

# STORYworks®

Teacher's Edition • A Complete Teaching Kit  
February/March 2009

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## February/March Highlights

### IN THE MAGAZINE

- **Black History Month Bonus!** In the first weeks of the Civil War, **Robert Smalls**, a 23-year-old slave, hijacked a Confederate ship and delivered it to Union forces. He became a celebrity—and was elected to the U.S. Congress. This suspenseful story will fascinate and inspire your students.
- The first book in *The 39 Clues*, the hottest new book series, is a *Storyworks* play just for your students!
- **The Obama Girls!** How will Malia and Sasha's lives in the White House be different from those of other "First Children" from history? Find out in our Yesterday & Today compare-and-contrast feature.
- **Award-winning author Watt Key** presents a gripping and funny story about a boy and a rooster. It will captivate your students—especially the boys!
- **PLUS:** Hip Hop poetry, paragraph writing, Grammar Cop, Wordworks, and more!

OUR NEW WEB SITE IS CONTINUALLY UPDATED!

LOG ON TO [WWW.SCHOLASTIC.COM/STORYWORKS](http://WWW.SCHOLASTIC.COM/STORYWORKS) TO FIND:



- 24 FREE standards-based **reproducible skills activities and quizzes** for this issue.
- Resourceful vocabulary and critical thinking activities for each article. Plus **Writers' Workshop!**
- Writing expert **Mary Rose** offers special tips.

**This Teacher's Edition is available online!**

## URGENT NEWS ABOUT OUR ONLINE ANSWER KEYS!

You will find the answer keys for online reproducibles on a separate Web site: [www.scholastic.com/storyworksanswerkey](http://www.scholastic.com/storyworksanswerkey). This comes in response to complaints from many teachers that their crafty students were finding answers online. In addition, you will find the magazine's answer key on that Web site, though those answers are also printed on page T7 of this Teacher's Edition.

# February/March at a Glance

Major Features	Language Arts Standards and Skills Development	Web Reproducibles
<p><b>Poetry, p. 3</b> “Tongue Tester” BY CALEF BROWN</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Analyzing poetry</li> <li>• Understanding author’s purpose</li> </ul> <p><b>Other standards and skills:</b> writing to prompts</p>	<ul style="list-style-type: none"> <li>• Comprehension Quiz</li> <li>• Critical Thinking Questions</li> <li>• Poetry Writing (Rhyming)</li> </ul>
<p><b>Nonfiction, p. 8</b> “Freedom or Death” BY LAUREN TARSHIS</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Making inferences</li> <li>• Identifying supporting details</li> <li>• Cross-curricular content</li> <li>• Identifying cause and effect</li> </ul> <p><b>Other standards and skills:</b> reading comprehension, compare and contrast, understanding character’s motivations, text-to-self, critical thinking, writing to prompts</p>	<ul style="list-style-type: none"> <li>• Comprehension Quiz</li> <li>• Critical Thinking Questions</li> <li>• Vocabulary</li> <li>• Synthesizing/Summarizing</li> <li>• Writing a Newspaper Article</li> </ul>
<p><b>Fiction, p. 14</b> “Leghorn” BY WATT KEY</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding character’s motivations</li> <li>• Understanding personification</li> <li>• Understanding main events in the plot and their supporting details</li> <li>• Identifying similes</li> </ul> <p><b>Other standards and skills:</b> understanding character, envisioning text, understanding allusions, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> <li>• Comprehension Quiz</li> <li>• Critical Thinking Questions</li> <li>• Vocabulary</li> <li>• Character Development</li> <li>• Writers’ Workshop: Similes</li> </ul>
<p><b>Play, p. 24</b> “The 39 Clues: The Maze of Bones” ADAPTED FROM THE BOOK BY RICK RIORDAN</p> <p><b>Writing Activity:</b> Reader Response/ Essay Writing Activity</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding character</li> <li>• Understanding genre: suspense</li> <li>• Identifying cause and effect</li> <li>• Making predictions</li> </ul> <p><b>Other standards and skills:</b> reading comprehension, text-to-self, critical thinking, making judgments, writing to prompts</p>	<ul style="list-style-type: none"> <li>• Comprehension Quiz</li> <li>• Critical Thinking Questions</li> <li>• Vocabulary</li> <li>• Identifying Suspenseful Elements</li> <li>• Understanding Character</li> </ul>
<p><b>Poetry, p. 32</b> “Everything Is Everything” BY LAURYN HILL</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identifying main idea</li> <li>• Analyzing poetry</li> <li>• Text-to-self</li> </ul> <p><b>Other standards and skills:</b> critical thinking, writing to prompts</p>	<ul style="list-style-type: none"> <li>• Comprehension Quiz</li> <li>• Critical Thinking Questions</li> <li>• Poetry Analysis</li> </ul>

## Departments and Skills Pages

**Crossword Puzzle**  
Vocabulary  
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## Tongue Tester p. 3



### SUMMARY

Test out your tongue with this fun tongue twister! Kids will love the challenge of reciting this charming poem—maybe even 10 times fast!

