

Cricket

THEME

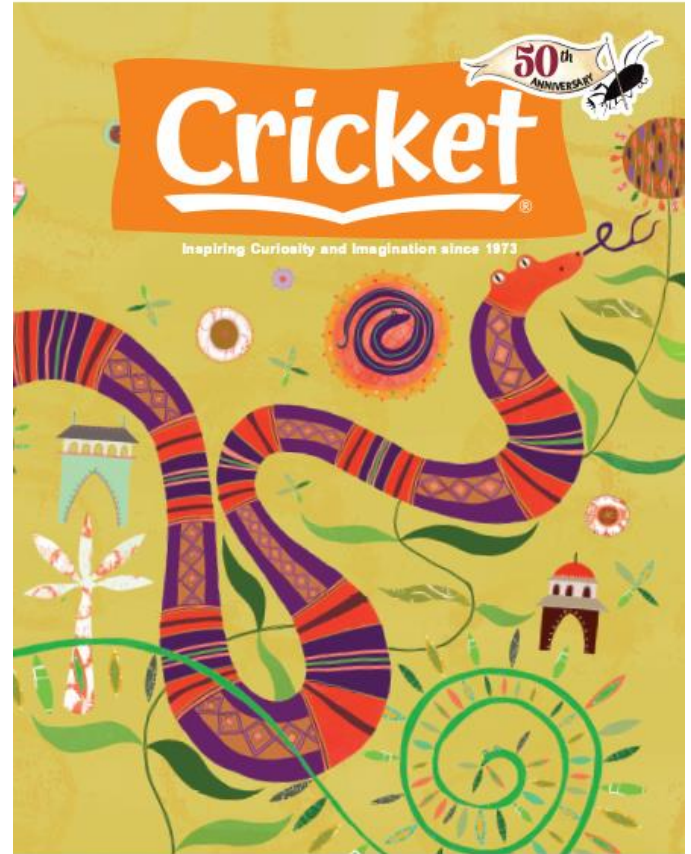
The selections covered in this teacher guide present examples of different kinds of courage. Use the lessons and activities in this teacher guide to help students practice language arts skills while they consider the importance of courage in their own lives and in the lives of others.

CONVERSATION QUESTION

What is courage?

TEACHING OBJECTIVES

- Students will read and analyze a short story, a poem, and a Hindu tale.
- Students will learn and analyze how key individuals develop over the course of a text.
- Students will recognize genre, key elements, and characteristics of a literary text.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write arguments to support claims.
- Students will analyze perspectives.
- Students will write narratives to develop real or imagined experiences and events.



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.

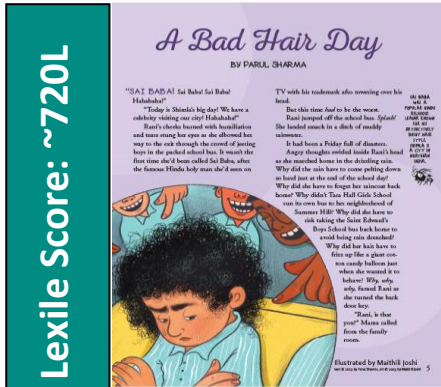
SELECTIONS

- **A Bad Hair Day**
Contemporary Realistic Fiction, ~720L
- **Where the Mind Is Without Fear**
Poem, N/A
- **How Krishna Vanquished Kaaliya**
Hindu Tale, ~730L

A Bad Hair Day

pp. 5–9, Contemporary Realistic Fiction

Teach students to analyze how characters respond to plot using this story about a girl whose father helps her accept herself.



RESOURCES

- Character and Plot (2 pages)

OBJECTIVES

- Students will read and analyze a short story.
- Students will learn and analyze how individuals develop over the course of a text.
- Students will write arguments to support claims.

KEY VOCABULARY

- surefooted** (p. 6) not likely to slip or fall when walking, climbing, or running
- to no avail** (p. 6) (idiomatic expression) without success
- vigorously** (p. 7) in a way that is forceful or energetic
- splendor** (p. 9) beauty

ENGAGE

Conversation Question: What is courage?

