

Cricket

THEME

From outer space, to the desert, to the distant past, the real and imaginary people in these selections face a variety of challenges. Delve into this issue of CRICKET and discover how the characters overcome these trials with imagination, talent, and spirit.

CONVERSATION QUESTION

What do you need to overcome challenges?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas interact.
- Students will determine central ideas and supporting details.
- Students will assess how point of view shapes the content and style of a text.
- Students will write explanatory texts.
- Students will engage effectively in a range of collaborative discussions with diverse partners.
- Students will analyze movements of peoples.



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

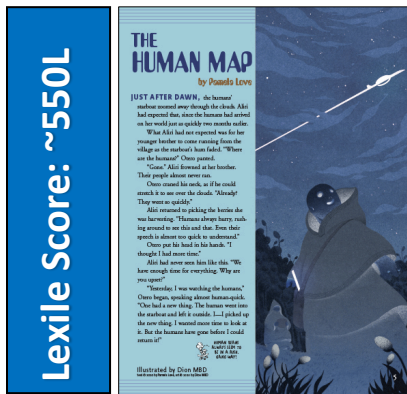
- **The Human Map**
Science Fiction, ~550L
- **Jack Metcalf: A Blind Boy with Vision**
Biography, ~1050L
- **Miriam Finds Her Wings**
Short Story, ~750L

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The Human Map

pp. 5–9, Science Fiction

Use this story about space aliens following a strange map to give students practice in analyzing setting.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas interact.
- Students will write explanatory texts.

KEY VOCABULARY

- **craned** (p. 5) stretched out in order to see better
- **resembled** (p. 7) looked like something or someone
- **cautioned** (p. 7) warned someone about a possible problem or danger
- **gratitude** (p. 7) a feeling of appreciation or thanks

ENGAGE

Conversation Question: What do you need to overcome challenges?

Brainstorm books and movies in which the main character overcomes a challenge. List the movies and challenges. Have students identify the personality traits revealed by the way the characters overcome the challenges. Finally, tell students to note how the main character in this story overcomes a challenge and what it reveals about him.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Go over responses. Finally, remind students to look for the vocabulary words as they read the story.

1. The lifeguard _____ us about swimming too far out from the beach.
2. For the winter dance, the bakery made a cake that _____ an igloo.
3. I _____ my neck to see the horses in the parade.
4. The principal expressed her _____ to the student volunteers.

READ & DISCUSS

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

1. What is the first clue that this story does not take place on Earth?
2. Why are the humans visiting the planet?
3. Describe how the people on the planet think about and use time.
4. What do the people of the planet use paper for?
5. What message about humans does the story contain?

SKILL FOCUS: Analyze Setting

INSTRUCT: Use the box below to review setting details with students and then have students briefly identify examples of these setting details in the story.

Aspect of Setting	Examples of Details
Time	season; time of day; past, present, future; day or night
Place	city, country, or planet; desert or farm; indoors or outdoors
Environment	weather, sounds, animals, plants, buildings, landscape

Explain that setting includes information about the people who live in a place—the way they behave and think, the things they value, and the ways they interact toward each other and toward outsiders. Display this information. Then ask one or two volunteers to cite details about the people who live on the planet.

ASSESS: Have students write a one- to three-paragraph description of the people from the planet in the story. Instruct them to use as much detail as possible and to support their ideas with information from the story. Then discuss as a class how the setting affects the story's plot.

EXTEND

Writing Challenge students to write a description of an ordinary object from the perspective of a visitor from another planet who has never seen it or heard of it before. Invite students to share descriptions.

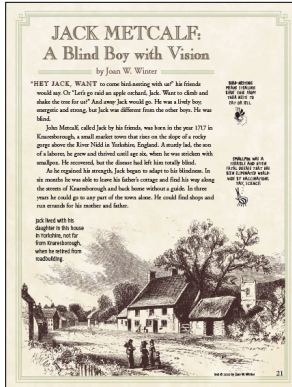
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Jack Metcalf: A Blind Boy with Vision

pp. 21–25, Biography

Teach students to identify main idea and details using this biographical article about a man born in the early 18th century who lost his sight as a child and went on to lead an amazing life.

Lexile Score: ~1050L



OBJECTIVES

- Students will read and analyze a biographical article.
- Students will determine central ideas and supporting details.
- Students will engage effectively in a range of collaborative discussions with diverse partners.

KEY VOCABULARY

- **stricken (p. 21)** powerfully affected by disease, trouble, sorrow
- **adapt (p. 21)** to change behavior so that it is easier to live in a particular situation
- **surpass (p. 22)** to be better than or greater than
- **disgruntled (p. 24)** unhappy and annoyed
- **whereabouts (p. 24)** the location of a person or thing

ENGAGE

Conversation Question: What do you need to overcome challenges?

Discuss the kinds of challenges real people face, such as illness, poverty, job loss, and death of a loved one. Ask students to name well-known people who have overcome challenges. Ask them to consider what they learned about these people from the way they faced their challenges. Finally, tell students to note how Jack Metcalf overcame challenges.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and read the definitions aloud. Arrange the students in groups of five and have each group member write a sentence for a different word. Have groups review the sentences and confirm that the words are used correctly. Instruct students to look for these words as they read.

