

Writers Who Inspired the World

TEACHER'S GUIDE



EXPLORE THE AGES



ABOUT THE AUTHOR

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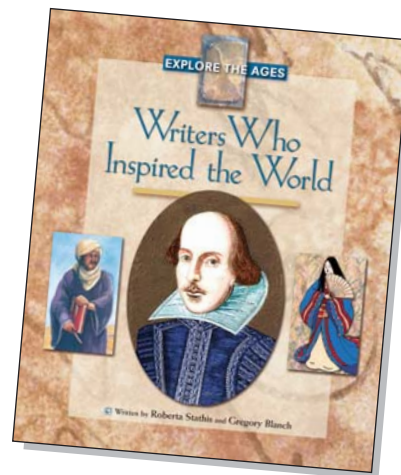
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INTRODUCTION

Students in today's information age must be able to access and comprehend voluminous amounts of written material. The vast majority of information they will encounter in school and also in later life comes from nonfiction sources. As part of becoming "information literate,"¹ students must become familiar with sources of information in order to learn to use it well. Textbooks, the traditional means for students to acquire new information, are sometimes difficult for students to comprehend. Conversely, nonfiction reading books—which are usually more condensed, narrative, and visually appealing—offer a rich source of meaningful text to facilitate content knowledge and encourage literacy development. As well, nonfiction literature lends itself to a variety of instructional approaches and comprehension-building strategies.²



The *Explore the Ages* series of nonfiction historical reading books provides rich, engaging, and visually stimulating accounts of historical figures and events. By incorporating a variety of features, these books make content comprehensible and interesting to students at different reading levels, while helping them learn social studies content and develop literacy skills. The special features of the *Explore the Ages* books include:

- Vocabulary words highlighted and defined in the margins.
- Times lines and maps.
- Primary source excerpts.
- Critical thinking and comprehension questions.
- Illustrations and pictures related to the events.
- Classroom and family involvement activities.

Designed for both recreational reading and content instruction, the *Explore the Ages* books can be adapted for a variety of classroom lessons. This teacher's guide is guided by the precepts of differentiated instruction, which focuses on meeting the needs and interests of particular students, emphasizing a wide range of instructional approaches, and creating lessons that address state standards. This teacher's guide offers a variety of classroom lesson ideas, from pre-reading activities and ELD strategies, to vocabulary building exercises and cross-curriculum instructional lessons. It is intended to be easily adapted to your specific student group's interests and abilities.

Getting Started

The first section of this guide focuses on specific teaching strategies effective with English language learners and emerging readers. These strategies will help make the text more comprehensible for such students.

The following sections present activity ideas within the context of a classic four-part lesson plan: 1) Pre-Reading; 2) During Reading; 3) Expanding Learning; 4) Assessment. You can pick and choose activities from each of these lesson sections according to student interests, curriculum demands, and time constraints. The separate assessment section offers suggestions for traditional tests and alternative assessment techniques. Assessment also is integrated into many of the activities that incorporate performance evaluation and peer reviews.

Use the Lesson Planning Guide in Appendix I to organize your lesson plan.

¹Benson, Vicki. "Shifting paradigms and pedagogy with nonfiction: A call to arms for survival in the 21st century." *The NERA Journal*. Portland, ME: New England Reading Association, 2002.

²Hadaway, Nancy, Sylvia M. Vardell, and Terrell A. Young. "Highlighting nonfiction literature: Literacy development and English language learners." *The NERA Journal*. Portland, ME: New England Reading Association, 2002.

STRATEGIES for English Language Learners

All students learning new information need comprehensible text, but this is crucial to English language learners (ELLs), who are still mastering the intricacies of the language. These students often are struggling to keep up with their peers and the grade-level content. Presenting new text in understandable ways gives these students access to grade level content as they develop literacy skills. This section includes strategies to make *Writers Who Inspired the World* comprehensible to ELLs. In addition, “Tips for ELLs” are incorporated throughout the guide to help you adapt certain activities for these students.

Chunking

Present the book in sections. Better yet, present each chapter in sections. Start by reading the complete text aloud to students. On an overhead transparency or on the chalkboard, write a one-sentence summary of each section and have students copy that sentence. As extended learning, have students illustrate an event in that section or, depending on language level, summarize that section in their own words.

Vocabulary

Have students keep a journal of vocabulary words new to them (in addition to those already featured in the book). Have students free-associate the meaning of the words before trying to understand the real definition. This will help you get a better understanding of the language ability of the students, and students will learn to break up the text into what they do and do not understand.

Visuals

Encourage students to use the time lines, captions, and headings to help them access the content in the text. They also should study the photographs, illustrations, and maps in order to aid their comprehension of the narrative.

Picture and Word Cards

Make a set of picture cards for vocabulary words. Take a sheet of paper and divide it into eight squares. Use drawings, photos, or pictures cut from a magazine to illustrate each vocabulary word. Paste one picture onto each square. You can use these cards in a variety of ways to help students access meaning:

- Make copies and have students label each card.
- Give students a word list and have them match pictures and words.
- Make a set of matching word cards and have students match them with the picture cards.

Act It Out!

As you read the text to the class, have groups of students with more advanced levels of language ability act out sections for other students. This will help you assess comprehension of students in the acting group and reinforce meaning for students in the audience.



Word Scavenger Hunt

To develop grammar and phonics skills, have students go on a word scavenger hunt using a chapter from the book. Create a list of scavenger hunt items and then have students search a chapter to find these words.

Sample scavenger hunt items:

- a three-syllable word
- a contraction
- a compound word
- a word with a silent “e” at the end
- one of the longest words in the chapter
- a four-syllable word
- a word that includes a silent letter other than “e”
- an adjective
- a word with a prefix or suffix
- rhyming words (students might write two sentences, highlighting the rhyming words)
- synonyms (students might write two sentences, highlighting the synonyms)

PRE-READING

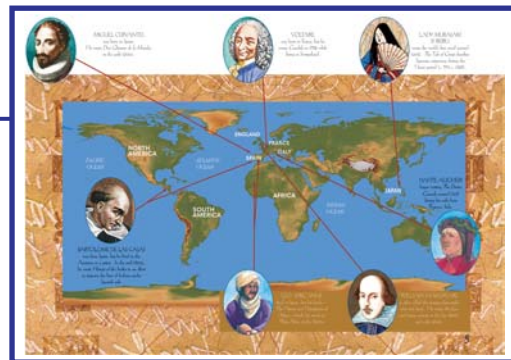
Before students read the book, it is important to find out what students already know about the content. Effective pre-reading activities generate interest in the content and ultimately increase student comprehension. After introducing the book and introducing the subject, select several pre-reading activities for your student group.

1. Introduce the Book

Focus on the cover, point out the table of contents, the index, glossary, and other back matter. Flip through the pages so students can see the various chapters and some of the images. Tell students about the book: ***Writers Who Inspired the World* tells the story of writers from different time periods and regions of the world. These influential men and women were diverse in their religions, interests, and social backgrounds. They wrote both fiction and nonfiction.**

Ask students who are the authors of the book. Point out the authors' names on the front cover or on the title page. Tell students a little about the authors: ***Writers Who Inspired the World* was written by Roberta Stathis and Gregory Blanch, who have coauthored a number of history books together.** Explain that different artists and photographers created the images in the book. Open the book to pages 4-5. Ask student volunteers to read the names and descriptions of the leaders associated with the map. Ask questions: **On which continent did most of the writers live? [Europe] On which continent do you live? When did Bartolomé de las Casas write *History of the Indies*? [mid-1500s] How many years ago is that? [about 500] Name some different kinds of writing. [fiction, nonfiction, poetry, biography, plays] Have you read any of these kinds of writing? What do you know about them?**

Read the introduction aloud or have student volunteers read it. Ask comprehension questions: **What are some different reasons people write? [to describe events, express emotions, influence opinions, and free the imaginations of others] Do all writers tell the truth all of the time? [no] Do writers have to pay attention to the world around them? [yes] What time span will we be reading about in this book? [late 900s to the late 1700s]**



Review the information on pages 6-7. It is critical that students understand and can use a time line. Ask questions: **What time period does the time line show? [1000-1800] What is the earliest event? [Lady Murasaki Shikibu finishes *The Tale of Genji*] The latest? [Voltaire writes *Candide*] What events occurred very close to each other? [Shakespeare writes *Romeo and Juliet* and Leo Africanus's *The History and Description of Africa* is published] When did Dante begin writing *The Divine Comedy*? [1502] How many years were between the date de las Casas wrote *In Defense of the Indians* and the date Shakespeare wrote *Romeo and Juliet*? [43]**

2. Introduce the Subject of Writers and Writing

Choose one of the activities below to introduce the subject of writers and writing.

3-2-1-Go!

