

# Teacher's Supplement

## Cricket

the realm of imagination

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## OVERVIEW

*In this magazine, readers will meet a collection of individuals confronting a variety of conflicts and crises. **Cricket** March 2016*

*contains fictional characters and real people who grow and change and even make history through the dilemmas they face.*

## ESSENTIAL QUESTION:

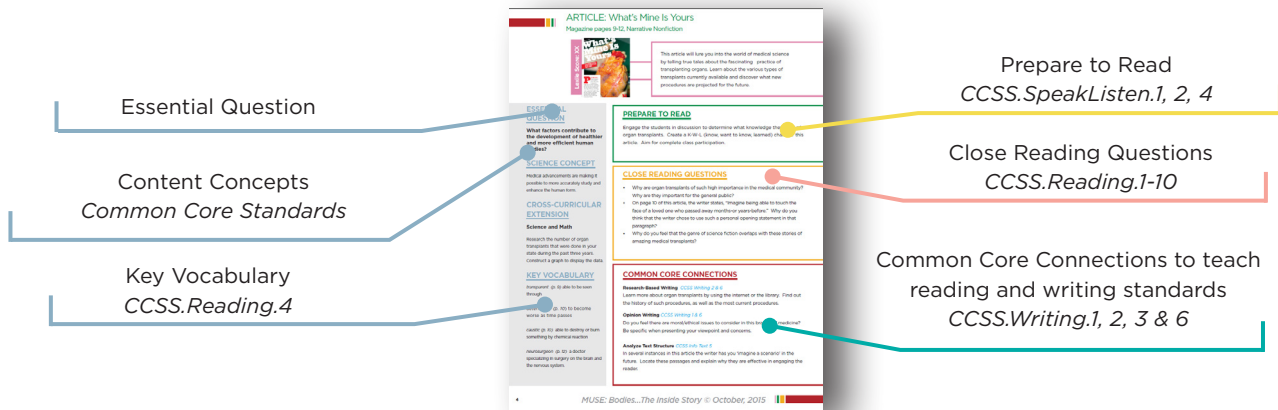
***What difficult situations do characters face and how do they handle them?***



We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or utilize a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

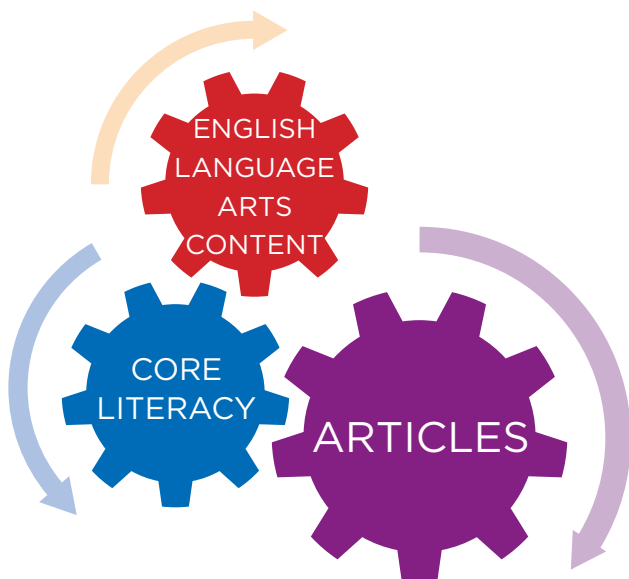
## READ MULTIPLE ARTICLES PAGES 4 - 9

Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:



## TEACH A MINI-UNIT PAGES 11 - 13

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).



## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (*CCSS.InfoText.1*)

**Describe Relationships** (*CCSS.InfoText.3*)

**Analyze Text Structure** (*CCSS.InfoText.5*)

**Interpret Visual Information** (*CCSS.InfoText.7*)

**Summarize** (*CCSS.InfoText.2*)

**Determine Word Meaning** (*CCSS.InfoText.4*)

**Understand Author's Point of View** (*CCSS.InfoText.6*)

**Explain Reasons and Evidence** (*CCSS.InfoText.8*)

### FOCUS STANDARD: CCSS.Info Text.9: Integrate Ideas and Information

Have students read multiple texts on the same topic from this magazine to build knowledge and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the texts in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

### DISCUSSION OPTIONS—IN CLASS OR ONLINE

**Article Clubs:** Form small reading groups of students reading the same text. Have students discuss the events, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* texts. Invite students to share and compare information about characters, events, and conflicts in each story.

