

Cricket

THEME

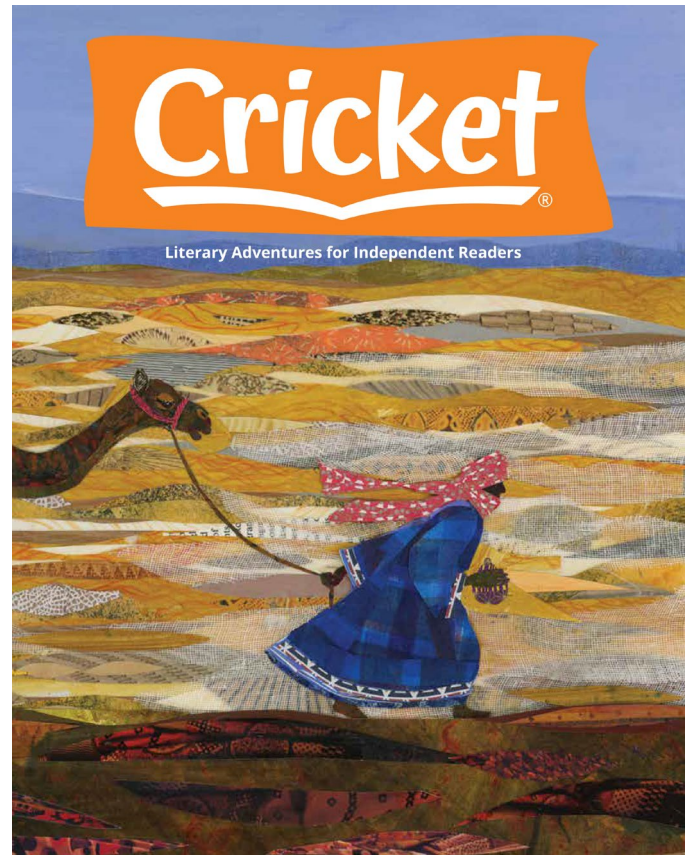
Use the stories, lessons, and activities in this teacher guide to reinforce literary analysis skills while exploring situations in which real and made-up people stand up for what they believe in.

CONVERSATION QUESTION

Why is it important to stand up for what you believe?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write informative texts.
- Students will conduct short research projects.
- Students will work cooperatively to plan and implement a project that addresses a need in the community



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

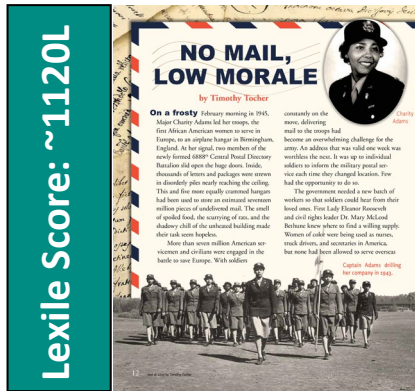
- **No Mail, Low Morale**
Expository Nonfiction, ~1120L
- **Mansa Musa's Treasure**
Historical Fiction, ~720L
- **A Boy Called Everest**
Contemporary Realistic Fiction, ~640L

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No Mail, Low Morale

pp. 12–17, Expository Nonfiction

Teach students to recognize an author's elaboration techniques using this article about the only all-female Black army unit to serve overseas during WWII.



RESOURCES

- Analyze Elaboration

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write informative texts.

KEY VOCABULARY

- backlog** (p. 13) an accumulation of jobs or tasks that are waiting to be finished
- comprise** (p. 13) to be made up of something
- rigorous** (p. 13) very strict and demanding
- duration** (p. 14) the length of time that something exists or lasts
- court-martial** (p. 15) to put someone on trial in a military court

ENGAGE

Conversation Question: Why is it important to stand up for what you believe?

List the following names on the board: Martin Luther King Jr., Greta Thunberg, Rosa Parks, Malala Yousafzai, and Nelson Mandela. Invite students to share what they know about these figures. Discuss what they have in common. If necessary, point out that all of these people stood up for things that they believed in. Display and discuss the Conversation Question. Then tell students to notice how the people described in this article stood up for what they believed in.