READ & DISCUSS

After students read, use these questions to prompt discussion:

1. What caused Jack's blindness?
2. How do you think growing up blind in 1717 was different from growing up blind today?
3. Make a list of the different jobs and occupations Jack held.
4. The article describes Jack's personality, his mind, and his moral character. Write a word or phrase to describe each of these elements and explain your choices.
5. The narrator calls Jack "our hero." In what ways was Jack a hero?

SKILL FOCUS: Identify Main Idea and Details

INSTRUCT: Remind students that in nonfiction writing, they can determine the author's important ideas by recognizing the main idea of different paragraphs. Continue by reminding them that the main idea may be stated or unstated. Review finding a stated main idea using the last paragraph on page 21. Have students turn and talk to identify the main idea. Then have them underline the details that support and explain the main idea. Invite volunteers to share responses. Then use the second paragraph on page 22 to teach unstated main idea. Have pairs work together to infer the main idea from the details. Discuss results.

ASSESS: Have students note the main idea of three different paragraphs from the article, with at least one being unstated. Under each main idea, have them note details that support and explain the main idea.

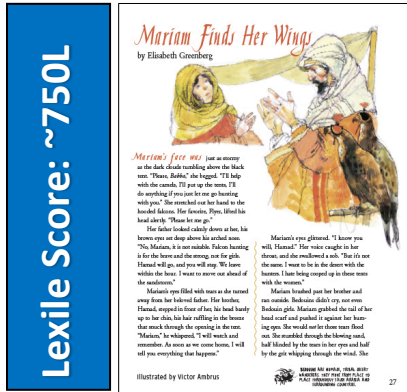
EXTEND

Social Studies Allow students to work in small groups to learn about the Battle of Culloden and the Jacobite rebellion. Instruct them to emulate an on-the-scene reporter interviewing people on the battlefield. Have them present what they have learned in the format of a news report.

Miriam Finds Her Wings

pp. 27–31, Short Story

Review character perspectives by using this story about a young Bedouin girl who chafes at the restrictions her society places on females.



RESOURCES

- Review Perspectives

OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will analyze movements of peoples.

KEY VOCABULARY

- **suitable (p. 27)** right or appropriate for a particular person, purpose, or situation
- **escarpment (p. 28)** a long cliff or steep slope that separates two flat or slightly sloped areas
- **stilled (p. 30)** stopped something from continuing
- **beady-eyed (p. 31)** having small, round, and shiny eyes

ENGAGE

Conversation Question: What do you need to overcome challenges?

Brainstorm with students challenges that have been faced by groups of people, such as women, African Americans, Native Americans, and people with disabilities. Discuss how overcoming these types of challenges is different from overcoming personal challenges. Tell students to think about how the main character in this story faces both personal and societal challenges.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in groups of four to play charades using these words. Tell one group member to act out a word while the others guess the word. Then have them switch roles. Explain that the person acting out the word may not speak or make noises. Limit each round of play to one minute. Remind students to look for these words as they read.

READ & DISCUSS

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

1. Was Miriam's father cruel for not letting her hunt?
2. What does Miriam realize about her beloved grandfather?
3. What do women and girls do when men and boys are hunting?
4. Why does Miriam sleep under the stone ledge?
5. How does Miriam know what to do to help the falcon?
6. What obstacles does Miriam face in the story?
7. How does the title relate to the events in the story?

SKILL FOCUS: Review Character Perspectives

INSTRUCT: Remind students that a character's perspective is his or her attitude toward events, ideas, or other characters in a story. Point out that story characters may have very different perspectives. Explain that students can learn about a character's perspective by paying attention to their words, thoughts, and actions. Have students turn and talk to compare Miriam's perspective and her father's perspective on girls and falcon hunting. Have pairs share their ideas with the class.

ASSESS: Distribute the *Review Perspectives* worksheet and have students work independently to complete it. Then invite students to share their rewritten perspectives with the class.

EXTEND

Social Studies Remind students that Miriam is a Bedouin. The Bedouin are an Arabic tribe whose people live in the desert in tents. Explain that Bedouin people are nomadic—they travel from place to place instead of living in one place all the time. Point out that there are other nomadic societies in the world. Have students choose a nomadic society and create a presentation on the lifestyle and movements of its members.

Review Perspectives

In the chart below, note the perspective of each character and cite the text evidence that demonstrates this perspective. Then complete the writing activity.

Character	Character's Perspective on How Miriam Should Behave	Text Evidence That Shows This Character's Perspective
Miriam's father		
Miriam's mother		
Miriam's grandfather		
Miriam's grandmother		
Miriam		

Write: On another sheet of paper, rewrite the scene on page 31 when Miriam arrives back home with the injured falcon. First, write it from the mother's perspective, showing how she feels about seeing Miriam with the bird. Then write it from the grandmother's perspective, showing her feelings. How does the tone or feeling of the scene change with each perspective?