



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Call It Courage

based on the book by
Armstrong Sperry

Written by
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A FEW NOTES ABOUT THE AUTHOR
Armstrong Sperry

SPERRY, Armstrong (1897-1976) Armstrong Sperry was born on November 7, 1897 in New Haven, Connecticut. As a boy, he liked to draw pictures and write stories. His great-grandfather, Sereno Armstrong, was a sea captain, and the young Sperry was fascinated with his tales of Bora Bora in the South Seas Islands. Sperry attended the Yale Art School and then joined the Navy and served in World War I. After his tour of duty ended, he enrolled at the Art Students League in New York City.

Remembering his grandfather's tales, and a book by Frederick O'Brien called *White Shadows in the South Seas*, Sperry finally traveled on a sailing schooner from Tahiti to Bora Bora in June 1941. He lived on Bora Bora for several months, and used the information he learned about the island and its Polynesian inhabitants as background for several books, including *Call It Courage*.

Sperry returned from Bora Bora and lived in Connecticut with his wife and children. He wrote and illustrated many children's books, and also illustrated book for other authors. In September 1924 he again traveled to the South Pacific, returning home in June 1925. Sperry also took an automobile trip over the old Santa Fe Trail and later wrote books set in the American Southwest.

In 1940 Sperry won the Newbery Award for *Call It Courage*, which was his ninth book for children. Armstrong Sperry died in April 1976.

Many of Sperry's books are now out of print, but titles may be found at used or antique bookstores. The following is a partial listing of his works.

- *One Day with Manu*, Philadelphia, Winston, 1933.
- *One Day with Jambi in Sumatra*, Philadelphia, 1934.
- *Wagons Westward: The Old Trail to Santa Fe*. Philadelphia, 1935.
- *Call It Courage*. New York, Macmillan, 1942.
- *Thunder Country*. New York, Macmillan, 1952.

INTRODUCTION *Call It Courage*

This unit has been designed to develop students' reading, writing, thinking, listening, and speaking skills through exercises and activities related to *Call It Courage* by Armstrong Sperry. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *Call It Courage*. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. They are also introduced to the nonfiction assignment. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 20 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a vocabulary review lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Introduction, *Call It Courage*

Following the reading of the book, a lesson is devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**.

Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are **three writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **express personal opinions**. Students are asked to imagine that they are one of the young people who know Mafatu. They give their opinion about courage and fear and whether or not Mafatu is a coward. The second writing assignment is to **persuade**. Students are asked to take the role of a tribal member and persuade the others to find a way to help Mafatu overcome his fear. The third writing assignment is to **inform**. Students write from Mafatu's point of view and create a survival manual to share with the members of his tribe and those on the other islands.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Call It Courage*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the nonfiction pieces they have read. This not only exposes all students to a wealth of information; it also gives students the opportunity to practice public speaking.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

A **project** is included for students to complete in groups after they have finished with the rest of the unit. This project will encourage students to use analysis and synthesis skills. It will also provide the teacher with a means of informal assessment.

The **unit test** comes in two formats: all multiple choice matching true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

Introduction, *Call It Courage*

There are additional **support materials** included with this unit. The **resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys are located directly after the reproducible student materials throughout the unit.

UNIT PLAN ADAPTATIONS –*Call It Courage*

Block Schedule

Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

- Complete two of the daily lessons in one class period.
- Have students complete all reading and writing activities in class.
- Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.
- Assign the projects from the daily lessons at the beginning of the unit, and allow time each day for students to work on them.
- Use some of the Unit and Vocabulary Resource activities during every class.

Gifted & Talented / Advanced Classes

- Emphasize the projects and the extra discussion questions.
- Have students complete all of the writing activities.
- Assign the reading to be completed out of class and focus on the discussions in class.
- Encourage students to develop their own questions.

ESL/ELD

- Assign a partner to help the student read the text aloud.
- Tape record the text and have the student listen and follow along in the text.
- Give the student the study guide worksheets to use as they read.
- Provide pictures and demonstrations to explain difficult vocabulary words and concepts.
- Conduct guided reading lessons, asking students to stop frequently and explain what they have read.
- Show the movie version of the novel (if available) and help students identify characters and events, and relate the action in their own words. You may want to show the movie without the sound and explain the actions in your own words.