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 article, use these questions for discussion:

- Why do you think Charity Adams was chosen to lead the 6888th?
- Why do you think members of the 6888th were trained to identify U.S., ally, and enemy ships and planes?
- Why did Major Adams decline to use separate recreation facilities for African American troops when the 6888th was in Birmingham?
- What makes Major Adams an admirable person?
- Identify examples of prejudices against women and African Americans that the women of the 6888th overcame.

SKILL FOCUS: Analyze Textual Elaboration

INSTRUCT: Explain that the details and information a writer uses to develop ideas in writing are called *elaboration*. Point out that authors use different elaboration techniques to make their topics clearer, stronger, and more interesting for readers. Read aloud the first paragraph on page 12. Ask students to describe their first impression of Charity Adams and explain the details that make the introduction interesting and striking. Next, distribute the *Analyze Elaboration* worksheet and review the information in the chart.

ASSESS: Have pairs complete the worksheet. Discuss responses as a class.

EXTEND

Writing Display this prompt: *Write an essay describing a special person in your life whom you admire. Use elaboration techniques, including sensory details, anecdotes, examples, and dialogue.* Have students share their writing with the class.

Analyze Elaboration Find an example of each type of elaboration in the article. Record examples in the chart below and describe what they helped you understand about Major Adams, the work of the 6888th, or the prejudice the women faced.

Types of Elaboration	Examples from Article (cite page number and first sentence)	What the Elaboration Helped Me Understand
Sensory details: Details that create vivid images by explaining how something looks, sounds, smells, tastes, or feels.		
Examples: Specific things that are mentioned to help explain an idea.		
Anecdotes: Brief stories used to illustrate an idea or make a point.		

Mansa Musa's Treasure

pp. 30–33, Historical Fiction

Use this story about Mansa Musa, the ruler of ancient Mali, to help students analyze how characters affect plot.



RESOURCES

- Plot Diagram

OBJECTIVES

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

KEY VOCABULARY

- **ramparts** (p. 31) tall, thick stone or dirt walls that are built around a castle or town to protect it from attacks
- **prostrated** (p. 32) lay down with your face turned toward the ground
- **mean** (p. 32) of poor quality or status
- **ingenuity** (p. 33) skill or cleverness that allows someone to solve problems or invent things

ENGAGE

Conversation Question: Why is it important to stand up for what you believe?

Ask students to suggest things that kids might be motivated to stand up for at school, at home, and in the community. (Examples: a school recycling or composting program, a friend who is being bullied, a later weekend bedtime at home, a new park for the community) Discuss how young people can respectfully stand up for what they believe in. Then tell students to notice how a son stands up to his father in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of four to write sentences using these words, with each group member assigned 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. Why does Musa wear a disguise at the beginning of the story? Why does he enjoy doing this?
2. What do Suleyman and Musa overhear?
3. Why are the father and son arguing?
4. What does Musa mean when he says the boy is a treasure?
5. Compare the way the son and father act in front of Musa.
6. What is your impression of Musa? Is he a good king? Explain.

SKILL FOCUS: Characters and Plot

INSTRUCT: Remind students that plot is the series of events that take place in a story as characters try to resolve a conflict. Explain that story characters' actions, responses, and decisions affect how the plot of a story unfolds. Discuss the conflict in this story and how it is resolved. Then distribute the *Plot Diagram* worksheet to students and have them work in pairs to complete the diagram in Part A.

ASSESS: Have partners work together to answer the questions in Part B of the worksheet. Discuss responses as a class.

