THEMES

- Heroism/Courage
- Values and Emotions: compassion, resilience, persistence, fear, hope, empathy
- Friendship and Family
- Transformation
- Racism
- World War II
- Dreams and Aspirations
- Post-war society

DISCUSSION POINTS

Below are discussion points that can be used to generate rich conversation throughout the novel.

The chapters are relatively short, with an average of 10-20 pages per chapter, and flow cohesively into one another. These prompts cover literature analysis, inferential comprehension questions and language analysis. As students read the book, these discussion points can be used in small group discussions, or as a written chapter reflection.

Australian Curriculum Links

Year 7	Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622 - Scootle)
Year 8	Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629 - Scootle)
Year 8	Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle)
Year 9	Literature and context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633 - Scootle)
Year 9	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744 - Scootle)

Chapter 1: 'Alone. Hiding. Like a scared little mouse in a grain barn, waiting for the farm cat to pounce. Cat-like, the Germans had stalked and hunted us for the past six years and more.' What does this quote tell us about how Adelena views the German soldiers?

Chapter 2: How are Lena and Adelena different from each other?

Chapter 3: What changes does Lena begin to notice in this chapter?

Chapter 4: As Nazi propaganda posters are being mandated in shop windows, Lena's father tears them down and is confronted by officers about his act of defiance. Why do you think Frau Graaf helps Lena's parents in the shop?

Chapter 5: Lena, Hetti and Willem play a practical joke that lands them in trouble with a familiar German officer. What pivotal change happens to Lena and her friends in this chapter?

Chapter 6: Lena's parents decide they need to leave tonight. Together they sneak towards Frau Graaf's house after curfew to drop off Lena. How does the author describe fear? What similes and metaphors have been used in the book so far to emphasise feelings?

Chapter 7: Adelena continues to pop up unexpectedly to speak to Lena and comment on her actions. What role does Adelena play in understanding Lena as a character?

Chapter 8: Why do you think Ilse Graaf calls Lena 'little mouse'? How does the author want you to view Lena?

Chapter 9: Do you think the author has anticipated the reader having prior knowledge of World War II, or hoped that the reader's first exposure of this event would be through the eyes of a child? What evidence can you find to support your ideas?

Chapter 10: 'I had become less than a shadow, not even a silhouette. I was transparent.' Reflect on Lena's character development and her self-worth throughout the novel.

Chapter 11: Ilse shares with Lena a chest of her family heirlooms and wants Lena to inherit them as she has no children. What can we infer about this gesture?

Chapter 12: How has the author used pacing to tighten the tension in this paragraph? Do you think it is a good idea for Ilse to teach the officer's daughter violin lessons?

Chapter 13: Lena is becoming braver and craving independence. She decides to explore the backyard whilst Ilse is out and discovers a hidden tunnel. Do you think Lena should go down the tunnel to see where it goes? Where do you think it will lead?

Chapter 14: After several days being locked inside due to a storm, Lena finally left home alone with an opportunity to explore the tunnel. When she gets to the other side she is pulled up by an unknown person after seeing a group of people with misshapen faces. Why do you think Lena chose to explore the tunnel even though it could have been dangerous for both her and Ilse?

Chapter 15: Lena is greeted by Marta and her old friend Willem or 'Pim'. They have also taken in children to keep safe from the German officers. These children had disabilities or physical ailments that would have had them killed. Reflect on the conversation Marta had about the children being similar to Lena. Describe how Lena feels after hearing Marta's words.

Chapter 16: Lena learns that Hetty is alive and being hidden in Amsterdam. Compare and contrast Hetty's experience to Lena's.

Chapter 17: Do you think Lena's anger is justified? Analyse the argument from both Ilse and Lena's perspective.

Chapter 18: How does the author signify that a length of time has passed? How do we know that an hour, day, or month has transpired?

Chapter 19: Compare and contrast Lena and Ilse's experience during the war. Do you think it was easier to be an adult or a child during World War II?

Chapter 20: Lena and her new friends across the tunnel are discovered one day by a German Officer. At the end of the chapter she decided she now wants to be known as Adelena and not Lena. What can we infer about officer Hass from his actions in this and previous chapters?

What significance does the name Adelena hold for Lena?

Chapter 21: Analyse how Adelena is feeling at the end of the chapter and the internal conflict she is enduring.

