

# Cricket®

## THEME

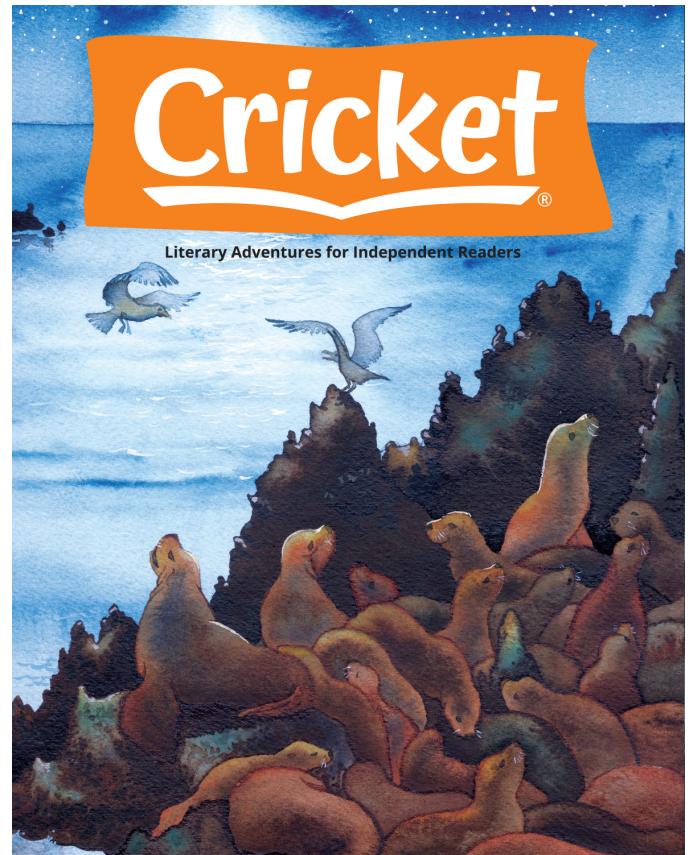
Use the stories, lessons, and activities in this teacher guide to explore ideas about courage and analyze elements of literary and informational texts.

## CONVERSATION QUESTION

What situations require courage?

## TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will assess how point of view shapes the content and style of a text.
- Students will recognize key elements and characteristics of literary texts.
- Students will conduct a short research project and develop a presentation.
- Students will analyze perspectives.
- Students will write arguments to support claims.



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

- **Maggie the Indestructible**  
Expository Nonfiction, ~1120L
- **What the Angels Call Me**  
Historical Fiction, ~960L
- **Hugo and the Seal**  
Contemporary Realistic Fiction, ~550L

# Cricket® Teacher Guide: March 2021

## Maggie the Indestructible

pp. 17–22, Expository Nonfiction

Use this article about pioneering photojournalist Margaret Bourke-White to give students practice in analyzing chronological order.



## OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze the structure of texts.
- Students will conduct a short research project and develop a presentation.

## KEY VOCABULARY

- **aspiration** (p. 18) a hope; something that a person wants very much to achieve
- **reluctance** (p. 20) unwillingness to do something
- **exhilarating** (p. 20) causing a feeling of happiness and excitement

## ENGAGE

**Conversation Question:** What situations require courage?

Display the following quote from Walt Disney: "All our dreams can come true if we have the courage to pursue them." Discuss with students why it might be hard—and scary—to pursue one's dreams and why courage would be needed. Invite students to share dreams they plan to pursue and the obstacles they imagine they might face. Then tell students they will be reading about a woman often called a "fearless photographer."

## INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Display the sentences below and have students use the vocabulary words to complete them. Remind students to look for the vocabulary words as they read.

1. The rafting trip we took this summer was \_\_\_\_\_.
2. My sister's greatest \_\_\_\_\_ is to become an astronaut.
3. My dog shows \_\_\_\_\_ to go out for a walk when it's raining.

## READ & DISCUSS

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

1. The author states, "Fear had no place in the White family household." How does the author support this statement?
2. How did Margaret's childhood influence the choices she made in her life?
3. Margaret attended five different universities and studied many subjects. What does this tell you about her?
4. Margaret was the first to do many things. Give three examples.
5. Describe two situations in Margaret's life that required courage.

## SKILL FOCUS: Analyze Chronological Order

**INSTRUCT:** Explain that a biography is a written account of a person's life. Point out that authors of biographies often use chronological order, or the order in which events happen over time. Using chronological order allows an author to show how a subject's childhood and choices influenced his or her life. Signal words authors use to show chronological order include *before*, *after*, *then*, and *meanwhile*. Have students highlight dates and signal words in the article.

**ASSESS:** Have students work in pairs to create a timeline that begins with Margaret's date of birth and ends with her date of death. Point out paragraphs 3–5 on p. 18. Explain that students may need to use math to figure out the year that Margaret was eight, and they may need to show events that happened between dates instead of on them.