**Whole Class:** Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

## WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 11 – 13) as well as the **Text Pages** (pgs. 4 – 9) for ways to incorporate writing into your instruction.



# TEXT: Noah Count and the Arkansas Ark

Magazine pages 5-8, Folktale



Mama, Daddy and Granny claim to see signs of rain in the strangest things, even though there isn't a cloud in the sky. They predict that a great storm is on the way, but nobody believes them. Daddy just ignores the neighbors when they make fun of the big raft he builds to save his family and farm animals.

## ESSENTIAL QUESTION

**What difficult situations do characters face and how do they handle them?**

## LANGUAGE ARTS CONCEPT

Authors use dialect to tell stories in memorable and amusing ways.

## CROSS-CURRICULAR EXTENSION

### Engineering

Build a model of one method engineers use to stop major rivers from flooding.

## KEY VOCABULARY

**levee (p. 6)** a long wall of soil built along a river to prevent flooding

**joshing (p. 6)** talking to someone in a friendly, teasing way

**bedraggled (p. 8)** wet or dirty from being in rain or mud

**grappling hook (p. 8)** a tool made of iron hooks for grabbing on to something

## PREPARE TO READ

Ask students if they have ever spoke to someone from a different region. What did they notice about the words this person used or the way the person pronounced words? Tell students that the characters in this story speak in a dialect—a form of a language that is spoken in a particular area and that uses some of its own words and pronunciations.

## CLOSE READING QUESTIONS

- What signs of rain do Granny, Mama, and Daddy notice? Underline details in the text that support your answer.
- Does the narrator agree with his family about the rain signs? How do you know?
- A conviction is a strong belief or opinion. How can you tell that Daddy has a conviction about the storm coming?

## COMMON CORE CONNECTIONS

### Use Context Clues *CCSS Language 4*

In this story, the author used regional words and phrases, such as “aught,” “nary,” “rheumatiz,” “gully-washer,” “joshing,” and “let loose a cock-a-doodle.” Use context clues to figure out the meaning of 3-4 of these words and phrases. Then write a definition or synonym for each.

### Interpret Theme *CCSS Reading 2*

With a partner, discuss the lessons the characters in this story learn. For example, what lessons might the narrator, the people in the town, and Daddy have learned? Then write the theme or themes of the story. Explain your thinking.

### Analyze Narrator *CCSS Reading 6*

How would this story be different if Daddy was the narrator? With a partner, write a short summary of the story from Daddy's perspective. How is the story different from the original? What new details did you include?



Lacey Hunter and her younger brother Bobby enjoy living in a small town. Life is pleasant and predictable until the day their father leaves for work in the morning and never comes home. Things are different now.

## ESSENTIAL QUESTION

**What difficult situations do characters face and how do they handle them?**

## LANGUAGE ARTS CONCEPT

Authors use suspense to make readers curious about what will happen next in a story.

## CROSS-CURRICULAR EXTENSION

### Writing

Write a short description of the town or city where you live. Using as much detail as you can, describe some of the people and places there.

## KEY VOCABULARY

**convince (p. 11)** to cause someone to believe that something is true

**will (p. 11)** to try to cause something to happen by using the power of your mind

**besppectacled (p. 15)** wearing glasses

## PREPARE TO READ

Read aloud the first two sentences of the story. Ask students what questions they have after hearing these sentences. Discuss students' responses. Direct students to take notes about any questions they have as they read the story.

## CLOSE READING QUESTIONS

- How does Mama feel in the story? Cite evidence from the text to support your answer.
- What does the narrator mean when she says that remembering important things about one's life becomes difficult when "you're right in the middle of one of life's storms"?
- What do you think has happened to the narrator's father? Underline details in the text that support your answer.

## COMMON CORE CONNECTIONS

### Make a Prediction *CCSS Reading 1*

This story ends with the words "to be continued." What do you think will happen in the next part of the story? What will you learn more about? Will things get better for the characters? Work with a partner to come up with ideas. Be sure to explain your thinking.

### Narrative Writing *CCSS Writing 3*

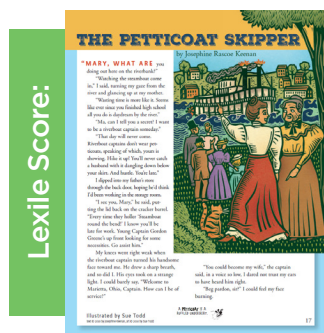
Write a diary entry from the perspective of one of the characters. In the entry, explain how you feel about events in your life. Describe how other family members are acting and feeling.

