



## THEME

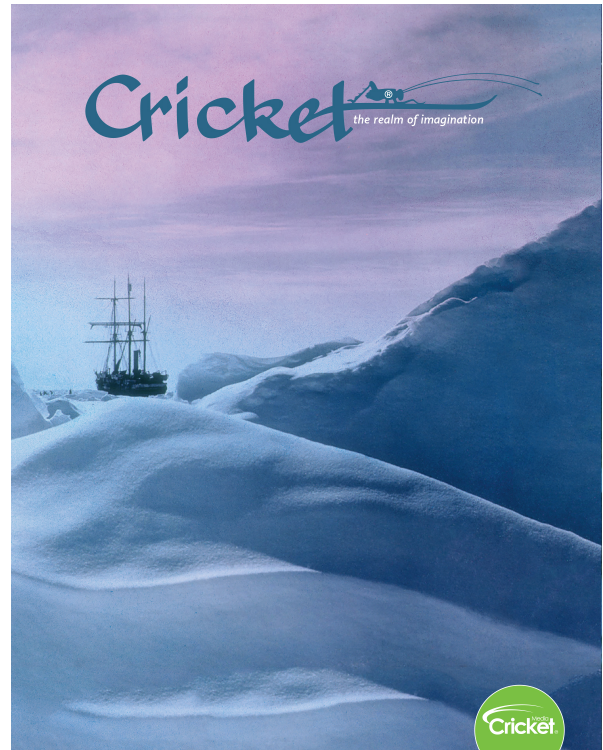
**What do a hermit, an Antarctic explorer, and a government official have in common? They are all leaders in their own ways. Explore ideas about leadership using the stories, articles, and activities in this teacher guide.**

## CONVERSATION QUESTION

**What are the traits of a great leader?**

## TEACHING OBJECTIVES

- Students will make logical inferences.
- Students will assess how author's perspective shapes the content of a text.
- Students will determine themes.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will construct and use maps.
- Students will draw evidence from texts to support analysis.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

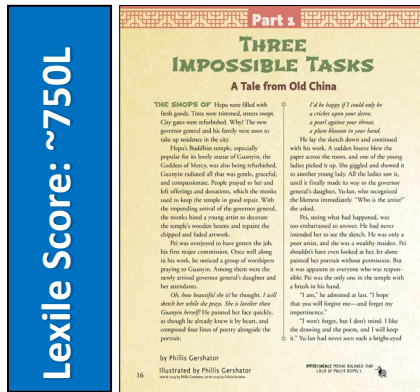
- **Three Impossible Tasks**  
Folktale, ~750L
- **Stranded at the Bottom of the World**  
Narrative Nonfiction, ~950L
- **The Hermit's Secret**  
Folktale, ~750L

# Cricket® Teacher Guide: January 2020

## Three Impossible Tasks

pp. 16–21, Folktale

Have students practice making predictions using this story about a poor young artist who falls in love with the daughter of a powerful ruler.



## RESOURCES

- Making Predictions

## OBJECTIVES

- Students will read and analyze a folktale.
- Students will make logical inferences.
- Students will analyze places, while examining their physical, cultural, and environmental characteristics.

## KEY VOCABULARY

- **lovesick (p. 18)** to feel unhappy because someone you love does not love you
- **pining (p. 18)** feeling very sad because you are not with someone
- **commoner (p. 18)** a person who is not a member of the nobility, or the highest social class
- **rank (p. 18)** importance
- **wan (p. 19)** looking weak and sickly
- **courtiers (p. 20)** members of a royal court

## ENGAGE

**Conversation Question:** What are the traits of a great leader?

Brainstorm with students a basic definition for the word *leader*. (“someone who is in charge”) Ask students to identify adult and peer leaders at school and home. Open the discussion to include national and international leaders. Then ask students to describe the qualities of a great leader. List these on the board. Finally, tell students to identify the leader in this story and decide whether the character is a great leader.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions with students. Have students work in pairs to group words with meanings that are related. Invite pairs to share and explain their groups. Then have pairs use the vocabulary words and story illustrations to write down one prediction about what will happen in the story. Remind students to look for the vocabulary words and check their predictions as they read.

## READ & DISCUSS

Prior to reading, distribute the *Making Predictions* worksheet. Review the instructions and tell students to pause and make predictions as they read. After students read, use the questions below to prompt discussion:

1. Which character or characters are most like Guanyin, the Goddess of Mercy? Which are least like this goddess? Explain.
2. Why does the governor general decide to give Pei three tasks?
3. Imagine you are Yu-lan. How would you describe Pei?
4. Imagine you are the governor general. How would you describe Pei?

