



EXPLORING AERONAUTICS

Part II

Section 2

Language Arts



Correlation to the Standards for English Language Arts

Standard 1

Students read a wide range of print and nonprint texts to build an understanding of those texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8

Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

**Standard 9**

Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

Standard 10

Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).



Goals and Objectives

Goal 1

To use the writing process to express ideas related to aeronautics, aeronautical events and people.

Objectives

The Learner will be able to:

- use a pre-write (form) of personal choice to initiate the writing process;
- create a rough draft based on the prompt;
- edit the rough draft;
- revise the rough draft according to the feedback received;
- produce a final draft;
- create a variety of written documents: obituary, newspaper article, poem, diary entry, short story, timeline, song, letter.

Goal 2

To use the specialized vocabulary of aeronautics in written and oral expression.

Objectives

The Learner will be able to:

- complete a lab sheet using the appropriate aeronautical terms;
- explain aeronautical concepts using appropriate aeronautical terms with the help of charts, graphs, diagrams and models.

Goal 3

To perform research on aeronautical events, people and principles.

Objectives

The Learner will be able to:

- use various types of multimedia resources to search for information;
- use various types of print material to search for information;
- use internet resources to search for information;
- create and use note taking guides.

Goal 4

To read about and comprehend the events in a story.

Objectives

The Learner will be able to:

- put the main events of a story in sequence;
- complete a plotline of the story including setting, characters, problem, rising action elements, climax and resolution;
- describe the main characters and their important traits.



Literature Units

Using literature to integrate subjects through thematic instruction has become an effective methodology in the classroom. The following section contains three literature units with the related themes of aeronautics and aviation. Each of these readings were selected because of the brief, yet well written text and the engaging, colorful illustrations. Picture-books with minimal text were chosen so that each classroom would only need one copy which could be read aloud by the teacher. These three literature selections depict aeronautics during three distinct time periods: “dreams of flight”, “early flight” and “powered flight”.

The first selection, The Fool of the World and the Flying Ship: A Russian Tale, is a Russian folktale retold by Arthur Ransome. This selection contains a short story with gorgeous illustrations which received the Caldecott Award.

The second selection is The Glorious Flight: Across the Channel with Louis Bleriot, written by Alice and Martin Provensen. It portrays the time period of “powered flight”. The book tells the story of French aircraft designer and pilot, Louis Bleriot, who became the first to fly across the English Channel in the early 1900s.

The third selection is entitled Flight and is written and illustrated by Robert Burleigh. It recounts the solo flight of Charles Lindbergh across the Atlantic Ocean in the 1930s, and has breathtaking watercolor-like illustrations.

Each of the following literature units is structured using the “Into, Through, and Beyond” format. Each “Into” section contains vocabulary and exercises, introductory activities and discussion topics. The “Through” sections contain comprehension questions with answers, plotline activities, mapping activities and character development activities. The “Beyond” sections include drawing activities, comparison charts and group discussion questions. Writing Experiences are also included with writing prompts, pre-writing maps and writing examples.



The Fool of the World and His Flying Ship

Introduction

“Into” Activities

- Discuss how throughout history humans have yearned to fly. Discuss various stories students have heard or read that included flying.
- Locate the present-day country of Russia on a map.
- Use the accompanying reading, “Life and Times of Russia Under the Czars”, to help describe the characteristics of Russian society.
- Review what a moral is and how stories are written to teach a lesson.
- Introduce the following vocabulary which will be used throughout the story: (See accompanying “Crossword Puzzle”.)

bathhouse – a small house designed for taking a bath that was used before indoor plumbing was invented

czar – ruler of Russia before 1917

czaritza – wife of a czar

fagot – bundle of sticks

gentleman – a noble, someone with lots of money and land

moujik – Russian word for a simple peasant

tiller – a lever used to steer the boat by turning the rudder from one side to the other

verst – a Russian unit of measurement equal to about 1 kilometer or six-tenths of a mile

whither – to whatever place

“Through” Activities

- Ask and discuss accompanying “Comprehension Questions”. Questions can be asked throughout the reading of the story.
- Use the “Plotline” format to keep track of the story as it is read.
- Use the accompanying “Character Chart” to keep track of each character and his unique gift.
- Write a song that the peasants on the flying ship might have sung.



- Discuss who the “ancient old man” is. Is he an angel, fairy godfather, a supreme being or ...?

“Beyond” Activities

- Discuss this question: Does this story remind you of another story that you have heard, read or seen?
- Give the moral of this story.
- Discuss this question: Why do you think this story was told?
- Who do you think enjoyed this story more — gentlemen or moujiks? Explain your reason.
- Design your own flying ship. Show the outside as well as the inside. (See accompanying “Flying Ship Design”)
- Discuss: Do you think the Fool gained some confidence in himself by the end of the story? Why or why not? Use examples from the story to justify your answer.