### Understand Figurative Language *CCSS Language 5*

On page 12 of the story, the narrator says, "Mama is ready to stretch a piece of sunshine over a shady spot." This is an example of figurative language because the words don't mean exactly what they say. Read back through page 12 to figure out what the narrator really means by these words and write down your ideas.

# TEXT: The Petticoat Skipper

Magazine pages 17-22, Historical Fiction



Mary's secret wish is to become a riverboat captain, but in the 1890s being a boat captain is a man's job. One day, Mary meets someone who helps make her wish come true.

## ESSENTIAL QUESTION

**What difficult situations do characters face and how do they handle them?**

## LANGUAGE ARTS CONCEPT

Authors use details to paint a picture of time and place.

## CROSS-CURRICULAR EXTENSION

### Social Studies

Research the history of the struggle for women's suffrage in the U.S. and create a poster that presents some of the people who made a difference in that struggle.

## KEY VOCABULARY

**necessities** (p. 17) items that a person must have

**delectable** (p. 19) delicious

**dictated** (p. 19) controlled

**determined** (p. 20) feeling strongly that you are going to do something

**navigate** (p. 22) to control the direction of something, such as a ship

## PREPARE TO READ

Preview the illustrations and photo on pages 17-21. Explain that the story takes place over 100 years ago. Ask students what details in the pictures reveal that the story takes place in the past.

## CLOSE READING QUESTIONS

- What did Mary's parents think about her desire to become a riverboat captain?
- What steps did Mary take to become a captain? Cite evidence from the text to support your answer.
- Underline details in the text that explain why Mary was called the "Petticoat Skipper."

## COMMON CORE CONNECTIONS

### Compare Texts *CCSS Reading 9*

Read an interview with the real Captain Mary found at <http://newportohiohistory.com/subpage39.html>. What similarities do you find between the interview and the story? Did you learn anything new about Captain Mary from the interview?

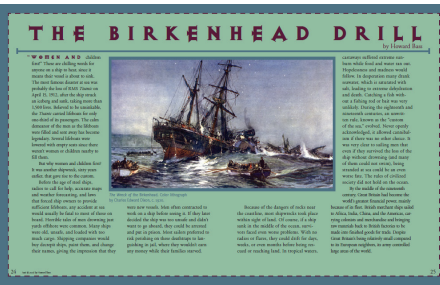
### Interpret Visual Information *CCSS Reading 7*

Print out a map showing the inland waterway system in the U.S. With a partner, go back through the story and underline all the place names you find. Then work together to locate these places on the map. If you can't find some of the places mentioned in the story, see if you can do some research to add them to the map. Add story details next to each location.

### Expository Writing *CCSS Writing 2 & 6*

Learn more about one aspect of life on a riverboat. Use library books, the internet, or other resources to find information. Write a description of your subject.

Lexile Score:



Before the age of modern ships, sailors endured dreadful, life-threatening conditions. Often they were forced to take drastic measures to stay alive. Find out how a historic disaster at sea gave rise to a system for rescuing passengers from a sinking ship and changed ideas about acceptable behavior at sea.

## ESSENTIAL QUESTION

**What difficult situations do characters face and how do they handle them?**

## LANGUAGE ARTS CONCEPT

Authors sometimes write for more than one purpose.

## CROSS-CURRICULAR EXTENSION

### Geography

Research ports the *Birkenhead* visited before sinking. Then, trace the *Birkenhead*'s last route on a blank map.

## KEY VOCABULARY

**demeanor** (p. 24) a person's appearance and behavior

**decrepit** (p. 24) old and in bad condition

**linguishing** (p. 25) continuing for a long time in an unpleasant situation

**invincible** (p. 26) unbeatable

**ingrained** (p. 26) firmly established

## PREPARE TO READ

Show students this video of abandoned shipwrecks from around the world: <https://www.youtube.com/watch?v=CFVvedprgik>. Discuss what it might have been like to be on one of the sinking ships. Then, ask students what passengers should do when a ship is sinking. Should they save themselves or help others first?