Brainstorm answers to the conversation question and list ideas on the board. Make sure students understand that “courage” is the ability to face a challenge, or to do something that you know is difficult or dangerous. Point out that facing challenges takes courage and that students use courage every day. Discuss daily challenges students face that require courage, such as asking a teacher for help, performing in front of an audience, or trying out for a sports team. Then tell students to notice how the main character in this story shows courage.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in pairs to write sentences that use the words correctly. Invite volunteers to share their sentences with the class. Then remind students to look for the vocabulary words as they read the story.

READ & DISCUSS

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

- What challenges has Rani faced at school and at home?
- Why do you think Rani wants to drop out of the competition?
- How does Papa view Rani?
- Why does the Sunsilk girl disappear from Rani’s mind?
- The narrator says that Rani “summoned her inner prime minister.” What do you think this means?
- In what ways does Rani show courage?

SKILL FOCUS: Analyzing Character Through Plot

INSTRUCT: Remind students that plot is the series of events in a story. Review the five stages of plot: *exposition, rising action, climax, falling action, resolution*. Then explain that story characters respond and react to elements in the plot and often change as the plot moves toward the resolution. Have students work in pairs to discuss how Rani changes over the course of “A Bad Hair Day.” Then invite volunteers to share answers. Use the *Character and Plot* worksheet to have students take a closer look at the connection between character and plot.

ASSESS: Distribute the *Character and Plot* worksheet. Have students work in pairs or small groups to complete it. Hold a class discussion to allow students to share their ideas and insights.

EXTEND

Opinion: Have students conduct research to find and read articles about hair discrimination. Then have them write an opinion statement to address this question: *Should schools have authority over how students wear their hair at school?* Tell students their opinion statements should:

- Begin by clearly stating the issue and their position on it
- Include facts and examples to support opinions
- Conclude by summing up their opinion.

Analyzing Plot and Character (2 pages)

For each plot stage, identify an important event and describe what it reveals about Rani. Support your ideas with text evidence.

Story Events	What is revealed about Rani?	Text Evidence
Exposition		
Rising Action		
Climax		

Analyzing Plot and Character continued

Story Event	What is revealed about Rani?	Text Evidence
Falling Action		
Resolution		

Discuss: What theme or themes do you find in this story? Discuss ideas with a partner.

Where the Mind Is Without Fear

p. 10, Poem

Give students an opportunity to explore and respond to poetry using this poem by Nobel Prize-winning poet, artist, and philosopher Rabindranath Tagore.



RESOURCES

- Noticing a Poem

OBJECTIVES

- Students will read and analyze a poem.
- Students will recognize genre, key elements, and characteristics of a literary text.
- Students will analyze perspectives.

KEY VOCABULARY

- **fragments** (p. 10) broken parts or pieces of something
- **tireless** (p. 10) working very hard with a lot of energy for a long time
- **striving** (p. 10) the act of trying hard to achieve something
- **dreary** (p. 10) causing unhappiness or sad feelings

ENGAGE

Conversation Question: What is courage?

Explain that moral courage means standing up and doing something when a situation is unfair—when people are treated wrongly or when human rights are not respected. Ask students to name well-known people who have shown moral courage. Examples include: Martin Luther King, Malala Yousafzai, John Lewis, Rosa Parks, and many others. Finally, tell students to look for ideas about moral courage in Rabindranath Tagore’s poem “Where the Mind Is Without Fear.”

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 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

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to begin discussing the poem:

1. What do you notice about this poem?
2. Who is the speaker?
3. Who is the speaker addressing?
4. What is the subject of this poem?

SKILL FOCUS: Noticing a Poem

INSTRUCT: Explain that poet Edward Hirsch described three false ideas many readers hold about reading a new poem: (1) Readers feel inadequate if they can’t understand the poem after reading it only one time. (Example: “I must not be smart enough to understand the poem.”) (2) Readers think the poem is a puzzle to be solved, and all the words and phrases are clues that fit together in only one way. (Instead, look for words and phrases that stand out to you. What thoughts do they bring up?) (3) Readers think a poem can mean anything they want it to mean. (Readers’ ideas about a poem must be supported by the language in the poem.) Have students reread the poem, noting in the margins the words and phrases that stand out to them and their questions.

