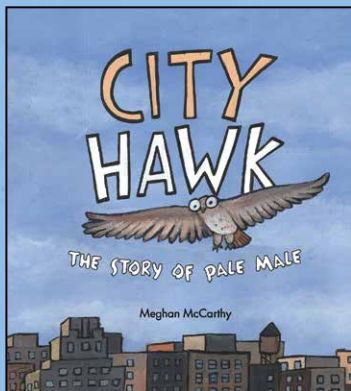
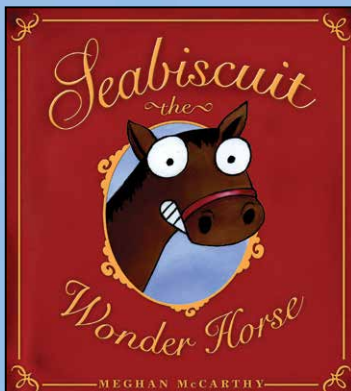


A Curriculum Guide to Books by

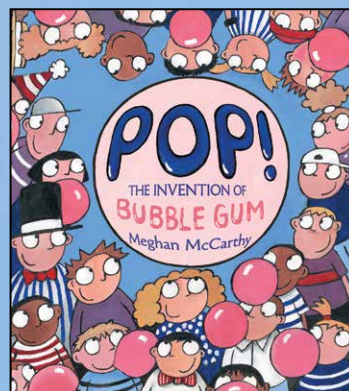
Meghan McCarthy



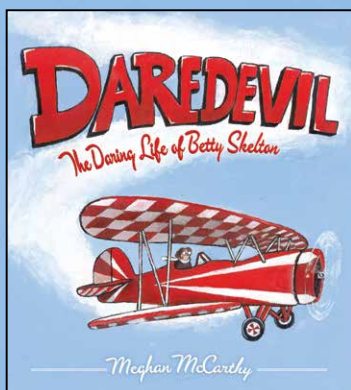
CITY HAWK:
THE STORY OF PALE MALE



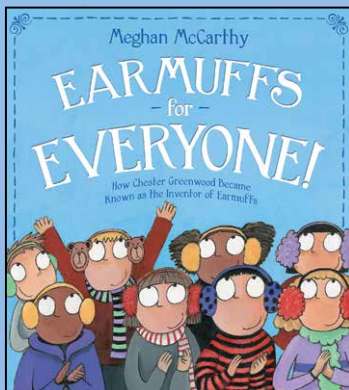
SEABISCUIT THE WONDER HORSE



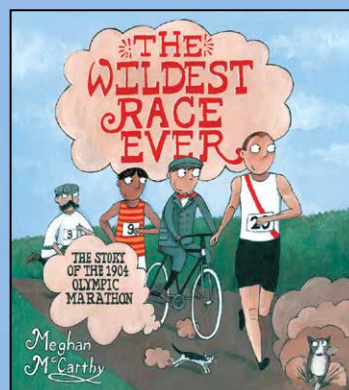
POP!
THE INVENTION OF BUBBLE GUM



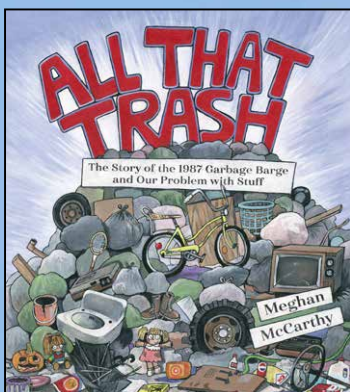
DAREDEVIL:
THE DARING LIFE OF BETTY SKELTON



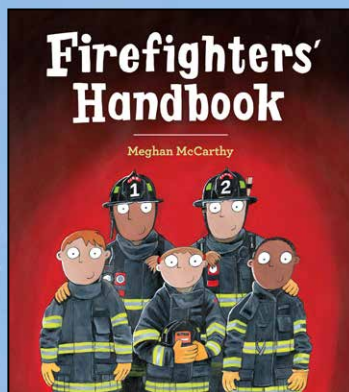
EARMUFFS FOR EVERYONE!
HOW CHESTER GREENWOOD BECAME
KNOWN AS THE INVENTOR OF EARMUFFS



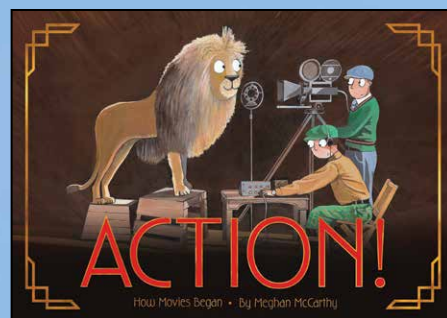
THE WILDEST RACE EVER:
THE STORY OF THE 1904 OLYMPIC MARATHON



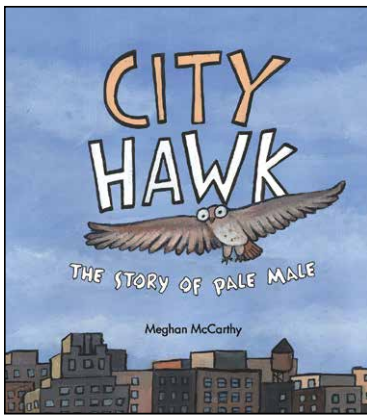
ALL THAT TRASH: THE STORY OF THE 1987 GARBAGE
BARGE AND OUR PROBLEM WITH STUFF



FIREFIGHTERS' HANDBOOK



ACTION!:
HOW MOVIES BEGAN



City Hawk: The Story of Pale Male

HC: 9781416933595



BACKGROUND/SUMMARY

A surprising story unfolded in New York City's Central Park that captured the attention of people of all ages. A red-tailed hawk—an animal not usually seen in a city environment—settled in the area. Observers named this hawk Pale Male and his partner Lola. The two hawks built a nest on an apartment building across Fifth Avenue that could be seen by observers in the park. Each day from early morning until sunset the observers watched the nest, waiting for eggs to be laid, then waiting for the babies to hatch, and finally waiting to see the babies take flight. People called it a miracle that wild creatures could so easily settle in a man-made environment.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about a text, identify the main topic and key details that support it, and describe the relationship between a series of events, concepts, or ideas. Encourage students to cite evidence from the book when discussing their ideas.

1. Explain why Pale Male's story was both surprising and interesting. Here are some questions to think about:
 - Why were New Yorkers surprised to see Pale Male?
 - What made Pale Male and Lola interesting to "the Regulars," the bird watchers in Central Park?
 - Why is the story still interesting?
2. Have one person pretend to be one of the Regulars, while the rest of the group asks questions. The Regular should answer according to the information in the book. Here are two questions to get you started:
 - Why are you and the others called the Regulars?
 - What are you watching and waiting for?
3. Explain what was unusual about the location of Pale Male and Lola's nest.
4. Why do you think the author called the book *City Hawk*?

Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases, think about the features of nonfiction text, and assess the author's point of view. The questions below emphasize these understandings.

1. **Text Features.** Examine and talk about the following features of the book:
 - **Cover.** Look carefully at the front and back covers of the book. Author and illustrator Meghan McCarthy made several decisions when she created this book cover.
 - ◇ Why do you think she placed Pale Male in the center of the cover?
 - ◇ Why is Pale Male looking directly at us?
 - ◇ Why do you think the back cover shows a different time of day than the front cover?
 - **Flaps.** Examine both the front and back flaps.
 - ◇ The front flap entitled "There's a Hawk in the City!" gives a brief summary of the book.
 - What is this story about?
 - What questions do you have before reading the book?
 - After reading the book, see if your questions were answered.
 - ◇ The back flap gives information about the author and illustrator Meghan McCarthy.
 - What other books has she written?
 - Why do you think she decided to write about Pale Male?
 - **"Learn More About Central Park,"** a feature at the back of the book, gives more information about the setting—where the story takes place—and about the two architects that designed the park.
 - ◇ Who were the two men who designed the park?
 - ◇ What was the park like in its early years?
 - ◇ How did it change for the worse?
 - ◇ How was it restored and improved?
 - ◇ Why do you think Meghan McCarthy decided to tell us so much about Central Park?

2. **Concept Circles.** (See *City Hawk* Concept Circles Reproducible Sheet at the end of this section.)

The words in the circles are all used in the book *Pale Male*. Use the words in each circle to write about ideas in the book.

3. In the author's note to *City Hawk* she writes that the *Pale Male* story is for the old and the young as well as the rich and the poor. She says that the story's magic is for everyone. Do you agree? Why?
4. Compare the book you just read, *City Hawk: The Story of Pale Male* by Meghan McCarthy with *The Tale of Pale Male: A True Story* by Jeanette Winter. How are the books similar? How are they different? Here are some things you can discuss: the content, the illustrations, and the back matter.

Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion, to inform, and to explain a sequence of events.

1. **Pretend to be one of the Regulars.** Write several diary entries explaining how you spent your time in Central Park watching, thinking, and waiting. Write entries for two or three different days.
2. **Pretend that you are Pale Male.** Tell about your experience in New York City.
3. **Write poetry about Pale Male.** Pretend that you can ask Pale Male any questions you want and that he will understand you. Your poem can be a series of interesting questions or you can write your questions and Pale Male's answers.
4. **Write a script or short play to perform.** The characters are two Regulars discussing Pale Male, Lola, and the babies. Here are some things you can talk about:
 - Central Park
 - Seeing Pale Male
 - Pale Male and Lola building the nest
 - Waiting for the eggs to hatch
 - The babies, Handsome and Gretel, learning to fly
 - Next spring in Central Park

Practice reading your lines before performing your play for your classmates.

Extending the Experience of Reading the Book

1. Make a text set of books about Pale Male. Gather and read picture book biographies of this famous hawk:

- *City Hawk: The Story of Pale Male* by Meghan McCarthy
- *The Tale of Pale Male: A True Story* by Jeanette Winter
- *Pale Male: Citizen Hawk of New York City* by Janet Schulman

Discuss how the books are similar and different.

2. Visit the website PaleMaleBook.com and click on "Pale Male Videos" to watch (1) an ABC News Report on Pale Male and Lola, (2) a preview of the PBS Nature documentary on Pale Male, and (3) a video about red-tailed hawks. What additional information have you learned?

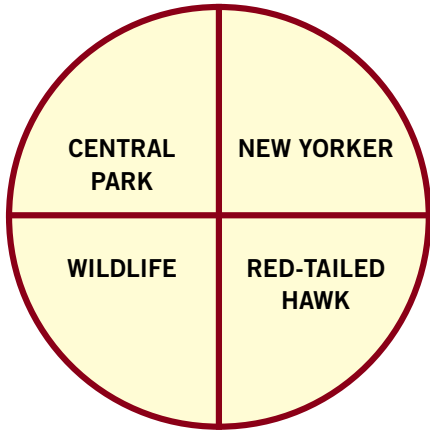




THE STORY OF PALE MALE

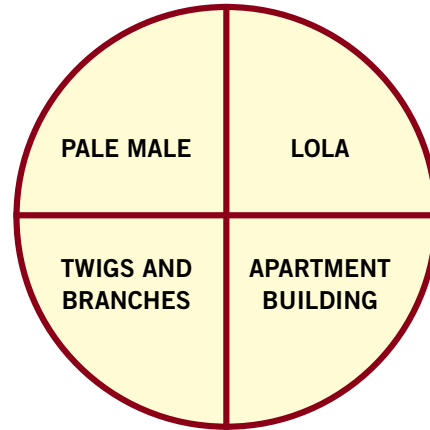
CONCEPT CIRCLES

The words in the circles below are all used in the book *City Hawk*. On another sheet of paper, use the words in each circle to write about ideas in the book.



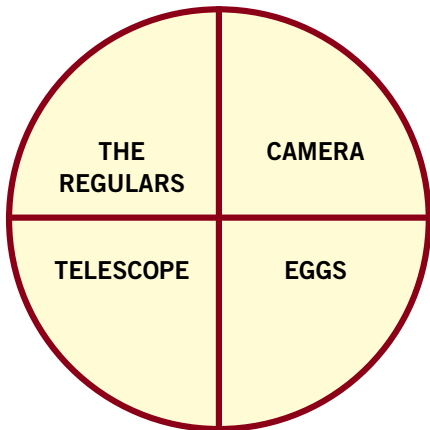
CIRCLE #1:

Use the words in the circle to explain what surprised New Yorkers.



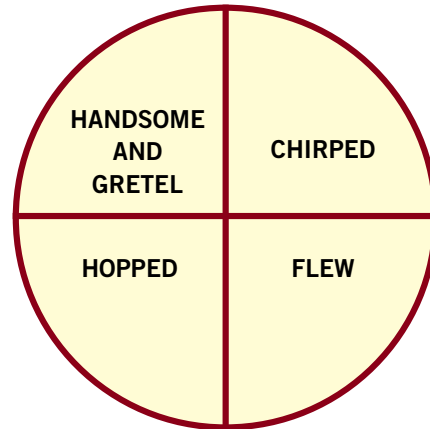
CIRCLE #2:

Use the words in the circle to explain where and how Pale Male and Lola built their nest.



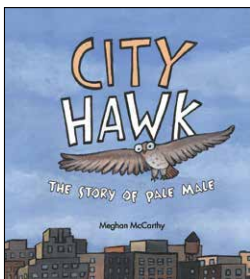
CIRCLE #3:

Use the words in the circle to explain the activities of the Regulars.



CIRCLE #4:

Use the words in the circle to explain how the babies grew and learned to fly.



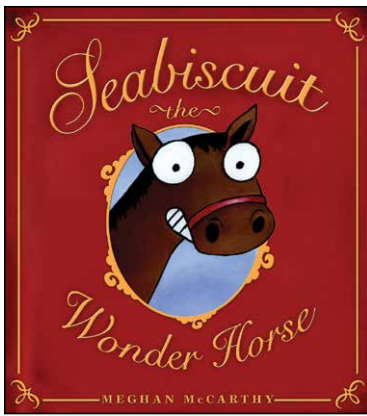
City Hawk: The Story of Pale Male

By Meghan McCarthy
Paula Wiseman Books

Illustrations © Meghan McCarthy



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Seabiscuit the Wonder Horse

HC: 9781416933601



BACKGROUND/SUMMARY

During the 1930s, when many people were suffering from tough economic times, they found momentary diversion at the racetrack. An unusual horse named Seabiscuit—a wild, lazy, angry, stubborn horse—was transformed from a loser to a winner through the loving care of his owner, trainer, and jockey. As a result, Seabiscuit went from being a battered underdog to being a celebrated hero, finding his way into the hearts of millions of people. This amazing horse went on to defeat the famous horse War Admiral in 1938, providing fans with a much-needed escape from their problems and a reason to cheer. Even President Roosevelt took time out from his schedule to follow this exciting race.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about a text, identify the main topic and key details that support it, and describe the relationship between a series of events, concepts, or ideas. Encourage students to cite evidence from the book when discussing their ideas.

1. What was life like for most people in the 1930s? How does the illustration at the beginning of the book show this?
2. Seabiscuit was changed from a wild, lazy, angry, stubborn horse to a winning racehorse. How did each of the following people help change Seabiscuit from a loser to a winner?
 - Charles Howard, Seabiscuit's owner
 - John "Red" Pollard, Seabiscuit's jockey
 - "Silent Tom" Smith, Seabiscuit's trainer
3. How did people feel when Seabiscuit won the race against War Admiral? How does the author let you know this?
4. Do you agree with the author that "Seabiscuit was America's hero"? Why?
5. **Hot Seat!** Put each of the following characters on the hot seat. That means that a student pretends to be a character in the book. Other students ask the character questions. Using information from the book, the student on the hot seat answers the questions the way the character would answer. For example, if a student is pretending to be Charles Howard, two questions he might be asked are "Why did you decide to buy Seabiscuit?" and "Why did you want Seabiscuit to race against War Admiral?"

Here are some characters to put on the hot seat:

- Charles Howard, Seabiscuit's owner
- John "Red" Pollard, Seabiscuit's jockey
- "Silent Tom" Smith, Seabiscuit's trainer
- George "The Iceman" Woolf, the jockey who rode Seabiscuit in the race against War Admiral
- A fan of Seabiscuit—someone with "Seabiscuit-itis"

Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases, think about the features of nonfiction text, and assess the author's point of view. The questions and activities below emphasize these understandings.

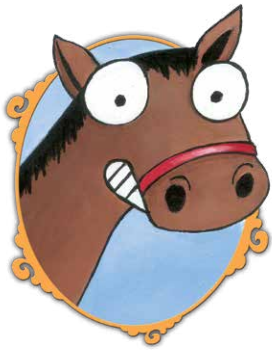
1. **Magnet summaries.** (See *Seabiscuit* Magnet Summaries Reproducible Sheet at the end of this section.) Create magnet summaries of important topics in the story.
2. **Mind Portraits: What Did People Think about Seabiscuit?** (See *Seabiscuit* Mind Portraits Reproducible Sheet at the end of this section.) Show the points of view of different people mentioned in the story by creating mind portraits.
3. Examine the author's note at the end of the book. What extra information does the author provide? How does this information help you understand how Seabiscuit became a hero and a champion?
4. Do you agree with the author that going to the racetrack was a good way for people to forget their troubles for a short time? Why?
5. Watch a video of the famous race when Seabiscuit defeated War Admiral in 1938 at: Meghan-McCarthy.com/Seabiscuit.html

Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion, to inform, and to explain a sequence of events.

1. **RAFT Writing Activity.** (See *Seabiscuit* RAFT Reproducible Sheet at the end of this section.) RAFT stands for Role, Audience, Format, and Topic. By shifting each of these features, we can think of interesting ways to write about Seabiscuit.
2. Seabiscuit really changed over time. Make a series of pictures showing how the horse changed. Then, underneath each picture, write about the change.
3. What is your opinion of Seabiscuit? Was he a hero? Write your thoughts about this horse.
4. Read *Wonder Horse: The True Story of the World's Smartest Horse* by Emily Arnold McCully. Write about how Jim Key, the Wonder Horse, was similar to and different than Seabiscuit.
5. Visit the website of author Meghan McCarthy at Meghan-McCarthy.com to learn more about her books, writing, and illustrating. Click on "All About the Books" to find out about the author/illustrator's other books. Prepare a written summary of one of the author's books. Be sure to tell the main idea of the book and the details that help readers understand this idea.





Seabiscuit the Wonder Horse

MAGNET SUMMARIES

Create magnet summaries of important topics in the story. Here's how.

First, begin with a key word that explains the topic. You can think of this word as a magnet that attracts other related words. Second, list other words and phrases that describe and explain the magnet word. Third, use as many words and phrases as possible to write a magnet summary about the topic.

Here is an example:

| | | | |
|--------|-------------------|--------|----------|
| lazy | potential | angry | stubborn |
| gentle | SEABISCUIT | | fast |
| owner | trainer | jockey | champion |

Magnet Summary: In the beginning, Seabiscuit was a lazy, stubborn, angry horse. But with the help of his owner, who saw his potential, and his trainer and jockey, who knew how to care for him, he became a champion.