## EXTEND

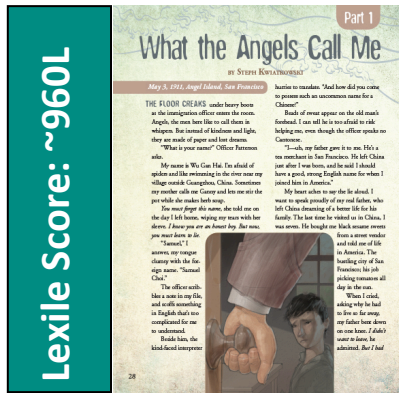
**Social Studies/Art** Have students choose a well-known documentary photographer to learn about, such as Gordon Parks, Dorothea Lang, Walker Evans, or Robert Frank. Students should study photographs and the events they documented and then create a presentation that includes photographs, information about the events, background on the photographer, and a personal response to the photos.

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## What the Angels Call Me

pp. 28–33, Historical Fiction

Help students analyze character perspectives using this story about young Chinese immigrants at Angel Island in 1911.



## RESOURCES

- **Character 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 perspectives.

## KEY VOCABULARY

- **scoff** (p. 28) to laugh at and talk about someone or something in a way that shows disapproval and a lack of respect
- **interpreter** (p. 28) a person who translates the words that someone is speaking into a different language
- **wafted** (p. 30) moved lightly through the air
- **grimace** (p. 30) a facial expression in which your mouth and face are twisted in a way that shows disgust, disapproval, or pain; scowl
- **sauntered** (p. 32) walked in a slow and relaxed manner

## ENGAGE

**Conversation Question:** What situations require courage?

Have students turn and talk to brainstorm a short list of situations existing in the world today that require people to have courage. Then have students share their ideas with the class. Repeat this activity by having pairs brainstorm historical situations that required people to have courage. Finally, tell students to note how the characters in this story face an ongoing difficult situation.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

## READ & DISCUSS

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

1. The narrator says the immigration officers, called angels, are "made of paper and lost dreams." What does this mean?
2. Why did the narrator need to learn to lie?
3. What conflict does the narrator experience when he lies about his father?
4. How would you describe the narrator's parents?
5. How does the narrator's attitude change after four weeks at Angel Island Immigration Station?
6. How are names important in this story?
7. What is a "paper son"?
8. How do the boys show courage?
9. What is the mood in this story? Does it change or stay the same?

## SKILL FOCUS: Analyze Character Perspectives

**INSTRUCT:** Explain that a perspective is a way of thinking about something. Story characters often have different perspectives about an event or situation. Explain that students can understand a character's perspective by thinking about characters' words, thoughts, feelings, and actions. Have students work in pairs to reread p. 28 and determine the narrator's perspective on leaving his family behind in China. Invite students to share their ideas and the story details that support them.

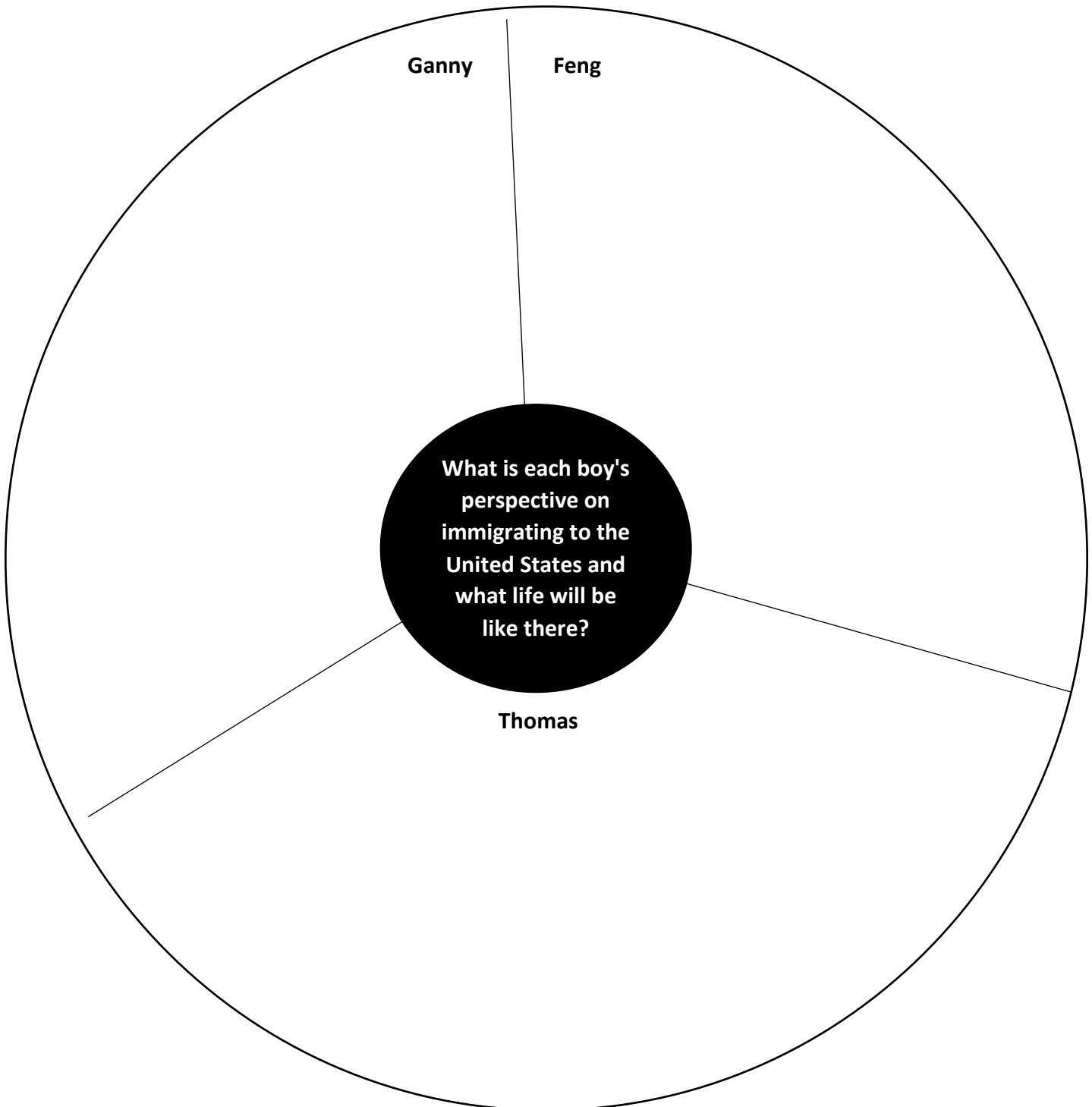
**ASSESS:** Distribute the *Character Perspectives* worksheet and have students work in pairs to complete it. As a class, predict which character will be best able to face the challenges ahead of him.

