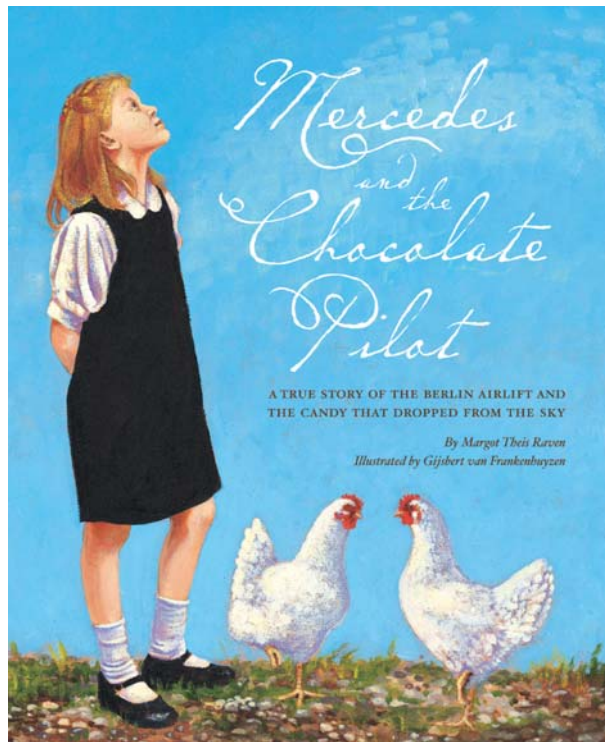


Mercedes and the Chocolate Pilot *Teacher's Guide*



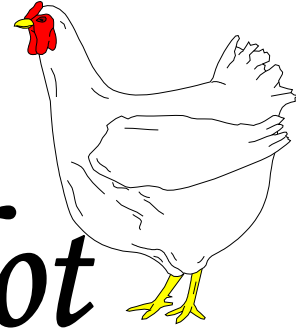
Based on the book *Mercedes and the Chocolate Pilot : A True Story of the Berlin Airlift and the Candy that Dropped from the Sky*

Guide by
Patricia A. Pierce

Written by Margot Theis Raven
Illustrated by Gijsbert van Frankenhuyzen

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Mercedes and the Chocolate Pilot



Utilize the following pre-reading activities to set the scene and stimulate student's background knowledge before reading *Mercedes and the Chocolate Pilot*.

Locate on a map the United States, France, Great Britain, Russia, Germany and its capital, Berlin.

"There is no discussion. We stay in Berlin. Period."
President Harry S. Truman
June 23, 1948

Discuss President Truman's statement and read aloud the prelude, *The Berlin Airlift*.

Place students into pairs. Assign one of the students in each pair to read about the author, Margot Theis Raven, and the other student to read about the illustrator, Gijsbert Van Frankenhuyzen. Instruct students to share the information they read with each other.

Preview the book cover and illustrations throughout the story. Write a list of questions generated from each illustration.

Instruct students to create a story using only the title, *Mercedes and the Chocolate Pilot*, before the story is read. Allow students to verbally present their story ideas.

Based on the preview of illustrations and the prelude, make and discuss predictions regarding the content of the story.

Discuss with students the genre of historical fiction. Reflect on the importance of the fact that *Mercedes and the Chocolate Pilot* is a true story about the Berlin Airlift.



The joy of eating chocolate. Discuss with students the enjoyment of eating chocolate. Ask the following questions.

1. How often do you eat chocolate?
2. When is the last time you ate a piece of chocolate?
3. What is your favorite type of chocolate?
4. Is there a special occasion or time in which you always enjoy chocolate?
5. Have you ever given chocolate as a gift?
6. Would you rather have a piece of chocolate or a piece of gum?
7. Have you ever craved for chocolate?
8. Do you eat chocolate quickly or let it melt in your mouth?

Vocabulary

blockade
scold
translate
linger
fragile



blockade - Control of whom and what goes into or out of a place by the use of any army or navy

scold - Find fault with; blame with angry words

translate - Change from one language into another language

linger - Go slowly, as if unwilling to leave

fragile - Easily broken, delicate

Directions

Choose a word from the box that best completes each sentence.

1. The German secretaries will _____ the message for Lt. Halvorsen.
2. The _____ cut off West Berliners from food, clothing, heat, and electricity.
3. Be careful with the glass vase because it is very _____.
4. Don't _____ the baby for making a mess.
5. A skunk's smell will _____ in the air.

Sequence of Events



Letters addressed to *The Chocolate Pilot* and *Uncle Wiggly Wings* began to arrive at the airfield.

