



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

King of the wind

Marguerite Henry

READ, WRITE, THINK, DISCUSS AND CONNECT

King of the Wind

Marguerite Henry

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!

ISBN 978-1-50203-929-3

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

| | |
|--|----|
| Summary | 3 |
| About the Author | 3 |
| Initiating Activities..... | 3 |
| Prereading Discussion | 5 |
| Seven Sections | 12 |
| Each section contains: Vocabulary, Vocabulary Activities, Discussion Questions, and Supplementary Activities | |
| Post-reading Extension Activities..... | 23 |
| Puzzles | 26 |
| Teacher Information | 30 |
| Puzzle Answer Key..... | 35 |

Summary

King of the Wind details the life of Sham, an Arabian stallion. The Newbery Award-winning novel tells of the golden-red horse whose markings, a white spot on his heel and a mark of the wheat ear on his chest, foretell of speed and misfortune. Agba, a mute horseboy in the stables of the Sultan of Morocco, accompanies Sham on strange and often ill-fated travels across Europe to England. Eventually the pair, and a cat that adopts them en route, find a safe home. Sham lives to be renamed "Godolphin Arabian" and to sire a famous line of thoroughbred racehorses.

About the Author

Marguerite Henry was born April 13, 1902, in Milwaukee, Wisconsin. She married Sidney Henry in 1923. She attended Milwaukee State Teachers College and The University of Wisconsin, Milwaukee.

Best known for her books about horses, Marguerite Henry delighted young readers with stories about animals, people, and places. Frequently based on true stories, Henry's books are commended for their accuracy as well as for their way of making history come alive. Fleshed-out characters, realistic plotting, and an honest, well-informed, and nonhumanized treatment of animals are also considered virtues of her work.

Henry recalled starting work on *King of the Wind*. "With great excitement I began to probe and pry into the life of this famous stallion who had rubbed shoulders with sultans and kings, with cooks and carters. Here were no burned-out cinders of history. Here were live coals showering their sparks over Morocco, France, England." Pinning up pictures in her study of the real people and places involved in the novel, Henry immersed herself in her subject, soon finding that "it was the present that grew dim and the long ago that became real!" This novel won the Newbery Medal in 1949.

Initiating Activities

Collect travel posters from your local travel agent and/or airlines, cruise lines, etc. Place these about the room, hanging some brochures mobile-style.

When ready to begin, have some music playing in the background. Bring attention to the map on the bulletin board, and ask a student to locate Morocco on the map. Mark the location. Place a second marker at your present location, and ask for volunteers to describe how one could get from one location to the other. Locate France and England on the world map, and discuss ways in which one could travel from Morocco to France, and then on to England. Would it have been possible to travel in the same manner in the 1730s? How might the journey have been accomplished at that time? What if the journey was to be made by a horse at that same time?

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

| Predictions |
|-------------|
| |
| |
| |
| |

Chapter 1: "The Fast of Ramadan"—Pages 19-25

Chapter 2: "The Brood-Mare Stable"—Pages 26-29

Chapter 3: "A Foal Is Born"—Pages 30-33

Vocabulary

| | | | |
|---------------|-------------|-------------|------------|
| jujubes 19 | fast 20 | gazelle 21 | minaret 22 |
| boisterous 23 | lanthorn 26 | foal 27 | manger 27 |
| splayed 31 | nickered 31 | suckling 32 | |

Vocabulary Activity

Match up a vocabulary word with its synonym from the list below.

- unrestrained (*boisterous*)
- tower (*minaret*)
- abstention (*fast*)
- lantern (*lanthorn*)
- young (*suckling*)
- trough (*manger*)
- spread (*splayed*)

Discussion Questions

- What is Ramadan? (*Page 19, Muslim religious observance during which the faithful must fast while there is daylight*)
- Why is the fast particularly hard on the bay mare? (*Pages 21-22, Horses aren't adapted to fasting, and she was about to give birth to a foal.*)
- What is the favorable sign seen by Agba as he prepares a stall in the brood-mare stable? (*Page 27, Agba sees a new moon. As it is also a new month, Agba thinks that the foal will be strong and swift.*)
- What is the old story-teller's explanation for the source of horses? (*Page 29, "When Allah created the horse, he said to the wind, 'I will that a creature proceed from thee. Condense thyself.' And the wind condensed itself, and the result was the horse."*)
- Describe the newborn foal. (*Pages 31-32, The foal is small, has long whiskers, a curly tail, and is one color, with a white spot on the off hind heel. Agba names the foal Sham, the Arabic word for sun, because of his color in the sun.*)
- Why is the white spot important to Agba? (*Page 32, The white spot is the emblem of swiftness.*)

Supplementary Activities

1. Do some research about Ramadan. Compare Ramadan to celebrations with which you are familiar. Use a T-chart for comparison purposes. Share your comparisons with other students. How many different celebrations were compared? Is there any commonality to be found? Discuss. (*Ramadan is a time, much like Lent, when the Muslims try to purify their lives and grow closer to God. It lasts for one month, and is a yearly event. Muslims may neither eat nor drink while it is daylight. Officially, daylight begins as soon as it is possible to tell a white thread from a black one, and ends when the two threads can no longer be told apart. As the Muslim calendar is a lunar one, Ramadan falls 11 days earlier each year. By fasting during the daylight hours for the month of Ramadan, the Muslims are able to practice self-discipline and prepare themselves for any suffering that they may have to face in the course of obeying God. It is a spiritual training and a way of submitting to God's will. Fasting is also a communal experience, and everyone is made aware of what it is like to feel hunger. Muslims fast during the month of Ramadan mainly because God has asked them to do so at that time.*)

| Ramadan | Other Celebration |
|---------|-------------------|
| | |

2. Start a character attribute web for Agba. Add to it as the story continues. (See pages 8-10 of this guide.)
4. Start a story map. (See page 11 of this guide.)
3. Agba has found a sign of good fortune in the new moon. Is there a sign of good fortune that you seek out? (e.g., the four-leafed clover) Write a short paragraph to tell of your experience with "good luck."

Chapter 4: "The Wheat Ear"—Pages 34-39

Chapter 5: "Camel's Milk and Honey"—Pages 40-44

Chapter 6: "The Sultan's Command"—Pages 45-48

Vocabulary

bittern 35
purling 41

boar 35
larked 42

emissary 38
retinue 48

whimper 41
disdain 48

Vocabulary Activity

Make synonym trains for the vocabulary words *larked*, *disdain*, *whimper*, and *purling*. For example:

Larked — frolicked — romped — gamboled — played...

Disdain — contempt — scorn — aversion — despise...