## CLOSE READING QUESTIONS

- What dangers did early sailors face? Underline details from the text that support your answer.
- Why did Lieutenant Colonel Seton ask the men on the *Birkenhead* not to swim for the lifeboats?
- Was the *Birkenhead* incident an example of self-sacrifice or self-preservation? How about the *Mignonette* incident? Explain.

## COMMON CORE CONNECTIONS

### Summarize Main Ideas *CCSS Reading 2*

This article gives general and specific information about past shipwrecks and the rules that governed behavior during these disasters. With a partner, go through the article and underline any dates or centuries mentioned. Then, write a summary of the article showing how these rules changed over time.

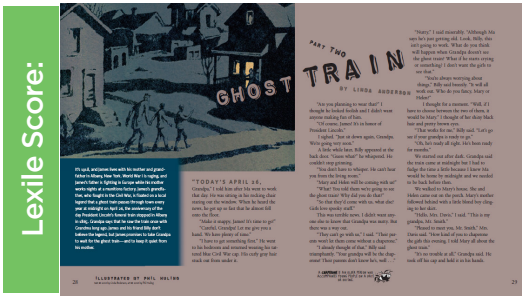
### Describe Relationships *CCSS Reading 3*

Reread the information about the training of soldiers on page 26. How did the way British soldiers were trained to fight on the battlefield influence the way the soldiers on the *Birkenhead* behaved as their ship sank?

### Narrative Writing *CCSS Writing 3*

Choose one of the people on the *Birkenhead*—the captain, a soldier, a woman, or a child. Then write a version of the sinking of the *Birkenhead* from his or her perspective. Include as many specific details as possible.





According to local legend, a ghost train passes through Jamestown at midnight every April 26, the anniversary of the day President Lincoln's funeral train stopped in the town in 1865. James promises to take his grandfather, who fought in the Civil War, to wait for the train. He loves Grandpa but feels a little embarrassed by his behavior.

## ESSENTIAL QUESTION

**What difficult situations do characters face and how do they handle them?**

## LANGUAGE ARTS CONCEPT

Authors use first person point of view to tell a story from a character's perspective.

## CROSS-CURRICULAR EXTENSION

### Literature

Ask a librarian to help you find novels set in World War I written in the first person.

## KEY VOCABULARY

**triumphantly (p. 29)** in a celebratory way

**breezily (p. 29)** in an unconcerned way

**regiment (p. 30)** a military unit that is usually made of several large groups of soldiers

**embankment (p. 30)** a raised bank or wall of earth

## PREPARE TO READ

Ask students if they ever feel that older people don't understand the way kids think today. Explain that people call this perception a generation gap. Discuss events, ideas, and technology that might create generation gaps.

## CLOSE READING QUESTIONS

- Do James's feelings about his grandfather change over the course of the story or stay the same? Cite evidence from the text to support your answer.
- Does Mary's mother think James's grandfather is nutty?
- Did James's grandfather see the ghost train? Did Mary? Explain.

## COMMON CORE CONNECTIONS

### Point of View *CCSS Reading 6*

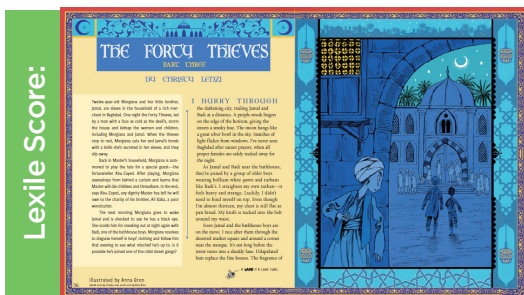
This story is told in the first person point of view by the character James. Rewrite a section of the story from the third person point of view, using *he* or *she* instead of *I*.

### Describe Relationships *CCSS Reading 3*

Go back through the story, including the introduction on page 28, and underline places in the story that mention war. How are the characters and events in this story affected by war?

### Research-Based Writing *CCSS Writing 6*

Conduct research using both print and online resources to find out more about Lincoln's funeral train. Locate a map of the train route and photographs of the actual train car. Write a short historical fiction in the first person about one of the train's stops.



Twelve-year-old Morgiana and her little brother Jamal are slaves in a wealthy man's home in Baghdad. Morgiana is worried that Jamal has joined a street gang, so she disguises herself as a boy and follows Jamal when he sneaks out one night. The world of the street gangs is dangerous and desperate, and Morgiana knows she must keep her brother safe.

