

# Cricket

## ISSUE THEME

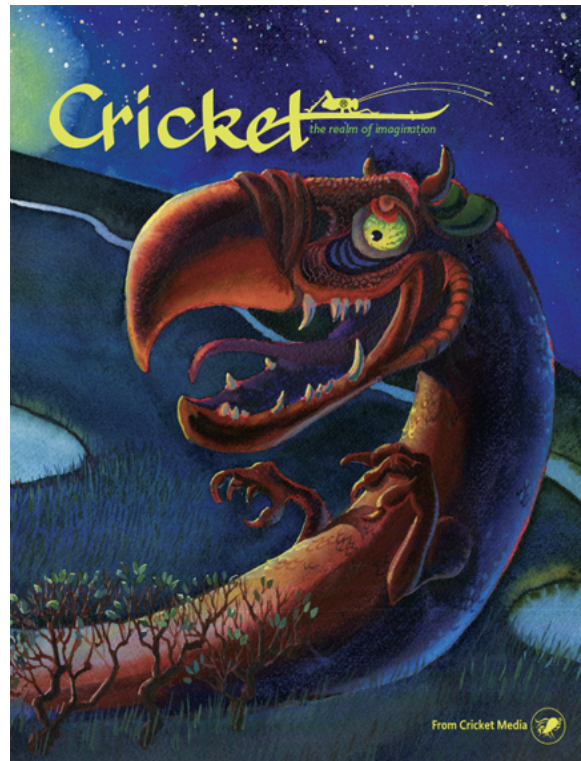
Changing minds can open doors to adventure, bring people together, and even save lives. The question is, how can minds be changed? Explore with your students the ways that nagging, kindness, and scientific evidence are used to change the way characters think.

## CONVERSATION QUESTION

What does it take to change someone's mind?

## TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will summarize key supporting details and ideas
- Students will analyze places, including their physical, cultural, and environmental characteristics and how they have changed over time
- Students will analyze relationships among historical events
- Students will obtain, evaluate, and communicate information



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

- **The Ghost on the Moor**  
Contemporary Realistic Fiction, ~750L
- **Vercingetorix, King Over Warriors**  
Historical Fiction, ~950L
- **John Snow and the Broad Street Pump**  
Expository Nonfiction, ~1250L

# Cricket® Teacher Guide: January 2018

## The Ghost on the Moor pp. 29–26, Contemporary Realistic Fiction

Use this story about cousins spending the summer on an old estate in the English countryside to help students analyze how setting contributes to mood.



### RESOURCES

- Analyze Setting and Mood Worksheet

### OBJECTIVES

- Students will read and analyze a short story
- Students will interpret words and phrases as they are used in a text
- Students will analyze places, including their physical, cultural, and environmental characteristics and how they change over time

### KEY VOCABULARY

- holidays** (p. 20) vacation time
- hastened** (p. 22) moved quickly
- drive** (p. 22) a driveway
- corridor** (p. 24) a hallway

### ENGAGE

**Conversation Question:** What does it take to change someone’s mind?

Ask students to describe times when they’ve wanted to change someone’s mind. For example, they may have wanted to change a parent’s mind about getting them a new phone or change a friend’s mind about what activity to do together. Invite students to describe the persuasive techniques they used. Finally, tell students to pay attention to the way characters in this story try to change minds.

### INTRODUCE VOCABULARY

Display the sentences below and fill them in as a class. Then display the vocabulary words and definitions. Have students use them to fill in the blanks. Discuss the differences between students’ words and the vocabulary words. Explain that the story is set in England and that some of the words in the story are more commonly used in British English.

- I love spending time with my family during the \_\_\_\_\_.
- Eli’s bedroom is the last door on the right at the end of the \_\_\_\_\_.
- There’s a big moving van parked in the Traubs’ \_\_\_\_\_.
- Liza \_\_\_\_\_ to the bus stop so she wouldn’t miss the bus.