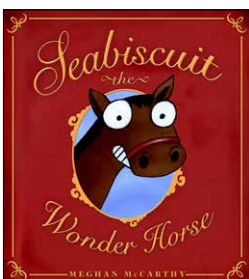
On a separate sheet of paper, try writing magnet summaries using these topics:

| | | |
|-----------------------|--------------|---------------------|
| tough times | elegant | escape |
| racetrack | 1930s | racehorses |
| forget their troubles | | long lines for food |

| | | |
|--------------------------|--------------------------|---------------|
| mighty | fastest horse in history | Samuel Riddle |
| challenge | WAR ADMIRAL | scoffed |
| goofy-looking challenger | | grand horse |

| | | |
|-------------------------|-----------------------|------------------------|
| Red was injured | crammed like sardines | President Roosevelt |
| forty million Americans | CHAMPION | winner by four lengths |
| Seabiscuit | War Admiral | winner's circle |

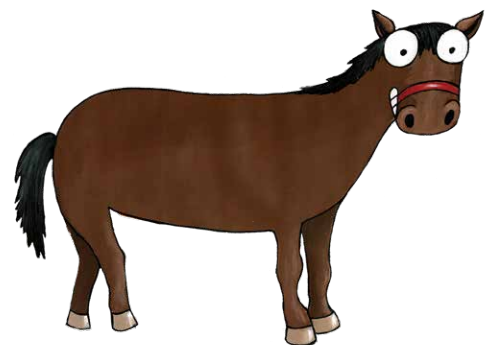
Create your own magnet word and related words. Write a magnet summary for your word choices. Illustrate your magnet summary.



Seabiscuit the Wonder Horse

By Meghan McCarthy
Paula Wiseman Books

Illustrations © Meghan McCarthy



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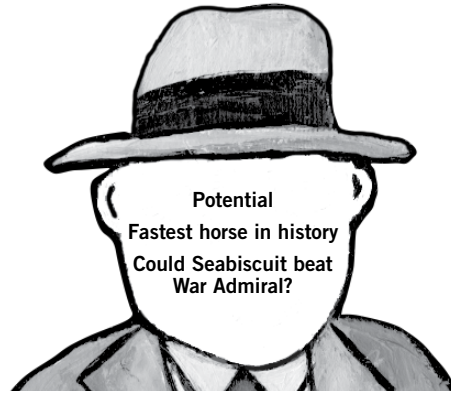
Seabiscuit the Wonder Horse

MIND PORTRAITS

What did people think about Seabiscuit? You can show the points of view of different people mentioned in the story by creating mind portraits.

First, draw a picture of the person—a face with features. Second, draw an empty face with no features. Instead, show what each person thinks about Seabiscuit—what’s on the person’s mind. Use both words and pictures.

For example, here is owner Charles Howard’s face. Then, in the empty face, we see his thoughts about Seabiscuit.



On separate sheets of paper, make your own mind portraits of these characters:



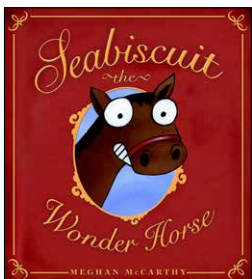
John "Red" Pollard
Seabiscuit's jockey



"Silent Tom" Smith
Seabiscuit's Trainer



George "The Iceman" Woolf
Seabiscuit's jockey in the big race



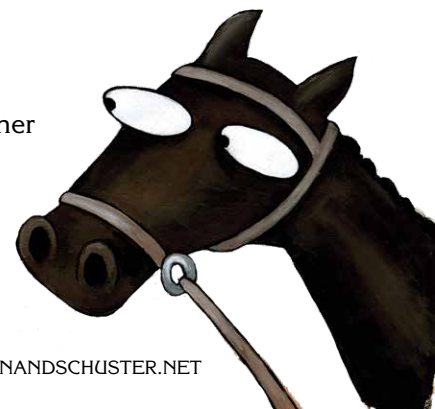
Seabiscuit the Wonder Horse

By Meghan McCarthy
Paula Wiseman Books

Illustrations © Meghan McCarthy

REPRODUCIBLE

Samuel Riddle
War Admiral's owner



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Seabiscuit the Wonder Horse

RAFT Writing Activity

RAFT stands for Role, Audience, Format, and Topic.

Role refers to who is doing the writing. **Audience** refers to who is receiving the writing. **Format** refers to the kind of writing being done. **Topic** refers to what the writing is about.

| ROLE | AUDIENCE | FORMAT | TOPIC |
|---------------------------------------|---------------------------------------|--|--|
| Charles Howard, Seabiscuit's owner | Samuel Riddle, War Admiral's owner | Letter | I challenge War Admiral to try to beat my horse Seabiscuit in a race. Why I think Seabiscuit will win. |
| Samuel Riddle | Newspaper reporter | Interview | Why the goofy-looking Seabiscuit will not win. |
| Red Pollard | George "The Iceman" Woolf | Conversation | Please race for me. Ride Seabiscuit when he races War Admiral. |
| Charles Howard | Himself | Scrapbook of photos and items to remember about Seabiscuit | Memories of Seabiscuit and how he changed from a slow, angry horse to a champion and hero. |
| Fan of Seabiscuit | Herself | Diary | Why I went to the racetrack to root for Seabiscuit. |

Here are the writing ideas from the chart above:

- As Seabiscuit's owner, write a letter to Samuel Riddle, challenging War Admiral to a race with Seabiscuit and stating why he predicts Seabiscuit will win.
- As Samuel Riddle, respond to the questions of a newspaper reporter. Tell him why the goofy-looking Seabiscuit will not win.
- As Red Pollard, convince George "The Iceman" Woolf that he should ride Seabiscuit in this place when he races War Admiral.
- As Charles Howard, make a scrapbook of photos and items to remember how Seabiscuit changed from a slow, angry horse to a champion and a hero.
- As a fan of Seabiscuit, write a diary entry about how you went to the racetrack to root for Seabiscuit when he raced War Admiral.

Try adding your own ideas to the chart. Share these ideas with your classmates.



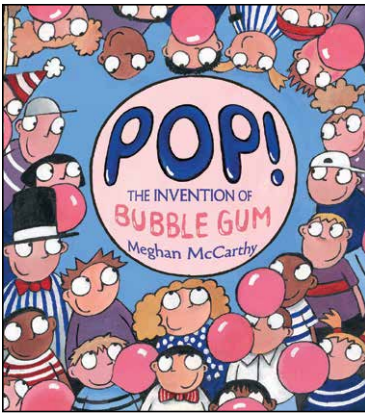
Seabiscuit the Wonder Horse

By Meghan McCarthy
Paula Wiseman Books

Illustrations © Meghan McCarthy



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POP! The Invention of Bubble Gum

HC: 9781416979708
ebook: 9781442436770



BACKGROUND/SUMMARY

Walter Diemer was an accountant for the Flier family candy and gum factory in Philadelphia, Pennsylvania, during the 1920s. His job was to balance the budgets and keep the accounts in order. Walter's life abruptly changed when the company's experimental laboratory—scientists with their beakers, pots, and tubes—moved right next to his office. At first, he just looked at the experiments. Later, he began to actively experiment with various gum mixtures, trying to make a new, more exciting gum. Walter's persistence paid off when he created a gum that chewers could use to blow bubbles. The first batch of his gum quickly sold out and it went on to become a big seller. Walter Diemer's invention added to the happiness of children around the world.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about a text, identify the main topic and key details that support it, and describe the relationship between a series of events, concepts, or ideas. Encourage students to cite evidence from the book when discussing their ideas.

1. Answer the following *5W* and *How* questions about Walter Diemer's invention:
 - a. Who was Walter Diemer?
 - b. What did he invent?
 - c. When did he make this invention?
 - d. Where did he make this invention?
 - e. Why was the invention important to the company?
 - f. How did he succeed in making this invention? What did he do?

Use this information to think of a headline that could have announced Walter Diemer's invention in the newspaper. For example: *Perfect in Pink: Bubble Gum Sells Out in an Afternoon*

Then write a newspaper article explaining Walter Diemer's invention. Use your headline as the title of the article. Include the information about the *5 Ws* and *How* in the article.

2. What problems did Walter Diemer have to solve in order to invent bubble gum? How did he solve these problems? Begin by explaining his first attempts to "add a bit of this and that." Next, tell about the gum he created that became "hard as a rock." Finally, describe his successful pink gum that sold out in a single afternoon.
3. What qualities did Walter have that made him a good inventor?
4. Why did people think Walter's gum was exciting? Do you agree?
5. Why is *Pop!* a good title for this book?

Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases, think about the features of nonfiction text, and assess the author's point of view. The questions below emphasize these understandings.

1. Discuss the meaning of the word *invent* with students.
2. To invent something means to create something new, like a new product. Inventing involves using your imagination and creativity. Tell why Walter Diemer's bubble gum is called an invention.

Read more about the invention of bubble gum at the following websites:

About.com. "The Invention of Bubble Gum"
history1900s.about.com/od/1920s/qt/bubblegum.htm

Ideafinder.com. "Bubble Gum"
ideafinder.com/history/inventions/bubblegum.htm

Discuss what you learned. What new information did you learn about bubble gum? What questions do you have about bubble gum? How could you find the answers to your questions?

3. **List, Group, and Label.** Below are some words and phrases from *Pop!* Write these words and phrases on cards or pieces of paper. Group the words and phrases that belong together because they are about the same topic or idea. Then give each group a name. Explain your groups of words to your classmates. For example, *accountant*, *balance budgets*, and *add numbers* all describe Walter Diemer's Job at the Fleer Family Factory.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Philadelphia • vanilla • factory • Fleer family • accountant • job • numbers • balance budgets • gum • experimental laboratory • office • sap • beakers, pots, and tubes • big secret • wintergreen • chewing gum | <ul style="list-style-type: none"> • Ancient Greeks • American Indians • spruce tree resin • bubbles • bubble gum blowers • kettles • gum experiment • mixtures • cinnamon • coworkers • inventor • batch • sold out • truckloads • delivered • gum-blowing contests |
|--|--|

4. Examine the text features on the pink pages at the end of the book. These pages provide extra information that is not in the main part of the book. Make a chart showing each text feature. Provide an example of the extra information that feature provides. A sample chart might look like this:

| TEXT FEATURE | EXTRA INFORMATION |
|---|---|
| Additional Information about the Person the Book Is About ("Walter Diemer: More about the Man Behind Bubble Gum") | Walter Diemer's invention helped save the Fleer company. Many workers at the factory thought Walter Diemer's invention was too heavy and would break the mixer. |
| Additional Facts ("Facts about Gum") | Detectives use gum to help find criminals. They compare their teeth marks in the gum to their dental records. |
| "More Facts about Gum" | The largest bubble on record is twenty-three inches. |
| Source of Quotes ("Quotes in the Book Can Be Found in the Following Books and Articles") | One article answers the question, Is chewing gum good for you? According to a <i>Boston Globe</i> article, sugarless gum can be good for your teeth because it causes you to produce saliva, which washes your teeth. |

How does this information add to your understanding of the invention of bubble gum? Why do you think the author included this extra information?

5. Watch videos related to *Pop!*
- a. Get some illustrating pointers from author and illustrator Meghan McCarthy. Watch Meghan draw a bubble gum machine at Meghan-McCarthy.com/pop.html
 - b. Another video on the author's website shows the record holder for blowing the world's biggest bubble gum bubble. Watch this at Meghan-McCarthy.com/pop_recordholders.html
 - c. Examine examples of gum art and watch videos of gum artists at work at Meghan-McCarthy.com/pop_art.html

Writing

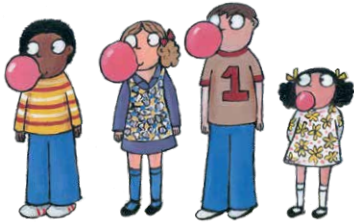
CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion, to inform, and to explain a sequence of events.

1. At the end of the book, on the pink pages, the author wrote:
American kids spend about a half billion dollars on gum each year. Everyone loves bubble gum! The next time you blow a big bubble, remember Walter Diemer. You have him to thank.
Do you agree with the author that we should be grateful to Walter Diemer? Why?
2. Create three-panel comic strips showing events in the book. (See *Pop! Comic Strips* Reproducible Sheet at the end of this section.)
3. February 1 is Bubble Gum Day. On this day, kids get to chew bubble gum in school if they contribute fifty cents or more to a charity. To learn more about Bubble Gum Day, visit BubbleGumDay.com/Bubble_Gum_Day/Bubble_Gum_Day.html. Here you can read about the history of Bubble Gum Day, listen to a radio broadcast about it, and find activities to do on this special day. After learning more about Bubble Gum Day, write a letter to your teacher or principal about why your class should participate. Give reasons why celebrating this holiday would be a good idea. Use words like *because*, *since*, and *for example* as you explain your reasons.
4. Imagine that you were in one of the pictures in the book. Write about what you see, hear, feel, smell, and taste. Imagine that you can use all your senses to describe what is happening. As an eyewitness, describe what is happening.
For example:
 - What if you were with Walter Diemer when he began experimenting with gum?
 - What if you were with Walter Diemer when he produced the perfect batch of bubble gum?
 - What if you were there on the first day Walter Diemer's gum sold out in an afternoon?
 - What if you attended one of Walter Diemer's gum-blowing contests he had for neighborhood kids?
5. Make a text set of books about inventors. Gather and read picture book biographies about inventors such as:
 - Thomas Edison
 - Leonardo da Vinci
 - Margaret E. Knight
 - Madam C. J. Walker
 - Philo Farnsworth
 - Bob and Joe Switzer
 - Benjamin Franklin
 - George Washington Carver
 - Alexander Graham Bell

Write about one inventor: What was special about this person? What did he or she invent? Why? How?

Write about two or more inventors: In what ways were they alike? In what ways were they different?
6. Visit the website of author Meghan McCarthy at Meghan-McCarthy.com to learn more about her books, writing, and illustrating. Click on "All About the Books" to find out about the author/illustrator's other books.





POP! COMIC STRIPS

Illustrate each panel. Use the ideas below to begin each comic strip. Add additional dialog and a picture to each frame.

In the comic strip below, show how Walter Diemer began by watching the experiments as his boss asked him to do, and then began to experiment himself.

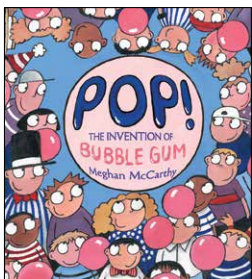
| | | | |
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In the second comic strip, show how Walter Diemer didn't give up when his gum mixture turned hard as a rock.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

In the third comic strip, show what happened when Walter's gum sold out in one afternoon.

| | | | |
|--|--|--|--|
| | | | |
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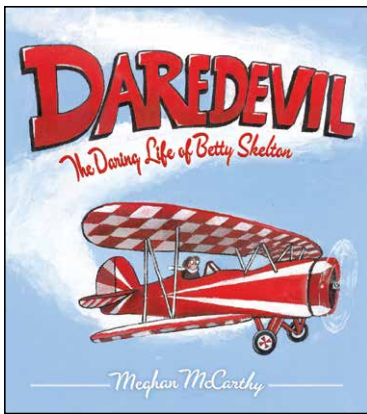


POP! The Invention of Bubble Gum

By Meghan McCarthy
Paula Wiseman Books

Illustrations © Meghan McCarthy





Daredevil: The Daring Life of Betty Skelton

HC: 9781442422629
ebook: 9781442481886



BACKGROUND/SUMMARY

Betty Skelton was known as “the first lady of firsts” because she broke speed, altitude, and distance records in the air, on the ground, and in the water. At a time when most women did not even consider flying airplanes, driving racecars, or training to go into space, Betty Skelton did just that. *Daredevil: The Daring Life of Betty Skelton*, by Meghan McCarthy, shows young readers how one woman *dared* to pursue her goals and dreams—even when they did not match those of most other girls growing up in the 1930s.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about a text, identify the main topic and key details that support it, and describe the relationship between a series of events, concepts, or ideas. Encourage students to cite evidence from the book when discussing their ideas.

1. Betty Skelton didn't act the way most girls did in the 1930s. What did she do that was so unusual?
2. How was Betty Skelton's life different from yours? For example, Betty wanted to be a navy pilot but couldn't because she was a woman. Nowadays both men and women can be navy pilots.
3. Here's your chance to create an imaginary interview. Imagine that you could ask Betty Skelton questions about her daring career and that she would answer you. One person in the class should pretend to be Betty Skelton. The others should ask her questions about her life. Include questions about big, important events like her first plane ride and small details like the fact that her dog, Little Tinker, always flew with her.

While you are preparing your interview, you might be interested in listening to a real interview with Betty, which can be found at C-spanVideo.org/program/292945-1. See if you can add questions and answers based on what you heard Betty say.

4. Have students make a scrapbook of important events in Betty's life. Draw three or four pictures showing Betty as a daredevil. You can show her in a plane, racecar, speedboat, or training with future astronauts. Write a sentence below each picture to describe what is happening. What would Betty want to remember? You could also download real pictures of Betty from the Internet by typing her name into a search engine website, such as Google. How does your scrapbook show that Betty was a daredevil?

Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases, think about the features of nonfiction text, and assess the author's point of view. The questions below emphasize these understandings.

1. **What does it mean to be daring?** This activity asks students to work together to discuss and order related words from *daring* to its opposite, *cowardly*. These words are polar opposites. But what words come in between? What word comes after *daring*? That is, it's more like *daring* than any other word. What word comes next? Then what? Students should discuss the shades of meaning between the words as they order them to complete this activity.

To begin, teachers and librarians can watch a seven-minute video showing a teacher using this activity, which is called a *semantic gradient*. You can find the video at ReadingRockets.org/strategies/semantic_gradients/. Then put the following words on cards:

daring
fearless
cowardly
afraid
adventurous
hotheaded
shy
cautious

Discuss the meaning of each of the words. Then have the children work with a partner to order the words from most daring to least daring. As they agree on the order, have them paste the words on a long strip of paper.

As a class, review what the students have decided. The conversation is an important part of the activity. It is not necessary for everyone to agree on the order of the words.

2. **Create a Word Splash.** Randomly place a number of vocabulary words and phrases used in the book on a sheet of paper. Have the students connect two of the words and use them in a sentence that tells about Betty Skelton. The sentences can be oral or written and illustrated. Some words you can use are:

- metal plane
- navy base
- amazing
- legal
- license
- career
- aerobatic flying
- fly a plane
- preferred
- inverted ribbon cut
- barefoot
- “L’il stinker”
- altitude record
- racecar
- broke the women’s record
- astronauts
- Mercury Seven
- *Look* magazine

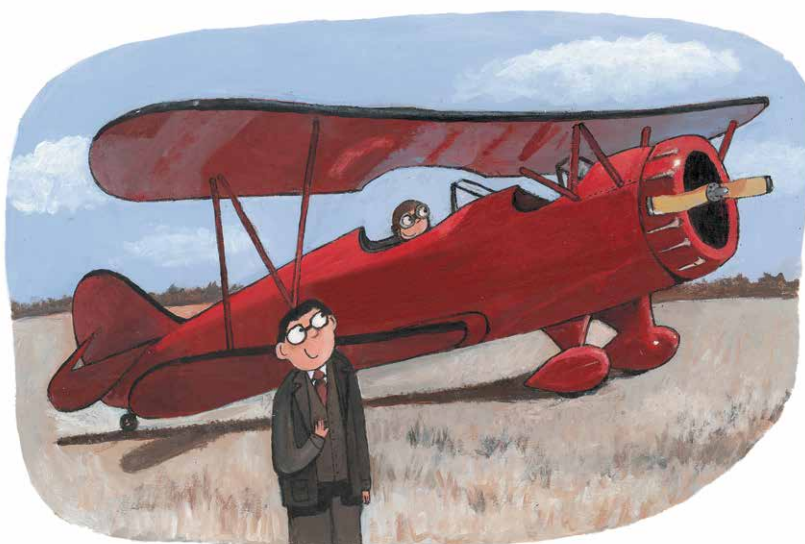
Here’s a sample sentence using two items from the list:

During Betty Skelton’s amazing career, she became famous for the inverted ribbon cut, a flying stunt.