## ESSENTIAL QUESTION

**What difficult situations do characters face and how do they handle them?**

## LANGUAGE ARTS CONCEPT

Authors reveal the traits of characters through dialogue, description, and action.

## CROSS-CURRICULAR EXTENSION

### Social Studies

Research some of the social reasons why children join street gangs. Create a chart listing organizations that work to address these causes and describing their main objective.

## KEY VOCABULARY

**dilapidated (p. 36)** in very bad condition because of age or lack of care

**putrid (p. 38)** decayed with usually a very bad or disgusting smell

**loot (p. 39)** to steal things during a war or after destruction has been caused by fire or rioting

**exhilarating (p. 42)** exciting

## PREPARE TO READ

Ask students to discuss the meaning of the word “courage.” Then, ask them to name small and large acts of courage, such as standing up for a friend, climbing Mount Everest, going to a new school, or being a firefighter. Tell them that this story tells about a courageous sister who saves her brother from danger.

## CLOSE READING QUESTIONS

- Why did Morgiana have to dress up as a boy to go out at night?
- An opportunist is someone who takes advantage of a situation to help themselves, without considering anyone else. How is Stringer an opportunist? Cite evidence from the text that supports your answer.
- What are Morgiana's character traits? Underline parts of the text that support your answer.

## COMMON CORE CONNECTIONS

### Make Inferences *CCSS Reading 1*

This story describes two worlds: the world of the wealthy merchants and the world of the poor children. With a partner, go back through the story and look for details about each world. What can you infer about where and how each group lives? How are their lives different? Are they the same in any way?

### Analyze Theme *CCSS Reading 2*

One of the themes of this story is good versus evil. Who are the good characters in the story? Who are the evil or bad ones? Which characters are somewhere in between good and evil? Support your ideas with story information.

### Opinion Writing *CCSS Writing 1*

Write an argument about who – Morgiana, Jamal, or Stringer – you think has a better life and why?

## CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

### COMPARE TEXTS

**SYNTHESIZE:** Guide students to compare the texts they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.*Reading.9*).

- Identify three or more texts that convey the theme “It’s best to follow your own instincts instead of listening to what other people say.” Describe the problems or challenges characters face in these stories and what they do to solve problems and reach their goals. Explain how this conveys the theme.
- Gather information across texts to come up with a list of “words of wisdom” or good advice from different characters.
- Refer to “Noah Count and the Arkansas Ark,” “The Secret,” and “The Petticoat Skipper” to analyze dialect. How does the dialect add to your enjoyment of the stories? Do the authors use dialect for the same reasons or different reasons? Explain.
- Use information from “The *Birkenhead* Drill” and “Ghost Train” to draw conclusions about how war affects people. Which people or characters are directly affected by war? In what ways?
- Compare the main characters in “The Petticoat Skipper” and “The Forty Thieves.” How are Captain Mary and Morgiana similar in terms of their circumstances, actions and attitudes? How are they different?

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

The mini-unit provides students with a variety of options for in-depth analysis of the magazine texts, with a focus on characters and conflicts. Begin with the Engage activity and then move on to the next sections in the sequence that works best for your instructional goals.

**ENGAGE**

**READ AND  
COMPARE**

**APPLY**

**ENGAGE:** Remind students that almost every character has a conflict or problem. With students, brainstorm a list of 5 or 6 characters from books, stories, and movies they know. Record the names in the first column of a two-column chart like the one below. Next, discuss as a class the problem each character faces and record this in the second column. Invite students to explain how characters confront their dilemmas.

CHARACTER	CONFLICT OR PROBLEM

Share the essential question:

***What difficult situations do characters face and how do they handle them?***



**READ AND COMPARE TEXTS:** Begin with a focus text as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “The Secret” (pgs. 10-15) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 5 of this guide. Students can read along using their own copies of the text. Tell students to use sticky notes to mark places they find interesting or have questions about and to record details about characters and their problems.

**2) DISCUSS THE ARTICLE:** After reading, guide students to talk about the text. Encourage students to discuss questions that came up and parts they found especially interesting. As a class, discuss the problems faced by the characters in the text.

**3) READ NEW ARTICLES:** Help students choose additional texts to read by referring them to the Text Pages for summaries of each article within *Cricket March 2016*. Suggest they look for stories with characters or situations that seem especially interesting to them.