Writing Experiences

- Pretend you are the Fool and have just married the Czar’s daughter. Write a letter to your parents telling them about your life since you left home and how you feel about your life now. (See accompanying “Writing Assignment”.)
- Rewrite this story making it a modern American tale. (See accompanying “Updating an Old Russian Folktale”.)
- Pretend you are the Czar’s daughter who has fallen in love with the “Fool”. Write a letter to the Fool’s parents telling them how you feel about their son.



Daily Lesson Planner

Day 1

- Choose an exercise from the list of “Into” Activities.
- Introduce and discuss vocabulary.

Day 2

- Distribute the “Through” Activities: “Character Chart” worksheet and discuss how some characters are used in stories to help move the story’s action along, to help the main character solve a problem, etc.
- Give instructions for completing the “Character Chart”.
- Read the first third of the book, The Fool of the World and His Flying Ship, asking “Through” Activities: “Comprehension Questions” as you go, and reviewing vocabulary as needed.

Day 3

- Choose an exercise from the list of “Through” Activities.
- Read the second third of the book, asking the “Comprehension Questions” as you go, and reviewing vocabulary words as needed.
- Have students continue filling in their “Character Chart”.

Day 4

- Choose another exercise from the list of “Through” Activities.
- Read the remaining third of the book, asking “Comprehension Questions” as you go, and reviewing vocabulary as needed.
- Have students complete their “Character Chart”.

Day 5

- Distribute “Through” Activities: “Plotline” and explain how and why plotlines are used to write and explain stories.
- Read the entire story through in one sitting and have students individually, or with a partner, fill in the “Plotline”.
- Have individual students pair up or have pairs form groups of four and discuss why they put the events that they did on their “Plotline”.
- Choose an exercise from the list of “Beyond” Activities.

**Day 6**

- Choose another exercise from the list of “Beyond” Activities.
- Begin one of the Writing Experiences.
- Have student complete the “Into” Activities: “Crossword Puzzle”.

Day 7-8

- Allow time as needed to complete the Writing Experience.



“Into” Activity: Life and Times of Russia Under the Czars

At one point in Russia's long history, a lordship and serfdom political and social system developed. While under the rule of the Mongols (who were the overlords), members of a ruling family (named Kievan) took free lands in the northeast part of Russia where Moscow was located. They colonized the land with their serfs. The family offered the serfs protection from the overlords and roving bands of plunderers, in exchange for money and goods.

Each prince of the Kievan family was master of his share of the family domain. He ruled and defended with the help of his servants (called boyars) and his own army. As time went by, weaker rulers outside of the family line were forced into the service of the Kievan family princes.

The serfs had no rights during this rule. If their prince and his boyars wanted them to move to another location, the serfs had to go. The serfs lived in small, one-room shacks near the fields where they raised crops, had small gardens, and kept a small pen for pigs and chickens. The land and the shacks actually belonged to the prince and his boyars. The serfs were forced to work the fields during the day and tend to their own small area in the evening. They also had to pay money and goods to the prince and his

boyars, as well as to the overlords. This was known as a “tribute”. If a tribute was not paid, the serf could be jailed, killed or kicked off the land. Life was very harsh for the serfs. They were not allowed to own land, did not get to go to school, and were forced to farm. During war, they served in the prince's army.

The prince used the tribute money to feed, clothe and arm his army which swore their allegiance to him. The army served to protect the prince and his lands. It cost a lot of money to maintain a standing army. However, the money was well spent because if the prince could not defend his lands and his people, he would eventually be defeated in battle. He then would lose everything to the winning prince. In that event, the serfs had no choice, but to stay on their lands and pay tributes to their new prince.

The serfs had few choices in life, few rights and no education or power. They were born into poverty, lived a life filled with destitution, and died with little more than the clothing on their backs. A serf could never rise above being a serf.



“Into” Activity: Crossword Puzzle

Directions: Use the vocabulary words from the story The Fool of the World and His Flying Ship to find the answer to the clues below. Double check your spelling before you write your answer in the squares.