Organize students into small groups. Ask each group to come up with creative responses to three different open-ended questions. The title of the activity, 3-2-1-Go!, describes the structure for student responses. Here's an example of how to set up the activity using it with the theme "writers":

- 3: Describe three qualities a writer should have.
- 2: Describe two feelings you have about writers.
- 1: Identify one problem a writer may face. GO!

Think/Pair/Share

Organize students into pairs or small groups. Ask student groups to come up with creative responses to an open-ended question related to the new content. **What is a writer? Where do you see the work of writers every day? Does the work of writers ever affect your emotions? Do you ever write? What challenges do writers face?**

People/Data Hunt

Give students a list of open-ended questions and/or discussion topics that consist of 1) a social criterion they need to satisfy and 2) a question related to the topic to be studied. For example, you might say something like the following:

- Find someone who likes peanut butter and then discuss a woman living today who is a famous writer.
- Find someone who has an older brother and tell the words you would use to describe a writer.
- Find someone wearing sneakers and discuss difficulties a writer may face.
- Find someone who likes to play soccer and discuss the benefits of being a writer.

Students must document with whom they discussed each question. The only ground rule is that students must interact with a different person for each question.

Famous Quotations

Initiate a discussion using quotations related to the topic of writers and writing:

- "How vain it is to sit down to write when you have not stood up to live." — Henry David Thoreau
- "A writer is a person for whom writing is more difficult than it is for other people." — Thomas Mann

- “Either write something worth reading or do something worth writing.”
—Benjamin Franklin
- “Do not write so that you can be understood, write so that you cannot be misunderstood.” —Epictetus

These quotations also are a good springboard for response writing. Ask questions to prompt critical thinking: **What do you think the quotation means? Have you heard of the person who said this? Do you agree with the statement?** Then have students research other quotations or come up with quotations of their own.

3. Introduce Each Chapter

Choose one of the following activities to introduce each chapter.

Discuss What You Know: Silent Mingle

Tell students they are going to play a few rounds of What Do You Know About ...? Ask students to stand up and walk around the room (i.e., mingle), but remain silent until they hear you say, “stop.” Upon hearing “stop,” they will immediately form a pair with the person standing closest to them. Tell students to listen to your question and discuss it with their partners. For example, ask students: **What do you know about William Shakespeare?** You will give them about two minutes for this discussion. When they hear you say, “silence,” they are to stop the discussion and begin mingling silently again. Repeat the process two or three more times posing different questions related to the chapter content. For example, **What do you know about Japan? What do you know about poetry?** The only ground rule is that they cannot pair up with the same person more than once. At the end of the activity, debrief responses with the whole class.

Tip for ELLs: Have students draw their responses to pre-reading questions.

Chart Knowledge: The K-W-L-H Chart

Organize students into pairs to do this activity or have them do it individually. Have students create a chart with four columns and label the columns K, W, L, and H. (**K**=What do you KNOW about the topic? **W**=What do you WANT to know? **L**=What did you LEARN? **H**=HOW did you learn it?) Have students begin the chart with the K and W columns. Here’s an example of how to set up the activity using the chapter on Miguel Cervantes:

- Discuss and write down (in the “K” column) the names of three people that students consider “writers.” Ask students to tell what characteristics writers have in common.
- Discuss and write down (in the “W” column) a few questions that students have about Miguel Cervantes. For example: What did Cervantes write? Where did Cervantes live? What did Cervantes do besides write?

Have students fill in the remaining columns of the chart after reading the chapter.

Set a Historical Context

Have students focus on the historical period they are going to read about. Introduce the chapter by telling students about the time period. Give students some historical background. For example, for the chapter on Bartolomé de las Casas, tell students: **The person you are going to read about was born in the late 1400s in Spain. This time was called the age of exploration because Europeans were able to travel farther than before because of new inventions. The explorers discovered many lands that were new to them and encountered people and objects they had never seen before.** Ask students what they think life was like during that time. Ask them about the people that lived during this time, what languages they spoke, where they lived, and how they survived hardships.

Set the Geographical Scene

Talk about the different regions and countries about which students will learn. Ask students questions such as: **What do you think these areas are like? What language(s) do the people speak? What do they eat? Have you ever been to a different country? Where is the place located? Near what countries? On what continent?** Have students locate the countries on a map.

Develop Vocabulary: Brainstorm

Distribute copies of the vocabulary words defined in the chapter (see Resource Sheet 1 in Appendix II) to students or make an overhead transparency. As a class, in pairs, or individually, have students brainstorm or free-associate whatever comes to mind when they see each vocabulary word. Then have students look up the correct definition in the glossary of the book.

Writers Who Inspired the World Teacher's Guide Resource Sheet 1		
Vocabulary List		
agitation	etiquette	pilgrim
ambassador	evile	plunder
apprentice	favored	poor
arbitrary	foolish	ransom
attendant	formalistic	ravenous
balcony	corruption	robust
bathe	Good Friday	constitution
banes	heir apparent	Roman Catholic Church
Buddhism	Holy Roman Empire	salvation
calligraphy	humanity	satirical
caverns	immersed	serf
chivalry	impart	slaughter
concubine	infatuation	temperate
convert	insolence	syllable
conversion	Islam	torment
convey	Jesus	tyranny
decimate	modest	vic
discrimination	mosque	war
dictate	Muslim	
embark	Negro	
emmy	New World	

DURING READING

During this part of the lesson, students read and interact with the book, experience direct instruction from the teacher, work independently and collaboratively, write in different genres, and participate in discussions and simulations. These activities help students become familiar with the major events, people, geographical context, and chronology of history.

1. General Academic Skills

Choose one activity from the listing below.

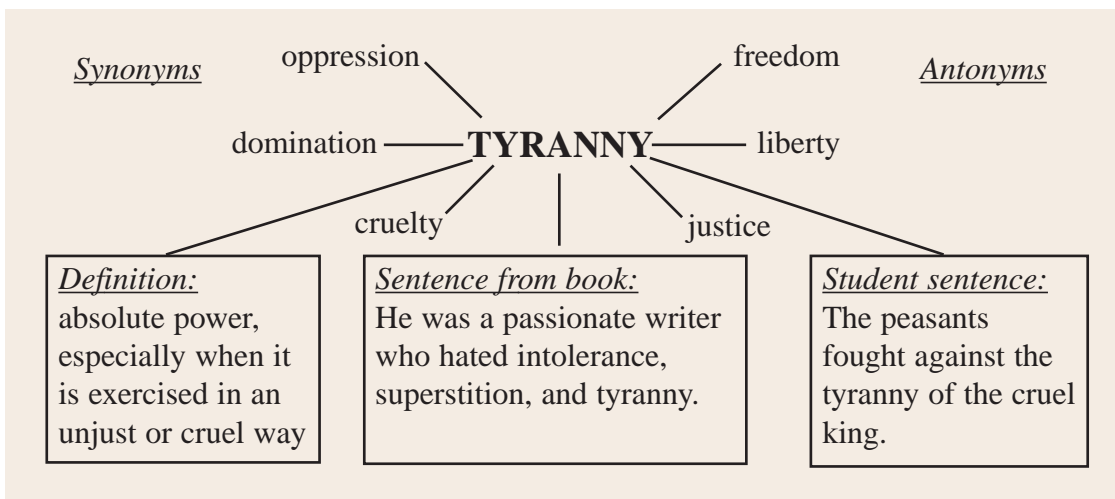
Take Notes

Have students read a chapter once through or read it through as a class. Then have students skim the text looking at features that show general information such as headings, captions, and chapter titles. Have students skim the text again looking for proper nouns—important people, places, and events in the chapter. Then have students skim the text for important dates. Have students link dates with people, places, and events. A way to teach students good note-taking skills is by using a three-column system. One column will include a proper noun, the next will include a date (or century) associated with the proper noun, and the third column will have a brief explanation. Have students use these notes for various classroom activities and to review for a written test.

Make a Word Web or Semantic Map

As students read the chapter, have them keep a learning log of unfamiliar terms. For the terms, students can create word webs or semantic maps to help aid in comprehension.

Example of a word web using the word “tyranny” (p. 69):



Example of a semantic map:

What is the word? <i>tyranny</i>	What is it like? <i>domination</i>	
What is the definition? <i>absolute power, especially when it is exercised in an unjust or cruel way</i>	What are other forms of the word? <i>tyrant</i> <i>tyrannical</i>	What are similar words? <i>oppression</i> <i>persecution</i> <i>subjugation</i>

Identify Synonyms and Antonyms

Using this same list of unfamiliar vocabulary terms, have students create synonym and antonym lists. Students should start by identifying the definitions of unfamiliar words. Then students should look through the book for synonyms and antonyms of those words. Students can look in a thesaurus to find additional synonyms and antonyms. Students may work in pairs or groups to share ideas.