**4) COMPARE ARTICLES:** After students have read multiple texts, guide them to make cross-text connections. Refer to page 10 to Compare Texts using prompts that help students integrate ideas and information..

### CHOOSE A PURPOSE FOR READING

**CLOSE READ** *CCSS Reading 1* Mark the text, noting important characters, events, and details and highlighting sections that surprise or confuse you.

**ANALYZE THEME** *CCSS Reading 2* Consider the important ideas or themes. Note how these are similar or different from the theme of the focus text.

**ANALYZE CHARACTERS** *CCSS Reading 3* Analyze how characters respond to challenges and how they change over the course of a story or text.





## APPLY: I NEED SOME GOOD ADVICE

In this individual or small-group activity, students help characters solve their problems by writing them a letter with advice on how to respond to their situation.

### Step 1: Build Background

Ask students to share what they know about advice columns such as “Dear Abby,” “Ask Amy,” or “Miss Manners.” Bring in some appropriate examples from daily newspapers or show students some online examples:

- <http://www.kidzworld.com/tag/teen%20advice%20column>
- [http://www.askdrm.org/col\\_kids.html](http://www.askdrm.org/col_kids.html)
- <http://pbskids.org/itsmylife/advice/>

Point out that letters to advice columnists are often written anonymously, with the signature reflecting the nature of the problem. For example: Confused in New Jersey, Lonely in Rhode Island, Dutiful Daughter, or Stressed-out Son.

### Step 2: Introduce the Activity

Have students use the first column of the Advice Letter Planner on page 16 to write their letters. Letters should include:

- A description of who you are
- An explanation of how the problem came about
- Details about the problem

Tell students to make up a name for the columnist and sign with a name that reflects the problem.

### Step 3: Get Started

Have students use the first column of the Advice Letter Planner on page 16 to write their letters.

Collect students’ completed letters and then hand them out again so that each student has a classmate’s letter. Have students write a letter of advice in response to the character’s letter.

Invite students to share the letters with the class. Discuss whether or not the characters find solutions in the actual stories and what those solutions are.

### Sample Letter

Dear Wise One,

I am a young girl living in a small cottage near the palace. My mother died a while ago, and my father remarried. My stepmother and my two stepsisters are REALLY MEAN! They make me do all the chores and they never help. I’m forced to wear dirty old dresses while they buy new clothes all the time and look great. They never let me go anywhere or have any fun. Also, they eat all the good food and leave me the gross stuff. My dad never says ANYTHING! Next week they are going to the ball at the palace and I want to go too. But even if I were invited, what would I wear? Must I live the rest of my life in this totally awful and unfair way? What can I do?

Sincerely yours,  
Cinders and Sadness

**NAMES:** \_\_\_\_\_, \_\_\_\_\_

## Mini-Unit Graphic Organizer

### Advice Letter Planner

Dear _____	Dear _____
Sincerely,	Sincerely,

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**ARTICLE 1:**

**ARTICLE 2:**

**ARTICLE 3:**



## Glossary

**bedraggled** wet or dirty from being in rain or mud

*Some were rowing around in jon boats, trying to rescue their **bedraggled** livestock. (p. 8)*

**bespectacled** wearing glasses

*In and out and in between all those big shelves, under tables, upstairs, downstairs, Max led those gray-haired, **bespectacled** ladies on a chase that would have made any rabbit-sniffing hound dog proud. (p. 15)*

**breezily** in an unconcerned way

*"You're always worrying about things," Billy said **breezily**. (p. 29)*

**convince** to cause someone to believe that something is true

*I looked back at him for a while, but then decided the best way to **convince** him I wasn't afraid was to act like I was going back to sleep. (p. 11)*

**decrepit** old and in bad condition

*Shipping companies would buy **decrepit** ships, paint them, and change their names, giving the impression that they were new vessels. (p. 24)*

**delectable** delicious

*Cook fed the passengers **delectable** foods, famous in the regions we traveled: hot water cornbread and fried catfish in the south, a Kentucky burgoo so thick a spoon would stand up in it, and file gumbo and Cajun jambalaya in New Orleans. (p. 19)*

**demeanor** a person's appearance and behavior

*The calm **demeanor** of the men as the lifeboats were filled and sent away has become legendary. (p. 24)*

**determined** feeling strongly that you are going to do something

*I started with the West Virginia run, from Parkersburg to Wheeling, and I was **determined** to be a good captain. (p. 21)*

