

Cricket

ISSUE THEME

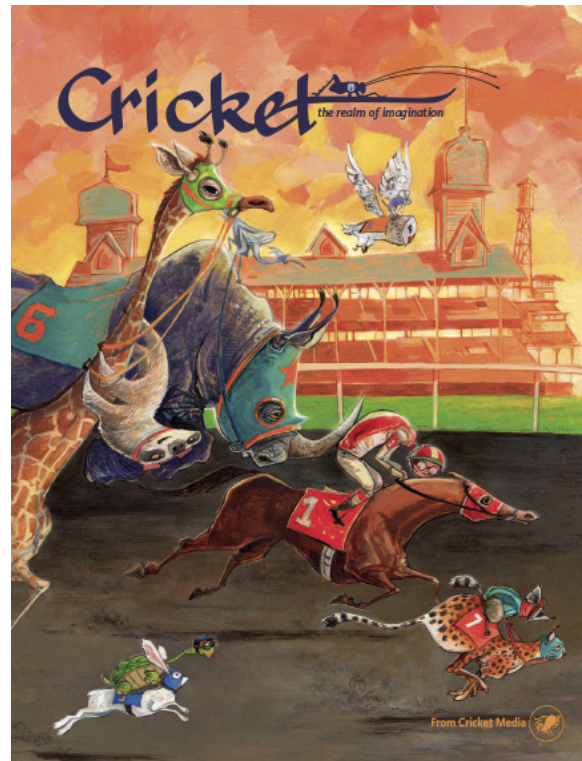
Being aware of other people's feelings and emotions helps us act with genuine sensitivity. Help your students recognize the importance of empathy and the way it connects and changes people.

CONVERSATION QUESTION

What can we learn by walking in someone else's shoes?

TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text
- Students will determine central ideas or themes of a text and analyze their development
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will obtain, evaluate, and communicate information
- Students will explain cultural influences on the way people live
- Students will interpret historical context to understand relationships among historical events or developments



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

- **Annabel Tames the Round Warrior**
Contemporary Realistic Fiction, ~1050L
- **Two Destinies**
Legend, ~750L
- **Two Dollars**
Historical Fiction, ~750L

Annabel Tames the Round Warrior

pp. 5–12, Contemporary Realistic Fiction

Use this story about a girl who tames a horse to show students how to analyze and compare characters' perspectives.



RESOURCES

- Characters' Perspectives Worksheet

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 obtain, evaluate, and communicate information

KEY VOCABULARY

- **practical (p. 6)** logical and reasonable
- **perspective (p. 7)** a way of thinking about and understanding something
- **approach (p. 7)** a way of dealing with something
- **dominate (p. 9)** to have control of or power over someone or something
- **ornery (p. 11)** easily annoyed or angered

ENGAGE

Conversation Question: What can you learn by walking in someone else's shoes?

Help students understand the meaning of “walking in someone else’s shoes” (experiencing the world from someone else’s perspective). Next, offer two scenarios for discussion: A new student comes to school in the middle of the school year. A usually thoughtful friend forgets your birthday. Discuss how the new student and the friend might feel. Then ask students how they might act toward each. Finally, explain that the next story is about a girl who walks in a horse’s shoes.

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. Have students work in pairs to group these words and then share their groups with a partner.

READ & DISCUSS

After all students have read the story independently, use the questions below to discuss it.

- Why does Annabel say she “expected to see a fire-breathing dragon” come out of the trailer?
- How do James and Rosemary feel about RW?
- *Empathy* means being able to understand and share another’s feelings. How does Annabel show empathy for RW?
- What theme or themes do you find in this story?

SKILL FOCUS: Analyze Characters' Perspectives

INSTRUCT: Explain that in this lesson, students will analyze how the author develops and contrasts the characters’ perspectives and ideas. Point out that Annabel and her siblings have very different ideas about how to deal with RW. Distribute a copy of the *Characters' Perspectives* worksheet to each student. Have students read pages 5–6 to find details that reveal each character’s perspective and write the details in the worksheet chart. Invite volunteers to share what they wrote.

ASSESS: Have students work independently to complete the worksheet. Then discuss students’ responses as a class.

EXTEND

Science Have students conduct research to answer these questions: Do animals feel empathy? How do we know? Tell students to write a short report based on their research and share it with the class.

Name _____

Characters' Perspectives

Find story details that reveal each character's perspective on how to deal with RW. Record the details in the chart.

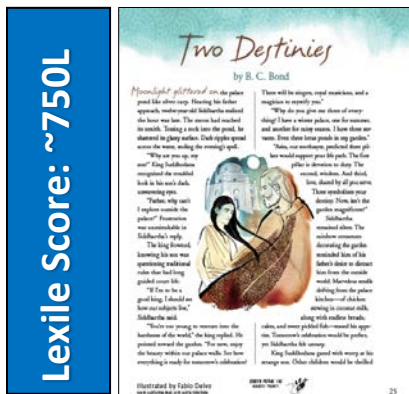
James	Rosemary	Annabel

Write a short summary of each character's perspective. Then get together with classmates to discuss the differences in the perspectives.

Two Destinies

pp. 25–27, Legend

Use this legend about a young prince who becomes the Buddha to give students practice with determining theme.