3. Examine the nonfiction text features in the book. Make a chart showing each text feature and what that feature tells the reader. A sample chart might look like this:

| TEXT FEATURE | EXTRA INFORMATION |
|--------------|--|
| Front Cover | Title, author, illustrator |
| Back Cover | Pictures that give clues about what the book is about |
| Title Page | Title, author, publisher |
| Fun Facts | Extra information about Betty Skelton that is not in the main text |
| Quotes | Betty Skelton’s exact words |
| Time Line | Events in Betty Skelton’s life from birth to death |

4. Get some insight into how the author/illustrator Meghan McCarthy paints her illustrations. Watch the following two videos:
- a. “Betty Skelton Painting in Progress” at [YouTube.com/watch?v=x9t3yNks2kw](https://www.youtube.com/watch?v=x9t3yNks2kw) shows how McCarthy painted the copy of the *Look* magazine cover that appears in the book.
 - b. “Betty Timelapse” at [YouTube.com/watch?v=6M6EsAxp8DY](https://www.youtube.com/watch?v=6M6EsAxp8DY) shows the development of a painting over time. This is the painting of Betty in 1951 when she succeeded in breaking an altitude record.



Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion, to inform, and to explain a sequence of events.

1. What is your opinion of Betty Skelton? Do you admire her because she was a daredevil or do you think she was foolish to take so many risks? Write your opinion and tell why you think the way you do.
2. Draw and write about why Betty Skelton was called a daredevil. Explain why people thought she was daring.
3. Tell how Betty Skelton learned how to fly and then became a stunt pilot. Use words like *first*, *next*, and *finally* to explain what happened. Check to see that the order of events is correct.
4. Give your opinion of this book. Give reasons to explain your opinion.
5. Using an illustration in the book showing two or more people, imagine that these people could talk. What would they say? Write a one-page play with two or more characters based on the picture. Act it out with a partner or partners.

For example, using the picture of Betty and her father, have them talk about why they agreed she should take her first flight at age twelve. Here's an example of how to begin:

Betty: Dad, I cannot tell you how excited I am to fly. Even though I am only twelve, I know a lot about flying. I know I am ready to fly by myself.

Dad: You cannot tell your mother about this. She would be very upset.

Betty: Okay, Dad, you have my word. I know it's not legal, so we'll keep this a secret.

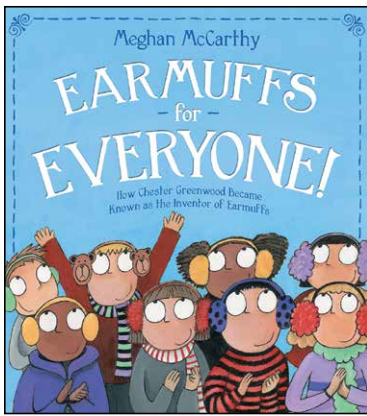
Dad: Let me boost you up into the plane. Good-bye!

Betty: Dad, this is amazing. It's my dream come true. I know I want to be a pilot. I will not change my mind.

Extending the Experience of Reading the Book

1. Make a text set of books about woman pilots. Gather and read picture book biographies of these pilots:
 - Bessie Coleman
 - Amelia Earhart
 - Blanche Stuart Scott
 - Harriet Quimby
 - Ruth Law
2. Visit the website of author Meghan McCarthy at Meghan-McCarthy.com to learn more about her books, writing, and illustrating. Click on "All About the Books" to find out about the author/illustrator's other books.





Earmuffs for Everyone! How Chester Greenwood Became Known as the Inventor of Earmuffs

HC: 9781481406376
ebook: 9781481406383



BACKGROUND/SUMMARY

Earmuffs are such a commonplace part of our winter clothing that we might take them for granted. Yet in the past, someone invented them. It *wasn't* Chester Greenwood, even though today he is known as the inventor of earmuffs. In fact, the state of Maine voted to name a day in his honor. Every year on December 21, Chester Greenwood Day is celebrated. A parade is held in his honor on the first Saturday of December in his hometown of Farmington, Maine. In this humorously written and illustrated story, we learn what's not quite true, and what we know for sure about this useful invention. Along the way, readers learn about *muffs*, *patents*, and—oh, yes!—the difference between *inventing* something and *improving* on it. Most important, we learn that sometimes our past is imperfectly remembered.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K–3.1), identify the main topic and key details that support it (RI.K–3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K–3.3).

Think about the Title and Subtitle.

The title and subtitle of this book provide readers with useful clues to its content. By discussing them both along with the content, students will see how they can be used to think about the key ideas in the book.

- Think about the title of the book, *Earmuffs for Everyone!***
 - How do the illustrations on the inside front cover and the title page show that earmuffs are for everyone?
 - What other information do these illustrations give you about earmuffs?
- Think about the subtitle of the book, *How Chester Greenwood Became Known as the Inventor of Earmuffs*.** Discuss the following questions in order to consider the sequence of events that explain how this happened:
 - Who else, besides Chester, developed and changed earmuffs? How?
 - What improvements did Chester Greenwood make to earmuffs? How did this improvement change earmuffs?
 - Why did Chester get a patent on his improvements?
 - How is Chester Greenwood's story like the story of Thomas Edison and the lightbulb?
 - How did a *Life* magazine article build Chester's reputation as an inventor?
 - How did Mickey Maguire and a journalist friend help make Chester Greenwood Day possible? How is the day celebrated?
- Creating a Sequence Ladder.** After discussing how Chester Greenwood became known as the inventor of earmuffs, have the students complete a sequence ladder showing which four events they think are most important. Students should include the events in the order in which they occurred. Encourage students to both write and draw about their selected events in the blank sequence ladder activity sheet at the end of this section. Use the four events below as samples of what to include in the sequence ladder.

How Chester Greenwood Became Known as the Inventor of Earmuffs

| | |
|-------|--|
| LAST | Mickey Maguire and a journalist friend championed the cause of creating Chester Greenwood Day in Maine. It became official in 1977. Every year this day is celebrated. |
| THEN | Two years after his death, a <i>Life</i> magazine article referred to Chester as the inventor of earmuffs. No mention was made of the other inventors. |
| NEXT | Chester used his good business skills to sell earmuffs in Canada. |
| FIRST | While many people contributed to the invention of earmuffs, Chester Greenwood got a patent for his improvement—a steel band that held the mufflers in place. |

4. The book ends this way:
 “And that’s how the story goes. Chester may not have created the original earmuff...but he made it better. Sometimes that’s what makes all the difference.”

Do you agree? Does Chester Greenwood deserve to be known as the inventor of earmuffs? Why?

5. Design your own earmuffs. What changes and improvements would you make? Draw a picture of yourself with your newly designed and improved earmuffs. Write about the changes and improvements you made.

Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases (RI.K–3.4), think about the features of nonfiction text (RI.K–3.5), and assess the author’s point of view (RI.K–3.6). The questions and activities below emphasize these understandings.

6. **Using Illustrations and Words to Learn New Vocabulary Words.** The author uses both illustrations and words to explain the meanings of words the reader might not know. Look at the example of “Muff” below to see how words and illustrations work together to create meaning. The first example is done for you.

MUFF

What the illustrations show us:



What the words tell us: The words tell us that people wore muffs to keep their hands warm.

PATENT

What the illustrations show us:

What the words tell us:

IMPROVEMENT

What the illustrations show us:

What the words tell us:

SUFFRAGE MOVEMENT

What the illustrations show us:

What the words tell us:

7. **Using Illustrations and Words to Explain New Vocabulary Words.** Use the same technique as author Meghan McCarthy to explain some words used in the book. First, discuss the meaning of the words. Then write and draw about it. *See the Illustrations and Words Activity at the end of this section.*

8. **What Do You Think Really Happened? How Certain Are You?** In “A Note about This Book,” the author tells us it was hard to separate fact from fiction when learning about Chester Greenwood. She asks, “So what can we trust when everyone who knew Chester is dead and the newspapers and magazines since the 1940s reported inaccuracies?”

In the book, the author uses these words to show her uncertainty (what she isn’t sure of):

- As the story goes...
- Obviously, it isn’t quite true...
- People seemed to remember...

The author uses these words to show her *certainty* (what she is sure of):

- What we do know for sure is...

Here are some more words that show uncertainty and certainty:

| Uncertainty | Certainty |
|---------------------|------------|
| I doubt | I believe |
| Probably | It must be |
| It is possible that | Definitely |
| It could be that | It’s true |

The author asks us, *What do you think really happened?*

Write your answer to this question. Use the words in the box above to help you explain what you doubt and what you are certain about.

Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K-3.1), to inform (W.K-3.2), and to explain a sequence of events (W.K-3.3).

- Should your state join the citizens of Maine in celebrating Chester Greenwood Day? What is your opinion? Do you admire the usefulness of earmuffs? Do you think Chester Greenwood's story should be remembered? Write your opinion and explain why you think the way you do.
- Explain how Mickey Maguire, a journalist friend, and the congressmen in Maine helped make Chester Greenwood Day a yearly celebration. What did they do in order to succeed? First, draw a series of illustrations showing what these people did. Second, write about each of their efforts. Third, explain what you think of their success.

| Mickey Maguire | Journalist | Congressmen |
|--|--|--|
| | | |

- Bring some of the people in the book to life by imagining that they could talk. What would they say? Imagine the following conversations:

- Chester Greenwood convinces his grandmother to make earmuffs out of wire and cloth.
- Chester Greenwood tells a newspaper reporter about all his different products and improvements.
- Mickey Maguire and a journalist discuss the stories they made up about Chester Greenwood.
- Mickey Maguire convinces a Maine congressman to vote for Chester Greenwood Day.

With a partner, write down one of these conversations. Practice reading this conversation, and then share it with your classmates.

- Create a made-up story that Mickey Maguire might have told to drum up excitement about Chester or a "terrible, wicked yarn" that Mickey's journalist friend might have told about Chester. Exaggerate Chester's good qualities and deeds. Consider these questions:
 - How far beyond Canada did Chester sell his earmuffs?
 - How many improvements did Chester make to earmuffs and other inventions?
 - How many hours a day did he work in his factory?
 - How good a businessman was he? How much money did he make?

Extending the Experience of Reading the Book

- Make a text set of books and articles about inventors. Gather and read picture book biographies of inventors such as the ones listed below:

- | | | |
|--|--|---|
| <ul style="list-style-type: none">Thomas EdisonMargaret E. KnightOrville and Wilbur WrightMadam C. J. WalkerBenjamin FranklinTemple Grandin | <ul style="list-style-type: none">Alexander Graham BellRuth WakefieldLeonardo da VinciMary AndersonBill GatesPatsy O. Sherman | <ul style="list-style-type: none">Steve JobsAnn MooreSamuel MorseHarriet IrwinHenry FordGeorge Washington Carver |
|--|--|---|

In groups, discuss your reading. What did each person invent? What qualities do these inventors have in common?

- Check out these websites about kids inventing:
 - Kids Invent! at kidsinvent.org
 - Invent Help at inventhelp.com/links/inventing-for-kids-parents-and-teachers.php
 - The Science Spot Kid Zone at sciencespot.net/Pages/kdzinvent.html
 - The US Patent and Trademark Office Site for Kids at uspto.gov/kids
- Read *Pop! The Invention of Bubble Gum*, another book about an inventor by author Meghan McCarthy. Compare *Pop!* with *Earmuffs for Everyone!* How are two books similar? How are they different?
- Learn about other books by Meghan McCarthy by visiting her website at meghan-mccarthy.com/homepage.htm Praise for Pop!



ILLUSTRATIONS AND WORDS ACTIVITY

Read the vocabulary word shown in red and its explanation. Then write and draw about it. If you need more room to write or draw you can use the back of this sheet.

LEGACY

A legacy is something inherited or received from someone who lived in the past. In Chester Greenwood's case, his legacy was the improvement of earmuffs.

WORDS: Explain why many people wanted Chester's legacy to live on.

ILLUSTRATIONS: Show people celebrating Chester's legacy.

INVENTOR

An inventor is a person who creates something useful for the first time.

WORDS: Describe the earmuffs created by different inventors.

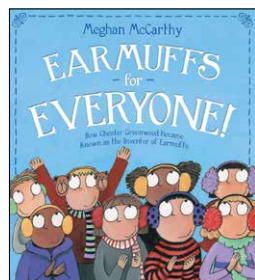
ILLUSTRATIONS: Show the earmuffs produced by different inventors.

PUBLICITY

Publicity is something that attracts a great deal of attention, like being mentioned on radio and TV.

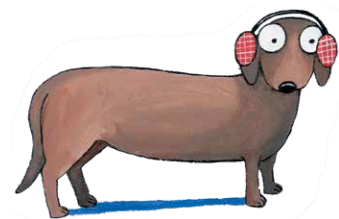
WORDS: Explain how the celebration of Chester Greenwood Day brings publicity to the state of Maine.

ILLUSTRATIONS: Show what people do on Chester Greenwood Day that attracts publicity.



Earmuffs for Everyone! How Chester Greenwood Became Known as the Inventor of Earmuffs

By Meghan McCarthy
Paula Wiseman Books



EARMUFFS for EVERYONE!

SEQUENCE LADDER



Illustration © Meghan McCarthy

Topic: _____

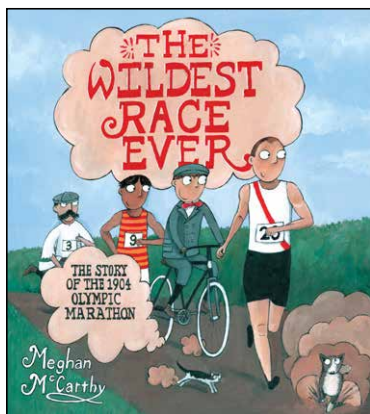
Last:

Then:

Next:

First:

The bottom of the ladder is decorated with two simple line drawings of flowers, one on the left and one on the right, with stems and leaves. The ladder's legs end in small zigzag lines representing grass.



The Wildest Race Ever: The Story of the 1904 Olympic Marathon

HC: 9781481406390
ebook: 9781481406406



BACKGROUND/SUMMARY

The first Olympic marathon in America was a wild, wild race. Why? There were many strange and bizarre happenings.

First, the route was loaded with dust clouds, stirred up by cars and bicycles that followed behind the runners. Because of all this dust, runners could barely breathe or see clearly. Second, there was the questionable behavior of several of the runners. One runner rode part of the way in a car and even claimed to win when he reached the finish line. Another stopped to talk with people along the way and even stopped for a while in an apple orchard to eat some apples. Another runner was chased a mile off course by an angry dog. And the wildest, strangest thing of all, the winner of the race was given strychnine—a type of rat poison—by his trainers to get him to run faster. Surprisingly, he won, though he couldn't even stand up to receive the prize.

How did all this unfold? Writer and illustrator Meghan McCarthy brings us back to the year 1904, when the Olympic Marathon was part of the World's Fair in St. Louis, Missouri, and thirty-two runners competed to win the race. Her words and illustrations bring to life this wild time.

PREREADING QUESTIONS

Before reading the book, share information about the Olympic marathon. The following websites provide background information:

- Frequently Asked Questions about the Ancient Olympic Games at <http://www.perseus.tufts.edu/Olympics/faq10.html>
- Why is a marathon 26.2 miles? <http://www.history.com/news/ask-history/why-is-a-marathon-26-2-miles>
- The Myth of Pheidippides and the Marathon at <http://www.findingdulcinea.com/news/sports/2010/april/Myth-of-Pheidippides-and-the-Marathon.html>

For information about the 1904 Olympic marathon, see the following websites:

- Athletics at the 1904 St. Louis Summer Games: Men's Marathon at <http://www.sports-reference.com/olympics/summer/1904/ATH/mens-marathon.html>
- 8 Unusual Facts About the 1904 St. Louis Olympics at <http://www.history.com/news/8-unusual-facts-about-the-1904-st-louis-olympics>

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K–3.1), identify the main topic and key details that support it (RI.K–3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K–3.3).

1. Where and when did the first Olympic marathon in America take place?
2. The runners faced many difficulties. Tell how they were affected by the following:
 - The temperature that day
 - Dust clouds
 - Water supply
 - Food supply
 - Cars and bicycles
3. **Interviewing the Runners/Using a Q-Chart to Develop Questions.** (See *The Wildest Race Ever* Q-Chart Reproducible Sheet at the end of this section.) Have students imagine they could interview Thomas Hicks after he won the race. Ask them to use a Q-Chart to develop their interview questions. To use the Q-Chart, students select one word from the left-hand column and one word from the top row to create a question. For example, students could ask Hicks, *How did you prepare for the race?* or *What will you do in the future to better prepare yourself for a race?*

Have one student pretend to be Thomas Hicks and answer the questions posed to him. Other runners students could interview are (1) Fred Lorz, who pretended to win the race; (2) Len Tau, who was chased by an angry dog, and (3) Felix Carvajal, who stopped frequently along the way.

4. **Who's Who at the Finish Line.** (See *The Wildest Race Ever* Who's Who Reproducible Sheet at the end of this section.) At the beginning of the book there are pictures of ten of the runners in the race and reasons why they might or might not win. Using the same pictures of these runners, write about the results of the race for each one. How did they do at the finish line?

After completing this Who's Who, discuss the race from start to finish.

- When you began reading the book, who did you think would win the race? Why?
- In the end, who came in first, second, third, and fourth?
- What advice would you give the trainers for the next Olympic marathon?

5. At the end of the book the author wrote the following: *Every runner in the 1904 marathon accomplished something huge.* What do you think? Do you agree or disagree? Why?

Craft and Structure

To learn about craft and structure, the Common Core State Standards asks us to help students learn and understand vocabulary words and phrases (RI.K–3.4), think about the features of nonfiction text (RI.K–3.5), and assess the author's point of view (RI.K–3.6). The questions and activities below emphasize these understandings.

6. **Be a Word Detective.** (See *The Wildest Race Ever* Word Detective Reproducible Sheet at the end of this section.) The author uses both illustrations and words to explain the meanings of words the reader might not know. Use the clues in the illustrations and the words to figure out the meaning of each underlined word. Then after a class discussion, revise your definitions if necessary.
7. **Word Sort.** (See *The Wildest Race Ever* Word Sort Reproducible Sheet at the end of this section.) Several words used in the book “go together” because they are about the same thing. Sort the list of words into categories. For example, *runners* and *reporters* both go in the category of People at the Race.
8. **Looking at Front and Back Matter.** The author provides additional material to look at and think about in both the front and the back of the book. Take time to examine these features and consider how they add to your understanding of the 1904 Olympic marathon.
- **Endpapers:** With a partner, examine the postcards from the 1904 World's Fair in St. Louis in the front and back of the book. A magnifying glass will help you examine them. Here are some questions to discuss:
 - What do you notice about the words? Can you read the words? If so, what do they say?
 - What do you notice about the pictures? Are there people in the pictures? Buildings? Statues? What else?
 - Can you identify who sent the card? Can you identify the person it was sent to?
 - Why do you think the card was sent?
 - **The Marathon Runners.** At the end of the book, what additional information does the author give you about Felix Carvajal, Albert Corey, and Thomas Hicks?
 - **At the 1904 World's Fair—At the Pike:** The Pike was a mile-long span at the fair that contained rides and elaborate attractions. With a partner, discuss these questions:
 - What interesting things could visitors see at the Pike?
 - In what way was it like a carnival?

Writing

Common Core State Standards emphasize writing informative and explanatory text in the early grades. The writing activities in this section provide experience writing to give an opinion (W.K–3.1), to inform (W.K–3.2), and to explain a sequence of events (W.K–3.3).