**dictated** controlled

*Hard as we tried to stick to a schedule, the river current **dictated** how fast we moved. (p. 19)*

**dilapidated** in very bad condition because of age or lack of care

***Dilapidated** huts replaced the fine houses. (p. 36)*

**embankment** a raised bank or wall of earth

*We stepped carefully down the steep **embankment** to the railroad tracks. (p. 30)*

**exhilarating** exciting

*My blood races, my arms tingle. I'm breathless. This is as **exhilarating** as dancing. (p. 42)*

**grappling hook** a tool made of iron hooks for grabbing on to something

*He steered us in toward the bank, and Mama tossed out a line with a **grappling hook** that crotched on a tree. (p. 8)*

**ingrained** firmly established

*The idea that Great Britain should be the world's most powerful country became deeply **ingrained** in the people and government, who came to believe that Britain was better than other nations in everything. (p. 26)*

**joshing** talking to someone in a friendly, teasing way

*All that **joshing** didn't seem to bother Daddy much. (p. 6)*

**languishing** continuing for a long time in an unpleasant situation

*Most sailors preferred to risk perishing on these deathtraps to **languishing** in jail, where they wouldn't earn any money and their families would starve. (p. 25)*

**levee** a long wall of soil built along a river to prevent flooding

*One day me and Daddy took a walk along the **levee**; that big ole dirt bank was all that lay between our farm and the mighty Mississippi. (p. 6)*

**loot** to steal things during a war or after destruction has been caused by fire or rioting

*"While the chosen gangs pretend to fight, the others break into the stores and **loot**." (p. 39)*







**navigate** to control the direction of something, such as a ship

*The Greenland had its paddlewheels on the side, which was more difficult to **navigate** than a sternwheeler with the paddlewheel on the back. (p. 22)*

**necessities** items that a person must have

*"Young Captain Gordon Greene's up front looking for some **necessities**." (p. 17)*

**putrid** decayed with usually a very bad or disgusting smell

*The fragrance of jasmine turns to **putrid** garbage. (p. 38)*

**regiment** a military unit that is usually made of several large groups of soldiers

*"What **regiment** were you in?" (p. 30)*

**triumphantly** in a celebratory way

*"I already thought of that," Billy said **triumphantly**." (p. 29)*

**will** to try to cause something to happen by using the power of your mind

*I sat there with my eyes shut, trying to **will** my body to stop shaking while waiting for the storm to pass. (p. 11)*



### “Noah Count and the Arkansas Ark”

- <http://htekidsnews.com/flooding/>

Read a news blog to learn more about Mississippi River flooding.

- <http://www.tolerance.org/magazine/number-18-fall-2000/feature/everyone-has-accent>

Learn about dialects in the U. S. from Teaching Tolerance, an educational clearinghouse.

### “The Petticoat Skipper”

- <https://www.nwhm.org/>

Learn more about the struggle for women’s rights from the National Women’s History Museum.

- <http://newportohiohistory.com/subpage39.html>

Read an interview with Captain Mary from Celebrate Newport, a website celebrating the history and citizens of Newport, Ohio.

- [https://www.youtube.com/watch?v=\\_2Rhlg8khco](https://www.youtube.com/watch?v=_2Rhlg8khco)

Watch a short documentary about riverboats on the Ohio River, from the PBS series *Our Ohio*.

- <http://alabamamaps.ua.edu/contemporarymaps/alabama/transportation/tennriv.pdf>

View and print a map of U. S. inland waterways.

### “The *Birkenhead* Drill”

- <https://www.youtube.com/watch?v=CFVvedprglk>

Watch a short video titled “World’s Creepiest Old Ship Wrecks,” by Wacky Universe.

### “Ghost Train”

- <http://www.thecomicstrips.com/subject/The-Generation+Gap-Comic-Strips.php>

View a collection of comic strips highlighting the generation gap from *Cartoonist Group*, a comic strip database.

- <http://abrahamlincolnsclassroom.org/abraham-lincoln-in-depth/the-funeral-train-of-abraham-lincoln/>

Learn more about Lincoln’s funeral train from the website *Abraham Lincoln’s Classroom*.

### “The Forty Thieves”

- <http://www.storynory.com/category/fairy-tales/1001-nights/#>

Tales from the *One Thousand and One Nights* read aloud on the website *Storynory*, an audio collection of stories, folktales, and legends.