## EXTEND

**Social Studies** Use information from the Angel Island Immigration Station Foundation website to help students learn about Chinese immigration to the US. For example, you might have students learn about the Chinese Exclusion Act of 1882, how it affected immigration, and the attitudes it reflected.

## Character Perspectives

Story characters often have different perspectives about an event or situation. Readers can understand a character's perspective by thinking about characters' words, thoughts, feelings, and actions. Underline details in the story that help you understand each boy's perspective. Then write about each boy's perspective in the organizer below. Support your ideas with the details you underlined.



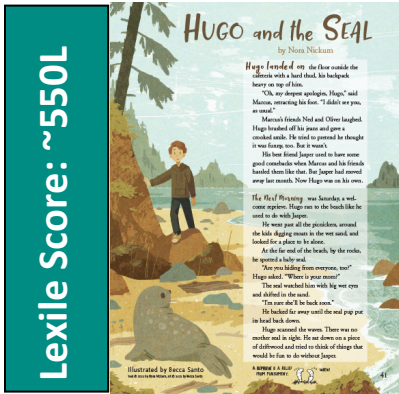


# Cricket® Teacher Guide: March 2021

# Hugo and the Seal

**pp. 41–44, Contemporary Realistic Fiction**

Use this story about a lonely boy who protects a baby seal to help students analyze realistic fiction.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize key elements and characteristics of literary texts.
- Students will write arguments to support claims.

## KEY VOCABULARY

- **retracting (p. 41)** pulling something back
- **scanned (p. 41)** looked at something carefully usually in order to find someone or something
- **bounded (p. 42)** moved or ran with long, energetic steps

## ENGAGE

**Conversation Question:** What situations require courage?

Explain that acts of courage are not always big, important, or obvious. Acts of courage can be small and seemingly insignificant. Examples include trying a new food, asking someone on a date, standing up for a friend, and asking for help. Share a small act of courage from your own life before inviting students to share from their lives. Then tell students this story is about a boy's act of courage.

## INTRODUCE VOCABULARY

Display the vocabulary words without the definitions. Have students work in pairs to find the words in the story and use context clues to write a definition for each. Invite students to share their definitions and explain how they used context to create them. Then display the Key Vocabulary definitions and have partners compare them with the definitions they wrote. Invite students to share errors and matches.

## READ & DISCUSS

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

1. What is your first impression of Oliver on p. 41?
2. How does Hugo feel at the beginning of the story?
3. Why do you think Hugo feels a connection with the baby seal?
4. Why does Hugo decide to watch the baby seal?
5. How does Hugo feel when he talks to the boys on the beach?
6. Does your impression of Oliver change at the end of the story?
7. How would you describe Hugo?

## SKILL FOCUS: Analyze Realistic Fiction

**INSTRUCT:** Explain that this story is an example of realistic fiction. Display these elements of realistic fiction:

- **Characters:** The characters behave like real people you know.
- **Plot:** Events could happen in real life.
- **Setting:** The story takes place in the present time and in the real world.
- **Conflict:** The characters face real-life problems.

Have students work in small groups to list a few examples of realistic fiction stories and novels they have read. Have them identify the realistic elements in each work. Then have students share their ideas with the class.

**ASSESS:** Have students work in pairs to identify and highlight examples of the realistic elements in "Hugo and the Seal." Have students work in small groups to share ideas. Then bring the class together to discuss whether any details in the story did not seem natural or realistic.

## EXTEND

**Write** Have students use this prompt from The Max Warburg Courage Curriculum to write about how they, or someone they admire, show courage: "How have you [or someone you admire] experienced courage in your life?" Encourage students to use details and dialogue to make their essays interesting and personal.