



A Curriculum Guide for Educators & Readers

Aligned to the Common Core Grades 1-3

Discussion points, activities, and writing prompts to help educators use *Daring Amelia* as classroom read-aloud or as a selection for independent reading. Great for book clubs, too!

About the Author and Illustrator

Barbara Lowell loves writing for children and history. Combining the two, she writes nonfiction biographies and historical fiction picture books based on true stories. Her other books include *George Ferris What a Wheel* published by Grosset & Dunlap. She is an active member of the Society of Children's Book Writers and Illustrators, a runner-up for SCBWI's Barbara Karlin Grant and a winner of the Katharine Patterson Prize at Hunger Mountain in the picture book category. She lives in Tulsa, Oklahoma with her husband Jim, and two cats, Duzzie and Lily. Visit her at <https://www.barbaralowell.com/>

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1st: ELA.RI.1.1, 1.2, 1.3, 1.4, 1.6, 1.7; W.1.2, 1.3, 1.7, 1.8; SL.1.1, 1.2, 1.4, 1.5; L.1.1, 1.2, 1.4, 1.5

2nd: ELA.RI.2.1, 2.2, 2.3, 2.4, 2.6; W.2.2, 2.3, 2.7, 2.8; SL.2.1, 2.2, 2.4, 2.5; L.2.1, 2.2, 2.4, 2.5

3rd: ELA.RI.3.1, 3.2, 3.3, 3.4, 3.6, 3.7; W.3.2, 3.3, 3.4, 3.7, 3.8; SL.3.1, 3.2, 3.4; L.3.1, 3.2, 3.4, 3.5

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Before You Read...

1. Take a close look at the cover illustration of *Daring Amelia*. What do you see? Describe the person. How do you think she feels? Can you guess what the story might be about? What clues can you find in the cover to support your prediction?
2. Read the text on the back of the book. What do you learn about the story from this blurb? What questions does it raise about the story?
3. Using all of this information, can you make any predictions about what might happen in the book?

Reading Nonfiction...

While reading *Daring Amelia*, have students take notes using the table below. They should pause before each page turn to add notes to the columns. These columns can either be done individually or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

Once the story is read, discuss the *Questions We Have* column.

- Were any of these questions answered as the story went along?
- If so, ask students to find the answer within the text.
- Record the answer next to the question in a third column labelled *Answers We Found*.

For all remaining questions in the *Questions We Have* column, that have yet to be answered, students will need to take the steps to find answers, either through the Internet or book research.

- Discuss how to find answers to questions through research.

- Assign students to specific questions to help them focus.
- Record all answers in the *Answers We Found* column.

After the answers have been shared with the class, engage in a discussion on research practices.

- What was most difficult about finding answers?
- Was it easier to find answers on the Internet or in a book?
- Which source is more reliable, the Internet or a printed book? Why?
- How can you determine whether or not to trust a source?
- What tips would you give someone who is about to do research?

As You Read...

1. Amelia was born in 1897. How many years ago was that?
2. Who is Amelia? Draw an outline of a human figure on a large piece of paper to represent Amelia.
 - a. As you read *Daring Amelia*, write any known details about Amelia inside the outline. Outside of the outline, discuss and write any questions about Amelia that the class might have.
3. Amelia is described as “different than other girls.” What do you think is meant by that?
 - a. Using the text and illustrations as evidence, make a list of the things that Amelia does that make her “different than other girls.”
 - b. What kinds of things do you think girls were expected to do when Amelia was a young girl?
 - c. Do you think Amelia is different than girls you know now? Explain your answer.
4. On YouTube, search for videos of bi-plane stunts, some of the stunts Amelia may have witnessed at the air shows.

- a. What do you think a dive is? Using your hand to represent an airplane, demonstrate a dive.
 - b. What do you think a roll is? Using your hand to represent an airplane, demonstrate a roll.
 - c. What do you think a spin is? Using your hand to represent an airplane, demonstrate a spin.
5. Imagine that you are Amelia and you have just gone on your first plane ride over the Hollywood Hills. Create a list of words to describe what you see.
6. Amelia names her fast, yellow plane *The Canary*. Why do you think she chose this name? What other names would you suggest for a small, yellow plane?
7. Why do you think Amelia wanted to fly alone? Why do you think some pilots flew with other pilots? What benefit would there be to having more than one person in the plane?
8. Why did Amelia sell her plane? Did she let that stop her from flying?
9. Who was Charles Lindbergh?
10. Amelia flew across the Atlantic in 1928.
 - a. Who went with her? What role did each member of the crew play?
 - b. Why was flying across the Atlantic dangerous in 1928?
 - c. Draw a picture of the plane, *Friendship*. How is it different from *The Canary*?
 - d. Describe in detail the flight. What problems did they encounter?
 - e. How was Amelia's flight across the Atlantic different from Charles Lindbergh's flight?
11. There are several videos on YouTube of the big parade for Amelia in New York City. Watch a few of the videos and create a list of words you would use to describe what you see.
 - a. Then, imagine that you are Amelia and write a diary entry about the parade. Use as many words as you can from the list you created above in your description of the day.
12. On May 20, 1932, Amelia took off on her solo flight across the Atlantic.