9. **Create Your Own Postcard.** (See *The Wildest Race Ever* Create Your Own Postcard Reproducible Sheet at the end of this section.) Have the students imagine they were at the 1904 Olympic marathon. Have them create a postcard of a “wild” part of the race. On the back they can write to a friend explaining what they saw and why it was the wildest race ever.

10. **Drawing and Writing Events in Sequence.** In the book, several events happen at the same time. The author uses the word *meanwhile* to show this. Create three large boxes for drawing and writing. Use the example of the boxes below to show events happening at the same time.

| | | |
|---------------------------------------|--|---|
| Len Tau was chased off course. | <i>Meanwhile...</i> Felix Carvajal stopped along the way. | <i>Meanwhile...</i> Thomas Hicks's trainer gives him rat poison. |
| | | |

11. **Writing a Letter with Suggestions.** Write a letter to the president of the 1904 World's Fair explaining three changes you think should be made at the next Olympic marathon to make the event safer. Consider some of the following ideas:
- Making water and food available
 - Making the route safer
 - Requiring athletic clothing
 - Regulating the behavior of trainers

12. **Write a Poem for Two Voices.** These poems are designed to be read by two people. For example, the voices could be Thomas Hicks and his trainer. Begin with a line in the middle of the page that is read by both. Then write lines for Hicks to speak, followed by lines for the trainer and his thoughts.

Here is an example of how to begin:

| Hicks | Both | Trainer |
|---|-------------|--|
| We are ready for the marathon. | | |
| I have trained hard but only on flat ground. The hills will be easy for me. | | I will follow behind you, watching to see you run and carrying special medicine. |

Continue this poem, telling what happened next. Use the same format—a line read by both speakers, followed by lines by each speaker. Then practice reading it with a partner.

Extending the Experience of Reading the Book

13. Watch author Meghan McCarthy page through and comment on the book at <https://www.youtube.com/watch?v=rkkZ8DvW9Q4>
14. Look at additional postcards of the 1904 World's Fair in St. Louis at https://www.google.com/search?q=postcards+of+t+he+1904+world%27s+fair+in+st.+Louis&client=firefox-a&hs=wOF&rls=org.mozilla:en-US:official&channel=np&source=inms&tbn=isch&sa=X&ved=0CAgQ_AUoAmoVChMI7YOq6PacxwIVShs-Ch3VagYK&biw=1280&bih=597
15. Read other books by Meghan McCarthy:
- *City Hawk: The Story of Pale Male*
 - *Seabiscuit the Wonder Horse*
 - *Pop! The Invention of Bubble Gum*
 - *Daredevil: The Daring Life of Betty Skelton*
 - *Earmuffs for Everyone!: How Chester Greenwood Became Known as the Inventor of Earmuffs*
16. Visit Meghan McCarthy's official website at <http://www.meghan-mccarthy.com/homepage.htm>



THE WILDEST RACE EVER

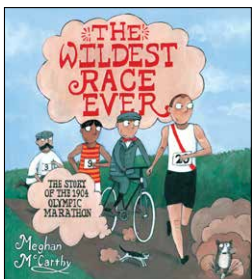
THE STORY OF THE 1904 OLYMPIC MARATHON

INTERVIEW THE RUNNERS WITH A Q-CHART!

Imagine you could interview Thomas Hicks after he won the race. To use the Q-Chart, select one word from the left hand column and one word from the top row to create a question. For example, *How did* you prepare for the race? or *What will* you do in the future to better prepare yourself for a race?

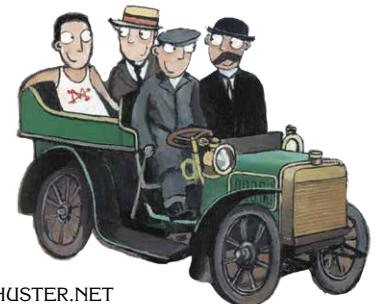
One student can pretend to be Thomas Hicks and answer the questions. Other runners that could be interviewed are Fred Lorz, who pretended to win the race; Len Tau, who was chased by an angry dog, and Felix Carvajal, who stopped frequently along the way.

| | Is | Did | Can | Would | Will | Might |
|-------|----|-----|-----|-------|------|-------|
| Who | | | | | | |
| What | | | | | | |
| Where | | | | | | |
| When | | | | | | |
| How | | | | | | |
| Why | | | | | | |



The Wildest Race Ever: The Story of the 1904 Olympic Marathon

By Meghan McCarthy
Paula Wiseman Books





THE WILDEST RACE EVER

THE STORY OF THE 1904 OLYMPIC MARATHON

WHO'S WHO AT THE FINISH LINE?

Using the pictures of these 10 runners, write about the results of the race for each one. How did they do at the finish line? Who came in first, second, third and fourth?



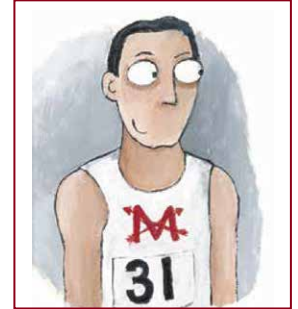
Thomas Hicks — #20



Albert Corey — #7



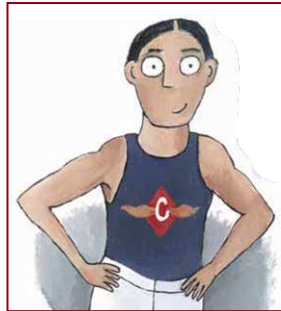
William Garcia — #Unknown



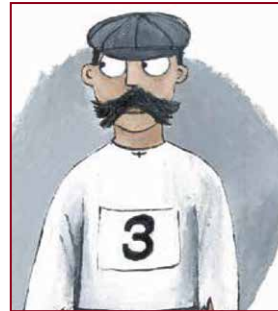
Fred Lorz — #31



Sam Mellor — #10



John Lorden — #Unknown



Felix Carvajal — #3

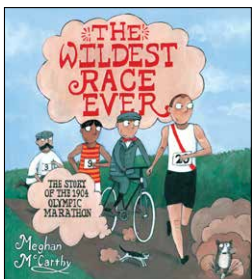


Arthur Newton — #12

Jan Mashiani — #36



Len Tau — #35



The Wildest Race Ever: The Story of the 1904 Olympic Marathon

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Illustrations © Meghan McCarthy

REPRODUCIBLE

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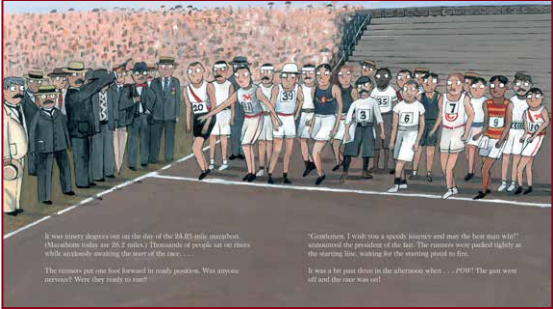


THE WILDEST RACE EVER

THE STORY OF THE 1904 OLYMPIC MARATHON

BE A WORD DETECTIVE

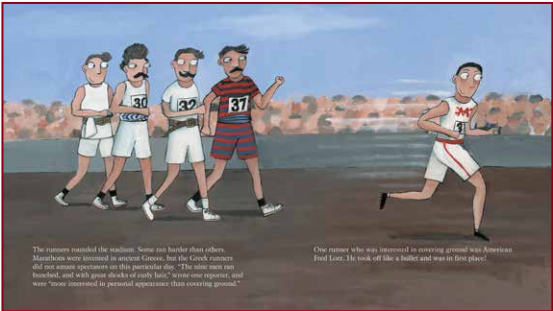
Use the clues in the illustrations and the words below to figure out the meaning of each underlined word.



Thousands of people sat on risers while anxiously awaiting the start of the race.

I think risers means:

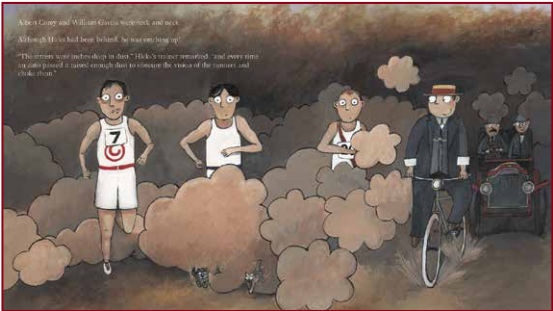
Clues from the picture:



The runners rounded the stadium. Some ran harder than others.

I think rounded means:

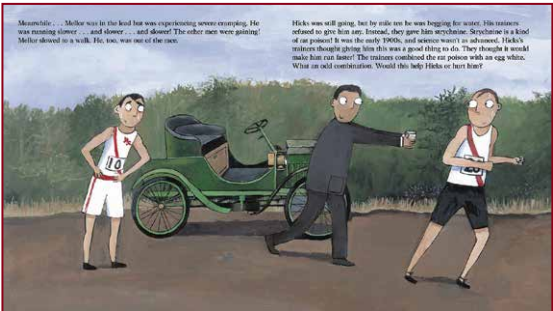
Clues from the picture:



“The streets were inches deep in dust,” Hicks’s trainer remarked, “and every time an auto passed, it raised enough dust to obscure the vision of the runners and choke them.”

I think obscure means:

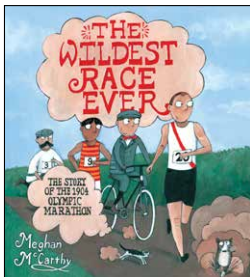
Clues from the picture:



Meanwhile . . . Mellor was in the lead but was experiencing severe cramping. He was running slower . . . and slower . . . and slower!

I think cramping means:

Clues from the picture:



The Wildest Race Ever: The Story of the 1904 Olympic Marathon

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WORD SORT

Several words used in the book “go together” because they are about the same thing. Sort the list of words at the bottom into the categories listed below. For example, *runners* and *reporters* both go in the category of PEOPLE AT THE RACE.

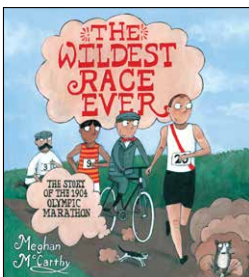
After you complete the chart, discuss it with your classmates to see if you agree. Using different words from the book, try making up your own word groups and giving each of your groups a title.

| What the People at the Race Did | Problems for the Racers | Sounds Heard at the Race | Actions: the Racers | People at the Race |
|---------------------------------|-------------------------|--------------------------|---------------------|--------------------|
| | | | | |

runners
hunger
trainers
collapsed
choked
cheers
roars
spectators
wept

contaminated water
officials
doctors
thirst
boos
stopped to eat
cheated
POW!
dust

shouts
sweltering hot day
jogged
chatted
reporters
judges
snatched peaches
begged
president of the fair



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THE WILDEST RACE EVER

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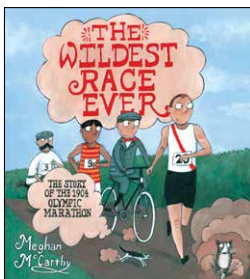
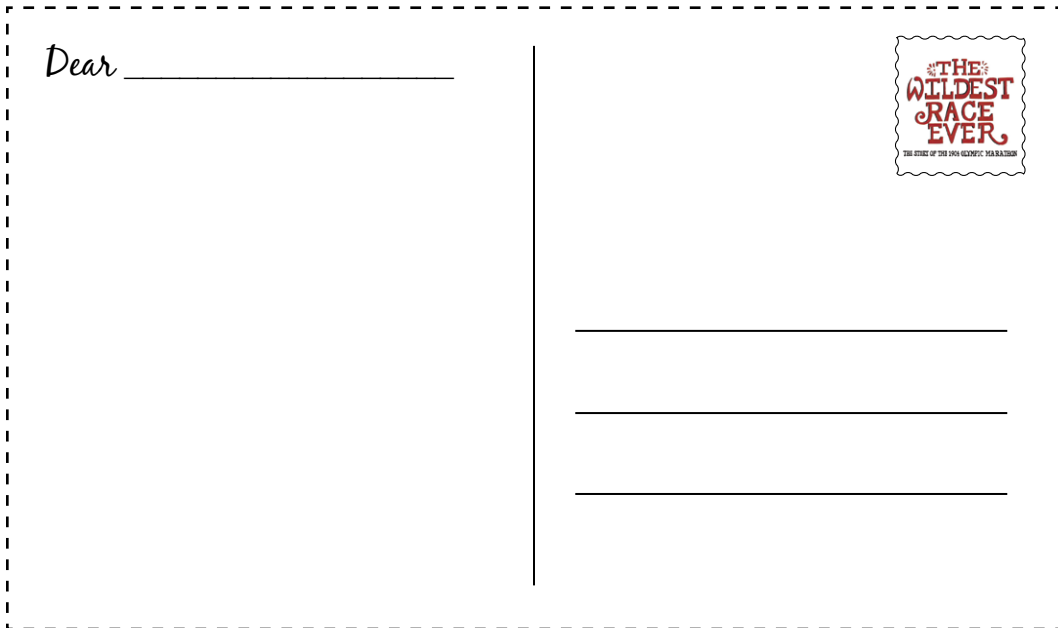
CREATE YOUR OWN POSTCARD

Imagine you were at the 1904 Olympic Marathon! On the **front** of the postcard draw a picture of a “wild” part of the race. Label your picture, telling where and when this event happened and who is in it. On the **back** you can write to a friend explaining what you saw and why it was the wildest race ever. Then cut out the panels on the dashed lines and glue or tape them back-to-back to create your own postcard.

FRONT:

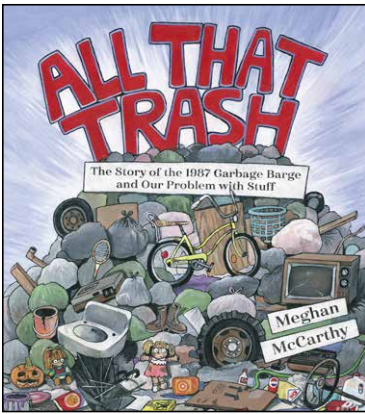


BACK:



The Wildest Race Ever: The Story of the 1904 Olympic Marathon

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All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff

HC: 9781481477529
Ebook: 9781481477536



DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K.1–RI.3.1), identify the main topic and key details that support it (RI.K.2–RI.3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K.3–RI.3.3).

1. What was Lowell Harrelson's revolutionary plan for solving New York's garbage problem? Was it a good idea?
2. What steps did Harrelson take to put his plan into action?
3. Why didn't Harrelson's plan work?
4. Tell what the following people thought about the garbage barge:
 - US officials in North Carolina, Alabama, Mississippi, Louisiana, Florida, and New York
 - Officials from foreign countries such as Mexico, Belize, and the Bahamas
 - Newspaper reporters
5. **Looking for a Place to Unload the Garbage Barge: Explaining a Series of Events and Offering a Possible Solution.**
 1. Explain the stops along the way as the barge and its tugboat attempted to unload the garbage. Prepare a map and a table showing what happened at each stop to help you keep the information in chronological order. (See *All That Trash* Map Reproducible Sheet at the end of this section.)
 2. Share your explanation and possible solution.
 - With a partner, discuss the captain of the tugboat's efforts to enter each port with the barge and unload the trash. Use the words first, second, third, and fourth as you explain what happened at each stop.
 - Explain what you think should have been done to solve the problem of all that trash. Do you and your partner have different ideas?
6. Interview one or more of the people mentioned in the book. Have one student pretend to be that person while others ask questions. Here are some people you could interview:
 - Lowell Harrelson
 - Captain Duffy St. Pierre
 - The local reporter who first spotted the barge
 - A Mexican newspaper reporter
 - Talk show host Phil Donahue, who reported live from the barge
 - A tourist who traveled to see the garbage barge
 - A member of Greenpeace who left a message on the barge
 - An expert who picked through the trash and found it wasn't a health hazard
7. In the end, what happened to all of the garbage? Was that a good solution?

CRAFT AND STRUCTURE

To learn about craft and structure, the Common Core State Standards asks us to help students learn and understand vocabulary words and phrases (RI.K.4–RI.3.4), think about the features of nonfiction text (RI.K.5–RI.3.5), and assess the author's point of view (RI.K.6–RI.3.6). The questions and activities below emphasize these understandings.

8. **Thoughts About Trash: Filling in Speech Bubbles.** In the book, author Meghan McCarthy uses speech bubbles to allow the people to speak for themselves. Try this yourself. (See *All That Trash* Speech Bubble Reproducible Sheet at the end of this section.)

9. **Yes/No/Why?** Practice using the vocabulary words in the book. Discuss the meaning of the underlined words below. Then answer each question by circling yes or no and explaining why.

Yes/No When trash decomposes, can it be turned into energy?

Why? _____

Yes/No Should a barge infested with flies and dripping black ooze be allowed to dock anywhere it wants to?

Why? _____

Yes/No Were officials right to be afraid that the trash contained toxic waste, vermin, or rodents?

Why? _____

Yes/No Was Mexico right to be offended and disgusted when the barge arrived in its waters?

Why? _____

Yes/No Was burning the trash in a Brooklyn incinerator a good idea?

Why? _____

10. **Reading, Responding, and Adding to the Back Matter: The Green Pages.** Read the back matter carefully and then complete the activity.

- **Thinking About the Back Matter.** At the end of the book, the author provides additional facts about the Break of Dawn (the tug), the garbage barge, recycling, garbage, and ocean garbage. Which of these new facts do you think are most important to know? Why?
- **Adding to the Back Matter.** Add to the facts given about recycling, garbage, and ocean garbage. To get more facts, watch these videos:
 1. How Recycling Works: [YouTube.com/watch?v=VIRVPum9cp4](https://www.youtube.com/watch?v=VIRVPum9cp4)
 2. Garbage: Video Field Trip—Landfill: [YouTube.com/watch?v=mA608GJ-EzM](https://www.youtube.com/watch?v=mA608GJ-EzM)
- Add the facts to the chart. (See *All That Trash* Back Matter Reproducible Sheet at the end of this section.)

WRITING

Common Core State Standards emphasize writing informative and explanatory text in the early grades. The writing activities below provide experience in writing to give an opinion (W.K.1–W.3.1), to inform (W.K.2–W.3.2), and to explain a sequence of events (W.K.3–W.3.3).

11. **“Our Problem with Stuff.”** The subtitle of the book is *The Story of the 1987 Garbage Barge and Our Problem with Stuff*. Investigate what your school does with all its trash. Interview your school principal, school custodian, and lunch staff to find out. Before the interview, prepare the questions you want to ask. Here are questions to get you started:

- How much garbage does our school collect each week?
- What things do we throw in the trash?
- Where does it go?
- Does our school recycle trash?
- What else could we do to help recycle?

After your interview, write an explanation of what you learned. What does your school do with all its trash? How could you do more? Share your thoughts.

12. **How Did It End?** Write a newspaper article explaining how, after floating in the ocean for five months, the barge and tug returned to New York and a solution was found. (See *All That Trash* Newspaper Reproducible Sheet at the end of this section.)
13. **Poem of Address.** Imagine that you could write a poem to somebody or something involved in the story of the 1987 garbage barge. What would you want to say to them? What questions would you ask? Here are examples of some people you could write to:
- Lowell Harrelson
 - Captain Duffy St. Pierre
 - The reporter who first reported the story on the six o’clock news
 - An expert toxicologist who examined the trash
 - A worker who burned the trash

Here are some nonliving items you could write to:

- Mobro (the barge)
- Break of Dawn (the tugboat)
- Some of the ordinary trash involved (magazines, clothing, old tires)
- The Greenpeace message “Next Time Try Recycling”

Here is a sample poem of address:

Mobro

You were big, wide, spacious, and empty.
How did it feel to suddenly carry 3,186 tons of garbage?
You had no particular smell, just the salty spray of the ocean.
How did it feel to haul bales dripping black ooze?