2. Enhancing Reading Comprehension

Choose one activity from the listing below.

Student Reading Journal

To encourage active reading, as students read the chapters, have them keep a reading journal. They can use this journal to record unfamiliar words, ask questions, remember ideas and facts, and note interesting topics to research.

What's Our Lie?

After students read the chapter, organize them into groups of four or five. Their task is to discuss the chapter content and share information they recall from the reading. Then they are to decide on three true statements about the chapter and one false statement. The students should then write down the four statements in any order on a large sheet of paper. Select a student from each group to read the four statements on behalf of the group. The rest of the class must identify the false statement. Then the class should make it a true statement by rephrasing it.

Example:

- Cervantes wrote *Don Quixote de la Mancha*.
- While Cervantes was a soldier, he lost his eyesight in battle.
- Cervantes lived during the Renaissance.
- Don Quixote went out of his mind and roamed the countryside.

- False statement: While Cervantes was a soldier, he lost his eyesight in battle.
- Rewritten true statement: While Cervantes was a soldier, he lost the use of his left hand in battle.

Mini-Drama

After reading the chapter one time, organize students into groups of three or four. Divide the chapter into as many sections as there are groups. Assign each group a section of the story. Groups are to read that section and decide how to present it in a skit. Students need access to craft materials (marking pens, colored paper, yarn, rulers, glue, and so forth) to create accompanying props. The skits should be performed for the whole class in chronological sequence.

Literature Circle

Have students read a chapter independently, then organize them into groups of five or six. First, have students summarize the chapter together; each member should have an assigned role for working with the text. One student might outline the reading, one student might look for other books about the artist, another student might be a discussion facilitator, and one student might illustrate major events in the artist's life.

Find the Answers!

Give students a list of comprehension questions (see Appendix III for sample questions) and ask them to find the answers in the book.

EXPANDING LEARNING

During this part of the lesson, students expand their learning and build learner autonomy. Students do research, write essays and reports, develop projects and exhibits, and participate in presentations. The listing below is organized into the following broad categories: Social Studies, Arts and Humanities, and Language Arts. Choose two or more activities from these categories, according to student interests, curriculum demands, and time constraints. In all cases, be certain to give students a chance to share their finished work with a larger audience, including their classmates and family.

Social Studies

■ Working with Primary Sources

Introducing Primary Sources

Introduce students to the concept of primary sources. First, explain what a primary source is. [*writings or pictures by people who were at an event and saw or were involved in what happened*] Tell students that letters, diary entries, autobiographies, speeches, government documents, and paintings and drawings are all types of primary sources.

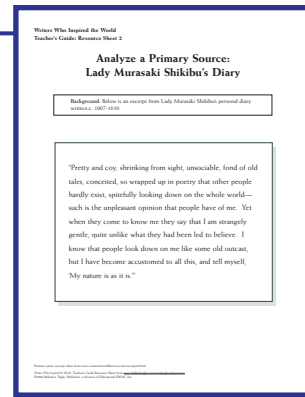
Have students open their books to one of the Look to the Source entries in *Writers Who Inspired the World*. For example, show them the excerpt from *Romeo and Juliet* (page 57). Tell students this is an excerpt from a primary source. Ask basic comprehension questions about the source: **What type of writing is this?** [*a play*] **Who wrote it?** [*William Shakespeare*] **What is it about?** [*the forbidden love between a young man and young woman*] **When was it written?** [*in 1595*] **Who is the audience?** [*the public*] Ask students critical thinking questions: **What was the author's purpose in writing the document? Was it meant to be read by many people? What does this document tell you about the writer's feelings, ideas, or character? What questions would you ask the person who created this source? What does this source tell you about the people/country/era in which the writer lived?**

Understanding Primary Sources: Developing Historical Empathy

To better understand the Look to the Source entries, have students rewrite the source in their own words (for example, rewrite *The Divine Comedy* using modern language). Then have students think about the context of the source, using knowledge they have or can gather about the person writing the source or the person about which the source was written. Ask questions: **Why did the person write the document? How do you think the person was feeling at the time? What were the circumstances surrounding the writing of the source? Was this intended to be read by many people or one person?**

Analyzing Primary Sources

To help students comprehend different types of primary sources, have them analyze a primary source on their own using the questions introduced in the previous lesson. Students may use *Writers Who Inspired the World* and other sources as an aid in answering the questions. You can use the primary source in Resource Sheet 2 (“Lady Murasaki Shikibu’s Diary”), choose one of your own, or have students find their own source.



■ Geography

Name that Place!

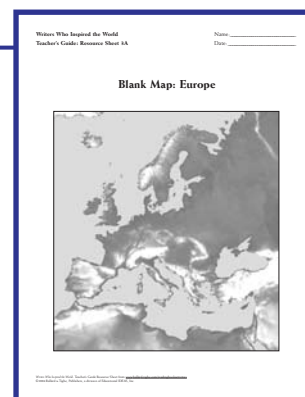
Have students look at one of the maps in the book (such as the map of East Asia on page 11). Group students in partners. One student should choose a place on the map (such as Japan) and then create a list of 4-5 facts about the place (e.g., it is made of several islands, it is close to Korea, it is in the Pacific Ocean). The other student should look at the book's maps, study them and try to name the place. These questions also can be used later on a written test.

Geography Survey

Have students choose a country or region they read about in the book. They may need to conduct additional research. Have them write about the geography of the area, including natural resources, land features, climate, and so forth. Have students share their findings with the class and do a class survey to find out which place would be the most popular place in which to live.

Labeling Maps

Distribute copies of the blank maps of regions in the book (see Resource Sheet 3A-3F). As a pre-reading geography assessment, have students label the areas they are familiar with on the maps. As a note-taking element, during reading have students label the maps with the areas discussed in the book. Have students use an atlas or other research tool to label areas not shown on the maps in the book. After reading, the maps can be used as a geography assessment.



■ Historical Chronology

Time Line: Sequencing Events

Have students create their own time line by taping horizontal pieces of paper together and drawing a long, horizontal line down the center. Then have students take notes on the dates of each event discussed in the book. Using their notes, have students organize the events in chronological order. Have students locate the dates of the first and last events. They should put one date at the beginning of the time line and the other at the end. Then have students transfer the rest of the dates and events onto the time line they made, being careful to accurately plot each event. Students should demonstrate an

understanding of time lines and the relationships of events (e.g., 1533 and 1583 should be much closer than 1583 and 1705). Have students decorate their time line with illustrations of events or other pictures. Have students compare their time lines to others' in the class to evaluate their use of chronology.

■ Research

Research Groups

Divide the class into seven groups (one group for each chapter in the book). Each group will conduct research into the historical era of a person they read about in one of the chapters and present that research to the class in an oral report. Have students conduct research independently or as a group. Students will need to research the time period, how people lived, what they ate, what jobs they had, what they wore, and so forth. Students can dress up in costumes, make meals from the period, make posters, or use other means to make the presentation interesting. Encourage students to be creative!

Compare and Contrast Historical Figures.

Have students choose one of the writers they read about in the book. Then have students choose another writer not included in the book. For example, a student may choose to compare Bartolomé de las Casas and Frederick Douglass. Have students conduct research on this new person. Then tell students to compare and contrast the lives of the two people.

Market Research

Have students choose three writers they read about in the book. Students should summarize or list the writer's character traits. Have students interview friends and family members and/or other classmates to determine which writer they most liked reading about. Have students compare their findings and create a class chart to see who are the most and least popular writers.

Note for research: Students might look on the Internet and in social studies books, encyclopedias, or issues of age appropriate magazines for the information they need.

Tip for ELLS: Make copies of illustrations of different events. Have students put them in order without using the book for help. Have students evaluate their understanding of events by checking the book.

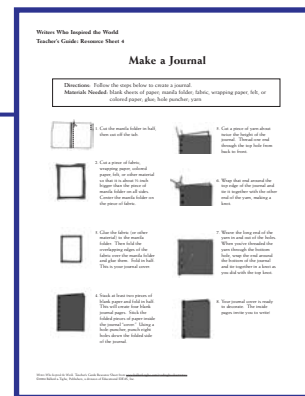
Arts and Humanities

Art History: Analyze Artwork

Choose an image from the book. Discuss this picture with students and ask questions: **What colors does the artist use? Does the picture look historical? Does it look realistic or imaginary?** Ask specific questions about the picture's content: **What is happening in the picture? Are there people in the picture? Who are they? What are they doing? Why? What objects are in the picture? Describe them. What is the setting? What do you see in the picture that you would not see today?** Move on to critical thinking questions about the artwork: **How does the picture make you feel? What is the point of view of the artist? How is the subject feeling? What did you learn from this picture?** You also can have students go online to search for other paintings or other artwork related to any of the events, people, or places in *Writers Who Inspired the World*. Have students analyze the artwork using the questions above. Student also can draw their own illustrations and have classmates' analyze their artwork.