Chapter 22: Willem has organised a parcel to be sent to Hetty with a letter from Adelena. If you were in this situation would you risk sending a letter to your friend?

Chapter 23: After Ilse finds out about Marta, Willem and the tunnel in the previous chapter, Adelena falls ill and a doctor is trusted to come and treat her. Pim brings a letter from Hetty to cheer her up, but also brings the news that Hetty's family have been discovered and taken to a camp. Describe Adelena's feelings in this chapter towards being both 'Adelena' and 'Little Lena'.

Chapter 24: As food became scarcer still Ilse and Lena have been reduced to making bread and other food out of tulip bulbs. Describe the actions of the people in this chapter desperate for food and heat. Why do you think the author chose to title the novel 'Tulips for Breakfast'?

Chapter 25: Ilse falls very ill and Lena travels through the tunnel to ask for help. While she is there, a fire breaks out in the cellar, killing Tomas. Do you think Marta will be able to cover up the fire and keep the children hidden?

Chapter 26: The fire gets the attention of Frau Achterberg and Ilse is taken away to hospital. Predict how Adelena will survive with Ilse not able to collect any resources for them.

Chapter 27: Adelena survives off scraps, barely hanging on to life as Ilse stays in the infirmary. She hears commotion outside the house and assumes the Allies are getting closer. What would you do in Adelena’s situation?

Chapter 28: What can be inferred is happening in this chapter? Why are the German officers in the house? What does the apple represent?

Chapter 29: Pim comes to save Lena and tell her the war is over. They learn of the horrors of the war and realise that life will never be the same again. Reflect on Frau Achterberg’s actions throughout the story now that we know she was part of the German Resistance. How has your perception of her changed?

Chapter 30: Adelena and her family are reunited at Frau Achterberg’s house. What challenges would Adelena’s family face from having separated when she was a child, all living through a traumatic event, and now reuniting with her grown into a teenager?

Chapter 31: Reflect on the significance of Adelena crediting Officer Hass with having saved her life. How does this compare with Adelena and Willem’s impact on Ilse’s life?

TEACHING AND LEARNING ACTIVITIES

Circle of Viewpoints

Australian Curriculum Links

Year 7	Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle)
Year 8	Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle)
Year 8	Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807 - Scootle)
Year 9	Literature and context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633 - Scootle)
Year 9	Interpreting, analysing, evaluating	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742 - Scootle)

Learning Intention: We are learning how to analyse and evaluate how characters view an event from different perspectives.

Success Criteria:

- I can identify characters with differing viewpoints of an event based on their historical, social and cultural context

- I can analyse key events in a text and use my comprehension skills to infer how different characters would perceive them
- I can make connections between the text and real-world events, analysing how people have different viewpoints about the world based on their personal historical, cultural and social contexts

This activity prompts students to explore a situation from a variety of contrasting viewpoints. Explain that everyone has their own opinions, values and beliefs that shape how they view a situation. Ask students if they have ever had a disagreement with someone where they felt like the other person was not able to understand their perspective. In this novel we are introduced to characters with different backgrounds, values and motives all put under pressure by the war.

Using gradual release of responsibility by first creating a web of characters as a class on the board or as a display. Allow time for students to discuss in small groups which characters have similar experiences and perspectives. Group these characters together on the display. Then, ask students to discuss key events in the book and also document these on the board.

Model how to complete a ‘Circle of Viewpoints’ analysis by using the key event of Lena, Willem, Double B and Hetty pouring water on Officer Hass out of the window (Chapter 5). First revise the event, rereading or summarising the chapter if time permits. Then use Officer Hass, the accompanying German Officers, Frau Casler and Lena as the four characters to analyse as a class. Prompt students to discuss how Officer Hass mentioned he had younger siblings that played pranks which may have influenced his kindness towards the group, Frau Casler reading horrible stories in the newspaper about Germans and being terrified when the officer came to her door, Lena’s desire to be a child and looking upon the war with innocence and misunderstanding, and the fellow German Officers desire to put the Jewish people in camps under Hitler’s orders. Spend time discussing characters perspectives deeply as a whole class. In a following lesson, revisit the analysis conducted as a class group and instruct students to choose an event from the previously created list, along with four characters perspectives to analyse. Allow time for students to share their analysis with others.