## SKILL FOCUS: Make Predictions

**INSTRUCT:** Remind students of their earlier predictions. Have students work in pairs to compare their predictions to what actually happens in the story. Ask volunteers to share predictions and outcomes with the class. Next, read aloud the last paragraph of the story and ask a volunteer to read aloud Pei’s poem. Discuss clues in the paragraph and Pei’s love poem that might help students make predictions about the second task.

**ASSESS:** Have students work in pairs to predict what Pei’s second task will be. Have partners write their predictions and note the story details and prior knowledge on which they based them. Invite students to share predictions with the class.

## EXTEND

**Social Studies** Have students conduct research to learn about the symbolism and cultural importance of crickets in China. Ask them to find out if crickets are as important today as they were long ago. Invite students to share what they learn with the class.

## Making Predictions

When you try to guess what will happen next in a story, you are making a prediction. To make predictions as you read, combine details about characters and events with information you know from your own experience. Use the chart below to note your predictions at different points in “Three Impossible Tasks.” Also record clues you used to make your predictions. After you finish reading, compare your predictions to what actually happened in the story. In the last column, jot down the events that actually happened in the story.

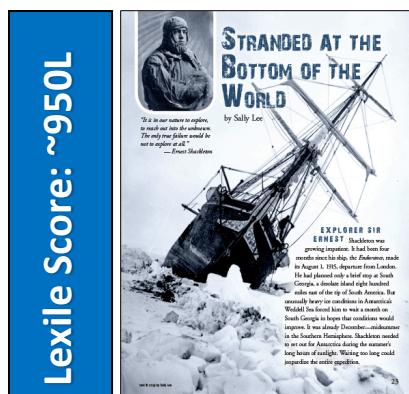
Pause and Predict	My Prediction	Clues from the Text and My Prior Knowledge	What actually happened?
After you read p. 16, predict: <b>What will happen between Pei and Yu-lan?</b>			
After you read p. 18, predict: <b>What will the governor general do to Pei?</b>			
After you read p. 19, predict: <b>What will Pei’s first task be?</b>			
After you read column one on p. 20, predict: <b>What will Pei do with the crickets?</b>			

# Cricket® Teacher Guide: January 2020

## Stranded at the Bottom of the World

pp. 23–28, Narrative Nonfiction

Use this article about Sir Ernest Shackleton's infamous expedition to the Antarctic to help students identify an author's perspective.



## RESOURCES

- Author's Perspective

## OBJECTIVES

- Students will read and analyze a history article.
- Students will assess how an author's perspective shapes the content of a text.
- Students will construct and use maps.

## KEY VOCABULARY

- **brutal** (p. 24) extremely harsh or difficult
- **skirted** (p. 24) went around something
- **rammed** (p. 24) pushed with force
- **buckled** (p. 25) collapsed or gave way under pressure
- **grim** (p. 25) serious and upsetting
- **grueling** (p. 26) requiring great effort

## ENGAGE

**Conversation Question:** What are the traits of a great leader?

Display a few meaningful quotes about leadership. (For example, John Quincy Adams: "If your actions inspire others..."; Arnold H. Glasow: "A good leader takes..."; Theodore Roosevelt: "Speak softly and...") Ask students to choose the quote that best connects to their ideas about leadership. Have students take turns identifying their chosen quote and explaining why they chose it. Finally, tell students to think about their quotes as they read this article about a famous British explorer.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in pairs to sort the words into groups, based on meaning, and use this frame to create a label for each group: *Words You Can Use to Talk About \_\_\_\_\_*. Share groupings and remind students to look for the vocabulary words as they read.

## READ & DISCUSS

After students read the article, use these questions for discussion:

1. Why did Shackleton feel impatient in December of 1914?
2. How did Shackleton react to the news that he would not be the first person to reach the South Pole?
3. Describe three ways that Shackleton's goals changed. What do you learn about him from his goals?
4. How did Shackleton stay true to his motto?
5. Do you think Shackleton made any mistakes or bad decisions?

## SKILL FOCUS: Identify Author's Perspective

**INSTRUCT:** Explain that an author's perspective is the way he/she thinks about a topic. For example, two writers might describe a hike in the woods. One enjoys nature while the other dislikes being outdoors due to bugs and dirt. These two writers will have very different perspectives on the hike. Tell students they will reread the article to identify the author's perspective on Shackleton and his actions during the *Endurance* expedition. Explain that they will need to look closely at the words and details the author uses to describe this topic. Distribute the *Author's Perspective* worksheet. Have students review directions and complete work with a partner. Encourage them to share responses.