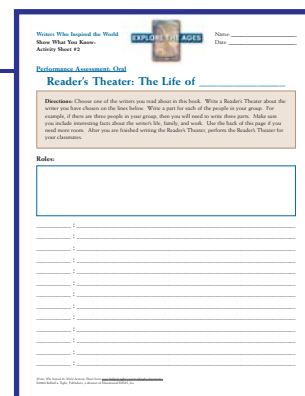
Art: Make a Journal

Tells students that many writers keep journals to record their daily thoughts and notes on ideas for their writing. Have students choose one of the writers that they read about and make a blank journal for that writer. They should follow the directions in Resource Sheet 4 ("Make a Journal") to make the journal. Students should then decorate the covers of their journals with pictures and symbols that represent the writer. Students also can make a quill pen following directions in the Just for Fun: Activity Sheet #2 ("Make a Quill Pen") and use it to write entries in the journal.



Drama: Reader's Theater

Have students choose one of the writers from the book. Using the Show What You Know: Activity Sheet #2 ("Reader's Theatre: The Life of _____") as a guide, have students write a short play based on the life of that writer. Have groups perform the reader's theaters for the class or have students exchange scripts with other groups and have them performed.



Language Arts

■ Character Studies

Character Trait Chart

As students read the book, have them create a chart with a column for each of the writers. As they read, have them fill in the chart with personality/character traits. When finished with the book, have students analyze which people have traits in common. This can be used later for a character comparison essay.

Character Comparison

Have students choose one of the writers they read about in the book. As students read the chapter, have them note details about the writer: physical characteristics (if given), personality, outlook on life, how the writer treated others, the writer's goals, what the writer was like as a child, and what the writer's adult life was like. Then have students make notes about their own character. Depending on grade level, have students write an essay comparing and contrasting themselves with the writer or have them make a Venn diagram comparing themselves with the writer.

Dear Diary

Have each student create a diary or journal for one of the writers they read about. Students should write at least five entries that might have been written by the person. Students can use the journals they created in the previous Art: Make a Journal activity.

■ Book Reporting

Just the Facts

Have each student create a list of at least 10 facts he or she learned from reading the book. The facts, written in complete sentences, must include details the student didn't know before reading the book. Facts can include information about the writers, the time period, the places, or the subject.

Understand New Technology and Create a Card Catalog

Explain to students what a card catalog is. [*a set of cards that alphabetically lists the books in a library; catalogs are used to search for books in the library; each card describes one book; the cards and card catalog are divided into author, title, and subject sections; each book has at least three cards in the card catalog—one for title, one for author, and one for subject*] If possible, bring in a card catalog drawer or a card from a card catalog. Tell students what the catalog includes. [*generally, author, title, publisher, summary, subject, call number*] Ask students why most libraries no longer have card catalogs [*difficult to use; time-consuming; easy to misunderstand*]; how we find information in a library [*electronic catalogs*]; and why this new

system is better. [*electronic catalogs are more accurate; they are easy to search and quicker; they can be accessed outside the library*]

Create a short list of books and have students go to the library and look up the catalog information of each book. Many libraries also have online catalogs that can be accessed from home.

Pass out index cards to students (4"x6" is best for this project) and have them create their own card catalog entries. The front of the card should follow the format of an actual card catalog and include a call number and details such as title, author, and date published along with a synopsis of the book. On the back of the card, have students write a paragraph critiquing the book. Students may rate the book using a teacher-created four-star scale (e.g., can't put the book down; recommended; fair; boring). Have students compare and discuss their ratings of the book.

Example:

AUTHOR(S): Stathis, Roberta and Gregory Blanch

TITLE: Writers Who Inspired the World /
Roberta Stathis and Gregory Blanch

PUBLISHER: Ballard & Tighe, Publishers: Brea, California (2004)

Summary: Shares the lives of great writers whose works inspired people throughout the centuries—Lady Murasaki Shikibu, Dante Aligheri, Leo Africanus, Bartolomé de las Casas, Miguel Cervantes, William Shakespeare, and Voltaire.

SUBJECT(S): world history—writers—nonfiction

LOCATION: Main

CALL NO: 428.38 STAT

Nonfiction Report

After reading the book (independently or as a class) have students create a nonfiction book report. In this report, students should include the following sections:

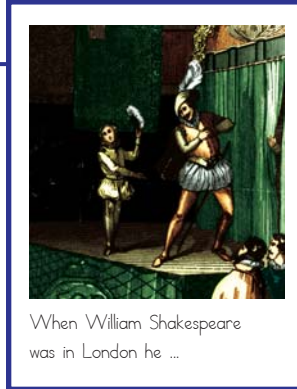
- Basic information: title, author, copyright date, publisher.
- Overview: overview of book contents, major people involved, time period (or span), countries, major events.
- Opinion of book: interest level, ease of use, special features, organization, use of information, illustrations.
- Recommendation: why people should or shouldn't read this book.

Have students compare/discuss their recommendation and opinion of the book.

■ Writing

Write a Short Story

Have each student choose an event from the book and create a story starter for that event. For example, a student could write “When William Shakespeare was in London he ...” Have students illustrate the story starter and then exchange papers. Each student should finish the story started by another student using details not found in the chapter. These stories can be completely fictional or based on additional research. As an alternative, have students skip the illustrations and just write a story starter for another student to finish. This activity is a good introduction to a discussion on the differences among fiction, historical fiction, and nonfiction.



Write a Persuasive Essay

Have students choose one of the writers they read about in the book. Then have them write an essay persuading other students: (a) the writings of this author are better than the others; or (b) why this author made more of an impact than the other writers. Have students share their opinions with classmates.

Write a Historical Poem

Ask students to name types of poetry [*sonnet, free verse, ballad, elegy, narrative, limerick, haiku, etc.*] Tell students they are going to try their hand at poetry. Introduce Show What You Know: Activity Sheet #1 (“Write a Haiku”). Have students choose a writer they read about in the book, and using the activity sheet as a guide, write a haiku about that person. Students should illustrate their poems and put them in their portfolios.

Writers Who Inspired the World: Show What You Know: Activity Sheet #1

EXPLORE STAGE

Name: _____ Date: _____

Performance Assessment: Writing

Write a Haiku

Directions: Choose one writer that you read about in this book. Then follow the directions in the box “How to Write a Haiku.” On the lines below, write a haiku about the writer you chose. Give your haiku a title.

How to Write a Haiku

Haiku is a type of Japanese poem. Poets use words that are short and do not rhyme. The first line has five syllables (or beats), the second line has seven syllables, and the third line has five syllables. Haiku often express a mood or scene or moment in the world. Below is an example of a Haiku about Bertoldo de la Cruz.

A Haiku

This man defended _____ (five syllables)
 The Indian people's rights _____ (seven syllables)
 The man? Las Casas! _____ (five syllables)

Title: _____

First line: _____ (five syllables)
 Second line: _____ (seven syllables)
 Third line: _____ (five syllables)

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ASSESSMENT

In addition to the performance assessments incorporated into the lesson activities, below are some ideas for creating traditional written tests and alternative assessments for post-instructional evaluation.

Tip for ELLs: Keep in mind that some traditional assessments and holistic assessments, such as self-evaluation and peer review, may not be appropriate for ELLs. You may need to rely more heavily on performance assessment in evaluating these students' comprehension and content knowledge.

Written Test

Compile Take a Test: Activity Sheets #2 and #3 ("The Writer and the Writing" and "What's in a Name?") into a complete written test for students. You also may choose from the additional comprehension and critical thinking questions (Appendix III) to create a comprehensive written assessment.

Comprehension Check: Retelling

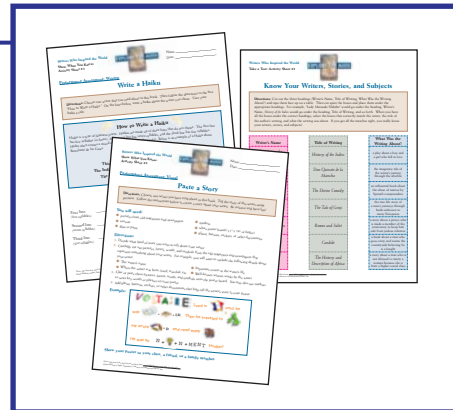
As an **oral** assessment, have students retell the story of one of the people they read about in the book. Make sure

students include the major events, a description of who the person was, what their accomplishments were, what they were like, where they lived, and the time period in which they lived. As a **written** assessment, have students retell a story using the criteria above. Create a rubric for grading that includes the essay's organization, readability, grammar and punctuation, and vocabulary usage. As an additional peer review, have students trade papers with a peer who chose the same person. Students can evaluate essays using the rubric suggested above. Peers can evaluate oral responses by asking questions after the student retells the story.