I think you were patient, waiting for a solution.
Searching, you moved from place to place.
You were considered dangerous until finally considered safe.
And once again you became big, wide, spacious, and empty.



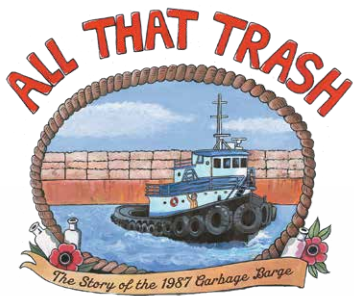
EXTENDING THE EXPERIENCE OF READING THE BOOK

14. Create your own recycling projects by visiting the website *21 Earth Day Crafts and Classroom Activities Using Recycled Materials*: WeAreTeachers.com/Earth-Day-Crafts-Classroom-Activities/

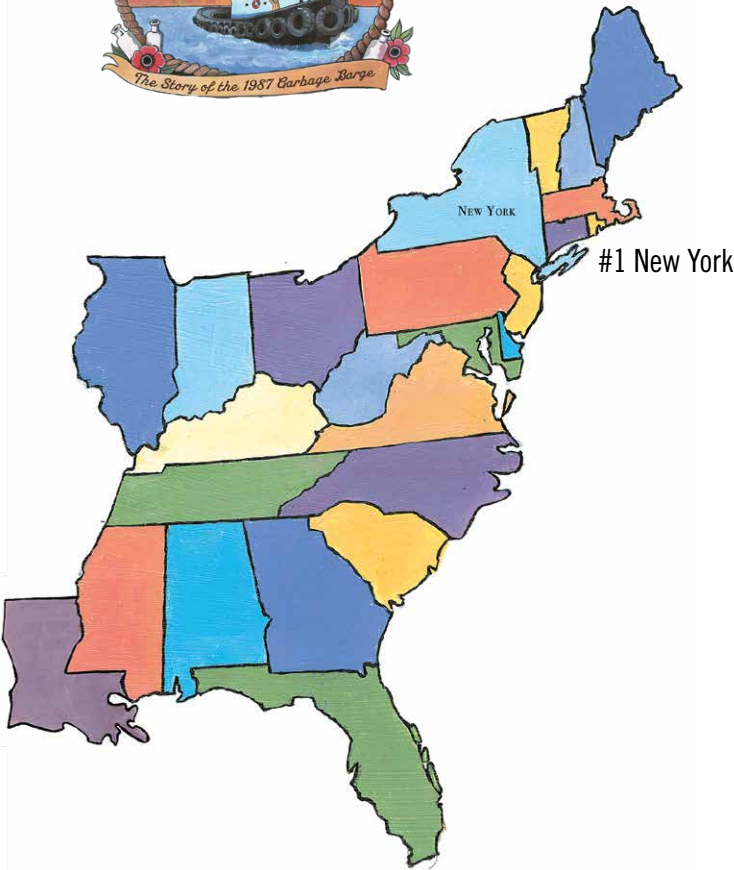
Using this website, you can learn how to create (1) a hanging garden, (2) flower art, (3) an egg carton tree, (4) a pop-top bracelet, (5) a wind chime, and much more.

15. Find out more about the 1987 garbage barge by watching the video *Voyage of the Mobro/Retro Report*: YouTube.com/watch?v=WruGoT8N5cE
16. Read *Here Comes the Garbage Barge!* by Jonah Winter, another picture book about the 1987 garbage barge. How is this book similar to *All That Trash?* How is it different?
17. Read additional books by Meghan McCarthy:
- *City Hawk: The Story of Pale Male*
 - *Daredevil: The Daring Life of Betty Skelton*
 - *Earmuffs for Everyone!: How Chester Greenwood Became Known as the Inventor of Earmuffs*
 - *Pop!: The Invention of Bubble Gum*
 - *Seabiscuit the Wonder Horse*
 - *The Wildest Race Ever: The Story of the 1904 Olympic Marathon*
18. Learn more about Meghan McCarthy by visiting her website at Meghan-McCarthy.com





**LOOKING FOR A PLACE TO UNLOAD THE GARBAGE:
Create a Map and Table**

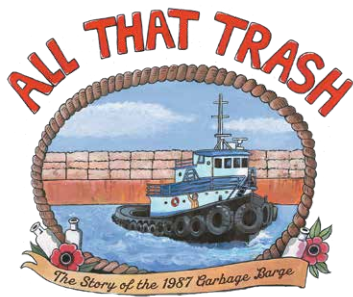


1. This map of the United States names the state where the garbage barge first began its story and labels it #1. Name and number each state where the barge attempted to stop in the US and unload its garbage. Use the map on page 11 of the book to guide you, but also draw an arrow connecting each attempted stop along the way.

2. Using the numbers on your map, make a table explaining what happened at each attempted stop. The first state where the story began is done for you, as an example.

3. The garbage barge also stopped in countries outside of the United States. List each country in the correct order on the lines below:

| Number on the Map | Name of the State | What Happened |
|-------------------|-------------------|---|
| 1 | New York | Harrelson rented a barge to carry the garbage, and a tugboat and crew to tow it. The barge and tug headed for North Carolina. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



THOUGHTS ABOUT TRASH: Filling in Speech Bubbles

In the book, author Meghan McCarthy uses speech bubbles to allow the people to speak for themselves. Try this yourself. Fill in the empty speech bubbles below to show what each person might have said about the trash when it was returned to New York.



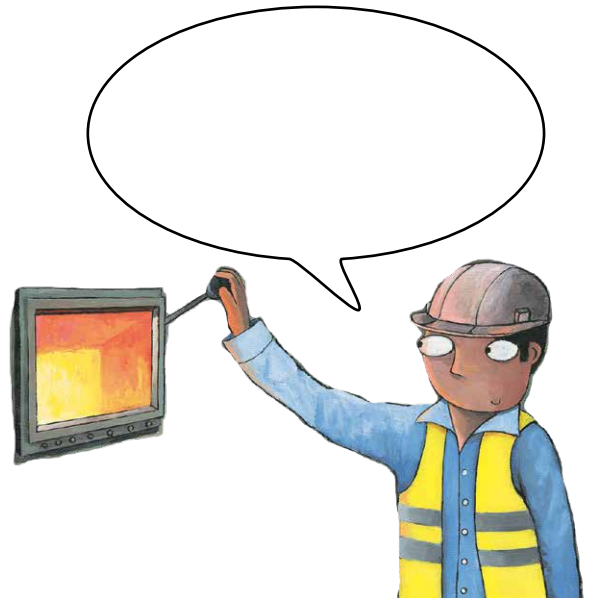
The experts who picked through the trash



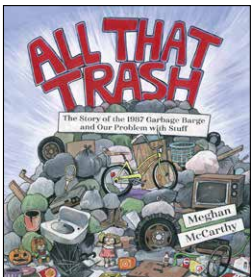
Talk show host Phil Donahue



Tourists who came to see the trash



Sanitation worker burning the trash



All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff

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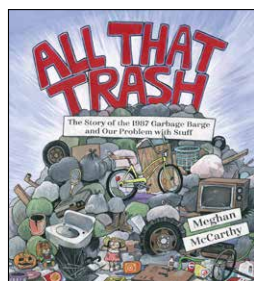
ADDING TO BACK MATTER

Add to the facts given about recycling, garbage, and ocean garbage. To get more facts, watch these videos:

1. *How Recycling Works*: [YouTube.com/watch?v=VIRVPum9cp4](https://www.youtube.com/watch?v=VIRVPum9cp4)
2. *Garbage: Video Field Trip—Landfill*: [YouTube.com/watch?v=mA608GJ-EzM](https://www.youtube.com/watch?v=mA608GJ-EzM)

Add the facts to the chart below.

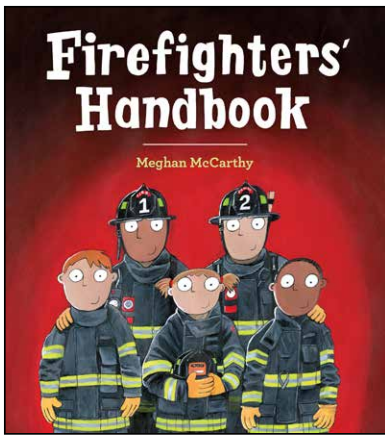
| RECYCLING FACTS | GARBAGE FACTS | OCEAN GARBAGE FACTS |
|-----------------|---------------|---------------------|
| | | |



All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff

By Meghan McCarthy
Paula Wiseman Books





Firefighters' Handbook

HC: 9781534417335
Ebook: 9781534417342



ABOUT THE BOOK

Would you like to be a firefighter? If so, you're in luck, as Meghan McCarthy's *Firefighters' Handbook* tells you exactly what to do. To begin, you have to pass tests that demonstrate physical abilities, such as stair climbing, hose dragging, and equipment carrying; possess a knowledge of math, science, and spatial reasoning, and have a good memory; and pass an interview. Then you'll begin your training as a "probie," or probational firefighter. You will learn about all the equipment you need to be familiar with, including the protective equipment you will wear, the tools you will use, the trucks you will ride, and the paramedic training you might need to help people in an emergency. You will practice all the things you need to know about firefighting and saving lives. Finally, once you complete your training, you will be assigned to a fire station. Hurrah! You are now ready to begin your career as a firefighter!

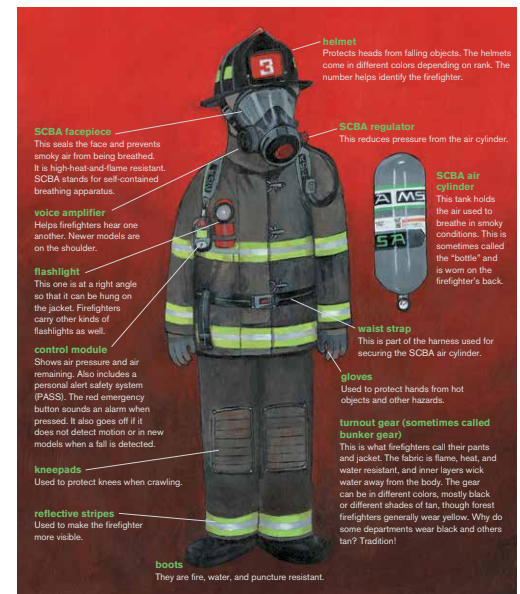
Meghan McCarthy's well-crafted writing and clearly labeled diagrams reveal the rigorous preparation required of firefighters for this lifesaving job. Detailed illustrations provide additional information that extends the written text.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K.1–RI.3.1), identify the main topic and key details that support it (RI.K.2–RI.3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K.3–RI.3.3).

1. Becoming a firefighter requires hard work and lots of training. To get accepted for this training, what tests do you have to pass? Why are these tests important?
2. Why does a firefighter have to be a team player?
3. Study the labeled illustration in the book (shown at right) of the personal protective equipment a firefighter wears. How does this equipment protect the firefighter?
4. **Interview a firefighter.** In small groups, choose one person to pretend to be a firefighter; the rest of the group will ask the questions. Here are some things you might want to ask about:
 - Tools used on the job
 - The fire truck
 - The fire engine
 - Where a firefighter can work
 - The training to become a firefighter
 - Time spent at the firehouse
5. Besides fighting fires, what else are firefighters trained to do? Why do they need this training?
6. Explain what the author meant when she wrote the following sentence: "The training is hard, but the job is harder."
7. Would you like to be a firefighter? What are the best parts of the job? What are the worst?



Craft and Structure

To learn about craft and structure, the Common Core State Standards asks us to help students learn and understand vocabulary words and phrases (RI.K.4–RI.3.4), think about the features of nonfiction text (RI.K.5–RI.3.5), and assess the author’s point of view (RI.K.6–RI.3.6). The questions and activities below emphasize these understandings.

- Vocabulary Words in Context.** Sometimes you can figure out the meaning of vocabulary words and phrases by using the context; that is, you look for clues in other nearby words. See the reproducible writing activity “Vocabulary Words in Context” at the end of this section.
- Brainstorming and Using Firefighter Vocabulary.** Use the Alpha Blocks chart to write down vocabulary words about firefighting. For example, in the block labeled “ABC,” you can write words like academy, bike riding, and Candidate Physical Ability Test (CPAT). Fill in as many of the blocks as you can, and discuss the meanings of the words. See the reproducible writing activity “Firefighter Alpha Blocks” at the end of this section.

Then use the words on your sheet to write a Thank You poem, telling firefighters why you are grateful for them. Here is an example:

Thank You, Firemen

I am grateful for firemen
who are always being ready
to slide down a pole,
put on their gear,
race to a fire,
put it out,
and save lives.

I am grateful to firemen
for doing more than putting out fires—
for giving medical care to injured people,
for prying open cars,
and for making my community safe.

- Examining How Words and Illustrations Work Together.** To understand this book, look carefully at both the words and illustrations on each page. You will see that they work together to create meaning. After closely examining the pages below, answer the following questions about each page:

- What information is only given in the words?
- What information is only given in the illustration?
- How do the words and illustration work together?

See the reproducible writing activity “Examine How Words and Illustrations Work Together” at the end of this section.

- Examining the Firefighter Interview.** On the final pages of the book, the author provides us with an interview she did with “Bubba” Parmenter, a Fire Department Battalion Chief in Warwick, Rhode Island. After reading this interview, discuss what you learned about the components of Battalion Chief Parmenter’s job:

- His responsibilities
- His daily routine
- Highlights of his career
- Fire safety tips he has for children and families

WRITING

Common Core State Standards emphasize writing informative and explanatory text in the early grades. The writing activities below provide experience in writing to give an opinion (W.K.1–W.3.1) to inform (W.K.2–W.3.2), and to explain a sequence of steps (W.K.3.–W.3.3).

- Fire Department Battalion Chief “Bubba” Parmenter described his work as “a career like no other.” Do you agree? Explain your answer.
- Create a “How-To” poem that shows how a person becomes a firefighter. Follow these steps:
 - Read about “How-To” poems on the Poem Farm Website at PoemFarm.amylv.com/2011/04/How-to-Poems.html
Read these three poems: “How to Do a Coin Trick,” “Snow Fall Snow Cone,” and “How to Bake Bread.”
 - Write your own poem explaining “How to Become a Firefighter.” Here are some ideas to get you started:
 - o How to Become a “Probie”
 - o How to Train to Become a Firefighter

14. Imagine you could spend a day with the firemen at the firehouse. What would you do in the morning? The afternoon? The evening? Would you eat? Hang out? Do chores? Train? Respond to a fire? Draw some pictures showing your morning, afternoon, and evening activities. Then write about these activities.

EXTENDING THE EXPERIENCE OF READING THE BOOK

15. Watch a video of a day in the life of a firefighter at [YouTube.com/Watch?v=gbL45xX6p6E](https://www.youtube.com/watch?v=gbL45xX6p6E). This video shows many of the things mentioned in *Firefighters' Handbook*, such as Personal Protective Equipment, tools used by firefighters, and on-the-job training.

16. Read additional books about firefighting:

- *Firefighters* by Chris Oxlade
- *Firefighting: Behind the Scenes* by Maria Mudd-Ruth and Scott Sroka
- *F Is for Firefighting* by Dori Butler and Joan C. Waites
- *Firefighters A to Z* by Chris L. Demarest
- *A Day with Firefighters* by Jodie Shepherd

17. Read additional books by Meghan McCarthy:

- *City Hawk: The Story of Pale Male*
- *Daredevil: The Daring Life of Betty Skelton*
- *Earmuffs for Everyone!: How Chester Greenwood Became Known as the Inventor of Earmuffs*
- *Pop!: The Invention of Bubble Gum*
- *Seabiscuit the Wonder Horse*
- *The Wildest Race Ever: The Story of the 1904 Olympic Marathon*

18. Learn more about Meghan McCarthy by visiting her website at Meghan-McCarthy.com.



Guide written by Myra Zarnowski, a professor in the Department of Elementary and Early Childhood Education at Queens College, CUNY.

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Firefighters' Handbook



VOCABULARY WORDS IN CONTEXT

Sometimes you can figure out the meaning of a word by using the context; that is, you look for clues in other nearby words. See if you can figure out the meaning of each underlined word.

1. "You must also be comfortable going up and down ropes. Or if you work for the Forest Service, you may have to rappel out of a helicopter."

What I think the underlined word means: _____

What clues I used to figure out the meaning of the underlined word: _____

2. "Also be prepared for little visibility. Sometimes you can only see a foot past your face."

What I think the underlined word means: _____

What clues I used to figure out the meaning of the underlined word: _____

3. "You may also need to be trained as a paramedic. A paramedic responds to 911 medical calls..."

What I think the underlined word means: _____

What clues I used to figure out the meaning of the underlined word: _____

4. "Once a patient is stabilized, he or she is rushed to a hospital, where doctors will take over."

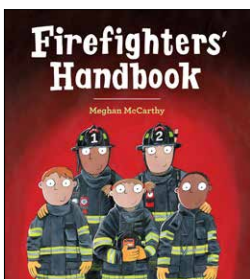
What I think the underlined word means: _____

What clues I used to figure out the meaning of the underlined word: _____

5. "Fire! Drop what you're doing...slide down the pole...put on your gear...jump into the fire truck...and GO!"

What I think the underlined word means: _____

What clues I used to figure out the meaning of the underlined word: _____



Firefighters' Handbook

By Meghan McCarthy
Paula Wiseman Books



Firefighters' Handbook



FIREFIGHTER ALPHA BLOCKS

Use the Alpha Blocks chart to write down vocabulary words about firefighting. For example, in the block labeled "ABC," you can write words like *academy*, *bike riding*, and *Candidate Physical Ability Test (CPAT)*. Fill in as many of the blocks as you can, and discuss the meanings of the words.

ABC

DEF

GHI

JKL

MN

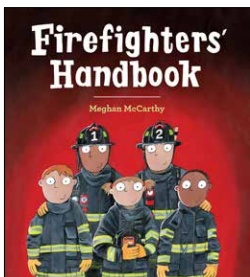
OPQ

RST

UVW

XYZ

Credited to Janet Allen



Firefighters' Handbook

By Meghan McCarthy
Paula Wiseman Books



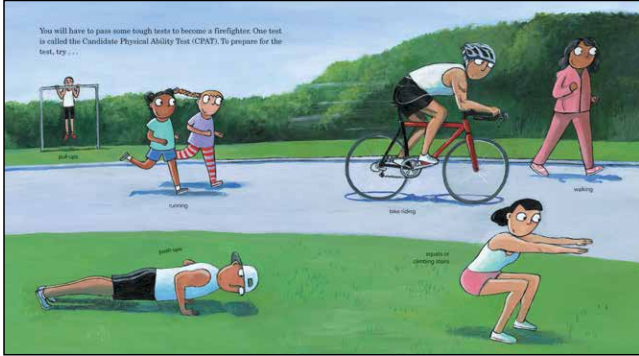
Firefighters' Handbook

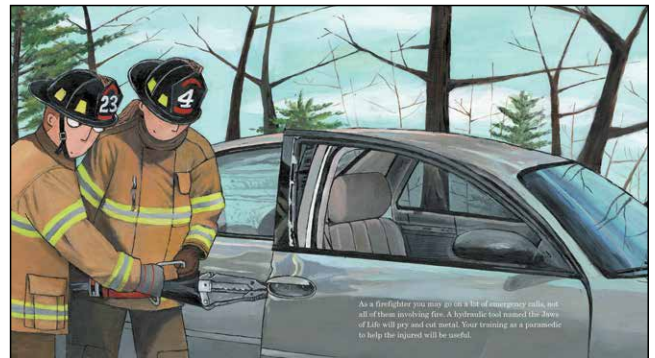


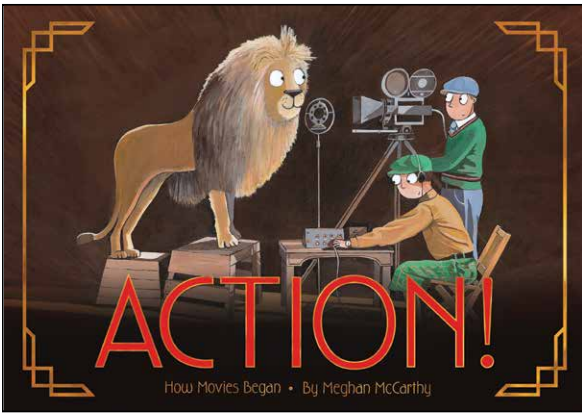
WORDS AND ILLUSTRATIONS ACTIVITY

Look carefully at the words and illustrations on each page. You will see that they work together to create meaning. After closely examining the pages below, answer the following questions:

- What information is only given in the words?
- What information is only given in the illustration?
- How do the words and illustrations work together?