RESOURCES

- Analyze Theme Worksheet

OBJECTIVES

- Students will read and analyze a legend
- Students will determine central ideas or themes of a text and analyze their development
- Students will explain cultural influences on the way people live

KEY VOCABULARY

- **soothsayer (p. 25)** someone who makes predictions about what is going to happen in the future
- **destiny (p. 25)** what happens in the future
- **sage (p. 27)** a person who is very wise
- **prophesized (p. 27)** predicted that something would happen in the future
- **enlightened (p. 27)** having or showing a good understanding of how people should be treated

ENGAGE

Conversation Question: What can you learn by walking in someone else’s shoes?

Ask students to name characteristics of a good leader. Note responses on the board. Then ask students why “walking in someone else’s shoes” might be a valuable exercise for a leader. Ask students how doing so might help someone become a better leader and discuss how, exactly, a leader might go about walking in another’s shoes. Finally, tell students to think about these ideas as they read this story.

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. Next, preview the story title. Then have students work in pairs to use Key Vocabulary words to make predictions about what will happen in the story. Invite students to share their predictions.

READ & DISCUSS

After all students have read the story independently, use the questions below to discuss it.

- What conflict does Siddhartha have with his father? How is this conflict resolved?
- How does Siddhartha show wisdom, love, and devotion to duty?
- Describe Siddhartha’s character traits.

SKILL FOCUS: Analyze Theme

INSTRUCT: Remind students that the theme of a work is its central message about life or human nature. Continue by explaining that usually themes are not stated directly but can be inferred from events and details in a story. Next, distribute the *Analyze Theme* worksheet to all students and go over the list of clues. Have students work independently to find clues on the first page of the story and add information to their worksheets. Briefly discuss the details students found. Then have them review the rest of the story and add more details to their worksheets.

ASSESS: Have students pair up to compare the details they recorded on worksheets. Then have them complete the worksheet by writing and supporting one or more themes for the story.

EXTEND

Social Studies Explain to students that Buddhism is one of the five major world religions. Have students conduct research to learn the main teachings of Buddhism. Then have students discuss in groups how these beliefs are evident in the story.

Name _____

Analyze Theme

Clues to a story's theme can be found in story details, such as the ones listed in the chart below. Look for examples of these clues in "Two Destinies." Record the details in the chart.

Clues	Details from the Story
Conflicts in the story	
Characters' thoughts and feelings	
Characters' words	
Characters' actions	
Important events	
How characters change	
Lessons characters learn	

Put It All Together: What is the theme of this story? Is there more than one theme? Support your ideas with details from the chart.

Two Dollars

pp. 33–37, Historical Fiction

Use this story set during the Depression to help students analyze how setting can influence a story's plot.



RESOURCES

- Setting and Plot Worksheet

OBJECTIVES

- Students will read and analyze a work of historical fiction
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will interpret historical context to understand relationships among historical events or developments

KEY VOCABULARY

- **support (p. 33)** to provide the money that is needed for someone
- **successful (p. 33)** having gotten or achieved wealth, respect, or fame
- **economy (p. 33)** the process or system by which goods and services are produced, sold, and bought in a country or region
- **surviving (p. 34)** continuing to function in spite of something

ENGAGE

Conversation Question: What can you learn by walking in someone else's shoes?

Ask students to share what they know about the Great Depression. Provide some background, including photographs, using a book or online resource. Emphasize the effect of the Depression on children: large numbers of kids didn't have enough to eat, healthy places to live, clean clothes, or medical care; kids were forced to leave school to work; things like toothaches went untreated. Discuss with the class how their lives would have been different if they had lived during the Depression.

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. Next, have students write sentences using these words. Invite students to share their sentences.

READ & DISCUSS

After all students have read the story independently, use the questions below to discuss it.

- What was Helen's life like before the Depression hit?
- Why is Helen's father "unhappy to take money from his poorer tenants"?
- Describe the hardships faced by the Katz family.
- How does Helen put herself "in the shoes" of the Katz children? What happens as a result?
- Was Helen being kind or foolish when she bought the two candies?

SKILL FOCUS: Analyze Setting and Plot

INSTRUCT: Remind students that setting may be just a backdrop to a story or it may be very important. For example, it may influence the events in a story. Then ask students if they think the setting in this story is important. Help students understand that in this story, the characters are deeply affected by the economic turmoil of the Great Depression. Invite students to give some examples of this.

ASSESS: Distribute the *Setting and Plot* worksheet to all students. Have students work individually to complete the worksheet. Then hold a class discussion on the question at the bottom of the worksheet.

EXTEND

History Tell students to use the library and internet to find oral histories of the Great Depression and use these sources to create a detailed answer to the question "What was life like during the Great Depression?" Students might want to present a poster, oral report, story, or drama to answer the question.

Name _____

Analyze Setting and Plot

Record details about the setting in “Two Dollars” on the lines below. Then use these details to answer the questions.

<p>1. What are the conflicts or problems faced by the different characters in the story?</p>	<p>2. How does the setting help to create these conflicts?</p>
<p>3. How do the different characters resolve the conflicts?</p>	<p>4. How does the setting influence the way the conflicts are resolved?</p>

Extra: Could these same conflicts exist if “Two Dollars” was set in today’s world? Explain why or why not.