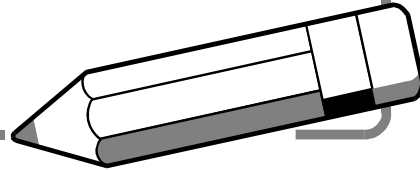
Lt. Halvorsen made candy-filled parachutes and dropped them in secret to the children at the airfield.

At the fence near the runway's end, Lt. Halvorsen talked with the children and shared two sticks of gum with four lucky children.

Americans began sending Lt. Halvorsen candy and handkerchiefs.

The colonel in charge read about the secret candy drops in the newspaper.

Dear Chocolate Pilot,



Read the letter Mercedes sent to Lt. Halvorsen and his reply to her. Now imagine that you are a child living in Berlin during the Airlift. Write a letter to the Chocolate Pilot. Use the outline below for your draft copy.

Heading (Date)

Greeting

Body

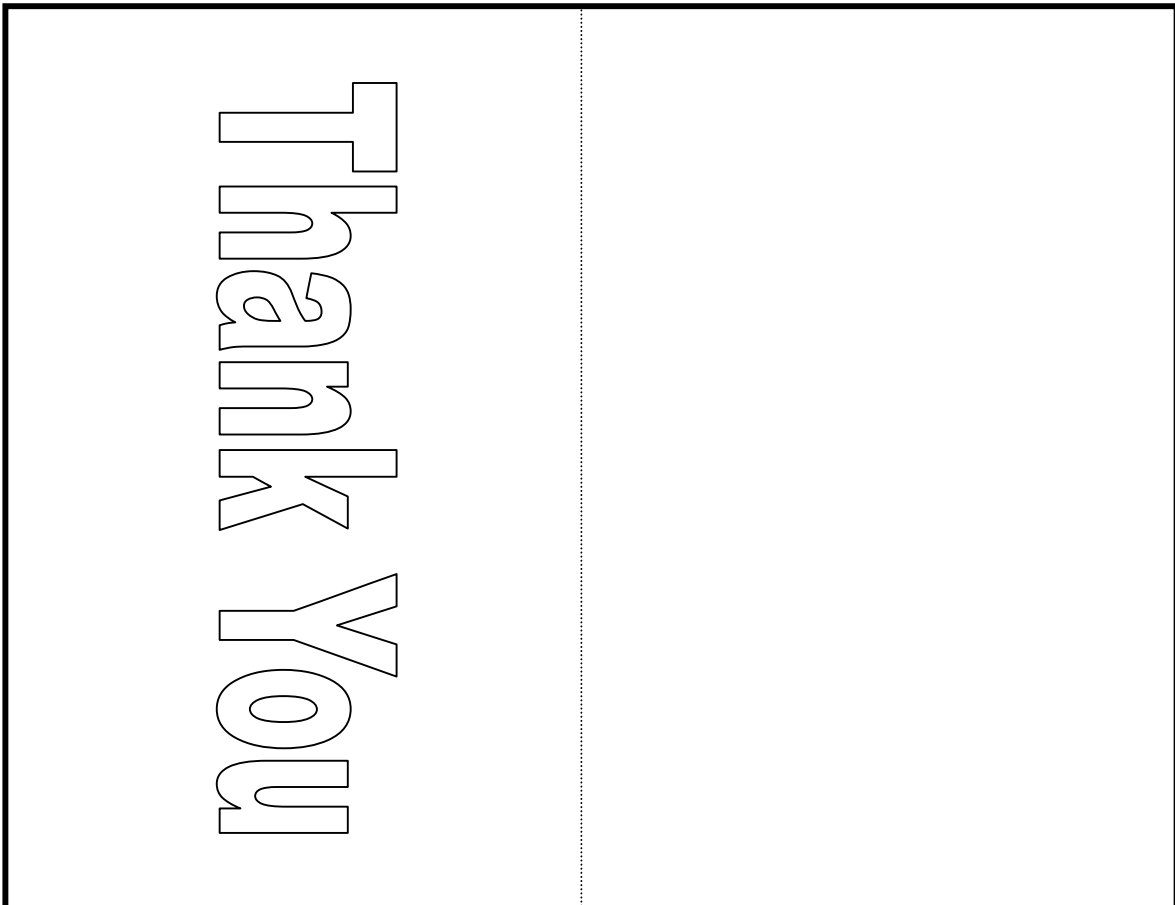
Closing

Signature

Imagine you are
a child who
found a candy
parachute.
Write the
Chocolate Pilot



Cut out and fold along the dotted line.



