



ISSUE THEME

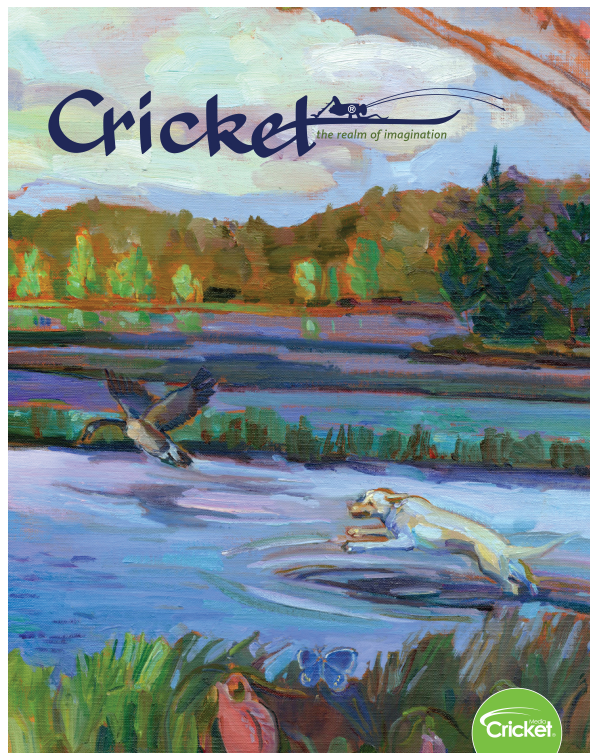
Help students consider the various influences on their lives by examining relationships with their parents, teachers, friends, the books they read, the social media they use, and the places they've been. Then explore the concept of influence in the lives of story characters and real people in this issue of *Cricket*.

CONVERSATION QUESTION

How do people and events influence our lives?

TEACHING OBJECTIVES

- Students will analyze how individuals develop and interact over the course of a text.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will demonstrate an understanding of 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

• Talent Sprouts

Genre, ~650L

• Eureka! The Boats That Helped Win World War II

Expository Nonfiction, ~1050L

• Elizabeth Walker: The First Woman Doctor

Expository Nonfiction, ~950L

Cricket® Teacher Guide: March 2019

Talent Sprouts

pp. 5–8, Historical Fiction

Use this story about growing up with an eccentric, lovable father to teach students to analyze characterization.



RESOURCES

- Characterization Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals develop and interact throughout the course of a text.
- Students will understand relationships among historical events or developments.

KEY VOCABULARY

- urge** (p. 5) to try to persuade someone to do something
- embellished** (p. 5) made something seem more interesting or appealing
- lapse** (p. 8) an occurrence in which you fail to think or act in the usual or proper way for a brief time and make a mistake
- poise** (p. 8) a calm, confident manner

ENGAGE

Conversation Question: How do people and events influence our lives?

Invite students to share the ways that family members—parents, siblings, grandparents, and others—have influenced their lives in positive ways. If possible, share an example from your own life. Then explain that the next story is about the way a father influenced his daughter as she was growing up.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud.

Next, have students work in pairs to write sentences using the vocabulary words. Invite students to share the sentences they wrote. Remind them to look for these words as they read the story.

READ & DISCUSS

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

- How do you think the narrator feels about her father?
- Compare the narrator and her father. Are they mostly similar or mostly different? Explain.
- What is the climax, or most exciting part of this story?
- Reread paragraph seven on page 6. What does the expression “over the moon” mean?
- One theme of the story is stated in the story’s last sentence. How does the story convey this theme?

SKILL FOCUS: Analyze Characterization

INSTRUCT: Tell students that the way a writer creates a character’s personality is called characterization. Explain that there are different methods of characterization. Often, a character’s personality is revealed through his or her own words, thoughts, feelings, and actions and the words, thoughts, and reactions of other characters. Have students reread the first three paragraphs on page 5. Instruct them to turn and talk with a partner to identify the methods of characterization used to show the father’s personality. Invite volunteers to share their responses.

ASSESS: Distribute the *Characterization* worksheet to all students and have them work independently to complete it. After students have finished, have them gather in small groups to compare responses. Invite volunteers to share their ideas with the class.

EXTEND

Science/History Have students create a television timeline to show the history of television from its beginning to today. Suggest students include information about popular shows and important TV broadcasts as well as images. Encourage students to share timelines with the class.

Name _____**Characterization**

As you read “Talent Sprouts,” notice how the author uses the techniques below to develop the father’s personality. Note examples of each technique in the chart.

The father’s own words and actions	The narrator’s words and actions
The father’s own thoughts and feelings	The narrator’s thoughts and feelings

Next Steps: In the chart, note the father’s character traits that are revealed by the different examples of characterization. How would this story have been different if the father was judgmental instead of supportive?

Cricket Teacher Guide: March 2019

Eureka! The Boats That Helped Win World War II

pp. 16–21, Expository Nonfiction

Delve into this article about Andrew Higgins's important contribution to the U.S. war effort during World War II to help students analyze how people, ideas, and events influence each other.