### LANGUAGE ARTS STANDARDS

- Oral presentation
- Vocabulary
- Analyzing poetry
- Understanding author's purpose

### MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- clearly recite the poem
- discuss the author's purpose for writing it
- explain new vocabulary words

### BEFORE READING

Discussing tongue twisters: Ask

students if they know any tongue twisters; for example, "She sells sea shells by the sea shore." What do they think about them? Are they fun? frustrating? challenging?

### DISCUSSION QUESTIONS/ WRITING PROMPTS

- What words would you use to describe this poem? (analyzing poetry) *Students might suggest "fun," "funny," "silly," "clever," and so forth.*
- What does the first word "stealthy" mean? What does "highly strung" mean? (vocabulary) *"Stealthy" means sneaky or secretive. "Highly strung" means uptight or anxious about doing things in a certain way.*
- Why do you think the author wrote this poem? (understanding author's purpose) *He probably wrote it to entertain and to exemplify how words themselves can be fun to play with.*

### AFTER READING

**Poetry reading competition:** Have students practice reading this poem aloud—especially the opening! Then invite them to participate in a poetry-reading contest to see who can best recite "Tongue Tester." Anyone who stumbles on the tongue twister is out! Judge students based on clarity and dramatic interpretation.

**Illustrating the poem:** The illustration that accompanies this poem shows the opening part of the rhyme that features "stealthy thieves." Ask students to illustrate the second part of the poem. How could they show the challenge of saying the first sentence 10 times fast?

## Everything Is Everything p. 32



### SUMMARY

This poem, taken from the song, "Everything Is Everything" by Lauryn Hill, points out both the difficulty and the promise of change, and of achieving your dreams. For Black History Month, we examine the poem's meaning in the light of the civil rights movement.

### LANGUAGE ARTS STANDARDS

- Identifying main idea
- Analyzing poetry
- Text-to-self

### MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- understand and think about the main message of the poem

- examine the lyrics in the context of the civil rights movement
- identify rhymes in the poem

### BEFORE READING

**Background information:** Explain that this poem is part of a song by Lauryn Hill, released in 1998. Do they think there is a difference between poetry and song lyrics? What popular songs today have poetic lyrics?

### DURING READING

**Identifying rhymes:** As students read, ask them to pay attention to which words rhyme. Where do the rhymes occur? *Some are found in two lines in a row, and some skip lines; some are within a line.* Is there a strict rhyme pattern? *No.* What effect do the rhymes create? *The rhymes make the poem more fun to read*

*and to say aloud. They create rhythm.*

### DISCUSSION QUESTIONS/ WRITING PROMPTS

- What main idea do you think is expressed in this poem? (identifying main idea) *Change happens slowly, so you have to be patient and not give up.*
- How could the idea of this poem apply to the struggle for civil rights? (critical thinking) *Civil rights have been a dream many people worked for, and, over time, society changed for the better.*

### AFTER READING

**Writing another verse:** Invite students to add another verse, which refers to their own lives, at the end of the poem. Their verse could be about a change they have made in their lives or one they would like to work toward.



### Reproducibles

Skills and Test-Prep Online

Go to [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks) to print out the following activities that can be used with these poems:

#### TONGUE TESTER

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Writing (Rhyming)

#### EVERYTHING IS EVERYTHING

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Analysis



**SUMMARY**

Robert Smalls was born into slavery, but his mother instilled a desire for freedom in him from a young age. At 23, he commandeered a ship during the Civil War and sailed into Northern territory, winning freedom for his family and 12 other slaves.

