### Unit 2/Week 1

Title: Amelia Earhart: First Lady of Flight[[1]](#footnote-1)

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards - RI.6.1, RI.6.2, RI.6.3, RI.6.5; W.6.1, W.6.4, W.6.9; SL.6.1, SL.6.2; L.6.1, L.6.2

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Much interest and controversy surround Amelia Earhart’s disappearance during her historical flight. Many theories about her disappearance can be supported or dismissed based on evidence.

Synopsis

In 1937, pilot Amelia Earhart planned to be the first to succeed in a dangerous flight. However, her journey was plagued with many obstacles, and controversy continues to surround the theories that attempt to explain her mysterious disappearance.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What was Amelia Earhart trying to accomplish in 1937? Why did the author refer to it as an “historic flight?” | Amelia wanted to fly around the world at its widest point – the equator. It was an historic flight because it had never been done before. |
| Fred Noonan was Amelia’s “navigator”. What is a navigator? Give details from the story to describe his job. | A navigator plans and records the course for the flight. The illustration shows him looking at a map and the text says he was figuring out where they were and he was giving directions to Amelia like when to turn. |
| Describe Earhart’s route or course from June 1 to June 29, 1937. Find evidence to show the effects this schedule had on Amelia and Fred. | They had flown 22,000 miles in a month, across 5 continents. They visited Miami, Florida-San Juan, Puerto Rico-Africa-Karachi, Indi, and Lae, New Guinea. The author claims they were exhausted. The text says they would rest, eat, and refuel at each stop. In her journal entries, Amelia says “We’re always pushing through, hurrying on our long way, trying to get some other place instead of enjoying the place we’d already got to.” Her getting lost could indicate her exhaustion as the author stated. |
| What made the flight from Lae to Howland Island the most dangerous part of the trip? How did the U.S. Coast Guard plan to provide support? | The airspace had never been mapped and the island was so small it would be very difficult to spot – the island is too small. Also, Fred navigated using the stars, and this would not be possible if it were cloudy. The Coast Guard would provide a ship named the *Itasca* to help guide the plane by communicating with Earhart by radio and smoke signals. |
| A bearing is an exact position. Why is the *Itasca* trying to get a bearing on Amelia’s plane? | They are trying to assist in guiding the plane to Howland Island. They need to know where Amelia is in order to do this. |
| Describe the various attempts the *Itasca* made to communicate with Amelia. What was puzzling about her behavior? | They tried to speak with her every half hour, but couldn’t hear her well. She would not respond to their requests to change radio frequency. She would also not stay on the radio long enough for the *Itasca* to get a bearing on her plane. |
| Describe the search efforts of the U.S. Navy. | It was the largest search in history involving a battleship, four destroyers, a minesweeper, a seaplane and airplanes. They searched 25,000 miles. |
| Read the main heading on page \_\_\_. “What Happened to Amelia Earhart?” What purpose are the smaller headings beginning on the same page and the following pages? | The purpose is to offer suggested theories for her disappearance. |
| What evidence suggests Fred and Amelia may have survived the crash? | Several ham radio operators claim to have heard messages from Earhart. One report filed even included her call numbers. |
| What evidence supports the theory that Amelia was a spy for the U.S. Government? | She didn’t stay on the radio long enough for the Itasca to get her position; she switched course at the last minute; the government built a runway especially for Amelia; and the U. S. Navy conducted such a large search for two civilians. |
| What does the author mean when he says there was no “hard evidence” Amelia and Fred were sent to a military prison on Saipan? What evidence was there? | Though there were rumors Amelia and Fred were sent to the military prison, and “more than a hundred residents” claimed to have seen her, there was no evidence to prove it. They found bones, but they were not Amelia’s and Fred’s. |
| What are two facts stated in the story that could be used to conclude that a discovered telegram was from Amelia? | The telegram was addressed to Amelia’s husband, and it included the message “Love to mother.” |
| The author describes the discovery of Nikumaroro as “compelling.” Explain why this word signals an opinion. | The word expresses how someone feels about something. It is a personal opinion, as not everyone would feel the discoveries were as important. |
| Judging from the last two paragraphs of the selection, how does the author view Amelia Earhart? What evidence supports your conclusion? | The author seems to admire Amelia, citing her willingness to take risks, her independence, and serving as an inspiration to others- particularly women. He also expresses sadness that Amelia did so young. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page - inspiration  Page - hoax  Page - analyzed  Page - testimony  Page - frequency  Page - taxied  Page - estate | Page - aviation  Page - liberation  Page - intact  Page - instinct |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page - disappearance  Page - reasoned  Page - compelling  Page - navigator  Page - chart  Page - bearing  Page - controversy  Page - course  Page - theories | Page - calculated |

