NOVELUNITS

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Call It Courage

SAMPLE

Armstrong Sperry

READ, WRITE, THINK, DISCUSS AND CONNECT

Call It Courage

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TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Vocabulary
    Antonyms/synonyms, root
    words, prefixes, suffixes

Listening/Speaking
    Participation in discussions,
    drama, partner dialogue

Literary Elements
    Character, setting, plot,
    conflict, figurative language,
    symbol, suspense, writing
    style, theme, mood, point of
    view, genre

Thinking
    Brainstorming, classifying
    and categorizing, evaluating,
    analyzing details

Comprehension
    Predicting, sequencing,
    cause/effect, inference

Writing
    Journal, descriptive, poetry,
    dialogue, argumentative,
    comparison/contrast

Summary of *Call It Courage*

This is the story of Mafatu, a Polynesian boy, who is afraid of the sea. To prove himself, he leaves his people and his island and paddles out to sea in a fragile canoe. He survives a hurricane and lands on an island inhabited by cannibals. He proves to himself that he has courage.

About the Author

Armstong Sperry was born in 1897 in New Haven, Connecticut. He began his career as an illustrator before becoming a writer. Combining the two media led him into the field of children's literature. His stories are clearly written in a fashion that never talks down to younger readers. The prose in his stories leave his readers wondering what would happen next in the more than 25 books he wrote. Sperry spent two years in the French-owned islands of the South Pacific, and the themes for many of his books have come from this experience. *Call It Courage* was written in 1940. It is a classic of children's literature.

Introductory Activities and Information

Note:
It is not intended that everything presented in this guide be done. Please be selective, and use discretion when choosing the activities you will do with the unit. The choices that are made should be appropriate for your use and your group of students. A wide range of activities has been provided so that individuals as well as groups may benefit.
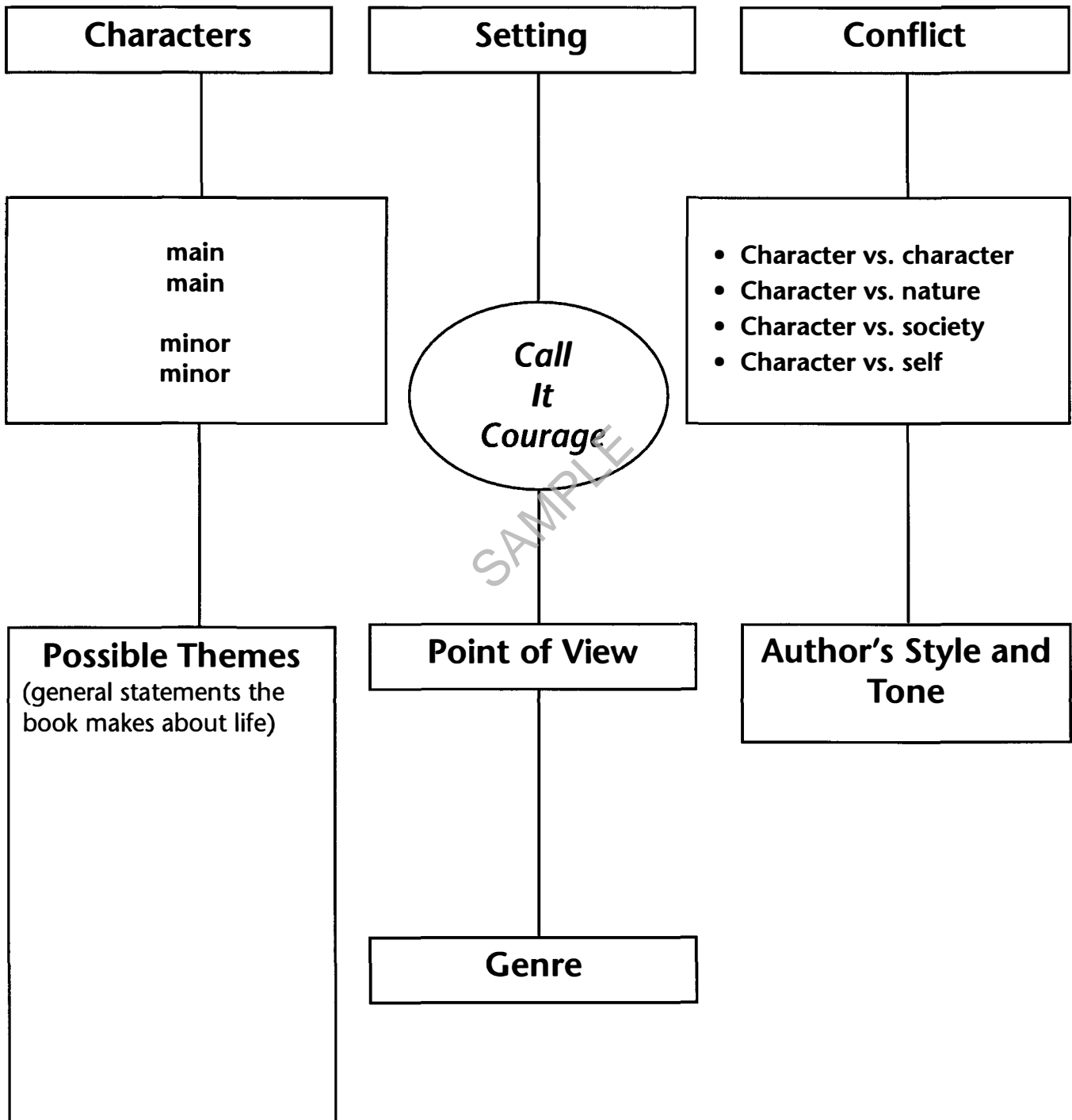
Instructions Prior to Reading:
You may wish to choose one or more of the following Prereading Discussion Questions/ Activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Prereading Activities:
1. Previewing: Look at the cover illustration and the title. What do you think the story will be about? Are there clues about characters and the setting? What can you tell about the boy on the cover? Will the dog be an important character? When and where do you think the story takes place?

