

They Named Me, They Know Me (Text Only)

Shannon Stanforth

Cover:

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Inside left page:

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Inside right page:

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Page 1 & 2:

What is **your** name?

This is an **interactive** storybook. Please, play with it, learn with it, explore with it, laugh with it, and make sure there is an adult by your side doing each of these things **with** you!

Page 3 & 4:

I'd like to tell you a story,
But I can't do it in here.

You see, it's much
Too dark
For a tree that used
To have bark
To be **indoors**
When the **outdoors**
Is so near.

Page 5 & 6:

You'll need to find me a sunbeam.
Please, open me up to a band of light.
After I'm warmed by a golden ray,
Then I can **reveal** what I'd like to say

In **words** that
Only a once-wise
Tree can write.

Page 11 & 12:

Thank you!
Now, I feel much **better**
And you will hear a tale from me.

It all **begins** back in the time of 825.
That's when the Vikings were all alive
And children called my ancestors by
The word... **Tree!**

Page 13 & 14:

These old trees could now say
The children knew their names!
The trees stood tall and proud

With their arm-like branches
Stretched way **up** to the clouds
And the children did the same.

Children were beginning to learn these words
that lots of people use today.

Page 17 & 18:

Will you find me a flower please?

Quick! Plant one in my pages,
Place its petals on my letters,
And then I will remember
When children first used the Word **flower** during the ages.

Wait!

Be sure to find a fallen flower.
Don't pluck it from the ground
Or from the branches of a tree.
That way **others** can still see the
Wonderful flowers all around.

Page 19 & 20:

Yes, a **beautiful** flower, indeed.
This one brings a date to mind.
Flowers were called by this word
In the time of 1200.
Each one was **special** and beloved
With its own connection to human-kind.

And whenever
They saw a flower,
A **butterfly** wasn't
Far behind.

Page 23 & 24:

100 years later butterflies
Were called by this name.
Floating and flying through the sky
Their fluttering **wings** and bright colors
Set them apart from one another.

How **many** butterflies can you spy?

Page 25 & 26:

If you said twelve, then they
should call you eagle-eye!

Butterflies **help** flowers to grow.
So, if you walked around outside,
I am sure you could **spot** a lot.
Maybe they're visiting a milkweed
Or are they by a flower pot?

Just **keep** your
Eyes open wide!

Page 29 & 30:

Butterflies were not the only
Flying **friends** that the children
Made back then.

In fact, it was in the year 1225
When the children learned the
Word for the feathered beings
That we call **birds**.

They have their very **own** names
Like cardinal and wren.

Page 31 & 32:

The children learned
Their **songs**, too:

Tweets, chirps, and coos.
They cherished **each**
Call that they heard.

If you could **be** a bird,
Which one would **you** choose?

Page 35 & 36:

In the time of 1225, the happy hoppers
We call **frogs** started being called by
This name.

Frogs and children have
A special **bond**. They love
Looking for them sitting
On lily pads in ponds and
Often spot them after it rains.

Can you **jump** like a frog?

Page 37 & 38:

Wow!

What did you say **your** name was again?
Are you sure it isn't frog?

Well, I don't think that jump could
Have been higher and I am sure
That your skill would **inspire** even
The frogs that live in bogs.

Page 41 & 42:

The year was 825—remember those
Vikings again. This was the same year

That the children learned the word for
Trees, with their branches and limbs.

The children also learned the word
For **fish** that swim in oceans and seas.

The fish cruised through the waves
With their **bright** and glittery scales.
They swam past colorful coral and
Squishy jellies.

Did you know that some fish
can be quite smelly? But, never
mind, **back** to my tale!

Page 45 & 46:

As I am sure you are starting
To see, every **creature** has a name.
And the more we know,
The easier it is to show
That we care for them all the same.

All the creatures knew that
The children **cared** about them
Enough to learn their names.

But then something **terrible** happened...

Page 47 & 48:

Children began to **forget**
Our names. They saw no
Difference between...
Trees and flowers,
Butterflies and birds,
Frogs and fish.

What could I do about this?

They seemed to be forgetting
More and more, every hour.

They turned trees into paper
Like the pages of this book.
They did not smell the flowers
Or hop with frogs after rain showers.
They did **not** even look.

Page 49 & 50:

What made them stop caring?
How could I remind them
How **special** we each are?

I thought about it some
And, finally, an **answer** did come
And for it, I did not have to look very far...

I could use my **voice!**
Even from the pages of a book
I could speak with people like
You and teach them to care
For all of us, too.

And I think it is
Beginning to work—

Look!

Page 53 & 54:

This is the end of my tale.
So, now that you know us
Please don't forget our names.

Because **you** and **we** are
One in the **same**.

Help others
To **remember—**
You have my trust!