

# cobblestone®

## AMELIA EARHART TAKES OFF!

In this issue, students explore how the pioneering efforts of one of the world's most famous female pilots—Amelia Earhart—helped to shape an era of significant social change for women.

## CONVERSATION QUESTION

How did Amelia Earhart help to promote social change?

## TEACHING OBJECTIVES

- Students will learn about Amelia Earhart and her impact on early 20th-century American society.
- Students will generate questions about individuals who have shaped historical changes and continuities.
- Students will illustrate historical means of changing society.
- Students will classify a series of historical developments as examples of continuities or changes.
- Students will conduct research.
- Students will create a timeline.
- Students will use details from a text to write historical fiction.



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

## SELECTIONS

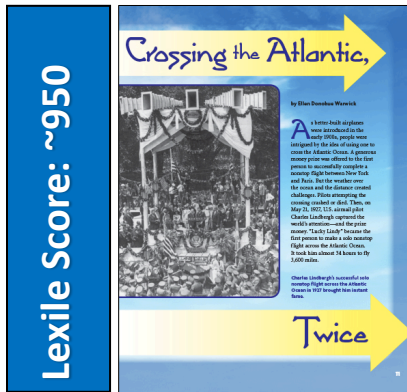
- **Crossing the Atlantic, Twice**  
Expository Nonfiction, ~950L
- **The Ladybirds Show Their Stuff**  
Expository Nonfiction, ~850L
- **Final Flight**  
Expository Nonfiction, ~950L

# Cobblestone® Teacher Guide: March 2019

## Crossing the Atlantic, Twice

pp. 11–15, Expository Nonfiction

Explore how Amelia Earhart went from being a social worker who flew only as a hobby to the first woman to fly solo across the Atlantic.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Amelia Earhart and her impact on early 20th-century American society.
- Students will generate questions about individuals who have shaped historical changes and continuities.
- Students will conduct research.

## KEY VOCABULARY

- **destination (p. 14)** a place to which a person is going or something is being sent
- **altitude (p. 15)** the height of something, such as an airplane, above the level of the sea
- **spin (p. 15)** a condition in which an airplane is falling rapidly while turning around and around

## ENGAGE

**Conversation Question:** How did Amelia Earhart help to promote social change?

Inform students that Earhart's accomplishments as a pilot—including becoming the first woman to fly solo across the Atlantic—occurred in the decades immediately after the United States gave women the right to vote in 1920. Ask students to hypothesize how Earhart's accomplishments as a pilot may have influenced the opportunities available to women in early 20th-century America.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then write the following sentences on the board and have students complete them using the vocabulary words. Invite volunteers to share responses. Then remind students to look for these words as they read the article.

- After Earhart's plane went into a \_\_\_\_\_, it quickly lost \_\_\_\_\_.
- As Earhart approached her \_\_\_\_\_, she encountered a storm.
- Would Earhart's plane maintain enough \_\_\_\_\_ to avoid crashing?

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did Earhart's journey in the *Friendship* help prepare her for her solo flight across the Atlantic?
2. Why do you think Earhart was the center of attention after the success of her cross-Atlantic flight in the *Friendship*?
3. What records did Earhart set as a female pilot?

## SKILL FOCUS: Generate Questions

**INSTRUCT:** Remind students that the article describes some of Amelia Earhart's accomplishments during her flying career. Explain that by being the first woman to accomplish certain feats, she helped to change views of women in early 20th-century American society. Explain that asking questions about historically important figures can help students better understand how these people helped to create historical change.

**ASSESS:** Have student work in pairs to identify one of Earhart's accomplishments and generate at least three questions about it. Tell students at least one question should help them learn how the accomplishment shaped historical change for women.

## EXTEND

**English Language Arts** Allow students time to conduct research using print and digital sources to answer the questions they generated in the Assess activity. Then have them share their questions and answers with the class.

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## The Ladybirds Show Their Stuff

pp. 18–20, Expository Nonfiction

Discover how female aviators earned the respect of a society that didn't believe women could do the same things as men.



### OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Amelia Earhart and her impact on 20th-century American society.
- Students will illustrate historical means of changing society.
- Students will use details from a text to write historical fiction.

### KEY VOCABULARY

- **humorist (p. 18)** someone, such as a writer, who tells funny stories
- **attitude (p. 18)** the way you think and feel about someone or something
- **respect (p. 18)** an understanding that someone or something is important or serious and should be treated in an appropriate way

### ENGAGE

**Conversation Question:** How did Amelia Earhart help promote social change?

Tell students that women in early 20th-century America were not accepted as the equal of men and did not have all the same rights as men. Many people felt women couldn't accomplish the things men accomplished. Ask students to hypothesize how female aviators might have challenged popular opinions about women's abilities.

### INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Have students work in pairs to write three sentences that use the vocabulary words correctly. Invite students to share their sentences. Then remind them to look for the vocabulary words as they read.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did the National Exchange Club race in 1929 represent a new opportunity for women?
- What challenges did the female aviators face in the 1929 race?
- How did the 1929 race differ from the 1936 race? Why was this important for women?

### SKILL FOCUS: Illustrate Change

**INSTRUCT:** Explain that to illustrate change means to use an oral, written, or visual medium to explain how a specific event or development occurred. Explain that the theme they've been focusing on in this article is "attitudes toward women's capabilities."

**ASSESS:** Arrange students in pairs. Have each pair work together to find details in the text that explain how female aviators helped to change attitudes about women in American society. Then have students summarize their findings orally, visually, or through writing a paragraph.

### EXTEND

**English Language Arts** Remind students that the article discusses a race in 1936 in which female aviators competed against men. Ask students to use details from the text to write a realistic yet fictionalized account of what the 1936 race was like for the women who participated in it.

## Final Flight

### pp. 28–32, Expository Nonfiction

Find out how the most famous female aviator in the world vanished without a trace, but in doing so, helped create change that affected the entire world.



## RESOURCES

- Classify Events

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Amelia Earhart and her impact on early 20th-century American society.
- Students will classify a series of historical developments as examples of continuities or changes.
- Students will create a timeline.

## KEY VOCABULARY

- navigator (p. 29)** a person who directs the route of a ship, aircraft, or other form of transportation, especially by using instruments and maps
- route (p. 29)** a way or course taken in getting from a starting point to a destination

## ENGAGE

**Conversation Question:** How did Amelia Earhart help to promote social change?

Help students brainstorm a list of people who were “famous firsts” at accomplishing something (e.g., the first to climb Mount Everest, the first woman to be elected to Congress, etc.). Then ask them to share why it was important for these people to achieve these accomplishments. Discuss how these accomplishments represent changes or shifts in the way people thought or the way things had been done.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Ask students to use the meanings of the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Remind students to look for the vocabulary words as they read the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did Amelia Earhart want to become the first woman to fly across the world?
- What had to be accomplished before Earhart could leave for her journey across the world?
- What changes did Earhart’s flight around the world and eventual disappearance bring about?

## SKILL FOCUS: Classify Events

**INSTRUCT:** Explain that some historical events represent a change in how things have been done or thought about. These events are known as “historical changes.” Other historical events don’t represent changes. These events are known as “historical continuities.” Continuity is the opposite of change.

**ASSESS:** Distribute the *Classify Events* organizer. Have students work in pairs to find examples of historical continuities or historical changes in the article and record them in the organizer.

## EXTEND

**Social Studies** Remind student that the article provides several important dates related to Amelia Earhart’s journey across the world, as well as a detailed account of the day Earhart’s plane went missing. Have students create a timeline that includes at least five entries relating to Earhart’s journey and disappearance. Encourage them to add drawings to their timelines and share them with the class.

Name \_\_\_\_\_

**Classify Events**

Historical events may be examples of *historical change* or *historical continuity*. Reread the article and find examples of both historical continuities and historical changes. Then use details from the article to support your classifications.

Identify an event from the article.	Is this event an example of <u>historical change</u> or <u>historical continuity</u> ?	Which details in the article support your classification?