Performance Assessment

Have students demonstrate the knowledge they have gained using one of the following activities:

- **Oral Report:** Have students choose one of the writers they read about in the book. Tell them they are going to give an oral presentation about that person. Encourage students to find as much information as they can about the person, using *Writers Who Inspired the World* and other references such as the ones listed on page 78 of the book. Oral reports should include basic information about the person such as fast facts, dates and historical eras, personal information (character traits, likes and dislikes) and important events in the person's life. To encourage visual aides have students complete Show What You Know: Activity Sheet #3 ("Paste a Story").



- **Board Game:** Have students create a *Writers Who Inspired the World* board game. Students should create and decorate a game board, decide on rules and points, and create trivia cards. One option is to incorporate Take a Test: Activity Sheet #1 (“Know Your Writers, Stories, and Subjects”). Students can cut out the boxes and place them face down in three piles. When a player gets his/her turn the player picks up a card from each of the three categories. If all three cards match, the player moves ahead three spaces; if two cards match a player moves two spaces; if no cards match, but the player can name the writer associated with one of the other cards, they move ahead one space.
- **Live News Report:** Organize students into groups of four or five. Tell students they are going to create their own newscast. Have students gather various events from *Writers Who Inspired the World* and summarize the main points of the events. Students will then assign themselves different roles such as news anchor or reporter. Have news anchors report the facts on different events and have reporters do “live” reports from the field, reporting on events as if they are happening today. Have other reporters “interview” students posing as the writers.

Portfolio Evaluation

Encourage students to choose samples of their best work (art projects, book reports, response journals, drawings, and so forth) from the lesson to include in a portfolio. These portfolios can be used as a review of their performance and for student evaluation. Ask students to explain why they chose certain works, what they learned from that project, how the work could be improved, and what their future goals are in the class. Students also can prepare an overall written evaluation of their portfolio.

Student Self-Evaluation

Ask students to evaluate their own participation and the “products” of their learning. Have students give written or oral responses to questions such as: **What was the most difficult part of this project for you? What do you think you should do next? If you could do this task again, what would you do differently? What did you learn from this project?**

Journal Reviews

Have students turn in their journals after each entry, at the end of a chapter, or at the end of the book. Review the journals (which may include free-writes, responses, notes, and vocabulary lists) to assess how well students understood the content, grew in their writing ability, developed new vocabulary, and the like.

TEACHING RESOURCES

- A good place to look online for quotations is www.quotationspage.com/ or www.famous-quotations.com.
- The National Archives and Records Administration (www.nara.gov) and the Library of Congress (www.loc.gov) are both great sites for finding primary source documents.

APPENDIX I: Lesson Planning Guide

Writers Who Inspired the World: Lesson Planning Guide

Subject/Lesson: _____ Number of Days/Periods: _____ Dates of Instruction: _____

PRE-READING: Before students read the book, find out what students know about the new content, give them a preview of what they will learn, and spark their interest! Choose several activities to introduce the book. Choose one activity to introduce the subject and one to introduce each chapter.

Activities to Introduce the Book, Subject & Chapter		Materials Needed	Standards Covered
Book	1.		
	2.		
Subject			
Chapter(s)			

DURING READING: Choose activities that give students opportunities to read and re-read the book with purpose. Choose one “general academic skills” activity and one “reading comprehension” activity to help students learn the historical content and develop academic skills.

	Activities	Materials Needed	Standards Covered
General Academic Skills			
Reading Comprehension			

EXPANDING LEARNING: In this section, choose activities that relate to the lesson/content area you are teaching. Choose two or more activities from one of the categories under each content area depending on student interest, curriculum demands, and class time.

	Activities	Materials Needed	Standards Covered
1.			
2.			

ASSESSMENT: Determine your assessment strategies and choose activities from this section as appropriate.

- Written Test
- Portfolio Evaluation
- Comprehension Checks: _____
- Self-Evaluation
- Performance Assessment: _____
- Journal Reviews

APPENDIX II: Resource Sheets

Vocabulary List

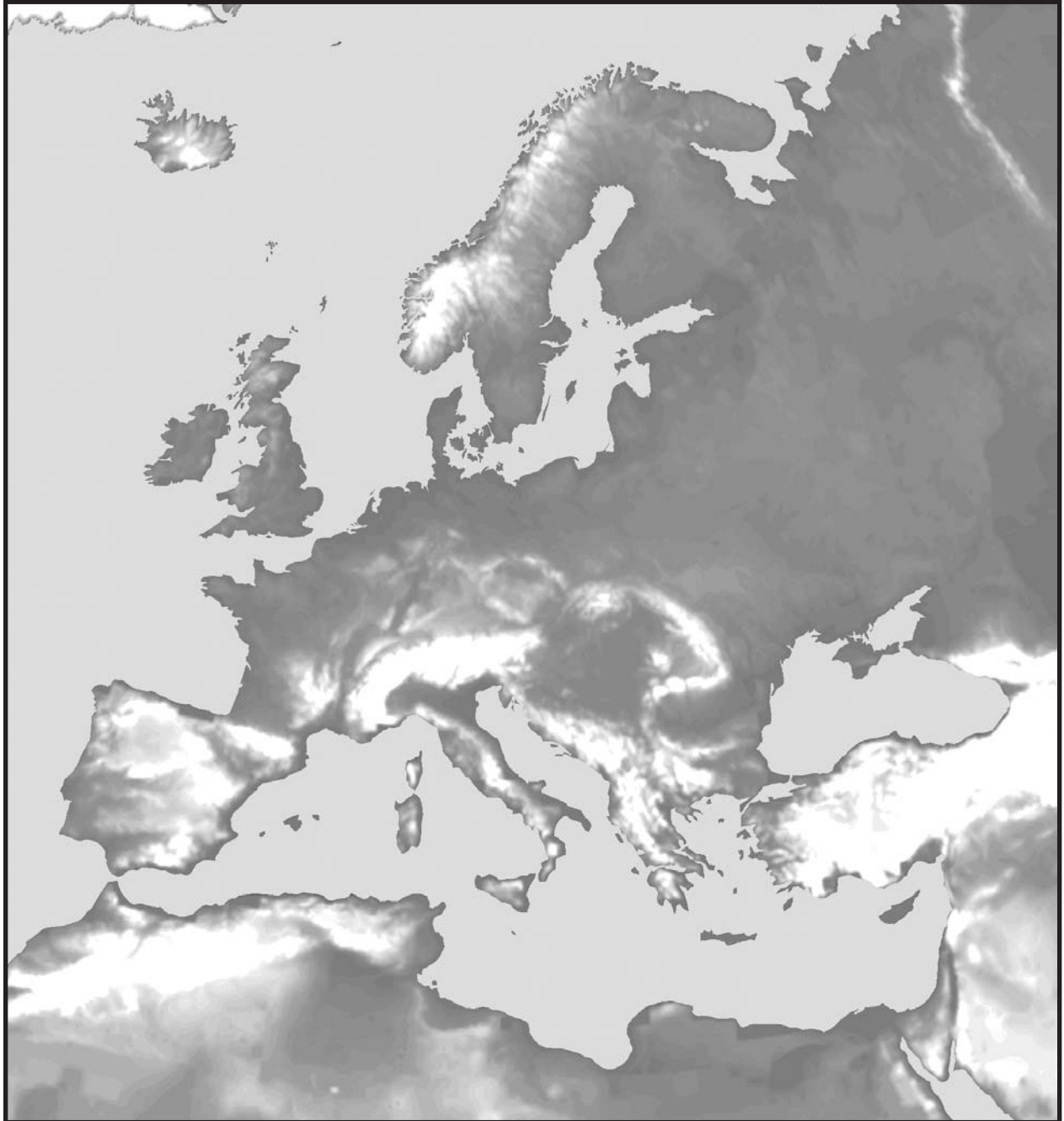
agitation	etiquette	pilgrim
ambassador	exile	plunder
apprentice	favored	pore
arbitrary	foolish	ransom
attendant	fortuitous conjunction	ravenous
balcony	Good Friday	robust
baptize	heir apparent	constitution
baron	Holy Roman Empire	Roman Catholic Church
Buddhism	humanity	salvation
calligraphy	immersed	satirical
cavern	impart	serf
chivalry	infatuation	slaughter
concubine	insolence	temperate
convent	Islam	tillable
conversion	Jesuit	torment
convey	molest	tyranny
destitute	mosque	vie
discrimination	Muslim	wares
ducat	Negro	
embark	New World	
enmity		

Analyze a Primary Source: Lady Murasaki Shikibu's Diary

Background: Below is an excerpt from Lady Murasaki Shikibu's personal diary written c. 1007-1010

"Pretty and coy, shrinking from sight, unsociable, fond of old tales, conceited, so wrapped up in poetry that other people hardly exist, spitefully looking down on the whole world—such is the unpleasant opinion that people have of me. Yet when they come to know me they say that I am strangely gentle, quite unlike what they had been led to believe. I know that people look down on me like some old outcast, but I have become accustomed to all this, and tell myself, 'My nature is as it is.'"

