

Cricket

THEME

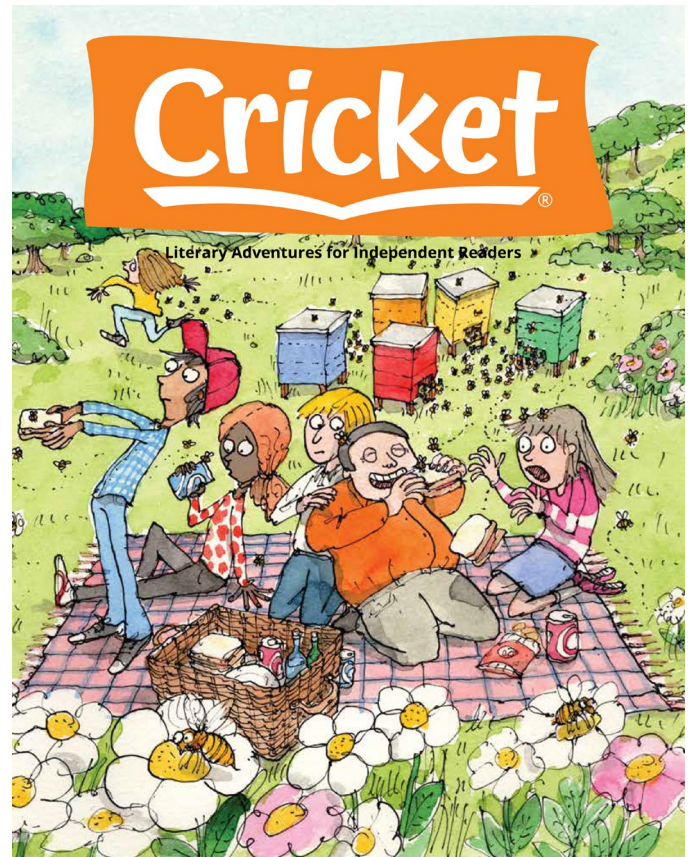
The characters and people in this month's issue of CRICKET magazine experience a variety of conflicts—personal, societal, and universal. Explore with your students the different ways that conflict can lead to change.

CONVERSATION QUESTION

How does conflict lead to change?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact over the course of a story.
- Students will summarize key supporting details and ideas.
- Students will analyze themes.
- Students will conduct short research projects.
- Students will demonstrate an understanding of relationships among historical events or developments.
- Students will analyze cultural characteristics of places.



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

- **I've Got to Hold a WHAT?**
Contemporary Realistic Fiction, ~670L
- **Patriot in Disguise**
Expository Nonfiction, ~1050L
- **The Crow's Gift of Fire**
Australian Aboriginal Story, ~800L

Cricket® Teacher Guide: July/August 2021

I've Got to Hold a WHAT?

pp. 5–9, Contemporary Realistic Fiction

Teach students about internal and external conflicts and their effects using this story about a girl who volunteers at a zoo.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a story.
- Students will conduct short research projects.

KEY VOCABULARY

- **docent** (p. 5) a person who acts as a guide in a museum or zoo
- **coaxed** (p. 5) influenced or persuaded a person or animal to do something by talking in a gentle and friendly way
- **bodacious** (p. 6) very good or impressive; admirable

ENGAGE

Conversation Question: How does conflict lead to change?

Provide an example from your life that demonstrates how a conflict or disagreement about how to do something led to change. Then have students work in small groups to come up with one or two examples from their own lives. Invite students to share their examples. Then tell students to look for examples of conflict leading to change in the story.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of three to write sentences using these words, with each group member responsible for a different word. Have groups review their sentences and confirm that the words are used correctly. Invite students to share their sentences. Then tell students to look for these words as they read the story.

READ & DISCUSS

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

1. What does Melanie mean when she says, "Today my nightmare came true. It was Bo."?
2. How would you describe Melanie's personality?
3. What happened on the day that Melanie will never forget?
4. How was the last school visit a success?
5. Give three examples of how the author uses humor in this story.
6. How does conflict lead to change in this story?

SKILL FOCUS: Identify Internal & External Conflicts

INSTRUCT: Explain that story characters face two types of conflicts. An **internal conflict** is a struggle that takes place in a character's mind. For example, a character may feel afraid to do something or wrestle with a difficult choice. An **external conflict** is a struggle that takes place between a character and an outside force, such as another character, a natural disaster, or an animal. Discuss examples of internal and external conflicts in books and movies. Then have students work in pairs to list the conflicts in "I've Got to Hold a WHAT?" Work with the class to create a master list of conflicts on the board.

ASSESS: Have pairs record the conflicts in a T-chart with the headings "internal conflicts" and "external conflicts." Then have students gather in small groups to discuss how the conflicts add excitement to the story and what the conflicts in the story reveal about the characters.

EXTEND

Science Have students choose a phobia such as ophidiophobia (fear of snakes) and create a short presentation that identifies and thoroughly defines the phobia. Students should include five additional facts about the irrational, excessive fear.

Patriots in Disguise

pp. 5–9, Expository Nonfiction

Use this article about Elizabeth Van Lew, an American abolitionist, to teach students about how authors use elaboration techniques.



RESOURCES

- Elaboration Techniques

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will summarize key supporting details and ideas.
- Students will understand relationships among historical events or developments.