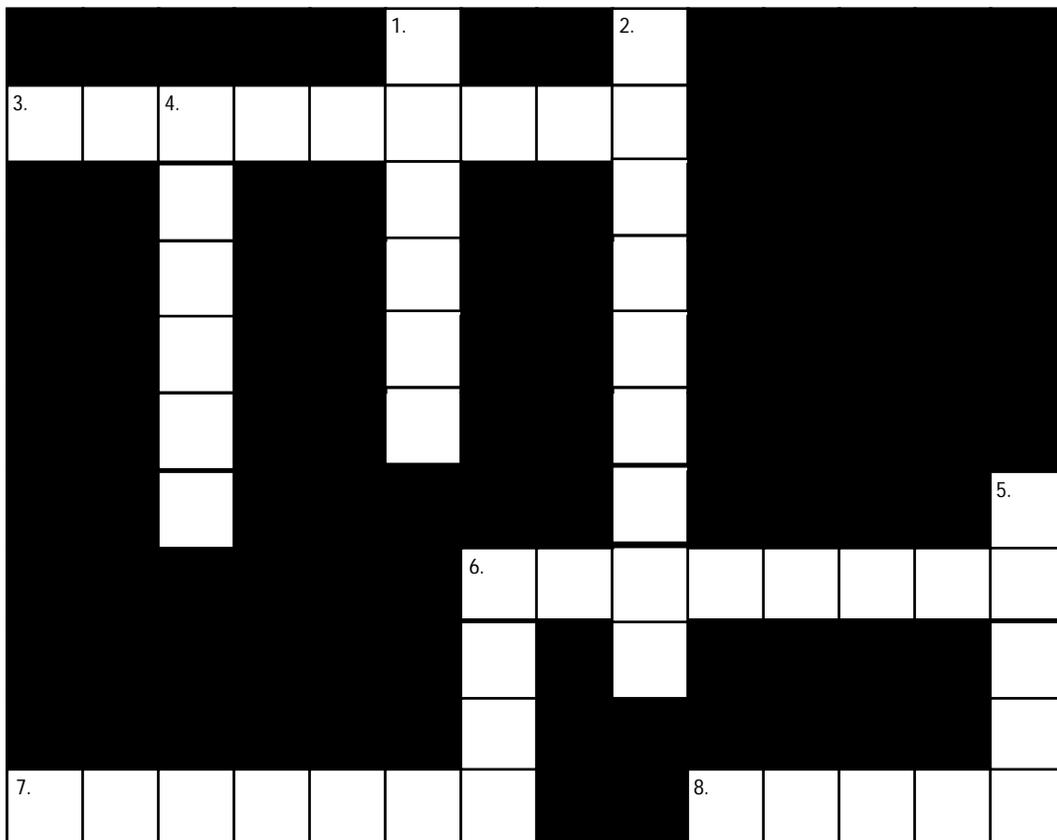
Clues:

ACROSS

DOWN

- 3. A small house designed for taking a bath that was used before indoor plumbing was invented.
- 6. Wife of a czar.
- 7. To whatever place.
- 8. A Russian unit of measurement equal to about 1 kilometer or six-tenths of a mile.

- 1. Russian word for a simple peasant.
- 2. A noble, someone with lots of money and land.
- 4. A lever used to steer the boat by turning the rudder from one side to the other.
- 5. Bundle of sticks.
- 6. Ruler of Russia before 1917.





“Through” Activity: Comprehension Questions

1. What was the offer (proclamation) made by the Czar?
Whoever brought him a flying ship would get to marry his daughter.
2. How do you think the Czar viewed the Fool and his friends when they first arrived?
As poor peasants who were not very capable.
3. Why do you think the Czar changed the requirements and added another job to his list?
*Because he did not want the Fool to marry his daughter.
Because of what he thought of him (see answer #2).*
4. Do you think the Czar had sound reasons to change his agreement?
Responses will vary. Make sure students justify their answers with sound reasons.
5. Why do you think the Czar did not want the Fool to marry his daughter?
See answer to questions 2 and 3.
6. How did the Fool respond to the final request?
He said he would do it, but that if the Czar did not honor his agreement, the Fool would send his troops to attack.
7. Why do you think the Czar thought he could get rid of the Fool with his last request to gather an army to defend his daughter?
The Czar did not think that a poor peasant would be able to pay what it would cost to keep an army.
8. How did the Fool respond to the Czar's final request?
He responded forcefully and with confidence.
9. Why do you think the Fool responded differently to the last request, compared to the response he gave to the first request?
During this process, he had gained confidence in his abilities.
10. What did the Czar give to the Fool after the Czar's last request was fulfilled?
The Czar gave him much more respect, probably because he realized that the Fool's troops could defeat his own army.
11. Why do you think the Czar gave more respect to the Fool after his last request was fulfilled?
See answer to Question 10.