Action! How Movies Began

HC: 9781534452305
ebook: 9781534452312



ABOUT THE BOOK

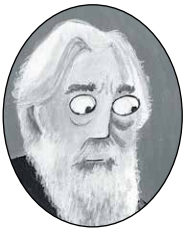
Do you like movies? Most people do. They entertain us, make us think about other times and places, and surprise us with their original ideas. But have you ever thought about how movies first started? Where did the idea come from? Who helped grow this idea? How? In *Action! How Movies Began*, author and illustrator Meghan McCarthy provides young readers with a look at the invention of movies and how one idea or one improvement triggered another. Learn how it all started with a man named Leland Stanford, a wealthy horse-owner who wondered if paintings showing horses running were really accurate. That wondering started it all.

The illustrations in *Action!* take us back in time to explain how beginning in the 1800s people like Eadweard Muybridge; Thomas Edison and his project director William Kennedy Dickson; and brothers August and Louis Lumière made major contributions to the creation of cameras and projectors. Other people tried things like tinting films to add color, experimenting with content, and creating memorable characters. As the author shows us, movies developed because many inventive people added “a little bit of this and a little bit of that.”

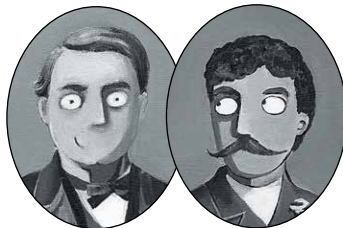
The words in *Action!* describe the many improvements made along the way. Some improvements, like accompanying a silent movie with piano or orchestral music, made movies more enjoyable. Other improvements, like sharing a movie in a group rather than viewing it individually by peering inside a wooden box, only became possible over time. Throughout the book, the author uses both words and illustrations to show that the evolution of motion pictures was indeed “a long journey.”

READING AND RESPONDING TO THE BOOK:

1. What did wealthy horse-owner Leland Stanford want to know? What was the answer to his question? How did this answer create an interest in motion pictures?
2. How did each of the following people contribute to the development of movies? Underneath the picture of each person, write about his contribution. Then discuss your findings.



Eadweard Muybridge



Thomas Edison and
William Kennedy Dickson

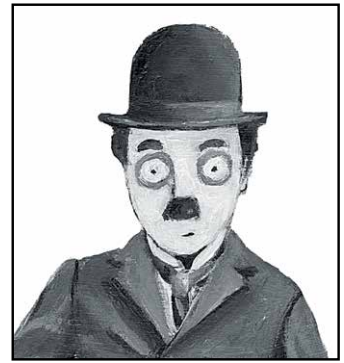


Brothers Auguste and
Louis Lumière



Georges Méliès

3. Over time, films got better. Explain how each of the following additions improved movies.
 - Sound: piano or orchestral music accompanied silent films
 - Dialogue cards with hand-lettered type were cut into scenes to contribute dialogue.
 - Memorable characters appeared: Charlie Chaplin, Buster Keaton
 - Dyes were used to color parts of films.



4. What made actor Charlie Chaplin a memorable character of silent films?
5. Why was Buster Keaton called the “stone-face” comedian?
6. What was the reason Josephine Baker left the United States and went to France? Was this a good idea? How did her decision affect later actors?
7. How did the images in the film *Metropolis* inspire images in the films *Star Wars* and *Blade Runner*?
8. Share your thoughts about the following quotes from the book:
 - “The evolution of the moving picture is a long journey, with many people adding a little bit of this and a little bit of that.”
 - “One year after *Metropolis* was released, an all-talking movie called *Lights of New York* hit theaters...Imagine hearing city sounds for the first time—traffic, a crowd of people, the dings of a trolley car. What would you think?”
9. **Looking at the Author’s Note;** At the end of the book, the author provides additional information about early silent films. Discuss the new information you found out about the following topics:
 - MGM’s Leo the Lion’s survival story
 - Female editor Margaret Booth’s job cutting films. What does it mean when parts of a film are “left on the cutting room floor”?
 - The reasons why independent filmmakers moved to Hollywood
 - The possible reason why Louis Le Prince disappeared
 - The makeup used in the silent era
10. Why is *Action!: How Movies Began* a good title for this book?

EXAMINING THE CRAFT OF AUTHOR AND ILLUSTRATOR MEGHAN MCCARTHY

1. **Making a “Movie” Vocabulary Flip Book.** The author uses specialized vocabulary to discuss the history of moviemaking. Follow the steps below to first gather these words. Then select six of your words to use in order to make a flip book.
 - First, make a list of six vocabulary words and phrases (some are people’s names) used to discuss early movies. Use the list below to select your words or add words from the book. Be sure to review the meaning of each word.

| | | |
|--------------------|-------------------|-------------------------------------|
| Kinetograph | Kinetoscope | the Black Maria |
| handheld projector | hand-tinted films | hand-lettered cards cut into scenes |
| Charlie Chaplin | Buster Keaton | stunts |
| prejudice | color | sets and costumes |
| talkies | inspire | silent film |

 - Second, create a vocabulary flip book to list, define, and write a sentence using your movie words.
2. **Sharing “Big” Ideas and Details: Focusing on the Words.** The author gives readers big ideas to think about and then backs up each idea with details that help explain it. Look at the big ideas listed below. Then write down the details the author uses to explain each idea. Discuss your findings.

| BIG IDEA | DETAILS |
|---|---------|
| “The evolution of the moving picture is a long journey, with many people adding a little bit of this and a little bit of that.” | |
| “One movie inspires another, which inspires another.” | |

VOCABULARY

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DEFINITION

SENTENCE

3. **Words and Illustrations Working Together.** The words and illustrations help readers understand how movies began. Some information is given by the words. Other information is given by the illustrations. In the examples below, find out how both words and illustrations work together.
- **Comparing the Past and the Present.** Examine the pages showing examples of how the words and illustrations compare the past and the present. Then answer the following questions for each example.
 - Example #1: The Kinetoscope Now and Then
 - What do the words tell you about the use of the Kinetoscope in the past?
 - What do the words tell you about how it is used in the present?
 - What do the illustrations show you about the use of the Kinetoscope?
 - How do the words and illustrations work together?
 - Example #2: Stunts Now and Then
 - What do the words tell you about how the stunt Buster Keaton did in the past was similar to the stunt Tom Cruise did recently?
 - What do the words tell you about how the stunts were different?
 - What do the illustrations show you about these stunts?
 - How do the words and illustrations work together?
 - Example #3: Opportunities for African American Actors Now and Then
 - What do the words tell you about opportunities for actress Josephine Baker in the past?
 - What do the words tell you about opportunities for Black actors today?
 - What do the illustrations show you about Black actors past and present?
 - How do the words and illustrations work together?
 - **Showing How One Iconic Movie Scene Inspired Others.** Examine the illustrations below and then answer the questions.
 - Example #1: Harold Lloyd’s Scene in *Safety Last!* (1923) Inspired Scenes in *Hugo* (2011) and *Back to the Future* (1985).
 - What do you notice about the scene in *Safety Last*?
 - How is the scene in *Hugo* similar to the original scene? How is it different?
 - How is the scene in *Back to the Future* similar to the original scene? How is it different?
 - Example #2: Actors Charlie Chaplin and Johnny Depp Were Inspired by the Same Scene
 - What do the words and illustrations tell you about Roscoe “Fatty” Arbuckle’s original scene in *The Rough House*?
 - How did Charlie Chaplin and Johnny Depp also do the scene?
 - What do the words and illustrations show you about this repeated memorable scene?

WRITING ABOUT THE BOOK

1. **Responding to the Author’s Questions about Facts.** Throughout the book the author asks questions for you to think about. The questions at the beginning of the book encourage your curiosity—your interest in knowing more information about early films. The answers to these questions are facts.

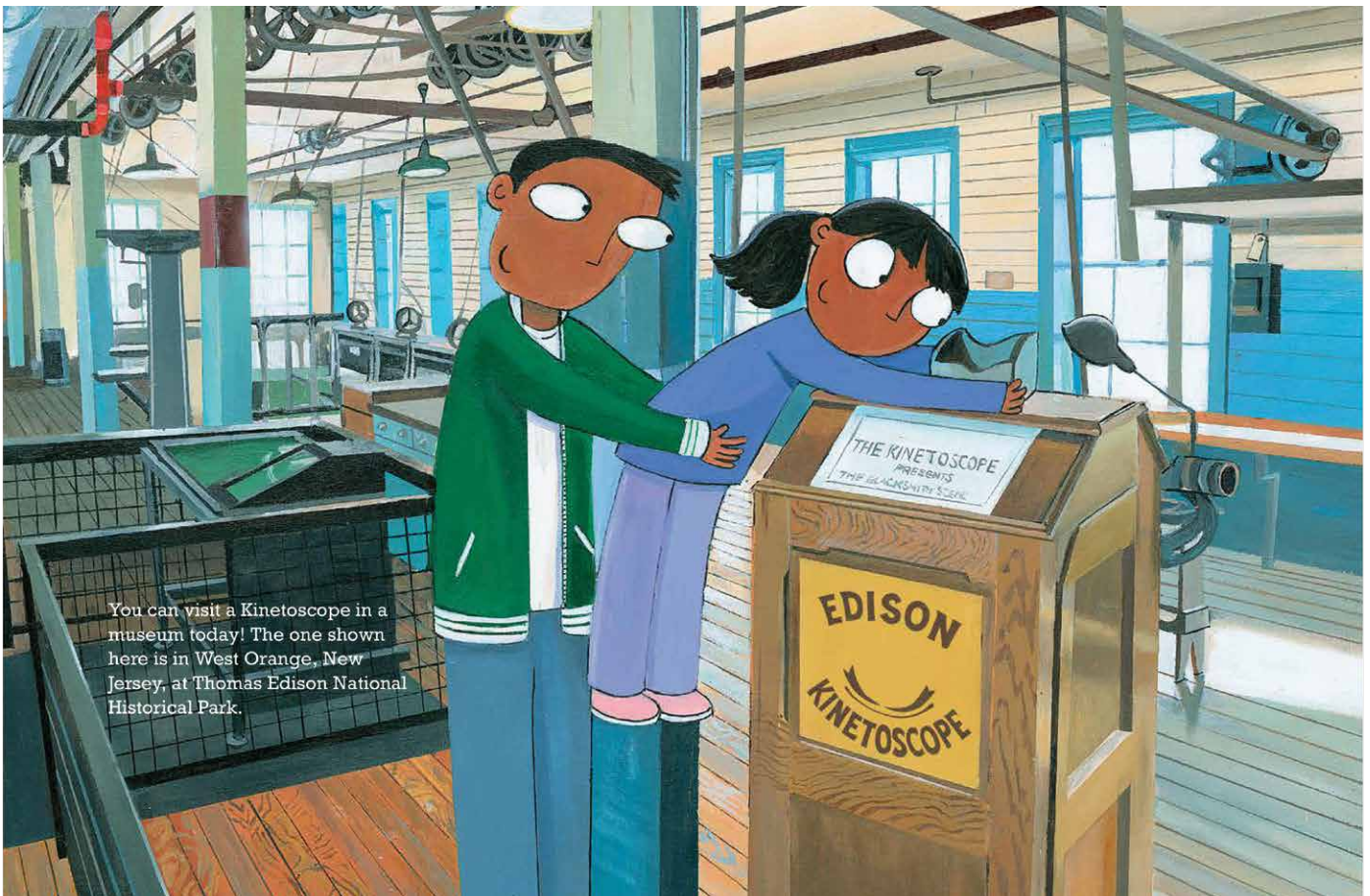
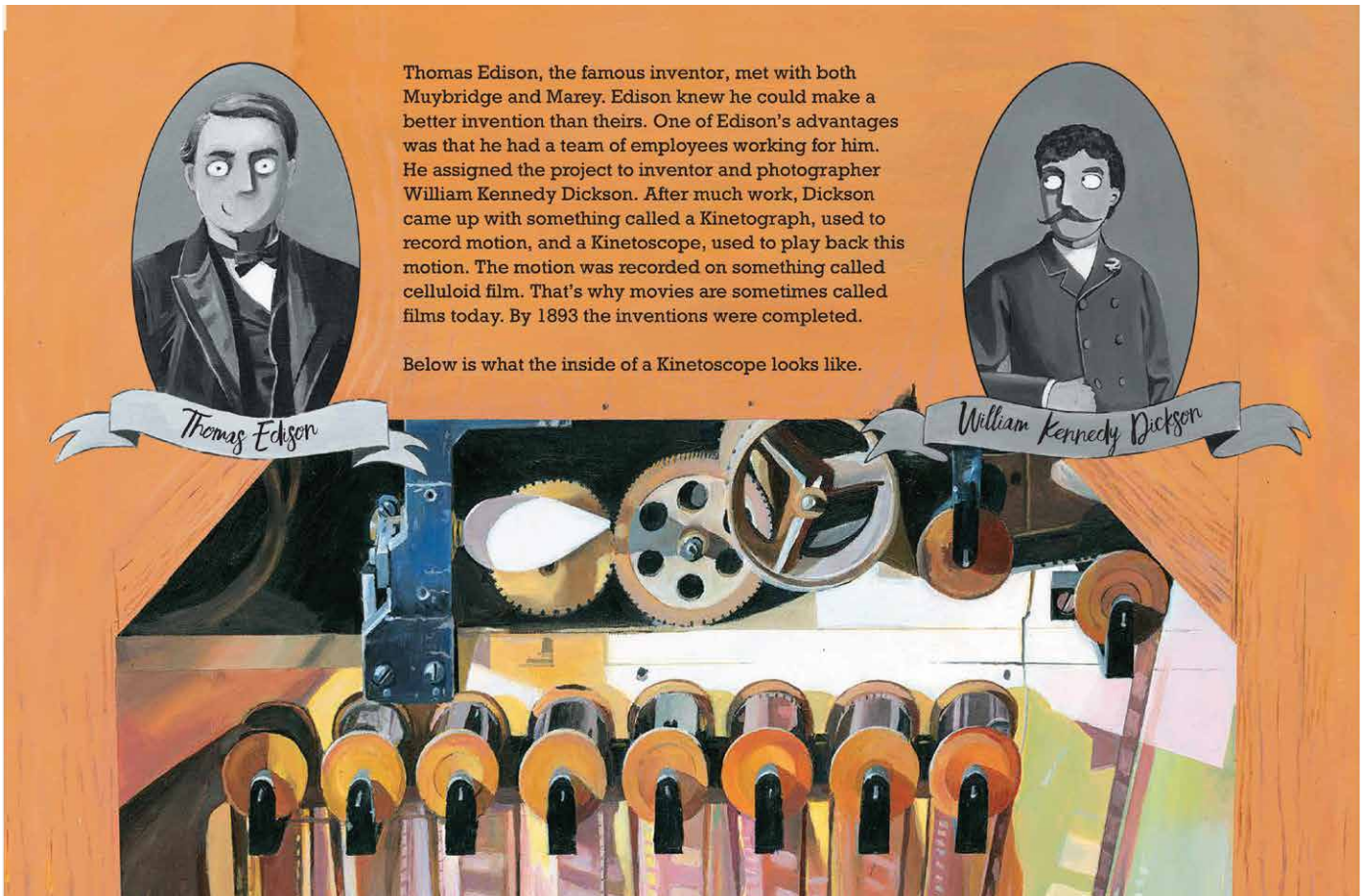
Follow these directions to answer the author’s questions. First, read and discuss your answers to each question. Then write your answers. Use the information in the book to help you. Include drawings to help explain your answers.