Create a Skit



Create a skit from one of the scenes of *Mercedes and the Chocolate Pilot*.

Scene Suggestions

- ❖ Mercedes gathering eggs
- ❖ Mama reading the newspaper to Mercedes
- ❖ Lt. Halvorsen talking to the children at the fence
- ❖ Mercedes' disappointment at the airfield
- ❖ Mercedes receiving her package from the Chocolate Pilot

Characters Needed for the Scene

Possible Lines and Actions for the Characters

MATCH THE QUOTES

Match the quotes with the character. Draw a line from the quote to the name of the character.

Fly along the big canal...

Frau Simon (Mama)

I hope that through what is with this letter, I give you a little joy.

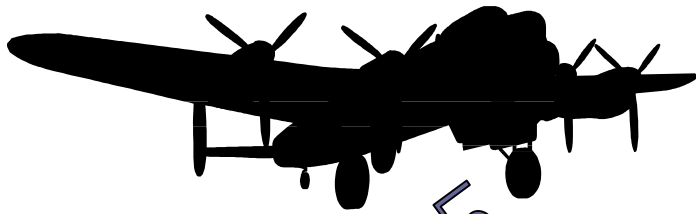
Mercedes

The streets are too dangerous with soldiers and rubble everywhere.

Peter Zimmerman

I'll even walk with my toes in your shadow.

Lt. Halvorsen



Looking Down From The Sky

Imagine you are flying above your community. Is there a river or landmark near your home? How many homes are in your neighborhood? Is there an area filled with trees or a wide-open space? Describe how your neighborhood would look from this bird's eye view.

Peter Zimmerman tried his luck at drawing an aerial map for Lt. Halvorsen. Now it's your turn. Draw an aerial map of your neighborhood and write directions to your house.

Map Key

Around-the-Clock

Seven Days A Week

Air Bridge Simulation

Experience the teamwork, organization, and cooperation of the great humanitarian rescue mission of *Operation Vittles* by creating a classroom simulation of the Berlin Airlift.

MATERIALS - PHASE ONE

Nametags, Tape measure, Crew list

Area cards (see following page)

DIRECTIONS - PHASE ONE

1. Separate students into two groups. Each group should have at least 12 students. Provide each student with a nametag and a list of the seven designated crews. (See crew list) If one group has an extra person, the other group should have one person represent two roles.
2. Have students determine which crew each student will represent. Begin by selecting the person who will be in charge of refueling the planes and continue with each of the following positions: Maintenance, Reloading, Supply Trucks, Control Tower, Pilots, and Unloading.
3. After one person has been assigned to each crew, have students determine which crew will need extra team members. Allow students time to discuss which area they think will need more manpower. For example, with a group of 12 students there will be 5 students left over after 7 have been assigned a crew position. Where should the 5 remaining students be placed? Each group makes their own decisions regarding crew placement.

SAMPLE Supply Trucks - 1 Refueling - 1
 Maintenance - 2 Reloading - 2
 Pilots - 3 Unloading - 2
 Control Tower - 1

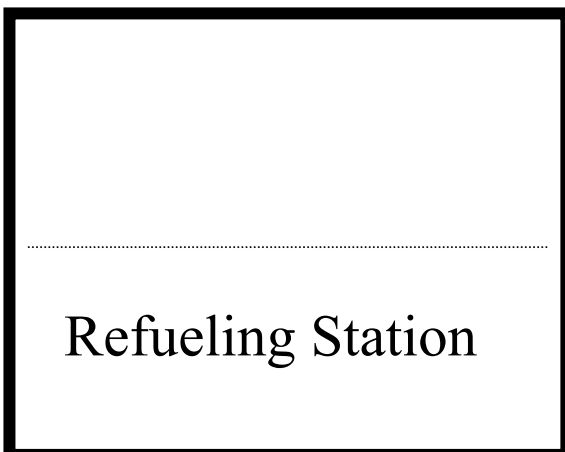
4. Instruct students to write their assigned role on their nametag and designate an area of the classroom as their area by using area cards. Tempelhof Air Field and Rhein-Main Air Force Base should be 15 feet apart.

Note Intervene with the decision-making process only when necessary. If students experience difficulty while determining roles, suggest they draw names, roll a dice, or vote to settle any disagreements.

Phase One Material

Crew List	
<u>Crew</u>	<u>Names</u>
Refueling	
Maintenance	
Reloading (At Rhein-Main Air Force Base)	
Supply Trucks	
Control Tower	
Pilots	
Unloading (At Tempelhof Air Field)	

Area Cards Cut out cards and fold along dotted line.