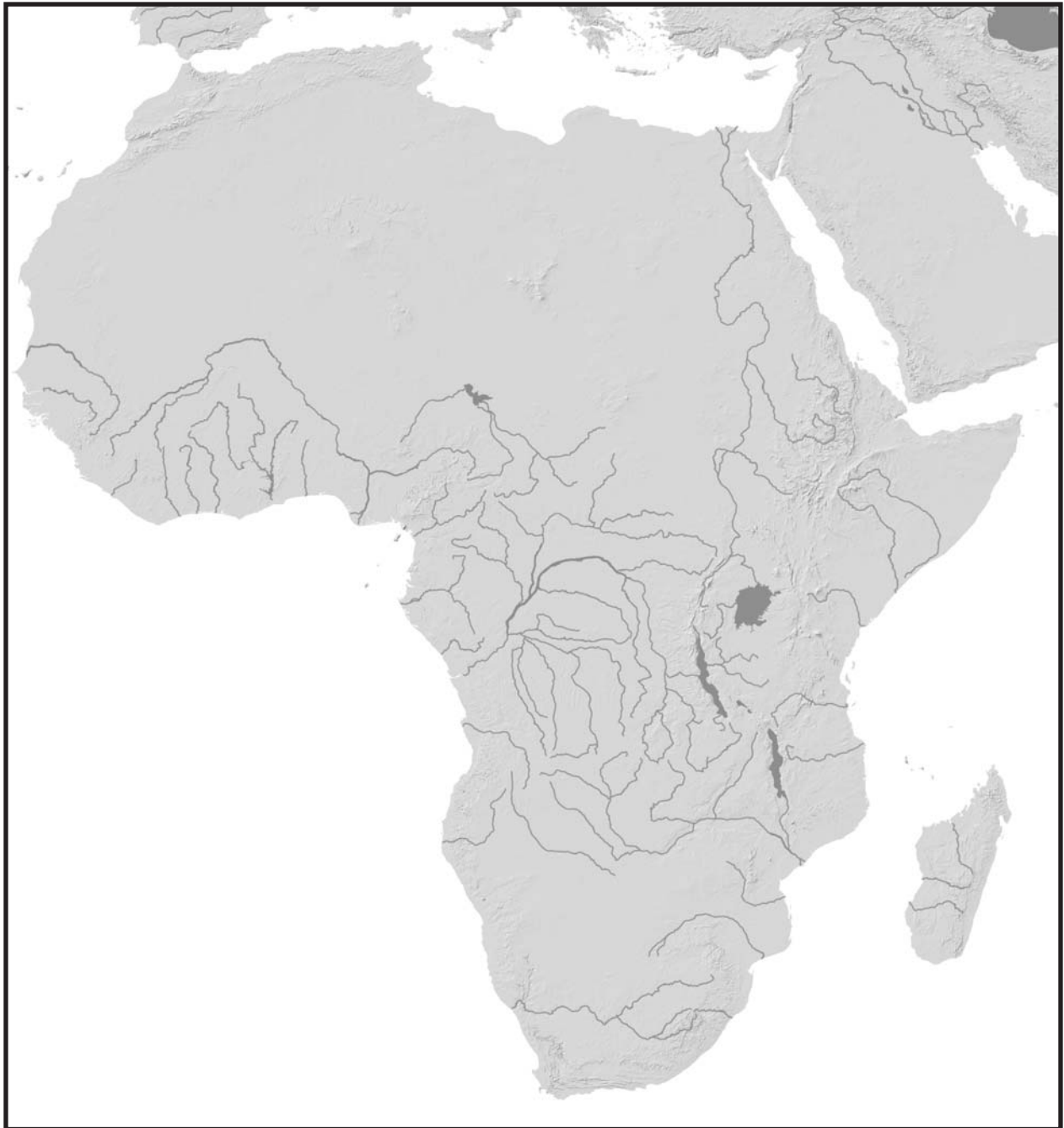
Blank Map: Europe



Blank Map: Asia



Blank Map: Africa



Blank Map: North and South America



Name: _____

Date: _____

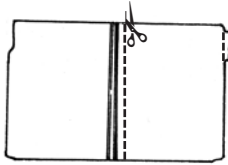
Blank Map: World



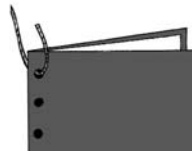
Make a Journal

Directions: Follow the steps below to create a journal.

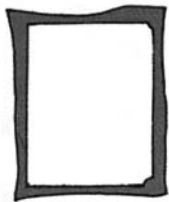
Materials Needed: blank sheets of paper; manila folder; fabric, wrapping paper, felt, or colored paper; glue; hole puncher; yarn



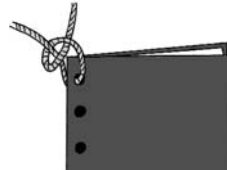
1. Cut the manila folder in half, then cut off the tab.



5. Cut a piece of yarn about twice the height of the journal. Thread one end through the top hole from back to front.



2. Cut a piece of fabric, wrapping paper, colored paper, felt, or other material so that it is about ½-inch bigger than the piece of manila folder on all sides. Center the manila folder on the piece of fabric.



6. Wrap that end around the top edge of the journal and tie it together with the other end of the yarn, making a knot.



3. Glue the fabric (or other material) to the manila folder. Then fold the overlapping edges of the fabric over the manila folder and glue them. Fold in half. This is your journal cover.



7. Weave the long end of the yarn in and out of the holes. When you've threaded the yarn through the bottom hole, wrap the end around the bottom of the journal and tie together in a knot as you did with the top knot.



4. Stack at least two pieces of blank paper and fold in half. This will create four blank journal pages. Stick the folded pieces of paper inside the journal "cover." Using a hole-puncher, punch eight holes down the folded side of the journal.



8. Your journal cover is ready to decorate. The inside pages invite you to write!

APPENDIX III: Additional Comprehension and Critical Thinking Questions

Lady Murasaki Shikibu

- What group of people had the most influence in Japan during the Heian period? [*aristocracy*]
- What does the name Murasaki Shikibu mean? [*“Shikibu” is the office her father held, and Murasaki is a character in her book*]
- True or False: Murasaki Shikibu’s father only allowed her to learn etiquette. [*false; he allowed her to learn Chinese literature, calligraphy, and etiquette*]
- How old was Murasaki Shikibu when she married? [*in her late teens*]
- Who was Empress Akiko? [*Lady Murasaki served as her attendant*]
- In *The Tale of Genji*, what advantages in life did Genji have? [*he was the emperor’s son; he was beautiful; his mother was the emperor’s favorite concubine; he became a member of the aristocracy; ladies competed for his attention*]
- What is an heir apparent? [*a person who is believed to be entitled to receive an estate, title, or office after someone dies*]
- Why do you think Murasaki Shikibu’s father said “If only you were a boy, how proud and happy I should be”? [*answers will vary; possible answers may include: at that time females were not considered to be as important as males*]
- Why do you think Murasaki Shikibu decided that Genji, the main character in *The Tale of Genji*, would have no claim to be emperor? [*answers will vary*]
- Why do you think after her husband died Murasaki Shikibu’s father arranged for her to become an attendant to Empress Akiko? [*answers will vary; possible answers may include: Murasaki Shikibu was still young when her husband died, so her father was still responsible for her future*]
- Why do people write diaries, poems, and novels? [*answers will vary; possible answers may include: to keep a record of events; to write down important memories; to share information with others*]
- In *The Tale of Genji*, why do you think Lady Kokiden was jealous of Genji and Genji’s mother? [*answers will vary; possible answers may include: because she was afraid that Genji’s mother would take her place; she was afraid Genji would take her son’s rightful place to the emperor’s throne; because she knew the emperor loved Genji and his mother more than Lady Kokiden and her son*]
- Why do you think Murasaki Shikibu may have had to hide her knowledge? [*answers will vary; possible answers may include: because it was not considered proper for women to be educated; Murasaki Shikibu’s father and family could have been criticized for teaching their daughter so many things; someone might see her as a threat since she knew so much*]