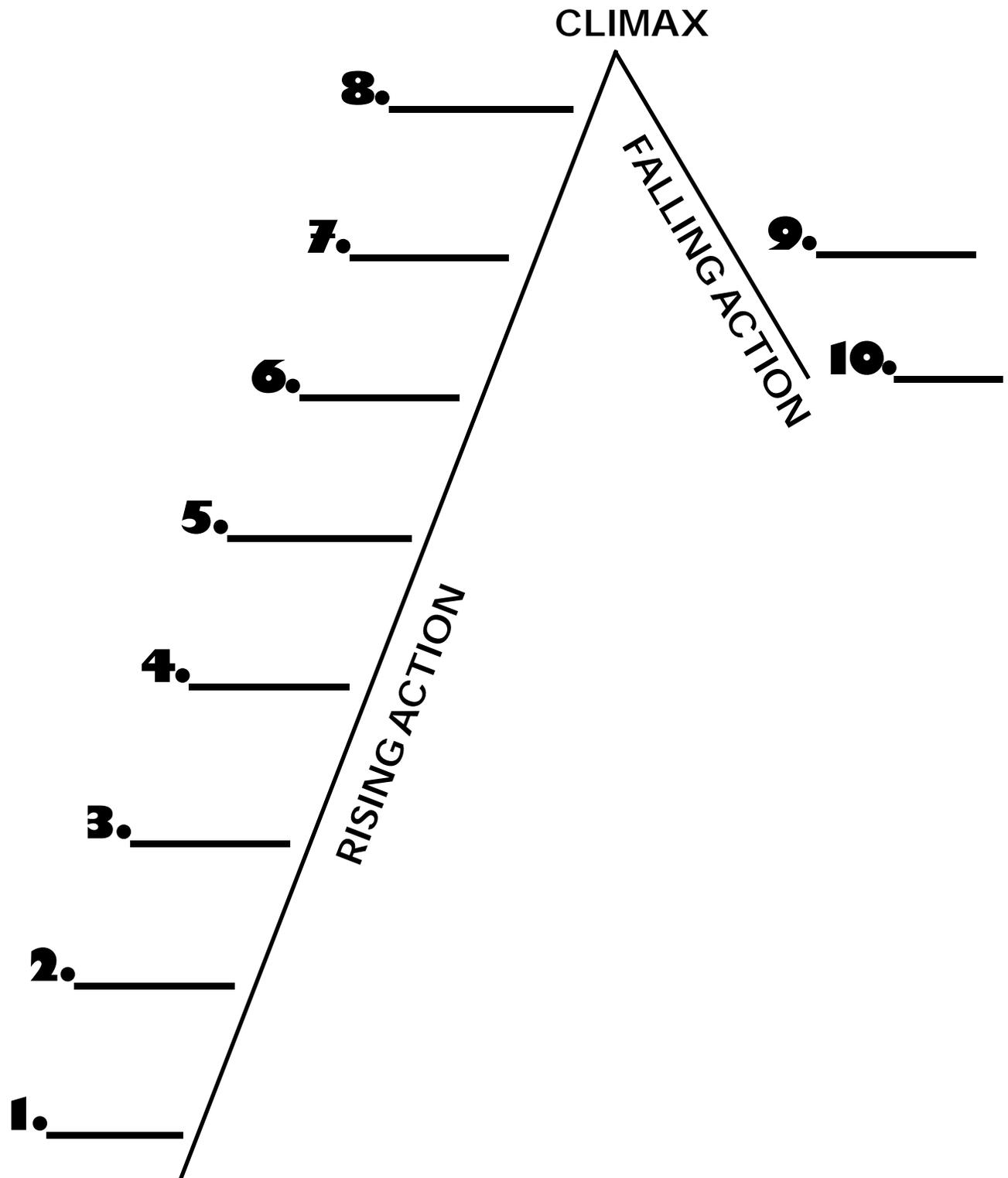
“Through” Activity: Plotline

Directions: Read over each event from the story The Fool of the World and The Flying Ship that is written below. Place the letter of each event in its proper place on the plotline your teacher gives you.

- A) The Fool raises his army from the bundle of sticks.
- B) The Fool picks up all of his passengers.
- C) The Eater and the Drinker eat and drink all the food that the Czar requested them to.
- D) The Czar makes the offer of marriage: his daughter for a flying ship.
- E) The Czar gives respect to the Fool.
- F) The Fool and the Czar’s daughter fall in love and get married.
- G) The Czar makes a request for the Fool to bring him the magical water of life before his dinner is over.
- H) The Czar does not accept the Fool and his Friends when they arrive at the palace.
- I) The Ancient Man tells the Fool what to do to get the ship.
- J) The Fool and the Strawman survive the night in the bathhouse.