**LANGUAGE ARTS STANDARDS**

- Summarizing
- Making inferences
- Identifying supporting details
- Cross-curricular content
- Identifying cause and effect

**MAIN TEACHING OBJECTIVES**

After reading this story, students should be able to

- summarize how Robert Smalls freed himself and other slaves
- explain how Smalls' background led to his beliefs and actions
- understand the historical context of the story

**BEFORE READING**

**Historical background:** Ask students what they know about the Civil War. When did it take place? Why was it fought? Review that the Civil War lasted from 1861 to 1865, and Southern states fought against Northern states over the issue of slavery. The South depended on slaves to work on their plantations, but many, including President Abraham Lincoln, believed slavery was wrong and wanted to abolish it. After a war in which 600,000 people died, the North won and slavery ended.

**DURING READING**

Make sure students examine the photos and illustrations and read the captions accompanying this article, as they provide more details about Smalls as well as the history of slavery in our country. What new information do students learn from them? What conclusions can they draw about slavery?

**DISCUSSION QUESTIONS/ WRITING PROMPTS**

- At what point did harbor guards realize that something was wrong on board

the *Planter*? (reading comprehension) *when it started to head to sea*

- What can you conclude about Robert Smalls from his daring takeover of the *Planter*? (making inferences) *He was brave, smart, and determined, and he valued freedom for his family above all else.*
- In what ways did Robert's mother affect him? (cause and effect) *She made him see how horrible slavery was, even though their owner was kinder than others. She made him realize how they lacked freedom, yet she asked him never to run away.*
- What are some examples of how cruel slavery was? (identifying supporting details) *Slaves had to work long hours and were beaten for small infractions. They were seen as property, had no freedom, and could be bought and sold, often tearing families apart.*
- What privileges did Mr. McKee grant Robert that other slaves might not have had? (compare and contrast) *Robert knew Mr. McKee wouldn't separate him from his mother; he let Robert work a job and keep his monthly earnings beyond \$15.*
- What motivated Robert Smalls to plan his escape? (understanding character's motivations) *He hated that his children did not legally belong to him.*
- If you were Robert Smalls, do you think you would have tried to escape? Why or why not? (text-to-self) *Answers will vary, but students might suggest that they would escape because life would be too unbearable without freedom. Others might think escaping would be too risky.*
- What were some of Robert Smalls' achievements after he escaped from slavery? (summarizing) *He led naval missions for the North during the war, then he returned to South Carolina and became a wealthy businessman. He also became a U.S. Congressman.*
- If Robert Smalls were living today, what do you think his life would be like? (critical thinking) *Answers will vary, but students might say he would be rich, a Congressman, President, etc.*

**AFTER READING**

**Summarizing:** Guide students to write a summary of this article. Have them pick out the most important events or points of the story. Then, help them put


them in chronological order. Finally, ask them to use these points to write a summary. Remind them that their summaries should present the main points, without recounting too many details. **Or, download our reproducible at [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks).**

**Acting out skits:** Arrange students in small groups, and ask them to plan a skit in which Robert Smalls and his family plan their escape aboard the *Planter*. They could discuss how they will proceed, the reasons they want to escape, the risks they face, or what they hope for if they succeed. Then, have the groups share their skits with the class.

**Exploring stories from slavery:** Help students discover stories from former slaves. Go to the Library of Congress's American Memory Web site at <http://memory.loc.gov/ammem/collections/voices/index.html>, where you can listen to or read more stories of former slaves.

**WRITING PROMPTS**

**Expository:** Robert Smalls had many remarkable qualities that helped him achieve freedom and success in his life. Ask students to write an essay explaining what three of these qualities were, and how these traits could help or inspire them in their own lives. **Letter:** Ask students to imagine they are African-Americans living in South Carolina after the Civil War. Have them write a letter to Robert Smalls, telling him how he has affected them.

 **Reproducibles**  
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Go to [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks) to print out the following activities that can be used with this article:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Synthesizing/ Summarizing
- Writing a Newspaper Article



**SUMMARY**

It's boy versus rooster in this *Storyworks* original fiction by Watt Key. Leghorn, a tough and spirited rooster, becomes an archenemy in the eyes of the 6-year-old who must take care of him.

**LANGUAGE ARTS STANDARDS**

- Understanding character's motivations
- Understanding personification
- Understanding main events in the plot and their supporting details
- Identifying similes

**MAIN TEACHING OBJECTIVES**

After reading this story, students should be able to

- explain Wally's feelings toward Leghorn and what made him feel that way
- understand personification and give examples of how Wally personifies Leghorn
- envision and retell the main actions in the story
- identify similes in the story

**BEFORE READING**

Ask students to write a paragraph about something they were scared of when they were in kindergarten or first grade. What was it, and how did their fear affect them? Have volunteers share their paragraphs with the class. Encourage students to think about their own 6-year-old feelings as they read "Leghorn."