ASSESS: Have students continue discussing the poem in small groups using the questions on the *Noticing a Poem* worksheet. Bring the class back together to share and discuss ideas.

EXTEND

Social Studies: Have students conduct research to learn about Rabindranath Tagore and the circumstances that gave rise to his poem “Where the Mind Is Without Fear.” Students can work in groups to create presentations on Tagore’s life, works, political views, and legacy.

Noticing a Poem

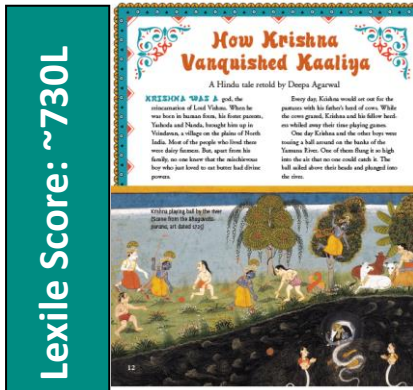
Use your own questions and the questions below to help you think about and discuss “Where the Mind Is Without Fear” with your classmates.

Questions	My Notes
1. What do you notice about the poem?	
2. What words and phrases stand out for you?	
3. Who is the speaker?	
4. Who is the speaker addressing?	
5. What is the topic of the poem?	
6. What is the speaker’s purpose?	
7. What is the tone of the poem?	
8. What is the speaker’s message?	
9. What ideas about courage do you find in the poem?	

How Krishna Vanquished Kaaliya

pp. 12–16 Hindu Tale

Use this story of how Krishna tamed a ferocious, multi-headed snake to give students practice in analyzing character traits and characterization.



RESOURCES

- Characterization

OBJECTIVES

- Students will read and analyze a Hindu tale.
- Students will analyze how key individuals, events, and ideas develop and interact.
- Students will write narratives to develop real or imagined experiences and events.

KEY VOCABULARY

- **reincarnation** (p. 12) someone who has been born again with a different body after death
- **divine** (p. 12) coming from God or a god
- **blighted** (p. 13) damaged a thing or a place
- **impertinent** (p. 13) rude and showing a lack of respect
- **abode** (p. 13) the place where someone lives
- **unwary** (p. 14) not aware of or careful about possible dangers

ENGAGE

Conversation Question: What is courage?

Brainstorm with students a list of heroes and superheroes from books and movies. Discuss situations in which these heroes show courage. Then discuss why superheroes are courageous. Is it because they have special strengths and superpowers or because they want to fight injustice? Tell students to notice examples of courage in this tale and consider why the character shows courage.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of six 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. Is Krishna a god or a human at the beginning of the story?
2. What event causes Krishna to confront Kaaliya?
3. Why do Krishna's friends try to stop him from going in the river?
4. What are Kaaliya's powers and strengths?
5. What are Krishna's powers and strengths?
6. Why will Garuda not attack Kaaliya again?

SKILL FOCUS: Analyze Characterization

INSTRUCT: Explain that Krishna is an important god in the Hindu religion. Many stories tell about Krishna's life. In some stories he is a child and in others he is a prankster or a hero. Ask students which role or roles Krishna plays in this story—child, prankster, hero, or a combination of these? Continue by explaining that Krishna is the god of protection, compassion, tenderness, and love. Discuss the meaning of these words and turn them into traits: protective, compassionate, tender, and loving. Then have students turn and talk to discuss an example of how Krishna shows one of these traits in the story. Invite students to share ideas.

ASSESS: Distribute the *Characterization* worksheet and go over directions. Have students work in small groups to complete the worksheet. Invite students to share their responses with the class.

EXTEND

Writing: Have students turn all or part of "How Krishna Vanquished Kaaliya" into a comic strip or graphic story. Students should storyboard the images they will put in the comic-strip frames and think about the words they will use with each frame before they write and draw their final strips. Encourage students to share comic strips with the class.

Characterization

In the organizer below, give one example of how Krishna shows each character trait in the story. Then identify the method of characterization the author uses in each example.

Methods of Characterization

- Presenting Krishna's words and actions
- Describing Krishna's appearance
- Presenting Krishna's thoughts and feelings
- Showing what others think of Krishna

protective	compassionate
Krishna	
tender	loving