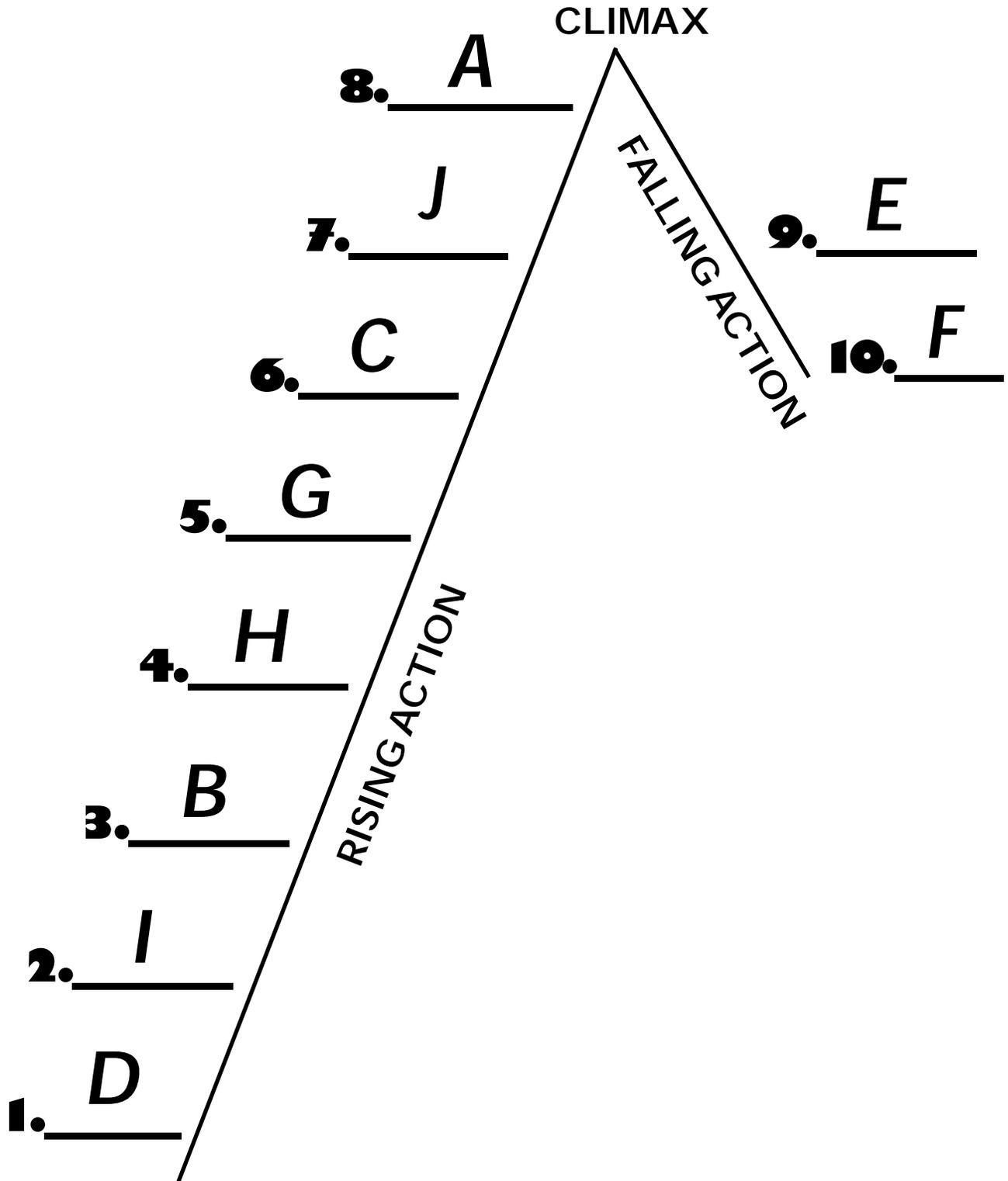


“Through” Activity: Plotline





“Through” Activity: Plotline – Key





**“Through” Activity: Character Chart
Flying Ship Passengers**

Character Name	Special Gift	Problem or request character could help with	How character helped to solve problem



**“Through” Activity: Character Chart – Key
Flying Ship Passengers**

Character Name	Special Gift	Problem or request character could help with	How character helped to solve problem
Fool	Owned ship.	Czar wanted a flying ship.	Met an ancient old man who told him what to do so that the ship was constructed for him.
Listener	Could hear everything going on in the world.	Could hear whatever conversation the Czar had with any of his servants as he attempted to keep the Fool from marrying his daughter.	Spied on the Czar by listening to his conversations from far away.
Swift-goer	Could take huge steps, thus traveling a great distance in a short period of time.	Find and bring back the magical water of life before the Czar completed his dinner.	He got the water in time for the Fool to give to the Czar before he finished dinner.



“Through” Activity: Character Chart – Key Flying Ship Passengers

Character Name	Special Gift	Problem or request character could help with	How character helped to solve problem
Far-Shooter	Could accurately shoot from very great distances.	Getting the magical water of life back to the Czar before he finished dinner.	He woke up the swift-goer who, on his return with the magical water of life, had taken a short nap and almost did not wake up in time.
Eater	Could eat large portions of food in one sitting.	Must devour 12 oxen and as much bread as could be baked in 40 ovens for one single meal.	He ate it all in one sitting.
Drinker	Could drink a large amount of liquid at one sitting.	Must drink 40 barrels of wine.	He drank them all in one sitting.



“Through” Activity: Character Chart – Key Flying Ship Passengers

Character Name	Special Gift	Problem or request character could help with	How character helped to solve problem
Wood Carrier	Carried wood that, when shattered, would spring into a fully-armed army.	Fool must show he is able to defend the Czar’s daughter.	Wood Carrier scattered wood on ground and created an entire army.
Straw Carrier	Carried straw that, when scattered on the ground, would cause the weather to become cold. Frost and snow would form on the ground.	Czar ordered the Fool to bathe in the bathhouse, but the Czar ordered the bathhouse to be made scalding hot. He hoped this would kill the Fool.	Straw Carrier covered the floor of the bathhouse with straw and made the bathhouse cooler.