### READ & DISCUSS

After all students have read the story independently, use the questions below to discuss it.

- Compare Lorelai’s mother and Aunt Ophelia. What differences and similarities do you notice?
- Lorelai says that Tom’s pants don’t have “the slightest trace of grass or dirt on them.” What does her description tell you about Tom?
- What’s the real reason Tom doesn’t want to walk on the moor?

### SKILL FOCUS: Analyze Setting and Mood

**INSTRUCT:** Remind students that mood is the feeling or atmosphere that an author creates for the reader. Explain that authors often use descriptive details and figurative language to describe setting and that these details contribute to the mood. Then read aloud this sentence from page 22: “Sunlight filtered through the branches of towering Lombardy pines, which stood as erect as Queen’s Guards on either side of the lane.” Have students identify details that help them visualize the setting. Discuss the mood or atmosphere created by these details.

**ASSESS:** Have students complete the *Analyze Setting and Mood* worksheet and then share their responses with the class.

### EXTEND

**Social Studies** Have students research and report on a North Yorkshire ruin. Reports should include visuals as well as the name and date of the ruin, its use, and what has been done to preserve it.

Name \_\_\_\_\_

## Analyze Setting and Mood

In the chart below, list six details from the story that describe setting. Then identify the mood that each detail conveys.

Description of Setting	Mood

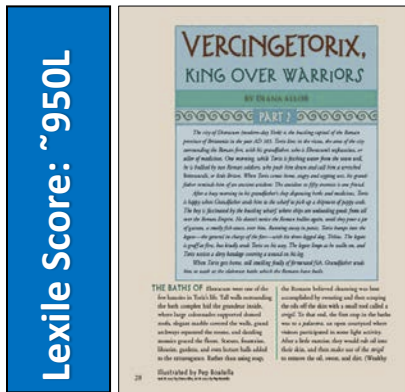
**Group Discussion:** What overall feeling do you think the author wanted to create for readers? What effect does the mood have on the story?

# Cricket® Teacher Guide: January 2018

## Vercingetorix, King Over Warriors

pp. 28–34, Historical Fiction

Teach students to analyze character motivation using this story set in Roman Britain.



### RESOURCES

- Character Motivation Worksheet

### 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 text
- Students will analyze relationships among historical events

### KEY VOCABULARY

- **grandeur** (p. 28) a great and impressive quality
- **festering** (p. 30) becoming painful and infected
- **audacity** (p. 30) a confident and daring quality that is often seen as shocking or rude
- **proffered** (p. 31) offered something
- **rapt** (p. 33) showing complete interest in something

### ENGAGE

**Conversation Question:** What does it take to change someone’s mind?

Ask students to share instances when they changed their mind about someone—maybe they grew to appreciate, enjoy, or respect someone or maybe they felt disillusioned or disappointed in someone. Explain that examples may be people they know personally or figures from popular culture. Then tell students to think about how the characters in this story begin to think differently about each other.

### 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 all students have read the story independently, use the questions below to discuss it.

- Grandfather tells Torix that the antidote to fifty enemies is one friend. How does the story show this piece of advice?
- Why does Torix need courage to go through with his plan?
- How does the legate’s attitude change over the course of the story?

### SKILL FOCUS: Analyze Character Motivation

**INSTRUCT:** Explain that a character usually has a goal or desire that he or she wants to attain—this is the character’s motivation, or the reason why the character thinks, feels, or acts in a certain way. Tell students that they can infer a character’s motivation by paying attention to his or her words, actions, and interactions with other characters. Tell students that a character’s motivation may change over the course of a story. Discuss the motivations of characters in popular movies and books.

**ASSESS:** Distribute a copy of the *Character Motivation* worksheet to each student and have them work in pairs to complete it. Then have students share their ideas with the class.

### EXTEND

**Social Studies** Remind students that this story is set in the year 183 CE. Have students work in groups to create a timeline that incorporates important dates in Roman Britain’s history, both before and after 183 CE. Have students annotate timelines with interesting details and images.