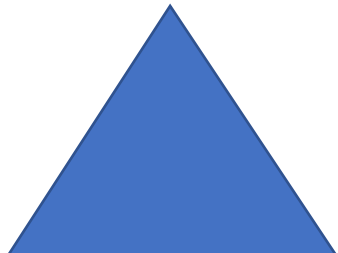
EXTEND

Social Studies Explain that Mansa Musa was a real person who was emperor of the Mali Empire in West Africa in the 14th century. Inform the class that he is often referred to as the “bling king” because he was so wealthy. Have students work in pairs to brainstorm questions about Mansa Musa and his empire. Then have them choose a few questions to answer through research. Allow students to present their research in a form of their choice, such as a poster, comic strip, drama, written report, or multimedia presentation.

Plot Diagram

Part A: In the chart below, note events and details from “Mansa Musa’s Treasure” to describe the story’s plot.

- **Exposition:** Characters, setting, and problem are introduced.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The main character makes an important choice or takes an action and the outcome of the conflict is clear.
- **Falling Action:** The conflict is resolved.
- **Resolution:** The final events at the end of the story tie up loose ends.

2. Rising Action	3. Climax	4. Falling Action
1. Exposition		5. Resolution

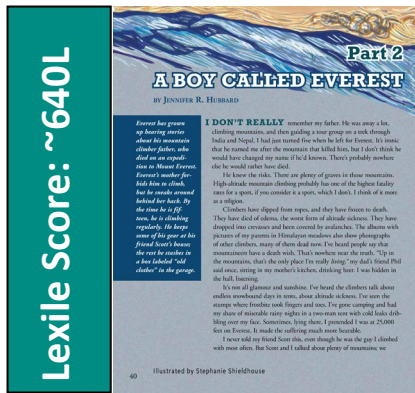
Part B: How do the characters respond or change as story events unfold? Think about Mansa Musa, Suleyman, the father, and the son.

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A Boy Called Everest

pp. 40–44, Contemporary Realistic Fiction

Use the second installment of this story about a boy who loves climbing mountains to give students an opportunity to creatively analyze characters.



RESOURCES

- Characterization

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how key individuals, events, and ideas develop and interact.
- Students will work cooperatively to plan and implement a project that addresses a need in the community.

KEY VOCABULARY

- **ironic (p. 40)** strange or funny because something is different from what you expected
- **conservative (p. 42)** not willing to take risks
- **invincible (p. 44)** impossible to defeat or overcome
- **exasperated (p. 44)** feeling very angry or annoyed

ENGAGE

Conversation Question: Why is it important to stand up for what you believe?

Share with students a time when you stood up for something you believe in. Then invite students to do the same. Instruct students to think about how the boy in this story stands up for what he believes in and why this is difficult for his mother.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Mom was _____ by the constant barking of the neighbor's dog.
2. It is _____ that my vegetarian dad makes delicious hamburgers.
3. After our team won the soccer game, we felt _____.
4. Some people like extreme sports, but I'm more _____.

READ & DISCUSS

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

1. What is your impression of Everest's father?
2. Do you think Everest truly understands how dangerous climbing is?
3. What conflict do Everest and his mother struggle with? How is Everest's father a factor in this conflict?
4. In what ways does Everest stand up for his love of climbing?
5. Why do you think Everest's mother finally allows him to climb?

SKILL FOCUS: Analyze Characterization

INSTRUCT: Remind 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 as well as the words, thoughts, and reactions of other characters. Have students reread paragraphs 1–3 on page 40. Then have them turn and talk with a partner to identify what they learn about Everest's father. Discuss responses as a class. Then distribute the *Characterization* worksheet and discuss which characterization methods are used in the paragraphs.

ASSESS: Have students work in small groups to complete the worksheet. Invite students to share their responses with the class.

EXTEND

Volunteer Brainstorm a list of community service projects (canned food drive, volunteering to help elderly residents, running or walking in a charity race, gathering school supplies to donate). Have groups of students work together to choose a project and follow through on it. Groups should create a short presentation to share their experiences with the class.

Characterization

As you read "A Boy Named Everest," notice how the author uses the techniques below to develop Everest's personality. Record examples in the chart.

the person's own words and actions	Words and actions of other characters
the person's own thoughts and feelings	Thoughts and feelings of other characters