**DURING READING**

Read, or ask a student to read, the first paragraph aloud. What strikes them about it? Are they surprised that chickens would bring terror to the narrator? What kind of terror do they predict the chickens could bring?

**DISCUSSION QUESTIONS/  
WRITING PROMPTS**

• How does Wally feel about Leghorn when his family first gets chickens? Why? What causes his feelings to change? (understanding character) *At first, Wally admires how tough and masculine Leghorn seems, but he changes his feelings when his mother tells him he has to feed the chickens every day. Leghorn then becomes a chore.*

• Why do you think Wally likes to think of Leghorn as his prisoner? (understanding character's motivations) *He is scared of Leghorn, but he wants to believe he can control the rooster instead of the rooster's controlling him.*

• From Wally's point of view, why did Leghorn have chicken "wives"? (understanding plot) *Wally claims that Leghorn took "wives" so they would lay eggs and Wally would have to go into the hen house to check for chicks. This is Leghorn's way of getting Wally inside the chicken coop.*

• When Wally is about to enter the hen house to check the eggs for the first time, what does Leghorn do? (understanding details) *Leghorn enters through his entrance at the back of the hen house and waits for Wally to come through the front door.*

• How does Wally keep Leghorn out of the hen house? According to Wally, how does the rooster react to this? (envisioning text) *He climbs to the roof and drops a sheet of plywood in front of Leghorn's entrance. Wally reports that this drives Leghorn crazy.*

• What is the climax, or most exciting part of the story, which changes the outcome? (understanding plot) *The climax is when Wally realizes Leghorn has escaped and is in the camellia bush.*

• Why does Leghorn become John Paul Jones, Jeremiah Denton, and other characters for Wally? (understanding allusions) *Wally remembers Leghorn as a tough, spirited character and sees him in the same league as other such characters.*

• Why does Wally conclude that Leghorn should be proud of himself? (drawing conclusions) *Leghorn has had a longlasting effect on Wally; he has become a hero in Wally's mind.*

**AFTER READING**

**Understanding personification:**

Explain, or invite a student to explain, what personification is: giving human traits to something that is not human. Ask students to give examples of how Wally personifies Leghorn. What human thoughts and emotions does Wally see in Leghorn? They might suggest that Wally sees Leghorn as planning and plotting against him, but a rooster can't

really think that much. He describes Leghorn as a prisoner of war, a crime boss, and a man with a harem.

**Identifying similes:** Point out that the author uses colorful and descriptive language to make his story interesting and to help readers understand it. For example, he uses many similes. Remind students that a simile is a comparison using "like" or "as," then ask them to find similes in the story. **Or, download our reproducible at [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks).**

**Writing about an "enemy":** In this story, Watt Key makes Leghorn Wally's enemy. Following his example, invite students to use personification to write about a nonhuman "enemy": a computer that always freezes at the wrong time, a hamster that plots to mess up his cage as soon as it's clean, and so forth. Have them describe this enemy and give some examples of what their foe does.

**WRITING PROMPTS**

**Narrative:** Have students rewrite this story, or a portion of it, from Leghorn's point of view. How does he feel about Wally? Who does Leghorn think is "the boss?"

**Expository:** Ask students to look back at the paragraphs they wrote in the "Before Reading" section of this lesson and expand them into expository essays. They can include more examples of things that scared them, including a turning point where they either gave in or got over their fear.



**Reproducibles**

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Go to [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks) to print out the following activities that can be used with this story:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Character Development
- Writers' Workshop: Similes

**SUMMARY**

*The Maze of Bones* is the first of a 10-part series, *The 39 Clues*. Our play adaptation of the novel by Rick Riordan introduces the characters Amy and Dan Cahill, as they embark on an exciting and suspenseful adventure to uncover secrets of the powerful Cahill family.