Name \_\_\_\_\_

## Analyze Character Motivation

Use the chart below to record your ideas about the motivations of Torix and the legate. An example is shown.

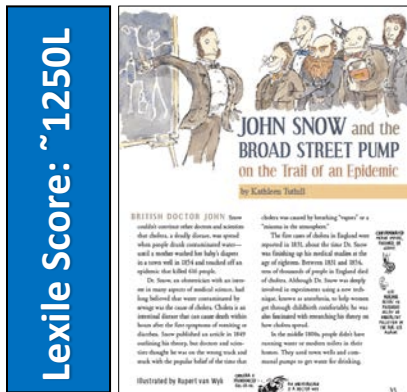
Character	Actions, Words, Thoughts	Motivation
the legate	gave the Roman soldiers who tormented Torix a dirty look and spoke kindly to Torix	wanted the soldiers to know that he disapproves of their behavior and wanted Torix to know that he does not support this behavior

**Group Discussion:** How do the characters' motivations for spending time together change over the course of the story?

## John Snow and the Broad Street Pump

pp. 35–40, Expository Nonfiction

Use this article about the 1854 Broad Street cholera outbreak to teach students to analyze evidence.



### RESOURCES

- Analyze Evidence Worksheet

### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will summarize key supporting details and ideas
- Students will obtain, evaluate, and communicate information

### KEY VOCABULARY

- contaminated** (p. 35) made dirty or impure
- epidemic** (p. 35) an occurrence in which a disease spreads very quickly and affects many people
- cholera** (p. 35) a serious disease that causes severe vomiting and diarrhea and often results in death
- cesspools** (p. 36) an underground hole or container for holding liquid waste, such as sewage
- outbreak** (p. 36) a sudden start or increase of disease
- contracted** (p. 37) became ill

### ENGAGE

**Conversation Question:** What does it take to change someone’s mind?

Ask students if they’ve ever heard someone described as “set in her ways.” Explain that it means that someone is narrow-minded and resistant to change. Discuss why a person may become set in his or her ways. Then explain that this article describes doctors and scientists who are set in their ways. Discuss why this could be dangerous.

### INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students work in pairs to put the words into groups and make predictions about what the article is about. Invite pairs to share their word groups and predictions.

### READ & DISCUSS

After all students have read the article independently, use the questions below to discuss it.

- How did plumbing techniques in the 1800s contribute to the outbreak of cholera?
- What techniques did Dr. Snow use to investigate and track deaths from cholera?
- What reasons did officials and scientists give for resisting Dr. Snow’s ideas?

### SKILL FOCUS: Analyze Evidence

**INSTRUCT:** Tell students that scientists develop explanations for things that exist in the world and that these explanations must match the data, or evidence, they collect. Remind students that Dr. Snow suspected that the Broad Street pump was the source of the cholera epidemic in Soho. Briefly discuss why Dr. Snow held this suspicion.

**ASSESS:** Have partners work together to complete the *Analyze Evidence* worksheet. Then go over the worksheet with the class and discuss why some people did not believe Dr. Snow, despite his evidence.

### EXTEND

**Science** Explain to students that despite scientific advances, there are many countries and regions in the world that do not have access to clean water. Have students work in groups to identify one of these countries or regions and develop a presentation that shows why clean water is an issue, explains how this affects the people living there, and describes efforts to change the situation.

Name \_\_\_\_\_

### Analyze Evidence

Use the chart below to gather evidence from the article that supports Dr. Snow's hypothesis. Use your own words to summarize each piece of evidence.

<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>
<p><b>Evidence:</b></p>	<p><b>Dr. Snow's hypothesis:</b> The Broad Street pump is the source of the cholera epidemic in Soho.</p>	<p><b>Evidence:</b></p>
	<p><b>Evidence:</b></p>	