- a. Describe the new instruments her plane was equipped with.
- b. What problems does Amelia encounter on her flight?
- c. Where did she land?

13. Why do you think Amelia wanted to fly around the world?

- a. Fred Noonan, a navigator, went with her. What did the navigator do?
- b. According to the map on pages 44-45 in *Daring Amelia*, how many stops did they make on their flight?
- c. What is believed to have happened to Amelia?

14. Amelia was a daring dreamer who went after what she wanted in life. Note the many times in *Daring Amelia*, that she said she wanted something. Then record those moments in the table below, along with what steps she took to achieve her goal.

- a. Do you have any dreams that you want to accomplish? Create a similar chart and fill it in with the steps you might take to get to your goal.

Want #	The want	The steps	The result
1	Ex. "She wanted to have adventures like boys had."	Rode a pony bareback, played sports, explored caves, had mudball fights, built a rollercoaster in her backyard.	She first experienced what "flying" felt like.
2			
3			

After You Read...

Here are a few extension activities to further the learning and the fun!

Step into History

Have students work together to create a newscast about one of Amelia Earhart's many adventures to present to their classmates. Students will write a script and take on the roles of anchors and on-site reporters. Students can choose to interview characters and

eyewitnesses. Videotape the final newscasts so that students can watch themselves on TV.

In the Air in 1937

Amelia Earhart's disappearance was not the only news in the 1937 sky.

Research one of these other aerial events of 1937:

- The Hindenburg Disaster
- Howard Hughes Transcontinental Flight
- The Waterman Aerobile

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following five topics about the event:

- Timeline
- Who were the people involved?
- Where the event happened
- Legacy (its effect on flight in history)
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

Female Firsts

Amelia Earhart was a daring woman who went on to be a pioneer in aviation as the first woman to fly solo across the Atlantic Ocean. But did you know that history is filled with daring women in many different fields?

Type the phrase "*first woman to*" into a search engine and see how many pioneers you can find.

Write a thank you letter to one of these women. How has their accomplishment influenced your life?

Make a Paper Airplane

Fold a piece of paper in half lengthways.

Open it out again.

Now fold the left-hand side to the center line.

Fold the right-hand side to the center line

Open it out.

Fold the top left corner down to the center crease

Fold the top right-hand corner down to the center.

Take the left side and fold it to the center crease to make steeper diagonal angle.

Do the same on the right.

Fold the left-hand side to the center again, for an even steeper diagonal.

Do the same on the right.

Flip it over so that the blank side is facing up.

Fold it in half lengthways – so that the two mirror images match up.

BONUS: Try different kinds of paper or other folding techniques. Then measure the distance each plane flies. How do they compare? Why do you think some paper airplanes fly faster or further?

Our Eyes as Navigators

Amelia Earhart and other pilots in her time had to rely a lot on their eyes to help them navigate to their destination.

Here are a few activities that explain how our eyes work.

"X Marks the Blind-Spot" Activity #1

Cut long strips of paper. Draw an X on the right end and a circle on the left side. Students close one eye and stare at the X. Can they still see the circle? (They should be able to, in their peripheral vision). Then slowly move the paper closer to the face and farther away from the face. Is there ever a time when the circle is no longer visible? Why might that happen?

Explanation: Our eyes are complicated things. There are millions and millions of tiny cells in the eye that take in what we're seeing, then they send a message to our brains. However, to get to the brain, that message needs a pathway—just like we need roads to drive somewhere—the eyes have pathways to get to the brain. These are called nerves. There are tiny nerves coming out from every tiny little cell. The tiny nerves all come together to one big nerve that goes to the brain. When they all come together, it looks like a pony tail, with all the little hairs coming together and forming a big chunk of hair. The spot on the eye where the tiny nerves all come together, has no little cells to take in what we're seeing. So we have a blind-spot. If information comes into our eye and goes to that part, we can't see it!

"Penny Overboard!" Activity #2

Divide the class into pairs. One student wears an eye-patch or closes one eye.

The partner holds their arm out straight, holding a penny in their fingers. There is a cup on the table to hold the penny.

The student holding the penny slowly moves his/her hand around and above the cup. The student with the eye-patch has to tell him/her when to drop the penny so that it will fall into the cup. It is harder than it looks.

For explanation, see Activity #3.

"Land Ahead!" Activity #3

Divide the class into pairs. One student is blindfolded with a small object in his/her hand. Their partner is wearing a patch or closing one eye.

Place a target several feet away on the floor. The student with the patch has to direct the student with the blindfold to drop the object onto the target.

Explanation: Why is it so hard to judge things with only one eye? We need 2 eyes to have depth perception. We are created with 2 eyes, so that our eyes can work as a team to see everything. Both eyes send information to the brain, and our brain compares the information to understand everything that is going on. With only one eye, we don't have depth perception—it is very hard for us judge how close up and far away things are.

Follow-up discussion/writing assignment: Knowing what we know about our eyes and accuracy, how do you feel about the way pilots and navigators used to find their way? How has technology been developed so that pilots do not have to rely on their own eyes?