2. Anticipation Guide: Directions—Rate each of the statements on the next page before you read the novel. (1 means you agree completely; 6 means you don't agree at all.) Compare your ratings with a partner's, and discuss why you chose the particular ratings you did. (After you have completed the novel, rate the statements again and discuss with your partner whether any of the ratings changed.)

Story Map

Characters	Setting	Conflict

main main minor minor	*Call It Courage* SAMPLE	• **Character vs. character** • **Character vs. nature** • **Character vs. society** • **Character vs. self**

Possible Themes (general statements the book makes about life)	**Point of View**	**Author's Style and Tone**

	Genre	

Chapter-by-Chapter Vocabulary, Discussion Questions, and Activities

Chapter One: "Flight"—Pages 1-16

Vocabulary:

impending 3	frigate 3	uninhabited 4	awash 4
pinnacle 5	tupapau 6	jibes 7	fare 7
nondescript 8	albatross 8	serenely 9	bonitos 9
sennit 10	pandanus 11	scornful 12	resentment 13
taut 13	pareu 14	ebbing 16	hovered 16

Vocabulary Activity:

Word mapping is an activity that lends itself to any vocabulary list. For words that have clear antonyms, the following framework is suitable.
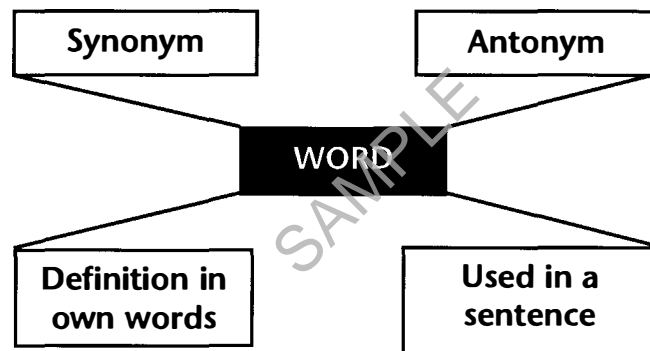
Students might enjoy coming up with variations on this framework. For example, instead of listing antonyms, students could provide a line drawing to illustrate the target word.

Cooperative Learning Activity:

You may want to have all students examine examples of word maps for all target vocabulary words, even when the list is too lengthy to expect one student to map all words. One way to circumvent the problem is to assign small groups responsibility for several words; each group selects a reporter who describes the group's word maps to the large group, using an overhead projector.

Discussion Questions and Activities:
Pre-Reading:

1. Read the first page of the story. Predicting is a very important part of reading.

    • What do you learn about the characters? *(Mafatu is afraid.)*

    • What is the setting? *(South Pacific—Polynesia)*

    • When does this take place? *(many years ago, before traders and missionaries first came to the South Seas)*

    • What is the problem of the story? *(The story is about "Mafatu, the Boy Who Was Afraid." The early people of Polynesia worshiped courage, so this is a problem for Mafatu.)*

2. Let's begin a story map with just the facts we found on page 1. We may have to revise this map as we read because we may find other characters and problems. (See page 9 of this guide.)

3. What type of story is this? Realistic? Fantasy? Historical? Legend? (A legend is a story of the past retold by storytellers to each generation. The legends are told as fact. They are set in a historic time and place, in a recognizable world. The tale is often concerned with changes in humans or heroic deeds. People in legends are concerned about the results of the conflict of natural phenomena, such as in this story it is the power of the sea.)

4. Prediction: Why do you think the chapter is titled "Flight"? Who will flee? Where? Why? The teacher lists the class responses on a large sheet of paper which is displayed and will be verified or changed as the novel is read. Individuals may keep their own prediction sheet.

The class will read pages 2-16.

5. Brainstorm the word FEAR. Brainstorming rules are:

    All ideas count.
    Add details.
    Adapt others' ideas.
    Suggest unusual ideas.

Cause-Effect Map

When something happens that causes something else to happen, the first event is called a <u>cause.</u> The event that happens as a result of something else is called an <u>effect.</u> To plot cause and effect in a story, <u>first</u> list the sequence of events. Then mark causes with a C and effects with an E. Use an arrow from the cause to the effect. Remember that many effects cause something so they might be marked with an E and a C with an arrow to the next effect.

Events in the Story:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Another way to map cause and effect is to look for an effect and then backtrack to the single or multiple causes.

| Cause: |
| Cause: | Effect: | Cause: |