Area Cards Continued (Phase One)

Reloading
Rhein-Main Base

Supply Trucks
Ready Line

Control Tower

Pilots

Unloading
Tempelhof Air Field

MATERIALS - PHASE TWO

Each group will need the following:

One glass of water and one empty glass to pour water into for the refueling crew.

Scissors, tire cards (on card sheet) and one bolt with two nuts threaded on it for the maintenance crew.

Scissors and supply cards (on card sheet) for the supply truck crew.

One shoe with shoestring unlaced for the reloading and unloading crew. The shoe will represent the plane.

Flashlight for the control tower.

A supply of candy wrapped in a handkerchief for the pilots. One handkerchief per flight will represent the candy drop.

DIRECTIONS - PHASE TWO

1. Provide students with necessary materials and explain tasks.

Refueling Crew - After plane lands, "refuel" by pouring one glass of water into the other glass. Careful - Don't spill!

Maintenance Crew - After each plane lands, unthread both nuts on the bolt, and then thread both nuts back on. If flying card states that the plane needs new tires, "change" tires by cutting out the number of tires indicated.

Supply Truck Crew - Cut apart the supply cards (flour, milk, and coal) and after receiving permission from the control tower, take supplies to the shoe "plane".

Reloading Crew - "Load supplies" by placing 5 flour, milk and coal cards in the shoe "plane". "Securely tie down supplies" by lacing and tying the shoe.

Control Tower - Signal for the plane to take off and land by turning on and off the flashlight and give permission for the supply truck to deliver supplies. After the plane lands, read the instructions of a fly card.

Pilots - "Fly" the shoe "plane" with the loaded supplies by walking to the Tempelhol Air Field. Drop the candy before landing. After the unloading crew unloads the supplies, "fly" walk back to the Rhein-Main Base. (After the plane heads back for Rhein-Main Air Force Base, the unloading crew can gather the candy drop.

Unloading Crew - "Unload the supplies" - Untie and unlace the shoe before removing the supply pictures. Pick up candy.

DIRECTIONS CONTINUED - PHASE TWO

2. Read the following Berlin Airlift passage.
3. Allow the students five minutes to discuss and plan their organization strategy.
4. Begin the airlift! Simulation starts by the control tower signaling the supply trucks. Refueling crew "refuels the plane" and maintenance team "services the plane". After plane is securely loaded, the control tower signals for the plane to depart.
5. Time the students for 10 minutes. At the end of the session, count the number of supplies delivered by each group. Discuss the fly card situations and any other difficulties that occurred.

Read to Students

The Berlin Airlift

The Berlin Airlift was a 24 hour around-the-clock, seven days a week operation. An average of 900 flights per day created the life-saving sky bridge. Cargo aircraft flew day and night for 15 months to deliver food and supplies for over 2.2 million people.

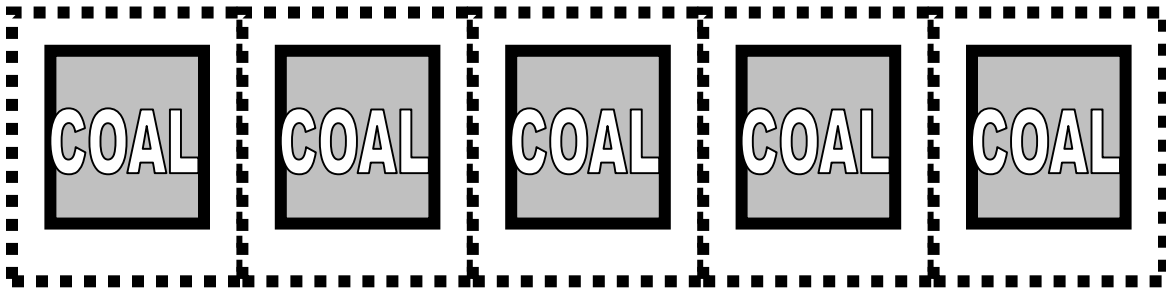
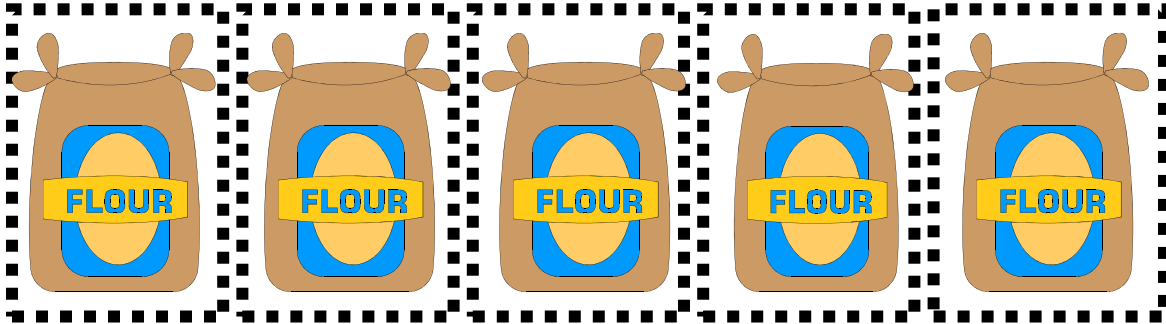
The teamwork and organization necessary to form this incredible sky bridge was a tremendous task. Crews worked continuously to refuel, repair, and reload the planes. Frequent inspections and maintenance of the aircraft, such as changing the tires on the plane and overhauling the engines were vital. Trucks with loaded supplies were placed row upon row waiting in the "ready line" for the signal from the control tower to come reload the aircraft. Crews securely tied down the loads to prevent shifting of the supplies while the planes were in flight. Pilots were immediately available so that after a returned plane from Berlin was serviced and reloaded, a pilot was ready for an immediate takeoff with another 10 tons to deliver to the blockade city.