UNIT OBJECTIVES – *Call It Courage*

1. Through reading *Call It Courage* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will be introduced to the elements of a folktale or tribal legend.
3. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
4. Students will practice reading aloud and silently to improve their skills in each area.
5. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Call It Courage*.
7. Students will practice writing through a variety of writing assignments.
8. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.
10. Students will complete a group project to further their understanding of *Call It Courage*.

READING ASSIGNMENT SHEET
Call It Courage

Date Assigned	Reading Assignment	Completion Date
	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	

WRITING ASSIGNMENT LOG *Call It Courage*

Date Assigned	Writing Assignment	Completion Date
	Writing Assignment 1	
	Writing Assignment 2	
	Writing Assignment 3	
	Non-fiction Assignment	
	Project	

UNIT OUTLINE *Call It Courage*

1	2	3	4	5
Introduction	PVR Chapter 1 Nonfiction Assignment	Study ?? Chapter 1 PVR Chapter 2 Oral Reading Evaluation	Study ?? Chapter 2 Minilesson: Conflict	Writing Assignment #1
6	7	8	9	10
PVR Study ?? Chapter 3	Study?? Chapter 3 Writing Conference	Quiz Chapters 1-3 PVR Chapter 4	Study ?? Chapter 4 Minilesson: Character Traits	Writing Assignment #2
11	12	13	14	15
PVR Study?? Chapter 5	Extra Writing/ Discussion Questions	Writing Assignment #3	Vocabulary Review	Unit Review
16	17	18	19	20
Test	Nonfiction Assignment	Project	Project	Project

Key: P = Preview Study Questions V=Vocabulary Work R= Read

LESSON ONE

Objectives

1. To introduce the *Call It Courage* unit
2. To distribute books, study guides and other related materials
3. To give students background information about the ancient Polynesian inhabitants of the South Seas Islands
4. To discuss the idea of “courage”
5. To discuss the characteristics of a legend

Activity #1

Distribute books, study guides, and reading assignments. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the question to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading/Writing Assignment Sheet You (the teachers) need to fill in the reading and writing assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading and writing assignments so they know what is expected of them.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Extra Activities Packet portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your classroom where you will keep these materials for students to use. Bring the books and articles in from the library and keep several copies of the puzzles on hand. Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

WRITING ASSIGNMENT #1 *Call It Courage*
Writing to Express a Personal Opinion

PROMPT

You are a young person the same age as Mafatu, a member of his tribe living on the island of Hikuera. You have known Mafatu all of your life. Although you do not remember the hurricane that took his mother's life and left him afraid of the sea, you have heard the story repeatedly from others. Recently several of the other young people have shared their opinion with you that Mafatu is a coward and is bringing bad luck to the group. You see how they treat him. They ask you what you think of Mafatu. You share your opinion of him, what it means to be courageous, and also what it means to be a coward.

PREWRITING

Remember that a personal opinion piece should include your thoughts and feelings. Support these thoughts and feelings with factual evidence or examples.

First, read through the early chapters of the book to find examples of the way that Mafatu was treated. You may also want to do some additional reading on the ancient Polynesians' beliefs about courage and fear.

Make a concept web with the word *courageous* in the center. Write down any words or phrases that come to mind. Repeat the activity and make a concept web for the word *coward*. Refer to these ideas as you write.

DRAFTING

Since this assignment is meant to be spoken, your writing style can be more informal than usual. Explain your opinion in the first few sentences. Back up your opinion with personal experience or facts. Write your first draft. Check to make sure you are including your opinion. Use as many descriptive words and images as you can. You may want to use a thesaurus to help you get a variety of words and their exact meanings.

PEER CONFERENCE/REVISING

When you finish the rough draft of your personal opinion piece, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Your reader should also be able to summarize your opinion about Mafatu based on your text. Reread your text considering your critic's comments, and make the revisions you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your opinion paper, double-checking your grammar, spelling, organization, and the clarity of your ideas.

FINAL DRAFT

Follow your teacher's directions for making a final copy.