Dante Aligheri

- What was the name of the period in European history between the fall of Rome and the Renaissance? [*the Middle Ages*]
- What was Dante's name before he was baptized? [*Durante*]
- On what day does the Divine Comedy begin? [*the eve of Good Friday*]
- Why was Dante exiled from Florence? [*because he spoke out against the corruption of the Roman Catholic Church and the political fighting in Florence*]
- What is the name of Dante's first guide during his journey in *The Divine Comedy*? [*Virgil*]
- Name the three places Dante traveled in his journey through the afterlife in *The Divine Comedy*. [*Inferno, Purgatorio, Paradiso*]
- Why do you think Dante wrote about the different groups of people who lived in Florence during his childhood? [*answers will vary; possible answers may include: writers often write about what they are familiar with; the people from his childhood left an impression on him*]
- How does the excerpt from *The Divine Comedy* help you learn about the culture and history of Europe during the Middle Ages? [*answers will vary*]
- Why do you think humans are interested in knowing what happens to their souls after they die? [*answers will vary*]
- Why do you think Dante wrote about Beatrice? [*answers will vary; possible answers may include: she was an important person in his early life; he loved Beatrice all his life; he missed her after she died and wanted to see her again*]
- Why is a common language(s) for scholars so important? Why do you think Latin is no longer the language of scholars? Is there a language of scholars today? Explain your answer. [*answers will vary; possible answers may include: scholars need to be able to easily share ideas; Latin eventually was only written and not spoken; people wanted to write and share ideas in the language they spoke*]
- Why do you think Dante refused to confess his guilt and return to Florence? [*answers will vary; possible answers may include: he believed strongly that he was right; he knew that they were trying to pressure him to do something he didn't believe in*]

Leo Africanus

- Why was it so difficult for Asian and European travelers to get to West Africa? [*the Sahara desert was difficult to cross*]
- What was Leo Africanus's name and occupation when he lived in Spain? [*Hassan Ibn Muhammad; he was a traveler, trader, and ambassador*]
- What is the Sahara? [*a huge, dry, sandy desert in West Africa*]
- Who kidnapped Leo Africanus? Why? [*Christian pirates; they were looking for a ransom*]
- According to Leo Africanus, who were Gao's inhabitants and what do they do? [*rich merchants who traveled around selling their goods*]
- Why do you think the people of West Africa were eager to trade their gold and ivory for European cloth, books, and other manufactured goods? [*answers will vary; possible answers may include: because they had an abundance of gold and ivory, but did not have access to fine cloth, books, and other goods*]

- Why do you think the pope gave Hassan Ibn Muhammad the name “Leo Africanus”?
[answers will vary; possible answers may include: because the Pope’s name was Leo; because Hassan Ibn Muhammad had explored Africa]
- Do you think Leo Africanus had a favorable or unfavorable view of Gao? Explain.
[answers will vary; possible answers may include: favorable—he described Gao as being well policed and having plenty of breads, meats, fruits, and rice and well as many freshwater wells; unfavorable—he described Gao as having ugly houses and not having enough goods for rich merchants to buy]
- What was the economic problem in Gao’s market—too much supply or too much demand? Explain your answer. [answers will vary; possible answers may include: too much demand—there were more merchants buying items than there were items to buy]

Bartolomé de las Casas

- What title did King Charles V award las Casas? [the title *Defensor de los Indios*]
- Why did las Casas write a letter to the king of Spain? [to tell him of the injustices done to the people in the Americas by the conquistadors]
- How old was las Casas when Columbus sailed to the New World? [18 years old]
- Where do we get much of the information we have today about the people who lived in the Americas before the 1500s? [accounts written by Spanish conquerors, soldiers, and missionaries]
- True or False: Las Casas probably had great respect and admiration for European explorers such as Cortés and Pizarro. Explain your answer. [false; he wrote to the king complaining about the way explorers and conquistadors treated the natives of the Americas]
- Samuel Eliot Morison said *History of the Indies* was “the one book on the discovery of America that I should wish to preserve if all others were destroyed.” Why do you think he said this? [answers will vary; possible answers may include: Morison may have felt that this account was the most descriptive one]
- How does “In Defense of the Indians” help you learn about European attitudes toward the people of the New World during this period? [answers will vary; possible answers may include: people felt that the Indians were inferior to Europeans; the way conquistadors treated the Indians was not considered uncommon nor inhumane]
- Why do you think las Casas set free his serfs and started to preach against the encomienda system? [because he felt that the Indians should be treated fairly and the encomienda was not a fair or just system]
- How does the excerpt from “In Defense of the Indians” help you learn about the culture and history of Europe during the age of exploration? How does it help you learn about the culture and history of the Americas at that time? [answers will vary]
- Why do you think las Casas was concerned about Spain’s treatment of the Indians?
[answers will vary]

Miguel Cervantes

- When was the Renaissance and what were people interested in learning about during this time? [*about 1350 to the 1600s; the ideas of the ancient Romans and Greeks*]
- What is a parody? [*a comic imitation*]
- What did Cervantes lose in the battle of Lepanto? [*the use of his left hand*]
- What caused Don Quixote to go out of his mind? [*he read so many books that he began to “live” in a fantasy world of his own making*]
- Where did Cervantes and his family move when he was six years old? [*Córdoba*]
- Cervantes said “My poverty leads me to war, but, you know, if I had any money I never would go.” What does this mean? [*answers will vary; possible answers may include: he is going to war because he needs the money, but he would never choose to go to war if he didn't need the money*]
- How does the excerpt from *Don Quixote* help you learn about the culture and history of Europe during the Renaissance? [*answers will vary*]
- Explain why some people thought of the Renaissance as society being “reborn.” [*answers will vary; possible answers may include: society during this time was changing; people were developing new ideas about politics, religion, and education and using new ways of thinking about the world that were rooted in ancient times; these ideas and changes made society seem as if it was “starting over” or being “reborn”*]
- Why do you think the main character in the story became so involved in books of chivalry and created his own fantasy world? Do people today create their own fantasy worlds? Explain your answer. [*answers will vary*]
- What examples from the excerpt from *Don Quixote* show that Don Quixote was very involved in reading books? [*answers will vary; possible answers may include: while reading he forgot to tend to his estate; he sold acres of good land to be able to buy books; he spent all day and night reading; he went out of his mind from reading*]

William Shakespeare

- For which queen of England did Shakespeare write and perform? [*Queen Elizabeth I*]
- Shakespeare wrote, “That which we call a rose by any other name would smell as sweet.” What does this mean? [*a rose would still be a rose even if it had a different name; the name means nothing*]
- How many plays did Shakespeare write? [38]
- What does *sonnet* mean? [*little song*]
- Shakespeare wrote three types of plays. What were they? [*histories, tragedies, and comedies*]
- What are English sonnets often referred to as? [*Shakespearean sonnets*]
- In Sonnet 18, Shakespeare wrote, “Rough winds do shake the darling buds of May/And summer's lease hath all too short a date.” Explain what this means in your own words. [*answers will vary; possible answers may include: the wind in May blows the delicate flowers, and summer won't last very long*]
- William Shakespeare's father was a businessman and his mother was from a wealthy landowning family. Why do you think he decided to become a playwright? [*answers will vary*]
- Do you think plays can teach us lessons about life? Explain your answer. [*answers will vary*]

- How does learning about William Shakespeare help you understand Europe during the Renaissance? [*answers will vary*]
- Why do you think Shakespeare is still so popular today? [*answers will vary; possible answers may include: his plays are very well written and entertaining; the themes, like love and the struggle between good and evil, are timeless*]
- What do you think is William Shakespeare's greatest achievement? Give reasons for your answer. [*answers will vary*]

Voltaire

- What is satire? [*witty or mocking writing*]
- Why was Voltaire forced to leave Paris? [*he criticized the Roman Catholic Church and the French government*]
- What was the Enlightenment? [*a time in European history when great thinkers discussed new ideas about how people could create better societies using reason*]
- In *Candide*, why didn't the baron want Candide to marry his sister? [*because Candide's parents weren't married and Candide was not of a noble birth*]
- Under Voltaire's influence, Madame du Châtelet became a serious student of what subjects? [*science and philosophy*]
- Before he died, Voltaire said, "I am ill, I am suffering from head to foot. Only my heart is sound, and this is no good for anything." What do you think he meant? [*answers will vary; possible answers may include: Voltaire was a thinker and a writer and his heart could not be used for these purposes; because he could no longer write he felt mentally "dead," but he was still physically alive*]
- Why do you think *Candide* was a popular book during the Enlightenment? [*answers will vary*]
- Historians have sometimes paid more attention to Madame du Châtelet's relationship to Voltaire than to her own work. What is one explanation for this? [*answers will vary; possible answers may include: because she was a woman; because their relationship was scandalous; because Voltaire's talents overshadowed hers*]
- How does the excerpt from *Candide* help you learn about the culture and history of Europe during the Enlightenment? How does it help you learn about class distinctions at this time? [*answers will vary; possible answers may include: society was marked by class distinctions and tradition; it was accepted and expected that nobles were superior members of society*]
- How do you think Voltaire felt when his friends did not support him after his disagreement with a French noble? How would you have felt? [*answers will vary*]

APPENDIX IV:
Activity Sheets



Make a Quill Pen

Directions: Follow the steps below to make a pen out of a feather. This kind of pen is called a quill pen. Another name for a feather is a quill.

