



Anne Morrow Lindbergh 1906-2001

This is a diary entry on why Anne wrote. It is from

"1941 War Within and Without":

"One writes to think, to pray, to analyze. One writes to clear one's mind, to dissipate fears, to face one's doubts, to look at one's mistakes -- in order to retrieve them. One writes to capture and crystallize one's joy, but also to analyze and disperse one's gloom.

Like prayer -- you go into it in more sorrow than in joy, for help, for a road back to "grace". But that gives a false impression... My life is not that or not that alone. My life is not gloom, but joy, joy in living all the time. But the diaries are thought, and thought is not "gay". Joy expends itself in action but thought in words. And the diaries are thought rather than life."

Anne~ A Nurturing Mom

Charles and Anne did all they could to give their children as normal life as possible. They protected the children from the invasive press as much as they could, often traveling with assumed names for their safety. Reeve has said, "I went through childhood blissfully unaware of any danger. My parents gave us this sense that the world was safe and all was well, and we didn't have to deal with celebrity childhoods." She also said her parents' partnership created a "family structure that became the strongest element in their lives...and the strongest in mine."*

Anne writes, "The shape of my life today starts with family. I have a husband, five children and a home just beyond the suburbs of New York. I have also a craft, writing, and therefore work I want to pursue." The need to write never left Anne. Her ability to juggle her life and continue her quest is an inspiration to us all.

*Source: The Lindbergh Foundation

A Quiet Time, A Reflective Time

As I sit down to brainstorm possible ideas for this newsletter, it is a cold November day in Minnesota. The leaves are gone, the grass is brown and we have had our first snowfall long ago in October. It looks as though it could be a very long winter. Maybe this is a time that is meant to be, a time when we are suppose to use to think, reflect, search out the important things in our lives. Maybe this is a time when we are suppose to gather what is dear to us, and respond to it. Maybe that's what November in Minnesota is all about.

A dear friend has just been diagnosed with cancer. There is no treatment for her, only the ability to make her comfortable. She needs a medical miracle. What the doctors give her for her physical comfort is only secondary-- she has been comfortable with her spiritual self for a long time. She often took the time to reflect on what mattered the most, to share a moment with anyone who needed it. She is the miracle that has been given to all of us. I hope that we told her so. We need to reflect on that...

Our students look to us every day for guidance, or just a friendly ear. They have so much to tell us, and we might be the only person they reach out to tell. Sometimes we take the time to listen, sometimes we're 'just too busy'. What if this is the only time that they try to reflect on something that happened to them? They are miracles given to us every day. We need to reflect about that...

As we are given this quiet, reflective time in Minnesota, we should use it to write and encourage our students to write. Express thoughts and fears, good times and bad, happiness and sadness. Reflect. Celebrate. Put into words that which helps us find peace.

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WRITING IDEAS FOR UNIQUE STORIES!

Have your students rewrite some of the classic Christmas/winter stories. Have them write new beginnings or endings or have them add a character from another book to the story. (Add in Clifford, Amelia Bedelia, Viola Swamp.... How would that change the story? Imagine all dinosaurs trying to fit into *The Mitten!*)

Fun favorites:

- " 'Twas the Night Before Christmas" by Clement C. Moore
- "A Christmas Carol" by Charles Dickens
- "The Mitten" by Alvin Tesserelt or Jan Brett
- "The Gingerbread Boy" different versions



Write a holiday season poem: tell why you like or dislike the season.

A Class Story:

The Life of the Christmas Tree

Tell your class that you are going to do a class story. Divide your class into three parts. At the same time have each group write their part of the story:

- The first group will write about what it feels like to be a beautiful pine tree in the woods; to be chosen by a family; to be cut down and dragged home; to be tightened into a tree holder...
- The second group will write about the tree as it is brought into the house; what it is like to be decorated by the family; to be part of the family's celebration; what the day after Christmas feels like...
- The third group will write about how the family loses interest in it; what it is like when they forget to water it; what it is like to be taken down; taken outside and discarded...

If you prefer that the kids to work in smaller groups, set the activity up to use groups of three students. Publish the final story/stories.

This activity works well with ALL age groups!

Idea source: Mike Conley, LF Middle School

Seasonal Journal Prompts

- Walt Disney was born Dec. 5, 1901- Why do you think little kids like cartoon characters like Mickey Mouse so much?
- What would you do if you were shopping for holiday gifts and you saw someone shoplift?
- Which would you rather receive as a holiday gift: a gift certificate to a favorite store, cash, or a wrapped gift? Explain.
- What would you do if you caught your dog chewing the nametags off the gifts under your family's Christmas tree?
- What is your favorite family Christmas tradition? Why?



Bulletin Board

Cash in on all of the holiday hoopla- and sharpen writing skills! Mount a gift-wrapped box & a giant gift tag. On 5x7 pieces of green paper, have each student write a paragraph that describes a cost-free gift that he/she would like to give someone this holiday (examples: love, helpfulness, kindness, doing the dishes for a week, etc.) Post the bills around the package.
Source: The Mailbox 2001-2002 Yearbook

Kids Are Authors

This is an annual competition that encourages teams of three or more students to use their reading, writing, and artistic skills to create a book.

Scholastic Publishers publishes the two grand-prize winners, which are then sold at Scholastic Book Fairs. Open to students in grades K-8. Check the web site at:

www.scholastic.com/kidsareauthors



"I began these pages for myself, in order to think out my own particular pattern of living, my own individual balance of life, work and human relationships. And since I think best with a pencil in my hand, I started naturally to write."

AML, [Gift from the Sea](#)