Answer these questions:

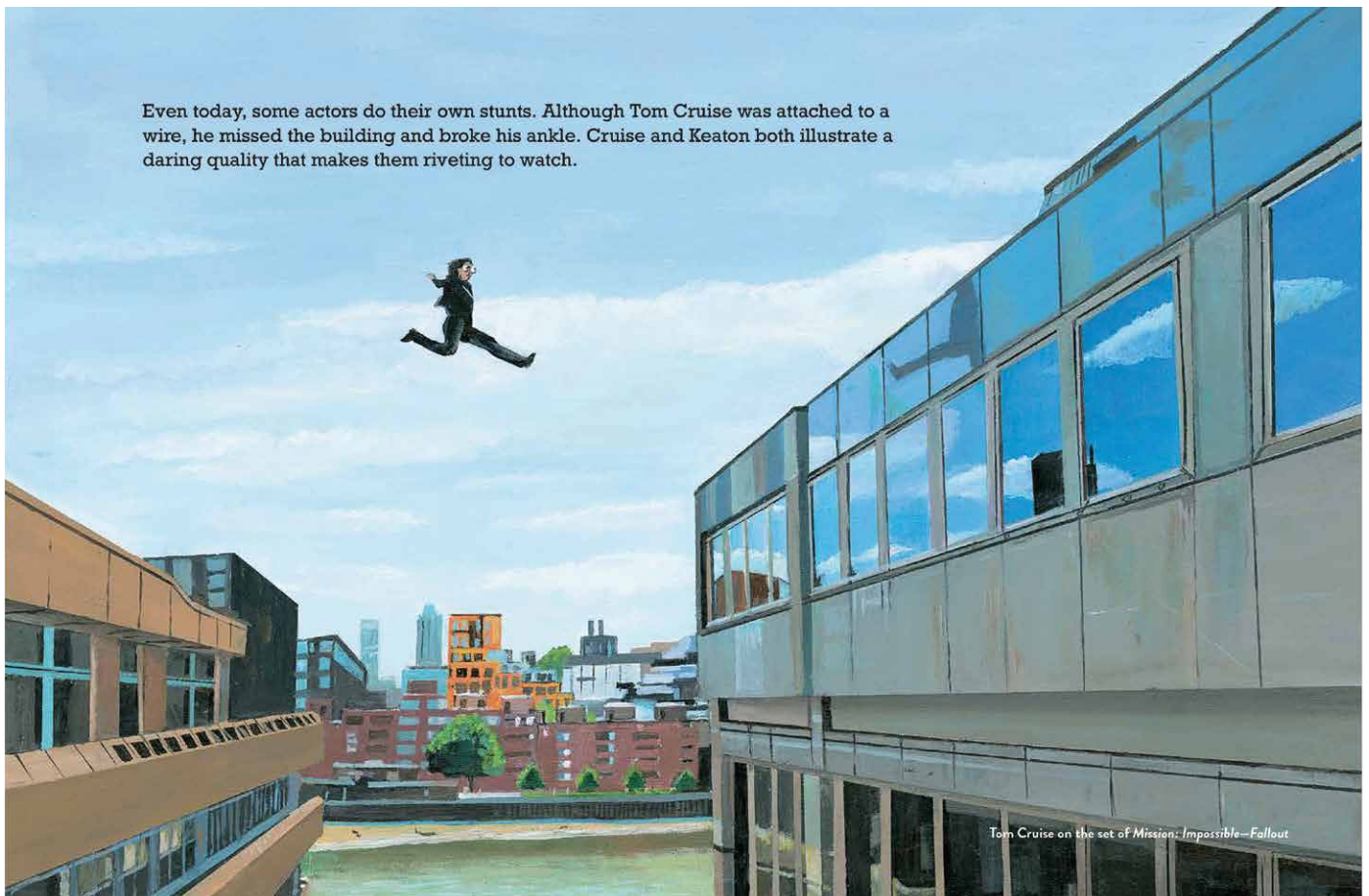
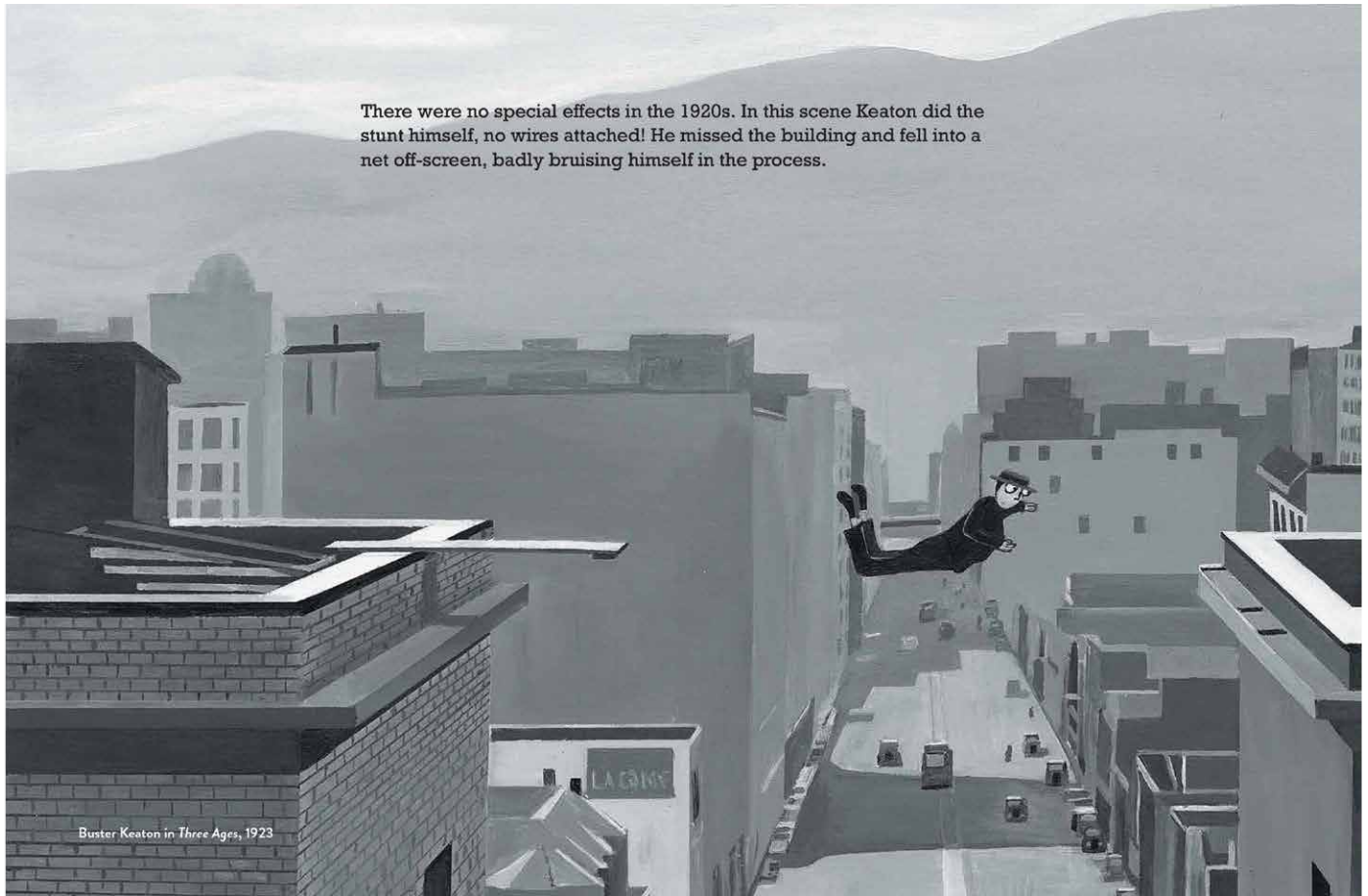
1. How did movies start? Who invented them?
2. What is the answer to Leland Stanford’s question: Did the artist get it right?
3. How would a man (Eadweard Muybridge) who photographed stationary scenes, such as this valley, document something moving? Does the horse (in Muybridge’s photos) look the same as the one in the painting?



Example #1: The Kinetoscope Now and Then

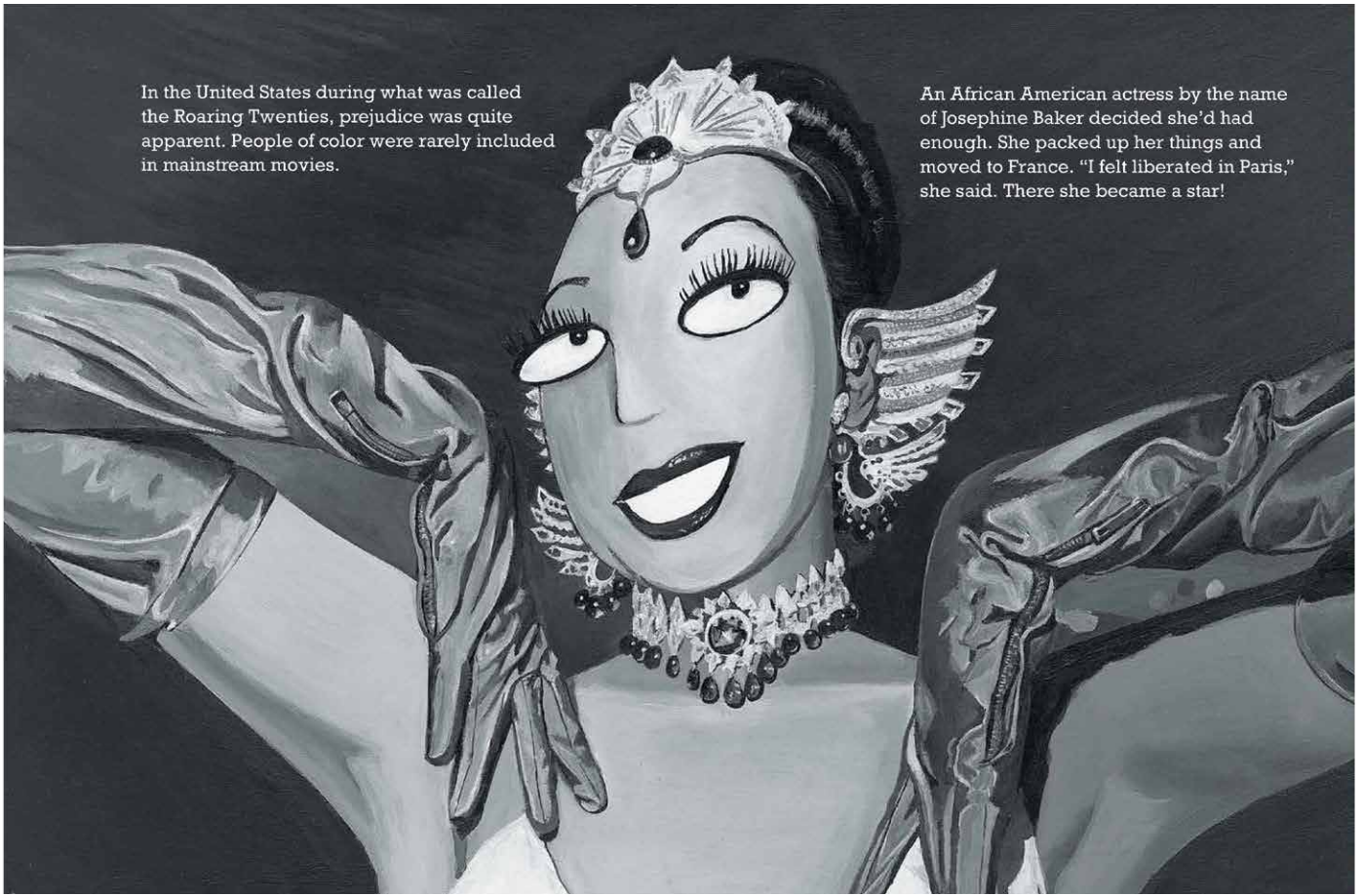


Example #2: Stunts Now and Then

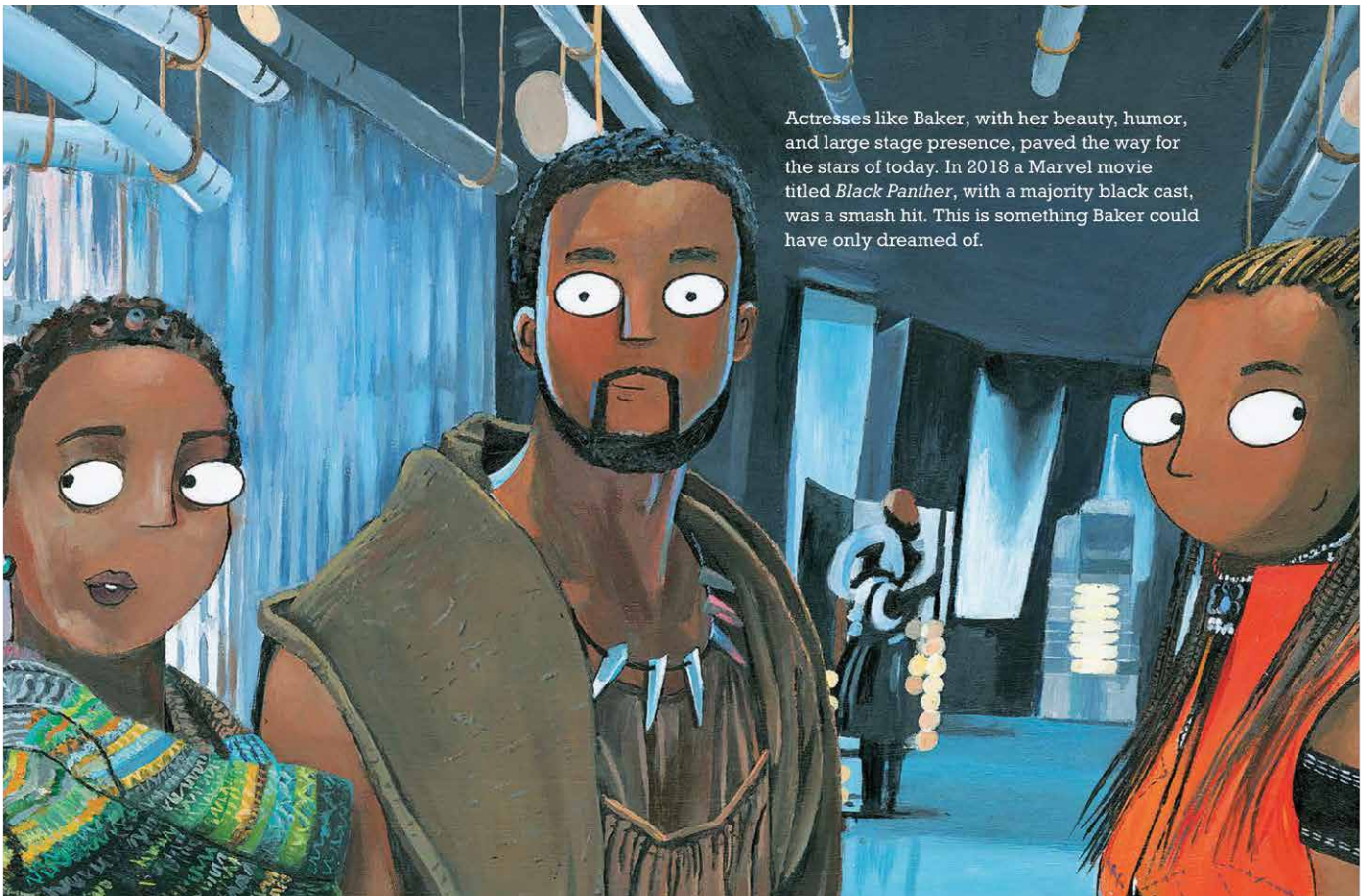


Example #3: Opportunities for African American Actors Now and Then

In the United States during what was called the Roaring Twenties, prejudice was quite apparent. People of color were rarely included in mainstream movies.

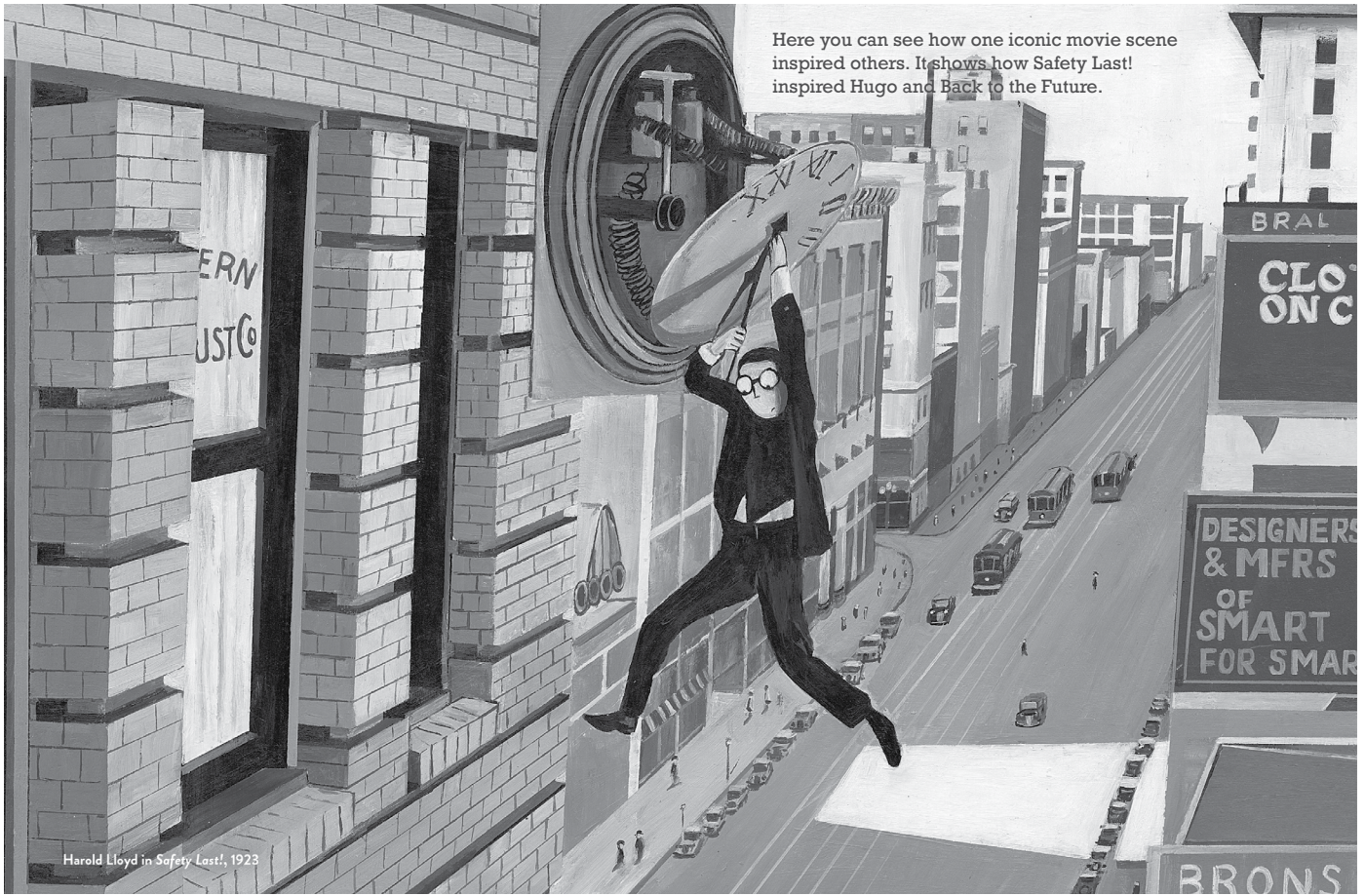


An African American actress by the name of Josephine Baker decided she'd had enough. She packed up her things and moved to France. "I felt liberated in Paris," she said. There she became a star!



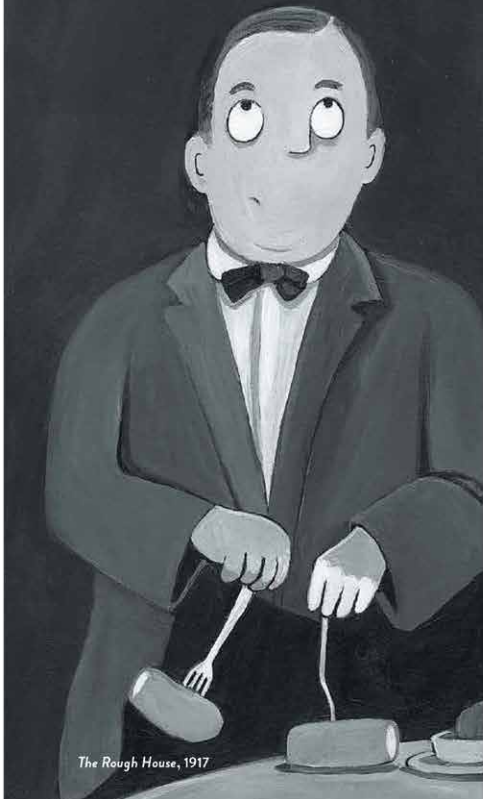
Actresses like Baker, with her beauty, humor, and large stage presence, paved the way for the stars of today. In 2018 a Marvel movie titled *Black Panther*, with a majority black cast, was a smash hit. This is something Baker could have only dreamed of.

Example #1: Harold Lloyd's Scene in *Safety Last!* (1923) Inspired Scenes in *Hugo* (2011) and *Back to the Future* (1985).