You will need:

- a large feather (you can get feathers at a craft store)
- scissors
- a jar of black ink
- a piece of paper

Make a quill pen:

1. Hold the feather in one hand. Use the scissors to cut a pointed tip onto the hard end of the feather. See the picture below.



2. Dip the pointed end of the quill into the jar of ink.
3. Lift the quill out of the ink jar and let any extra ink drip back into the jar.
4. Using the quill pen, write your name on the paper. If you run out of ink, dip the quill back into the jar of ink.
5. Practice writing your name, your friend's name, and your favorite writer's name with the quill pen.



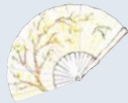
Show your quill pen and your writing to your class, a friend, or a family member.



Performance Assessment: Written

Write a Haiku

Directions: Choose one writer that you read about in this book. Then follow the directions in the box "How to Write a Haiku." On the lines below, write a haiku about the writer you chose. Give your haiku a title.



How to Write a Haiku



Haiku is a type of Japanese poem. Haikus are made up of three lines that do not rhyme. The first line has five syllables (or beats), the second line has seven syllables, and the third line has five syllables. Haiku often creates a mood or stirs up emotion in the reader. Below is an example of a Haiku about Bartolomé de las Casas:

A Hero

This man defended	(five syllables)
The Indian people's rights ...	(seven syllables)
The man? Las Casas!	(five syllables)

Title

First line: _____
(five syllables)

Second line: _____
(seven syllables)

Third line: _____
(five syllables)



Performance Assessment: Oral

Reader's Theater: The Life of _____

Directions: Choose one of the writers you read about in this book. Write a Reader's Theater about the writer you have chosen on the lines below. Write a part for each of the people in your group. For example, if there are three people in your group, then you will need to write three parts. Make sure you include interesting facts about the writer's life, family, and work. Use the back of this page if you need more room. After you are finished writing the Reader's Theater, perform the Reader's Theater for your classmates.

Roles:

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Performance Assessment: Visual

Paste a Story

Directions: Choose one writer you have read about in this book. Tell the story of this writer using pictures. Follow the instructions below to create a story about your writer. Be creative and have fun!





You will need:



- pictures from old magazines and newspapers
- markers
- scissors
- white poster board (11" x 14" or larger)
- glue or paste
- glitter, buttons, stickers, or other decorations


Directions:

1. Decide what kind of story you want to tell about your writer.
2. Carefully cut out pictures, letters, words, and symbols from the old magazines and newspapers that represent something about your writer. For example, you will want to include the following details about your writer:
 - The writer's name
 - Important events in the writer's life
 - Where the writer was born, lived, traveled, etc.
 - Well-known written works by the writer
3. Glue or paste these pictures, letters, words, and symbols onto the poster board. You may also use markers to write key words or phrases on your poster.
4. Add glitter, buttons, stickers, or other decorations that help tell the writer's story to your poster.

Example:

VOLTAIRE lived in  until he was  +  + LD. Then he traveled to  .

He wrote  + D and read many  .

He was an N +  + N + MENT thinker!

Show your poster to your class, a friend, or a family member.



Know Your Writers, Stories, and Subjects

Directions: Cut out the three headings (Writer's Name, Title of Writing, What Was the Writing About?) and tape them face up on a table. Then cut apart the boxes and place them under the appropriate headings. For example, "Lady Murasaki Shikibu" would go under the heading, Writer's Name; *History of the Indies* would go under the heading, Title of Writing; and so forth. When you have all the boxes under the correct headings, select the boxes that correctly match the writer, the title of the author's writing, and what the writing was about. If you get all the matches right, you really know your writers, stories, and subjects!

Writer's Name	Title of Writing	What Was the Writing About?
Lady Murasaki Shikibu	<i>History of the Indies</i>	a play about a boy and a girl who fall in love
Dante Aligheri	<i>Don Quixote de la Mancha</i>	the imaginary tale of the writer's journey through the afterlife
Leo Africanus	<i>The Divine Comedy</i>	an influential book about the abuse of natives by Spanish conquistadors
Bartolomé de las Casas	<i>The Tale of Genji</i>	the true-life story of a man's journeys through lands unknown to many Europeans
Miguel Cervantes	<i>Romeo and Juliet</i>	a story about a prince who is made a member of the aristocracy to keep him safe from jealous relatives
William Shakespeare	<i>Candide</i>	a book about a man who goes crazy and roams the countryside believing he is a knight
Voltaire	<i>The History and Description of Africa</i>	a story about a man who is not allowed to marry a woman because she is from a higher social class

The Writer and the Writing

Directions: Complete the statements below based on what you have read. One statement is about the life of the writer. The other is about what the writer wrote. Circle the one answer that best fits the writer, and draw a box around the one answer that best fits his or her writing. The first one is done for you.

- Lady Murasaki was . In *The Tale of Genji*, she wrote about .
 - the child of the emperor of Japan
 - the first woman samurai warrior
 - an attendant to the 16-year-old Empress Akiko
 - a magical fish that grants three wishes to whomever catches it
- During his life, Dante Aligheri was exiled and lived in many places, including . In his poem, *The Divine Comedy*, Dante's fictional character travels through .
 - Ravenna, Rome, and Venice
 - Hoboken, Portsmouth, and Abescon
 - Ibiza, Cairo, and Sicily
 - Inferno, Purgatorio, and Paradiso
- Leo Africanus's book, *The History and Description of Africa*, was published after he was brought to Rome by . Europeans knew little about the West Coast of Africa at this time because traveling there was dangerous due to .
 - the vast, dry Sahara desert
 - a deadly breed of desert tortoises
 - Vikings
 - Christian pirates looking for ransom
- As an outspoken opponent of the Spanish mistreatment of American Indians, some people find it surprising that Bartolomé de las Casas once . Later in his life, when he had been appointed bishop in what is now Guatemala, de las Casas .
 - defended a small village from a band of outlaws with the help of seven brave heroes
 - owned an *encomienda* with many Indian serfs
 - wrote a book called *History of the Indies* in which he detailed the violent actions of the conquistadors
 - collected the stories of the Inca empire into a book called *The Decline and Fall of the Inca Empire*

(continued on next page)



The Writer and the Writing (continued)

5. Many people think Miguel Cervantes was able to make *Don Quixote de la Mancha* so interesting because he . This book is about a man named Don Quixote, who .
- led an interesting life and did many different things, like serving in the Spanish army
 - invented many useful objects, like the spoon
 - was the official librarian to the king of Spain
 - read many adventure books and went out of his mind
6. William Shakespeare, one of the most famous writers in history, was born . One of his best known scenes is from the play *Romeo and Juliet*, where Romeo listens to Juliet while he is standing .
- in a garden, under a balcony
 - in the palace of Queen Elizabeth I
 - down by the river
 - in Stratford-upon-Avon, England
7. The writer Voltaire lived in an era known as the Enlightenment, when great thinkers known as philosophes . In the book *Candide*, Voltaire tells the story of a man who is forbidden to marry a woman because his parents .
- used reason to discuss how to improve societies
 - were not married
 - performed in the circus
 - made fun of the Holy Roman Emperor in public



What's in a Name?

Directions: Below is a list of words that start with the letters in the word "writers." Answer the questions below using the words in the word list to see how much you know about writers. Use each word from the word list only once.

Word List

W	R	I	T	E	R	S
West World	ransom Renaissance	Inferno Indians	Tale travels	Enlightenment exile	Romeo Roman ✓	sonnet son

- In *Candide*, the main character could not marry a woman because he was not a baron of the Holy _____ **Roman** _____ Empire.
- When he wrote *Don Quixote de la Mancha*, Miguel Cervantes included experiences from his own _____.
- Many people were interested in reading Leo Africanus's book because they did not know very much about _____ Africa.
- Shakespeare wrote a style of poem called a _____.
- Lady Murasaki wrote the first novel ever and called it *The* _____ of *Genji*.
- Bartolomé de las Casas is famous for writing *In Defense of the* _____.
- When Dante Alighieri spoke out against the Roman Catholic Church, he was forced into _____.
- Voltaire lived in a period known as the _____.
- Miguel Cervantes lived in a time of "rebirth" known as the _____.
- Leo Africanus was taken to Pope Leo X by a group of pirates looking for _____.
- One of Shakespeare's most famous plays is _____ and *Juliet*.
- Lady Murasaki's novel was about the _____ of the emperor of Japan.
- Bartolomé de las Casas was concerned about the treatment of natives in the New _____.
- In *The Divine Comedy*, Dante's imaginary journey takes him through the underworld, which he called the _____.