Analysing Author’s Purpose

Australian Curriculum Links

Year 7	Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle)
Year 8	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (ACELY1734 - Scootle)
Year 9	Interpreting, analysing, evaluating	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742 - Scootle)
Year 9	Interacting with others	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811 - Scootle)

Learning Intention: We are learning how to evaluate an author’s purpose to create a deeper understanding of the context of a story.

Success Criteria:

- I can use specific evidence from the text to justify my opinion on the author’s purpose

- I can evaluate why Catherine Baur wrote this book based on her social context and personal values
- I can analyse how this text may be written with multiple intentions from the author
- I can evaluate the efficacy of the author’s purpose, point to specific language features in the text

Explore how the author of this story may have intended to inform, persuade and entertain the reader. Ask students to give examples of texts that are purely written to inform, entertain or persuade the reader. Foster a discussion in small groups regarding if an author can have multiple intentions and if they can think of any good examples. Students can then work individually, or in pairs, to analyse if the author of *Tulips for Breakfast* had one or multiple guiding purposes when writing the novel. Use the author’s notes at the end of the book to provide further context for discussion. Possible discussion questions could include;

- What do you believe was Catherine Bauer’s main purpose and why?
- Do you believe this book informs the reader about life during World War II?
- Does this book persuade you to view any race, or group, of characters in a certain way?
- Is this book entertaining to read?
- What age group do you believe it is well suited for and why?

Character Development

Australian Curriculum Links

Year 7	Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle)
Year 8	Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle)
Year 8	Examining literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle)
Year 9	Interpreting, analysing, evaluating	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744 - Scootle)
Year 9	Literature and context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633 - Scootle)

Learning Intention: We are learning to analyse a character’s growth by recalling meaningful events and evaluating their impact.

Success Criteria:

- I can analyse language choices used throughout the book to describe Lena/Adelena
- I can explain how Adelena’s perspective is shaped by her social and cultural context
- I can evaluate Adelena’s character development and point to key events that had an impact on her values and perspective

Analyse Adelena’s character development using various passages from the book as provided as examples below. Allow students time to revisit chapters to find pivotal events that influenced Adelena’s growth. You may like to create a class display with a timeline of Adelena’s life depicted in the events of the story. Time should be allowed for students to share their analysis and discuss their opinion in small groups.

Page 5

'I didn't want to be 'Little Lena' – meek, mild and mousey. I wanted to be like the girls I envied who had names like Greta, Marlene and Ursula.'

'Adelena was all the things that I wanted to be – confident, brave and knowing'

'She sounded like me but more measured and grown up.'

Pages 251 & 252

'Be strong, I repeated over and over in my head. You can't be fragile Little Lena, not a scared little mouse anymore. You must be Adelena. You must.'

'I didn't flinch. I didn't scream. I looked him dead in the eye, not with pleading, watery Lena-eyes, instead with Adelena's fierce and certain gaze.'

'I was certain of one thing, however, and announced it simply. 'From this day forward, never call me Lena again. I am Adelena. Like it says on my birth certificate.'

Page 356

'I'm not Lena. My name is Adelena.'

'They had left me when I was still a child and now, in so many ways, I was old. Old and tired and not understanding where I fitted into their lives, or they into mine.'

Responding to Literature

- **Family history** – Research/interview family members about their war-time experiences. Were any family members post-war migrants? Did they experience the war in Europe or perhaps they lived in Australia during the second world war and experienced rationing and other shortages? Compare and contrast any experiences you learn about with the characters in *Tulips for Breakfast*.
- **Hiding places** – Imagine you had 30 minutes to pack your bag and flee to a hiding place. What 20 items would you bring and why? What hiding place would you choose and why?
- **Letter writing** – Before iPhones and emails, letters were a popular form of communication. Reflect on the possible disadvantages this slower form of communication would bring. Are there any benefits to writing a letter instead of using technology? If emails existed in World War II would it have changed Adelena's circumstances? Why or why not? Form an opinion to debate with others.
- **Rules** – Think about the rules you live by and compare the rules that you deem fair and unfair. What happens if you break the rules? How do you deal with limits and under what circumstances do you think it's okay to break rules?
- **Self-reflection** – Do you present your real self or prefer to present yourself in a certain way, even if it means putting on a brave or confident persona? How have you changed since you were a child in primary school? Compare your transformation to Lena/Adelena's journey of self-discovery and growth.