Culminating Task

* Re-Read, Think, Discuss, Write
* *This selection lists several theories surrounding the disappearance of Amelia Earhart. Which of the theories do you agree with the most? Using evidence and clues from the text, write a persuasive paragraph supporting this theory.*

Answer: Answers will vary depending on the particular theory. Students should make a credible argument using clues and evidence from the text.

One theory is Amelia survived the crash – details include several ham radio operators claim to have heard messages from Earhart. One report filed even included her call numbers. She may also have survived the crash only to become a Japanese military prisoner of war as “more than a hundred residents” claimed to have seen her. A telegram was also supposedly found suggesting Amelia was liberated from the prison after the war. An investigator also claims Amelia then returned to the U.S. under a different name – basing this claim on a series of coincidences.

Another theory is that Amelia was actually a spy for the U.S. Evidence includes, but is not limited to, her not staying on the radio long enough for the Itasca to get her position; she switched course at the last minute; the government built a runway especially for Amelia; and the U. S. Navy conducted such a large search for two civilians.

A final theory is the official U.S. ruling that Amelia Earhart ran out of gas, then crashed into the sea and sank. Evidence includes the difficulty in communication, the cloudy weather that may have caused them to fly off course, and Amelia’s last transmission stating she was low on gas.

Additional Tasks

* *Was Amelia a heroine? Use details from the story to support your answer.*

Answer: Student answers may vary, though their evidence in favor may include the details that she attempted the historic flight, overcoming the hardships of such a rigorous schedule. Details may also include that she served as a role model and inspiration to many; especially women. Student claiming she was not a heroine may cite that she did not succeed in her attempt to travel around the world, and in fact, most likely died in her attempt. It may also be noted that she made several decisions that may have led to her disappearance or lessened her chance of rescue such as leaving behind radio equipment and maps, and taking survival equipment off the plane to make it lighter.

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**“Amelia Earhart: First Lady of Flight”**

1. What was Amelia Earhart trying to accomplish in 1937? Why did the author refer to it as an “historic flight?”
2. Fred Noonan was Amelia’s “navigator”. What is a navigator? Give details from the story to describe his job.
3. Describe Earhart’s route or course from June 1 to June 29, 1937. Find evidence to show the effects this schedule had on Amelia and Fred.
4. What made the flight from Lae to Howland Island the most dangerous part of the trip? How did the U.S. Coast Guard plan to provide support?
5. A bearing is an exact position. Why is the *Itasca* trying to get a bearing on Amelia’s plane?
6. Describe the various attempts the *Itasca* made to communicate with Amelia. What was puzzling about her behavior?
7. Describe the search efforts of the U.S. Navy.
8. Read the main heading on page \_\_\_. “What Happened to Amelia Earhart?” What purpose are the smaller headings beginning on the same page and the following pages?
9. What evidence suggests Fred and Amelia may have survived the crash?
10. What evidence supports the theory that Amelia was a spy for the U.S. Government?
11. What does the author mean when he says there was no “hard evidence” Amelia and Fred were sent to a military prison on Saipan? What evidence was there?
12. What are two facts stated in the story that could be used to conclude that a discovered telegram was from Amelia?
13. The author describes the discovery of Nikumaroro as “compelling.” Explain why this word signals an opinion.
14. Judging from the last two paragraphs of the selection, how does the author view Amelia Earhart? What evidence supports your conclusion?

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.

1. *This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.* [↑](#footnote-ref-1)