KEY VOCABULARY

radical (p. 26) very new and different from what is traditional or ordinary
scoured (p. 28) searched something carefully and thoroughly
intercede (p. 30) to speak to someone in order to defend or help another person

ENGAGE

Conversation Question: How does conflict lead to change?

Initiate a class discussion that focuses on conflicts happening in the world today that could lead to some kind of change for a country, city, or group of people. List the conflicts on the board and display these questions: How might the conflict be resolved? What changes would the solutions create? Have small groups use the questions to discuss one of the conflicts. Then tell students to note how conflict led to change in the era discussed in the article.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Instruct students to exchange sentences with a partner to check for accuracy. Then remind students to look for the vocabulary words in the article.

READ & DISCUSS

After students read the article, use these questions for discussion:

1. How would you describe Elizabeth Van Lew?
2. How did going to school in Philadelphia change Elizabeth's life?
3. Why was Elizabeth's move to free the men and women who worked as slaves at her family home a radical move in 1843 in Virginia?
4. How did Elizabeth's enemies underestimate her?
5. What do you think motivated people to tell the "Crazy Bet" story?
6. Which period of Elizabeth's life do you think was more difficult for her: during the war or after the war?
7. Describe an example of conflict leading to change in this article.

SKILL FOCUS: Analyze Elaboration Techniques

INSTRUCT: Explain that the details and information a writer uses to develop ideas about a person or event is called "elaboration." Point out that authors use different elaboration techniques to make their topics clearer, stronger, and more interesting for readers. Ask students to share details in the first paragraph on page 26 that helped them visualize Elizabeth Van Lew. Specify that the author uses sensory description here to help readers understand how she transformed herself. Distribute the *Elaboration Techniques* worksheet and review the techniques listed on it.

ASSESS: Have students work in pairs to complete the worksheet. Then have pairs gather in small groups to compare responses.

EXTEND

Social Studies Point out that abolitionist Harriet Tubman is one of the best-known spies for the Union Army. Have students research to learn more about how African American women spied for the Union Army and why their work was crucial. Have students work in groups to create presentations that include elaboration techniques from the lesson.

Elaboration Techniques

Reference the article to find examples of the elaboration techniques listed below. Record the examples you find on the chart below.

Types of Elaboration	Example from Article (Cite page number and first sentence.)	What the Elaboration Helps You Understand
<p>Sensory details: Details that help to show how something looks, sounds, smells, tastes, or feels.</p>		
<p>Quotations: A person's or eyewitness's direct words about an event, place, or person.</p>		
<p>Anecdotes: Short, interesting stories that help explain something.</p>		

Cricket® Teacher Guide: July/August 2021

The Crow's Gift of Fire

pp. 5–9, Australian Aboriginal Story

Give students practice in identifying theme in traditional literature, by using this retelling of an Aboriginal dreaming story about how humans acquired fire.



RESOURCES

- Theme in Traditional Literature

OBJECTIVES

- Students will read and analyze a traditional story.
- Students will analyze themes.
- Students will analyze cultural characteristics of places.

KEY VOCABULARY

- **vowed** (p. 33) made a serious promise to do something or to behave in a certain way
- **smoldering** (p. 34) burning slowly without flames but with smoke
- **preserved** (p. 34) kept something from harm or loss
- **singed** (p. 35) burned something slightly

ENGAGE

Conversation Question: How does conflict lead to change?

Point out that conflicts in traditional stories are often between good and bad characters. Brainstorm a list of story examples. Then discuss how conflicts in the stories lead to change. Finally, tell students to look for examples of conflict leading to change in “The Crow’s Gift of Fire.”

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Challenge small groups of students to write a very short story—serious or humorous—using all of the vocabulary words correctly. Give groups five minutes to write. Then have groups share their stories. Remind students to notice the vocabulary words as they read the story.

READ & DISCUSS

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

1. Summarize the important events in this story, beginning with the seven sisters leaving behind a yam.
2. Which story characters have positive character traits, and which have negative traits? Describe the traits and how the characters reveal them.
3. Why do you think that both the crow and the seven sisters want to keep fire for themselves and not share it with others?
4. How would you characterize the relationship between animals and humans in this story?
5. How does conflict lead to change in “The Crow’s Gift of Fire”?

SKILL FOCUS: Theme in Traditional Literature

INSTRUCT: Explain that “The Crow’s Gift of Fire” is an Australian Aboriginal dreaming story. Inform students that these stories tell about the origins of the environment and often provide lessons about how to live within a community, the importance of sharing, the responsibilities of leadership, and right and wrong ways of behaving. Distribute the *Theme in Traditional Literature* worksheet and have students work in pairs to note details from the story that connect to the categories listed in the graphic organizer. Create a collaborative list of rules for living that can be inferred from the characters/events in “The Crow’s Gift of Fire.”

ASSESS: Have students work in pairs to create at least two theme statements using the rules that the class devised. Then discuss as a class differences between rule statements and theme statements.

EXTEND

Social Studies Have students conduct research to learn more about dreaming stories and their original purpose. Hold a story festival in which groups of students work together to retell a dreaming story using props. Invite younger classes to be the audience for the retellings.

Theme in Traditional Literature

Locate and record details in the article that relate to each aspect of a community shown in the chart. Use the details to create a list of community rules on the back of this paper. Then, create two theme statements based on the rules.

how to live within a community	the importance of sharing
the responsibilities of leadership	right and wrong ways of behaving

Theme Statements

1. _____

2. _____

Discuss with a partner: *How are rules and themes the same and how are they different?*