“Beyond” Activity: Flying Ship Design

Directions: If you could have your very own flying ship, what would you want it to look like? Sketch a simple design for the outside and do another for the inside of your flying ship.

Outside of Flying Ship:

Inside of Flying Ship:



Writing Experience: The Fool's Letter

Directions: Read the writing prompt below carefully and use the writing process to write a letter.

The Fool's parents did not treat him very well. They considered him harmless and a not-very-quick-thinking young man. They did not encourage him to leave the house and seek his fortune with the Czar because they did not believe he could accomplish the task. They eventually did allow him to go, but they did not give him the same supplies they had given his other brothers (good food and drink, fine clothes). They did not take him seriously, but that did not bother the Fool. He went anyway and was happy to try.

Pretend you are the Fool and you are finally writing a letter home to your parents. You have already fallen in love and married the Czar's daughter, and are now considered a prince. Briefly tell them your story. What else will you tell them? Will you ask them to join you at the palace? Will you forgive them for the way they treated you? Will you ask about your brothers?

Directions: Cluster your pre-write ideas for the letter below.



Writing Experience: Updating an Old Russian Folktale An American Fool and His Flying Machine

Directions: Use this sheet as your pre-write to help you rewrite the Russian folktale “The Fool and His Flying Ship”. On the left are the original characters and events. On the right, fill in a modern American counterpart to the characters and events.

Original Character	Your new version, with description		
Fool			
Listener			
Swift-goer			



Writing Experience: Updating an Old Russian Folktale An American Fool and His Flying Machine

Directions: Use this sheet as your pre-write to help you rewrite the Russian folktale “The Fool and His Flying Ship”. On the left are the original characters and events. On the right, fill in a modern American counterpart to the characters and events.

Original Character	Your new version, with description
Far-Shooter	
Eater	
Drinker	



Writing Experience: Updating an Old Russian Folktale An American Fool and His Flying Machine

Directions: Use this sheet as your pre-write to help you rewrite the Russian folktale “The Fool and His Flying Ship”. On the left are the original characters and events. On the right, fill in a modern American counterpart to the characters and events.

Original Character	Your new version, with description
Wood Carrier	
Straw Carrier	
Drinker	



Writing Experience: Updating an Old Russian Folktale An American Fool and His Flying Machine

Directions: Use this sheet as your pre-write to help you rewrite the Russian folktale “The Fool and His Flying Ship”. On the left are the original characters and events. On the right, fill in a modern American counterpart to the characters and events.

Original Character	Your new version, with description
Czar’s Daughter	
Ancient Old Man	
Flying Ship	



Writing Experience: Updating an Old Russian Folktale An American Fool and His Flying Machine

Directions: Use this sheet as your pre-write to help you rewrite the Russian folktale “The Fool and His Flying Ship”. On the left are the original characters and events. On the right, fill in a modern American counterpart to the characters and events.

Original Character	Your new version, with description
Czar’s Deal	
How Fool Gets Flying Ship	
Magical Waters of Life	



Writing Experience: Updating an Old Russian Folktale An American Fool and His Flying Machine

Directions: Use this sheet as your pre-write to help you rewrite the Russian folktale “The Fool and His Flying Ship”. On the left are the original characters and events. On the right, fill in a modern American counterpart to the characters and events.

Original Character	Your new version, with description
Good Appetite Part	
Big Drinking Part	
Too Hot Bathhouse	



Writing Experience: The Czar's Daughter Sends a Letter

Directions: Read the writing prompt below carefully and use the writing process to write a letter.

The Fool's parents and the Czar did not treat the Fool very well. They considered him harmless and a not-very-quick-thinking young man. They did not take him seriously, but that did not bother the Fool. He went ahead anyway to accomplish his goal and was happy to try. Even though the Czar tried to trick the Fool many times, the Fool kept trying and was happy to overcome any obstacle that was placed in his way by the Czar.

Pretend you are the Czar's daughter. You have already fallen in love with the Fool and are about to marry him. Write a letter to the Fool's parents to invite them to the wedding. Briefly tell them what happened to the Fool. Tell them what everyone around the palace now thinks of their son. Then tell them how you have fallen in love with him. Tell them what you like most about their son. Will you invite them to the wedding? Will you invite them to come and stay at the palace? What else will you tell them?

Directions: Cluster your pre-write ideas for the letter below.



