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Zebra

by Chaim Potok
Adam Martin Zebrin was a seventh grader. Everyone in his neighborhood called him Zebra.

Adam couldn't remember when people started calling him Zebra.
When he was younger he went to the zoo. He saw zebras.

His parents took him to see a movie about Africa. He saw hundreds of zebras running through the African grasslands.
Adam loved to run in his neighborhood.

His neighbors said he ran like a Zebra.

Adam liked the feeling of wind in his face.
One day Adam ran so fast that he could not stop. He crashed into a car and hurt himself. Adam wears a sling on his left arm and a brace on his leg.

Adam's doctor said he will not be able to run again.

After the accident Adam's friends still called him Zebra.
One day during morning recess Adam stood alone. His left hand hurt.

He saw a man with one arm looking in a trash can. The man walked over to Adam. His name is John Wilson. He asked Adam if his school was looking for a summer art teacher?

Adam told him to talk to the principal Mrs. English.
The man was waiting outside for Adam at afternoon recess. He told Adam that he is going to teach a summer art class.

Adam told the man he did not like art. Drawing hurt his hand.

The man thanked Adam for his help and gave him a picture of himself.
Adam learned from Mrs. English that John Wilson lives in Virginia and was a rescue helicopter pilot in the Vietnam War.

After school, he told his parents about the summer art class.

On the last day of school, Adam signed up for the summer art class.
Adam brought a notepad and a pencil for the first day of art class.

He sat next to his friend Andrea.

Adam drew pictures and learned about sculptures.

Adam made a zebra out of cardboard.
John Wilson gave the class homework to draw or make something very special.

Adam went home and used a book to help him make his special artwork.

Adam drew a picture of a helicopter.
The next day, John Wilson hung it on the wall in the art room.

Adam went home to look for things in the trash. He made a helicopter sculpture with cans, cardboard, buttons, and hair pins.

Adam was surprised that he was able to use his left hand and fingers!
On the last day of art class, Adam drew John Wilson a picture.

The picture was of a landscape with a zebra and a helicopter.

John loved the picture.
Adam went to camp in the Adirondack Mountain.

He hiked, read, and made sculptures from wood, cardboard, and clothing.

His hand and fingers were getting better.
On the first day of school Mrs. English gave Adam an envelope. The envelope was from John Wilson's art studio in Virginia.

Inside the envelope was a letter and a large color photograph. In the photograph John Wilson was holding Adam's framed landscape picture near a black wall.

Adam read the letter.
Every summer, John Wilson visits the Vietnam Memorial. He brings a special present to his friend at the Vietnam Memorial.

1000 > 
Thousands of people's names are on the wall. John Wilson's friends name is there.

Adam's drawing was the special present.
That day Adam and Andrea walked home from school.

It was the first time Adam walked home since his accident.
Guide:

To compare the levels, this piece of adapted literature for the short story “Zebra” by Chaim Potok is at a (1st or 2nd grade) level of comprehension.

To simplify this story, fewer words can be presented. Key words such as character’s names, places, and objects relevant to the story can be presented on each page.

For those whom are tactile learners, each page can have a texture or an object. Below is a list of objects that I would use for each page of the story.

<table>
<thead>
<tr>
<th>Title Page</th>
<th>toy zebra that has fur on it (not a stuffed animal) / a piece of fabric with Zebra print / a piece of fabric that feels realistic in comparison to zebra hair (visually impaired).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 1:</td>
<td>same as title page</td>
</tr>
<tr>
<td>Page 2:</td>
<td>sound track to play of animal sounds at the zoo or the sound of animals running.</td>
</tr>
<tr>
<td>Page 3:</td>
<td>piece of concrete to portray that Adam liked to run and where he ran / sneaker</td>
</tr>
<tr>
<td>Page 4:</td>
<td>Brace or a sling</td>
</tr>
<tr>
<td>Page 5:</td>
<td>a bell to portray setting of recess.</td>
</tr>
<tr>
<td>Page 6:</td>
<td>Paint brush</td>
</tr>
<tr>
<td>Page 7:</td>
<td>toy helicopter / fabric of a suit/pilot hat</td>
</tr>
<tr>
<td>Page 8:</td>
<td>notebook/pencil</td>
</tr>
<tr>
<td>Page 9:</td>
<td>homework folder / picture of helicopter (drawn) / toy helicopter</td>
</tr>
<tr>
<td>Page 10:</td>
<td>scraps mentioned in the story</td>
</tr>
<tr>
<td>Page 11:</td>
<td>hand drawn picture of a landscape.</td>
</tr>
<tr>
<td>Page 12:</td>
<td>stick or piece of bark to symbolize camping</td>
</tr>
<tr>
<td>Page 13:</td>
<td>envelope</td>
</tr>
<tr>
<td>Page 14:</td>
<td>box wrapped as a present</td>
</tr>
<tr>
<td>Page 15:</td>
<td>backpack or pair of shoes to symbolize walking home from school.</td>
</tr>
</tbody>
</table>