**LANGUAGE ARTS STANDARDS**

- Understanding character
- Understanding genre: suspense
- Identifying cause and effect
- Making predictions

**MAIN TEACHING OBJECTIVES**

After reading this play, students should be able to

- describe the main characters in the play
- discuss what suspense is and how the author uses suspense in this play
- make connections between causes and effects in the play's events
- suggest what secrets the Cahills might discover

**BEFORE READING**

**Discussing mystery and suspense:** Ask students by a show of hands how many of them enjoy reading mysteries. Invite them to name some of their favorites. Have any of them read *The 39 Clues*? Tell them mysteries are often suspenseful, and discuss the meaning of suspense: The author gives you clues that make you curious about what's going to happen next; it creates an "edge-of-your-seat" feeling. Tell them to look for suspenseful clues as they read the play.

**DURING READING**

**Bringing characters to life:** This play is full of colorful characters. Encourage students to make them come alive in their reading. This will help them understand the characters and increase fluency.

**DISCUSSION QUESTIONS/  
WRITING PROMPTS**

• What do you learn about the Cahill family from the first scene? What does it make you wonder about? (understanding

genre: suspense) *You learn that Amy and Dan will have to do something important that is in Grace's alternate will. Students will probably wonder what the children's parents should have done, what is in the will, and what the five hundred years of work has been.*

- What can you figure out about Dan and Amy's relationship with Grace? How do they differ from other members of their family? (understanding character) *Amy and Dan were very close to Grace and really loved her. Others want her money.*
- What decision must each family member gathered at the reading of the will make? (reading comprehension) *He or she must decide whether to take \$1 million or accept the challenge that might make him or her the most powerful person on the planet.*
- If you were at the will reading, what would you do? Why? (text-to-self) *Answers will vary.*
- How would you describe Ian and Natalie? How do they affect Amy and Dan? (understanding character) *Ian and Natalie are snobby and mean. They make Amy and Dan angry because they look down on them.*
- What does Amy conclude at first about looking for the treasure? Why do you think she changes her mind? (identifying cause and effect) *At first, she believes they don't have enough money to search for the treasure. She changes her mind by thinking about how Grace believed in her.*
- What is surprising about the list of famous Cahill names? (critical thinking) *They have all achieved greatness and would not seem to be related at all.*
- Do you think Amy and Dan make the right decision when they enter the contest? Why or why not? (making judgments) *Answers will vary.*

**AFTER READING**

**Understanding character:** Invite students to imagine they are directing the movie version of *The 39 Clues: The Maze of Bones*. To cast the movie, they must provide casting agents with written descriptions of the characters. Have them choose three characters from the play and write descriptions of them, including their age

range, what their personalities are like, what they look like, and, perhaps, what has happened in their pasts to make them the way they are. Have students use details from the play to draw conclusions about what the characters are like.

**Identifying cause and effect:** This play has a number of events that occur in cause-and-effect relationships. For example, Grace dies, which causes her alternate will to go into effect. Have students choose three events from the play and identify their causes and effects.

**Discussing suspense:** Referring back to the "Before Reading" discussion, ask students to give examples of suspense in the play. What made these moments suspenseful? What did they anticipate would happen? **Or, download our reproducible at [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks).**

**WRITING PROMPTS**

**Narrative:** Have students pretend they are Grace Cahill and know what the final treasure is. Have them write a story from her point of view, explaining the treasure and why her family had to hunt for it.

**Persuasive:** Have students imagine that they are either Dan or Amy, and their sibling thinks they should accept the money instead of the challenge. They must prepare well-supported arguments to persuade him or her that it would be better to take the challenge.

**Reproducibles**

Skills and Test-Prep Online

Go to [www.scholastic.com/storyworks](http://www.scholastic.com/storyworks) to print out the following activities that can be used with this play:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Identifying Suspenseful Elements
- Understanding Character

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read. Think. Explain.

There are many fascinating ideas in the February/March issue of *Storyworks*! In this activity, you will pick out your favorite parts of the magazine and write about what you learned.

**Directions:** Answer the questions below. If you need more room, use a separate piece of paper.

1. Write down one fact you learned in this issue of *Storyworks*. Then explain why you found it interesting.

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2. Pick one sentence with writing that you liked and explain why you liked it.

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3. Find one word you didn't know before and write its definition. Then write a sentence using that word.

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4. The articles in this issue are filled with causes and effects. Find an example of both and write them below.

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5. Read **Word Nerd** again. Write down three more complicated sentences (and their simpler translations).

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6. Find a photograph or image you liked in this issue. What about it caught your attention?

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7. Pinpoint an instance in which you made a prediction about what might happen next in a story or article.

Was your prediction correct?

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8. Choose your favorite article or story in the issue and list three reasons why you liked it.

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