The Glorious Flight

Introduction

“Into” Activities

- Show when the flight of Louis Bleriot took place on the CD-ROM timeline.
- Show a video of the early history of flight.
- Show photos or drawings of very early aircraft: biplanes and dirigibles pre-1910.
- Set the geographic location of France, the English Channel, and England. Explain the importance of the English Channel as a natural barrier, protecting England from its enemies. (England was well protected by the Channel up until the time of the invention of aircraft.)
- Color and label a map with the following features: France, Great Britain, Atlantic Ocean, English Channel, Cambrai (city), White Cliffs of Dover. (See accompanying “Places in the Life of Bleriot”.)
- Discuss the use of figurative language: onomatopoeia and simile. Some examples from the text are: “crump”, “clacketa”, “cough”, “sputter”, “like a chicken”, and “like a rabbit”. (See accompanying “Figurative Language”.)
- Discuss the use of Roman Numerals. (See accompanying “Roman Numerals”.)
- Introduce the following vocabulary which will be used throughout the story: (See accompanying “Crossword Puzzle”.)

aeronaut – one who pilots a balloon or dirigible

aeroplane – older common spelling of the word airplane

airship – a large dirigible that flies

glider – an aircraft similar to an airplane that flies without an engine.

glorious – marked by great beauty or splendor

inevitable – not able to avoid

prospect – event

steering lever – a rigid bar used to guide (steer) an aircraft in a certain direction

valiant – brave, bold or courageous



“Through” Activities

- Ask and discuss accompanying “Comprehension Questions”. (Questions can be asked throughout the reading of the story.)
- Draw a family portrait of the Bleriot family, except set them in modern times and base it upon the title page. Include all the family members mentioned: Louis, Alice, Alceste, Charmaine, Suzette, Jeannot, Gabrielle, the cat, the dog and the bird.
- Draw each of the subsequent “flying ships” that influenced or were a part of Bleriot’s life.
- Compare the style of dress of the early 1900’s to now. Use the pictures in the book The Glorious Flight to compare men’s dress, women’s dress or children’s clothing. Use a comparison chart to do this activity. (See accompanying “Make Your Own Comparisons”.)
- Reading for Information: Use the billboard reprinted in the literature book to answer informational questions. (See accompanying “Reading a Billboard for Information”.)

“Through” Writing Experiences

- Write a descriptive paragraph that describes the accident Bleriot had after seeing his first flying aircraft in the air. Use show, not tell, language. (See accompanying “Writing a Descriptive Paragraph”.)
- Write a descriptive paragraph that shows what Bleriot saw, heard and felt when he was all alone crossing the Channel. (See accompanying “Writing a Descriptive Paragraph”.)
- Pretend you are one of Bleriot’s children. Write a letter to your cousins telling them about your father’s attempts to fly or your father’s trip across the Channel. (See accompanying “Bleriot Letter Writing”.)

“Beyond” Activities

- Draw and label a diagram of Bleriot’s plane Bleriot XI.
- Make a 3-D replica of Bleriot XI.
- Design a stamp that commemorates Bleriot’s crossing of the English Channel. The Post Office has posters that show examples of commemorative stamps they have produced. (See accompanying “Design a Stamp”.)



Writing Experiences

- Write a newspaper article that tells of the following: Bleriot's achievement, the trip, the airplane, his experience, his previous flying attempts and all about who he is. (See accompanying "Writing a Newspaper Article".)
- Write an obituary about Bleriot. Do some extra research about his contributions, birth, death, etc. (See accompanying "Writing an Obituary".)
- Describe a time when something caught your fancy and really grabbed your attention, then led you into a new hobby or experience that developed into a passion. (See accompanying "Something Caught My Fancy".)

This activity can be changed so that the student can interview an adult about such an experience and then write three paragraphs about the interview. Students will need to develop a list of interview questions that are germane to the three paragraph development of the writing assignment. (See accompanying "Writing Experience".)



Daily Lesson Planner

Day 1

- Choose an exercise from the list of “Into” Activities.
- Review vocabulary as needed.

Day 2

- Read the first half the of The Glorious Flight, asking the “Through” Activities: “Comprehension Questions” as you go, and reviewing vocabulary as needed.
- Do one of the non-writing exercises listed under the “Through” Activities.
- Complete the book, asking the “Comprehension Questions” and reviewing vocabulary as needed.
- Have students complete the “Into” Activity: “Crossword Puzzle”.

Day 3

- Choose a writing assignment from the “Through” Writing Experiences.

Day 4 - 6

- Choose exercises from the list of “Beyond” Activities or Writing Experiences.