RESOURCES

- Analyze Influence Worksheet

OBJECTIVES

- Students will read and analyze an article.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will understand relationships among historical events or developments.

KEY VOCABULARY

- storm (p. 17)** to attack something suddenly with a lot of force or with a large number of people
- liberate (p. 17)** to free someone or something from being controlled by another person or group
- defenses (p. 17)** things that are used to protect
- occupied (p. 17)** controlled by foreign soldiers or a foreign government

ENGAGE

Conversation Question: How do people and events influence our lives?

Explain to students that all kinds of events can influence our own lives. Wars, natural disasters, elections, winning or losing a contest, moving, accidents, and reading a book are just a few examples. Invite students to share how events have influenced their lives. Explain that the next selection is about World War II, an event that remains influential in many ways.

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 decide how the meanings of these words are related. Remind students to look for these words as they read this article.

READ & DISCUSS

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

- What did Andrew Higgins learn from his mother?
- Why do you think Andrew Higgins didn't like school even though he liked to learn?
- Identify three times in Andrew's life when he did not give up.
- What features of the Higgins boat made it so useful during the D-Day invasion?
- How would you describe Andrew's personality?
- What do you think he valued in life?

SKILL FOCUS: Analyze Influence

INSTRUCT: Remind students that influence is the power to change or affect something. Explain that in this article, they read about people, events, and ideas that influenced each other in important ways. Display a three-column chart with the headings "People," "Events," "Ideas." Lead students in brainstorming examples of these three elements in the article. Note them in the chart. Then ask students to work in pairs to find three examples of how a person, event, or idea in the chart influenced something or someone.

ASSESS: Distribute the *Analyze Influence* worksheet to all students and have them work in pairs to discuss and complete it. Then have two or three pairs gather to discuss responses.

EXTEND

Social Studies Have students find newspaper articles from June 1944 that describe D-Day and its influence on people, countries, the war, and the world. Have them create short oral reports to share what they learn with the class.

Name _____

Analyze Influence

Answer the questions in the chart using information from the article.

What influence did Andrew's mother have on him?	How did war influence Andrew?
How did Andrew influence the outcome of D-Day and World War II?	Describe one other way in which Andrew influenced people, events, or ideas in his lifetime.

Elizabeth Blackwell: The First Woman Doctor

pp. 28–31, Expository Nonfiction

Use this article about the first woman doctor in the United States to help students analyze a biography.



RESOURCES

- Elements of Biography Worksheet

OBJECTIVES

- Students will read and analyze a biographical article.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will understand relationships among historical events or developments.

KEY VOCABULARY

- **wisecracks** (p. 28) funny and smart comments or jokes
- **unanimous** (p. 28) agreed to by everyone
- **content** (p. 29) satisfied
- **balked** (p. 29) suddenly showed that you don't want to do something
- **plight** (p. 30) a very difficult situation
- **drive** (p. 31) a strong desire for success

ENGAGE

Conversation Question: How do people and events influence our lives?

Invite students to share their ideas about careers that interest them. Discuss why they find particular careers interesting and the people or events that might have influenced this interest. Explain that the next article is about Elizabeth Blackwell, a woman who became a doctor in 1849, a time when women were not expected to be educated. Have students predict what motivated Elizabeth to become a doctor.

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 work in groups of six to write sentences using these words, with each group member taking on a different word. Have groups review the sentences and confirm that the words are used correctly. Invite students to share their sentences. Instruct students to look for these words as they read.

READ & DISCUSS

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

1. How would you describe Elizabeth Blackwell?
2. How did Elizabeth's father influence her life?
3. Why do you think Elizabeth's father gave his daughters the same good education he gave his sons?
4. Why did Elizabeth's aunt believe educating girls was foolish?
5. How was Elizabeth's life influenced by the time period in which she lived?
6. Why did Elizabeth choose to become a doctor?

SKILL FOCUS: Analyze Biography

INSTRUCT: Remind students that a biography is a form of nonfiction in which the author communicates ideas about another person's life.

Explain that biographers use facts, anecdotes, and quotes to convey information about a person. Ask students to share examples of the elements shown below in biographies they've read.

- childhood
- important influences (people or events)
- family members
- achievements and failures
- school
- important contributions

ASSESS: Have students work in pairs to fill out the chart on the *Elements of Biography* worksheet. Then divide the class into groups to complete the activity at the bottom of the worksheet.

EXTEND

Social Studies Remind students that Elizabeth Blackwell was the first woman in the United States to graduate from medical school. Have students research another person who did something first and create a five-minute presentation, with visuals, to share with the class.

Name _____

Elements of a Biography

Fill in the chart using details from “Elizabeth Blackwell: The First Woman Doctor.” Then, meet with classmates to complete the activity below.

Childhood	
Family members	
Schooling	
Important influences	
Achievements	
Failures and setbacks	
Important contributions	

Group Activity: Based on the information above, identify three of Elizabeth Blackwell’s character traits. Explain which details support your ideas.