(Pause)

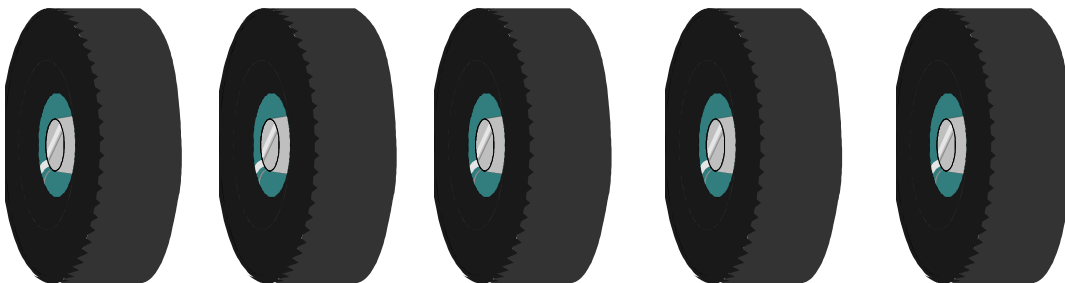
You are now a team member of the Berlin Airlift. You have been inspired by the words of President Truman; "There is no discussion. We stay in Berlin. Period." You are ready to do your part in this rescue mission. Gather with your team member and talk over your final plans. The airlift will begin in 5 minutes. (Set the timer for 5 minutes)

Control tower, prepare to signal the supply truck. Maintenance and loading crews prepare the plane for takeoff. Good luck, ladies and gentlemen. You may begin! (Start the timer - time for 10 minutes).

Supply Truck Cards Cut along the dotted lines. Each load needs 5 cards of each item (flour, milk, and coal). Each group will need several sheets of the supply truck cards. Students are to decide when to cut out the supply cards. Let them figure out that it is best to have the supplies cut and ready, instead of waiting until the plane lands.



TIRE SUPPLY CARDS Each group will need several copies of the tires. Tires are not to be cut out until the control tower reads the fly card that indicates a tire change is necessary.



Fly Cards - Provide each group with a set of fly cards. Shuffle the cards and place face down. The control tower will read the fly card each time a plane lands. Reshuffle the cards and read again if time remains.

Fly Card

Your plane needs two tires replaced.

Fly Card

Your plane has mechanical problems due to coal dust. Take the nuts off the bolt one extra time.

Fly Card

Your plane has mechanical problems due to flour dust. Take the nuts off the bolt two extra times.

Fly Card

Your plane needs three tires replaced.

Fly Card

Your plane needs one tire replaced.

Fly Card

Russian planes are harassing your plane. All action must stop for a one-minute delay.

Fly Card

Your plane needs three tires replaced.

Fly Card

Your plane needs one tire replaced.

All Because of Two Sticks of Gum





All because of two sticks of gum, *Operation Little Vittles* gave hope and joy to those in need. It proves that one small act of kindness can spread and reach the hearts of millions.

It wasn't the candy that made *Operation Little Vittles* special, but the love behind the giving of the candy.



Tape two pieces of gum on the message below and continue to spread the joy of *Operation Little Vittles*.



Here's a little gift for you, to add joy to your day. The joy comes not from the stick you keep, but from the stick you give away.