**ASSESS:** Have students work independently to write their answers to the prompt at the bottom of the worksheet.

## EXTEND

**Social Studies** Instruct students create a board or computer game based on the expedition of the *Endurance*. The goal of the game should be to have players follow the route of the *Endurance* crew, face the chronic challenges, and be first to end up back at South Georgia. Invite students to present their games to the class.

**Author's Perspective**

Sally Lee is the author of the article, "Stranded at the Bottom of the World." What is Lee's attitude toward Sir Shackleton and his leadership of the *Endurance* expedition? Review the article and look for information that Lee shares about Shackleton's decisions, actions, goals, and feelings. Record these details in the first column. In the second column, describe what these details tell you about Lee's perspective.

Text details about Shackleton's decisions, actions, goals, and feelings	What these details reveal about Lee's perspective

**Write About Perspective** Read the statement below. Would author Sally Lee agree or disagree with this statement? Use information from your graphic organizer to support your ideas.

**Sir Ernest Shackleton showed great leadership during the *Endurance* expedition.**

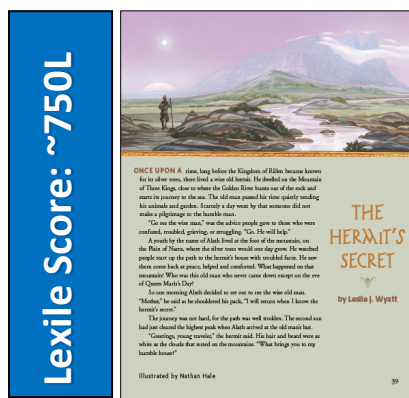


# Cricket® Teacher Guide: January 2020

## The Hermit's Secret

pp. 39–43, Folktale

Use this story about a wise hermit with a quiet leadership style to review identifying themes.



## RESOURCES

- Identifying Themes

## OBJECTIVES

- Students will read and analyze a folktale.
- Students will determine themes.
- Students will draw evidence from texts to support analysis.

## KEY VOCABULARY

- hermit (p. 39)** a person who lives in a simple way apart from others, especially for religious reasons
- pilgrimage (p. 39)** a journey to a holy place
- humble (p. 39)** not thinking of yourself as better than other people
- sage (p. 42)** very wise
- mentor (p. 44)** someone who teaches or gives help and advice to a less experienced and often younger person

## ENGAGE

**Conversation Question:** What are the traits of a great leader?

Display these leadership characteristics: *honest, confident, inspires others, determined, effective communicator, good decision maker, responsible, empowers others, creative, caring*. Review the meaning of each characteristic. Divide the class into ten groups and assign a characteristic to each. Have groups make a list of people who exhibit the characteristic. Ask groups to share their lists with the class. Then tell students to look for story characters who display any of these leadership characteristics.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in small groups to write a very short story—serious or humorous—that correctly incorporates the vocabulary words. Give students three minutes to write. Ask them to share their stories with the class. Remind students to look for these words as they read.

## READ & DISCUSS

After students read the story, use these questions to prompt discussion:

- How would you describe the hermit?
- What problem does the farmer need help with?
- How does the hermit help the farmer?
- What does Alath learn from the hermit?
- What do you learn about the setting of the story? Describe physical features, plants and animals, the work people do, the type of government that exists, holidays, and religious traditions.

## SKILL FOCUS: Identify Themes

**INSTRUCT:** Review with students that a theme is a message about life or human nature that an author wants to share with readers. Explain that thinking about characters, events, and problems/solutions helps readers to identify themes. Distribute the *Identifying Themes* worksheet. Have them work in pairs to answer the questions and write one theme from the story, based on their answers. Invite pairs of students to share and discuss their themes and story details with the class.

**ASSESS:** Remind students that stories may have multiple themes. Evaluate individual understanding by having students work independently to identify an additional theme and supporting details.

## EXTEND

**Writing** Explain that there are many different styles of leadership. Four of these styles are *autocratic, democratic, paternalistic, and free-rein*. Have students conduct research to learn about these types. Instruct them to write a paragraph describing the hermit's leadership style, and to support their ideas with story details.

## Identifying Themes

Revisit the story, "The Hermit's Secret," to find answers to the questions in the chart below. Write your answers in the space provided.

Why do people travel to see the hermit?	
How does the hermit treat the people who come to see him?	
What kind of help does the hermit provide?	
How do people feel when they return from seeing the hermit?	
What is the hermit's secret?	

**Write** Use the information in your chart to help you identify one theme from the story. Write your theme on the lines below. Then highlight information in your chart that helped you identify this theme.

---

---

---

---

---

---