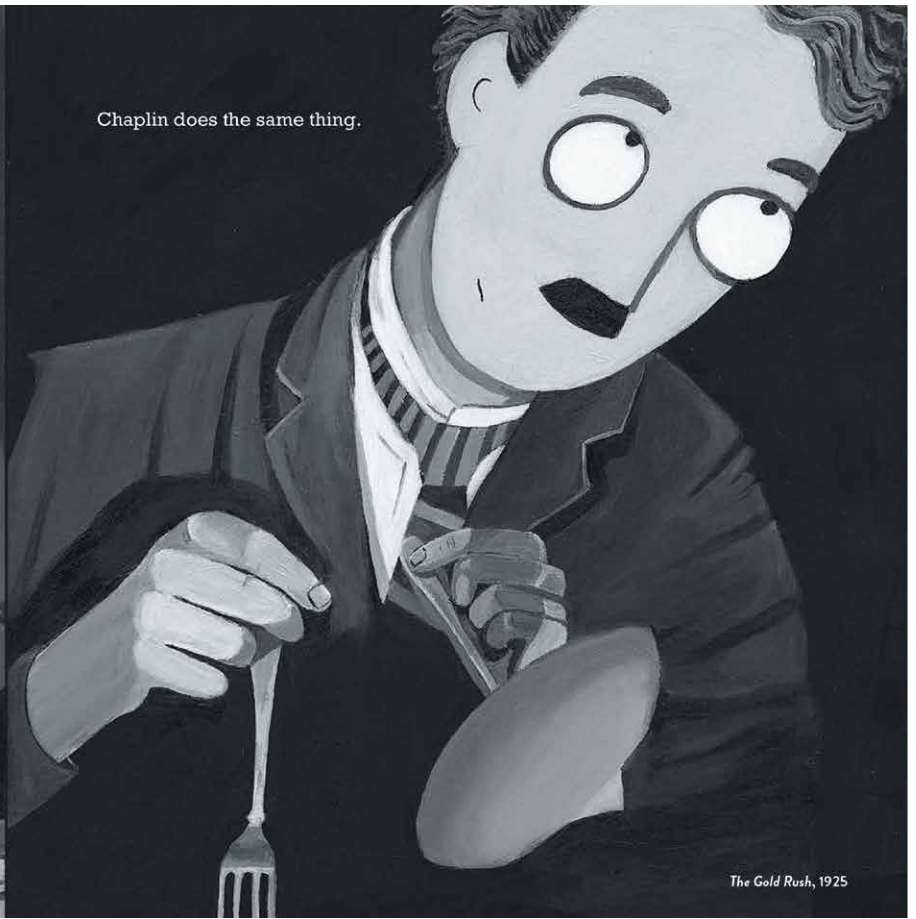
Example #2: Actors Charlie Chaplin and Johnny Depp Were Inspired by the Same Scene

In this scene, comedian Roscoe "Fatty" Arbuckle sticks forks into two dinner rolls and makes them dance.



The Rough House, 1917

Chaplin does the same thing.



The Gold Rush, 1925

Watch Johnny Depp do his own excellent rendition.



Benny & Joon, 1993

2. **Responding to the Author’s Questions about Your Thoughts and Feelings.** Toward the end of the book, the author asks how you feel and think about what you are reading. Discuss these questions. Then write and illustrate your answers.

Answer these questions:

1. (Referring to the German film *The Cabinet of Dr. Caligari*, which used hand-painted shadows for dramatic effect) “In this scene all you can see is a person’s shadow. How does it make you feel?”
2. (Referring to the effect of the film *Metropolis* on *Star Wars* and *Blade Runner*) “The robot on the left is named C-3PO. Does he look familiar? This image is from *Metropolis*...This image is from *Blade Runner*...Do you see the similarity?”
3. (Referring to the first talking motion picture, *Lights of New York*) “Imagine hearing city sounds for the first time—traffic, a crowd of people, the dings of a trolley car. What would you think?”

3. **Bring the Following Pictures to Life by Writing the Conversations the People Are Having.**

- Tell what the father and daughter are saying as she peers into a Kinetoscope.
- Tell what the people at the first public screening of a film are saying. This was the first time a group of people were seeing a film.
- Tell what the man and woman are saying after seeing the first talking movie, *Lights of New York*.

4. **Write about Your Favorite Movie.** How is your movie different from the movies you read about in *Action!?*

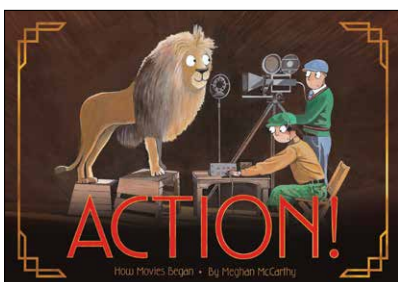
EXTENDING THE EXPERIENCE OF READING THE BOOK

1. Watch Videos of Early Silent Movies Featuring Actors Mentioned in the Book:

- Watch Charlie Chaplin in *Pie Fight!* at [YouTube.com/watch?v=SYPrKPkFCmA](https://www.youtube.com/watch?v=SYPrKPkFCmA)
- Watch Buster Keaton in *The Rotating House* at [YouTube.com/watch?v=vllhdOta8Xw](https://www.youtube.com/watch?v=vllhdOta8Xw)
- Watch Harold Lloyd in *Fire Fighting* at [YouTube.com/watch?v=osGle8MYms0](https://www.youtube.com/watch?v=osGle8MYms0)

2. Read Other Books about Silent Movies:

- *Lights! Camera! Alice!: The Thrilling True Adventures of the First Woman Filmmaker* by Mara Rockliff
- *Mack Made Movies* by Don Brown
- *Smile: How Young Charlie Chaplin Taught the World to Laugh (and Cry)* by Gary Golio, illustrated by Ed Young
- *Who Was Charlie Chaplin?* by Patricia Brennan Demuth
- *Who Were the Three Stooges?* by Pamela Pollack and Meg Belviso

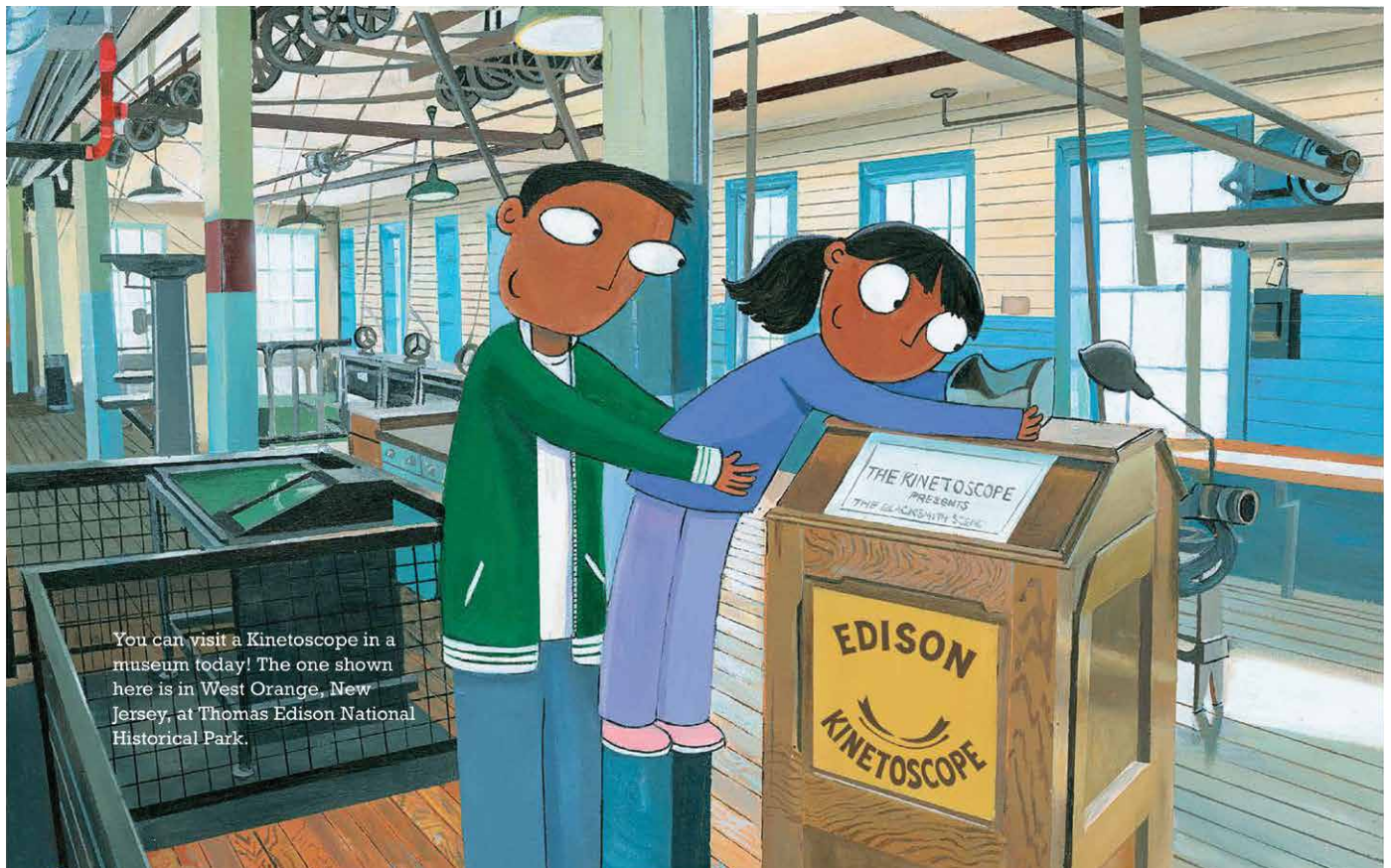


Guide written by Myra Zarnowski, a professor in the Department of Elementary and Early Childhood Education at Queens College, CUNY.

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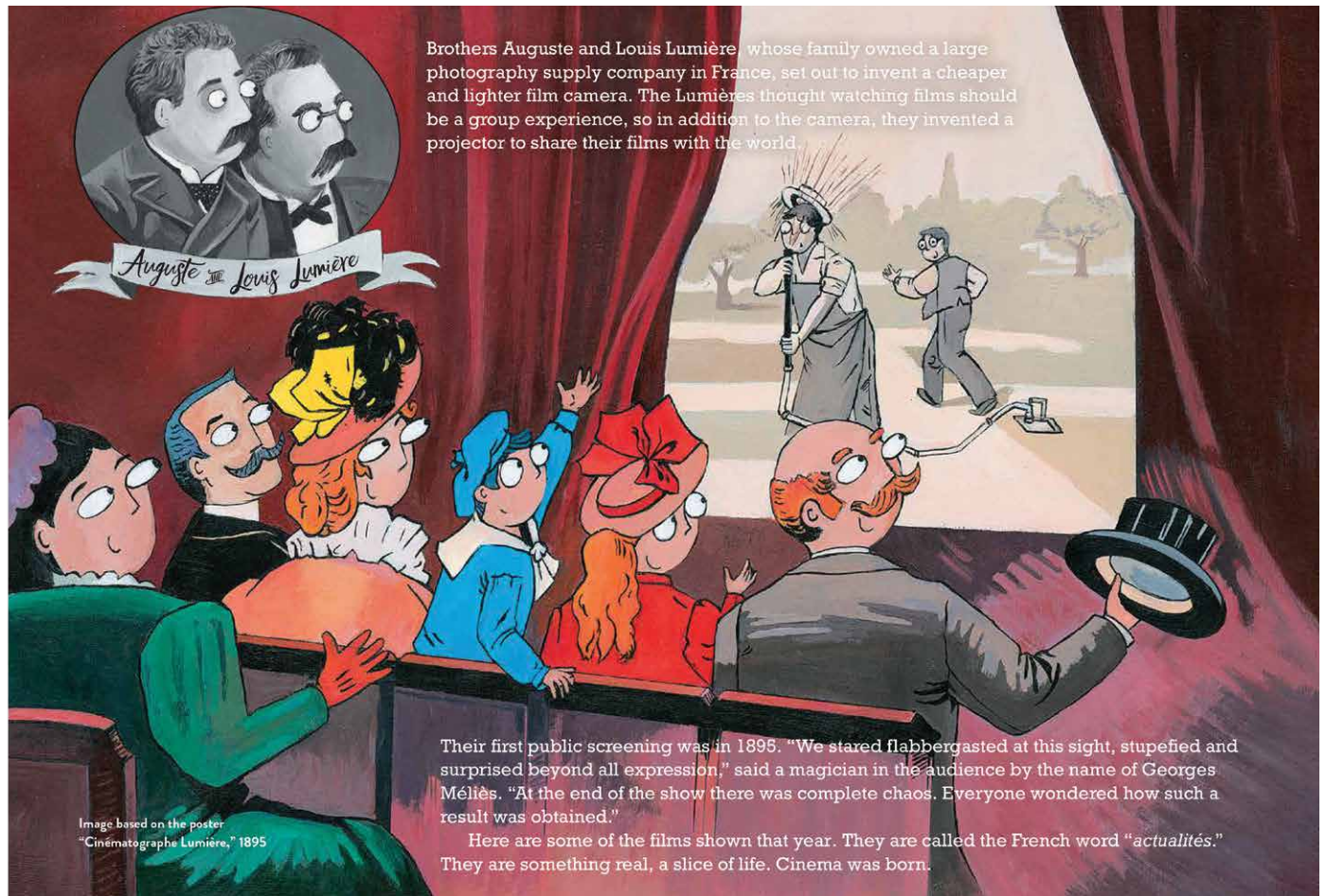
| QUESTIONS ABOUT FACTS | QUESTIONS ABOUT THOUGHTS AND FEELINGS |
|---|---------------------------------------|
| 1. (Referring to the German film <i>The Cabinet of Dr. Caligari</i> , which used hand-painted shadows for dramatic effect) “In this scene all you can see is a person’s shadow. How does it make you feel?” | |
| | |
| 2. (Referring to the effect of the film <i>Metropolis</i> on <i>Star Wars</i> and <i>Blade Runner</i>) “The robot on the left is named C-3PO. Does he look familiar? This image is from <i>Metropolis</i> ...This image is from <i>Blade Runner</i> ...Do you see the similarity?” | |
| | |
| 3. (Referring to the first talking motion picture, <i>Lights of New York</i>) “Imagine hearing city sounds for the first time—traffic, a crowd of people, the dings of a trolley car. What would you think?” | |
| | |

Tell what the father and daughter are saying as she peers into a Kinetoscope.



You can visit a Kinetoscope in a museum today! The one shown here is in West Orange, New Jersey, at Thomas Edison National Historical Park.

Tell what the people at the first public screening of a film are saying. This was the first time a group of people were seeing a film.



Brothers Auguste and Louis Lumière, whose family owned a large photography supply company in France, set out to invent a cheaper and lighter film camera. The Lumières thought watching films should be a group experience, so in addition to the camera, they invented a projector to share their films with the world.

Their first public screening was in 1895. "We stared flabbergasted at this sight, stupefied and surprised beyond all expression," said a magician in the audience by the name of Georges Méliès. "At the end of the show there was complete chaos. Everyone wondered how such a result was obtained."

Here are some of the films shown that year. They are called the French word "actualités." They are something real, a slice of life. Cinema was born.

Image based on the poster "Cinématographe Lumière," 1895

Tell what the man and woman are saying after seeing the first talking movie, *Lights of New York*.



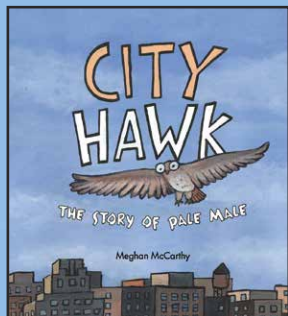
Lights of New York, 1928

One year after *Metropolis* was released, an all-talking movie called *Lights of New York* hit theaters. No one had watched a movie like this before! Imagine hearing your favorite actor speak for the first time. Imagine hearing city sounds for the first time—traffic, a crowd of people, the dings of a trolley car. What would you think? The sound in *Lights of New York* wasn't perfect, but people wanted more. Movie lovers began using the word "talkies," short for "talking movies," as in "I'm going to a talkie today."

One would think that all movies after *Lights of New York* would have sound, but that isn't so. Charlie Chaplin's last "silent" film opened in 1936, eight years after the first all-talking film had been released.

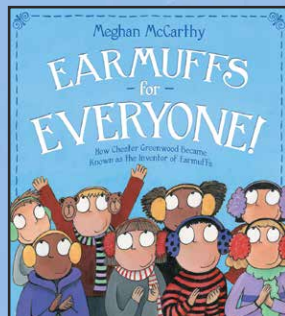
ABOUT THE AUTHOR

Meghan McCarthy is the award-winning author and illustrator of many nonfiction books for children, including *City Hawk: The Story of Pale Male*; *Seabiscuit the Wonder Horse*; *Pop!: The Invention of Bubble Gum*; *Daredevil: The Daring Life of Betty Skelton*; *Earmuffs for Everyone!: How Chester Greenwood Became Known as the Inventor of Earmuffs*; and *The Wildest Race Ever: The Story of the 1904 Olympic Marathon*; *All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff*. Visit her at Meghan-McCarthy.com.



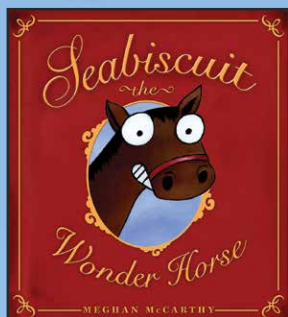
Praise for *City Hawk*

“A must for all collections.”
—*School Library Journal*



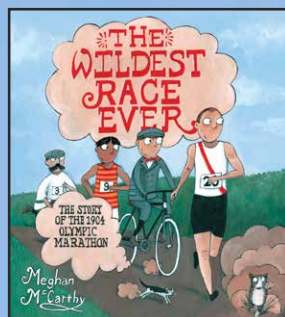
Praise for *Earmuffs for Everyone!*

★ “McCarthy is the ideal raconteur. Funny, curious, and eager to involve her audience.”
—*Publishers Weekly*
(starred review)



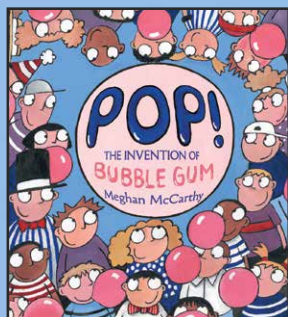
Praise for *Seabiscuit*

★ “An engaging read-aloud.”
—*School Library Journal*
(starred review)



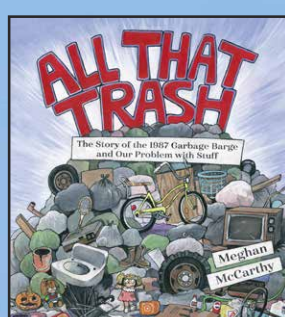
The Wildest Race Ever

★ “McCarthy’s signature google-eyed cartoon cast neatly underscores the absurdities of the race, and her early invitation for readers to guess the winner gives them some stake in the game.”
—*BCCB* (starred review)



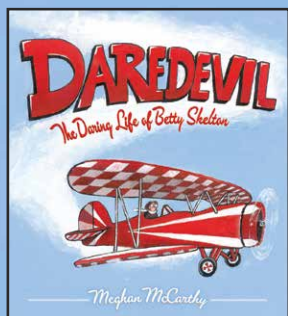
Praise for *Pop!*

★ “McCarthy’s on-target presentation makes this a strong choice for elementary biography assignments, book talking, or just plain nonfiction fun.”
—*School Library Journal*
(starred review)



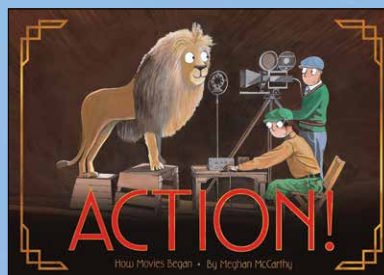
All That Trash

★ “A fresh take on a story of old garbage guaranteed to spark conversations and a desire for actions among students.”
—*School Library Journal*
(starred review)



Praise for *Daredevil*

★ “McCarthy has spun an adventurous story.”
—*Kirkus Reviews*
(starred review)



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Guide written in 2018 by Myra Zarnowski, a professor in the Department of Elementary and Early Childhood Education at Queens College, CUNY.

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