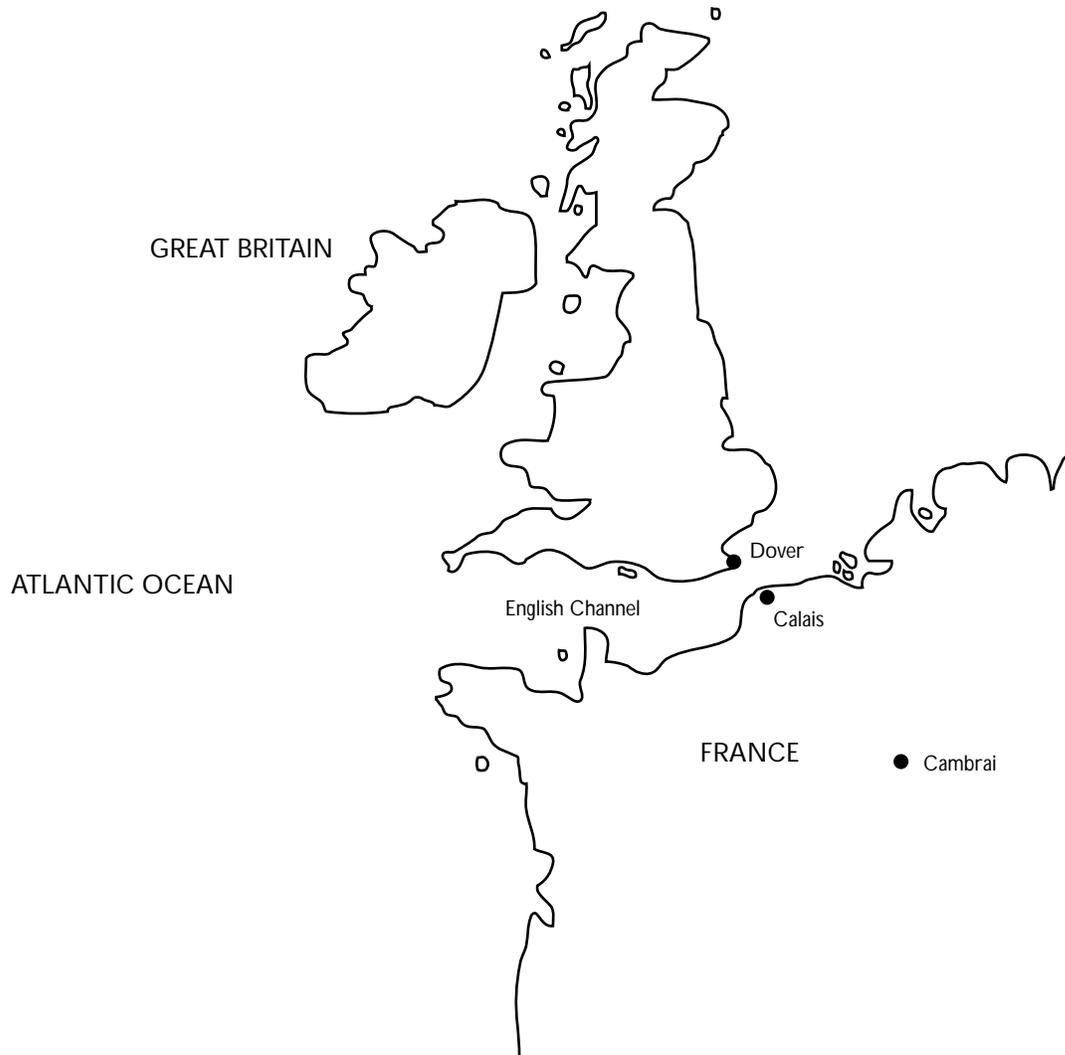


“Into” Activity: Places in the Life of Bleriot





“Into” Activity: Places in the Life of Bleriot – Key





“Into” Activity: Figurative Language Onomatopoeia

Many authors use figurative language to make their words come alive on the page. Figurative language adds so much description that it helps to create a more vivid picture in the reader’s mind. Onomatopoeia is a type of figurative language. Onomatopoeia is a word that actually makes the sound it is also describing. For example, “buzz” is a word that describes the sound a bee makes and it is also the sound itself!

Below list five other words that are examples of onomatopoeia:

- 1.
- 2.
- 3.
- 4.
- 5.

Choose an onomatopoeia and use it in a sentence.

Onomatopoeia Word	Onomatopoeia Sentence
1.	
2.	
3.	
4.	
5.	



“Into” Activity: Roman Numerals

A couple of thousand years ago, a group of people called Romans lived in Italy and conquered the countries all around them. They created a huge empire and developed many advanced ways of doing things. They created their own number system which we still use today. We call that number system Roman Numerals. It is different from our modern number system.

We will discuss only the first three numerals of the Roman Numeral system. They are:

$$I = \text{one (1)} \quad V = \text{five (5)} \quad X = \text{ten (10)}$$

There are a few basic rules we will cover:

1. When two or more of the same numeral are repeated, they are added together. For example:

$$II = 2 \quad III = 3 \quad XX = 20$$

2. When a numeral with a higher value is placed to the right of another numeral, they are added together. For example:

$$\begin{array}{ll} XVI = 16 \quad (10 + 5 + 1 = 16) & VI = 6 \quad (5 + 1 = 6) \\ VIII = 8 \quad (5 + 1 + 1 + 1 = 8) & XII = 12 \quad (10 + 1 + 1 = 12) \end{array}$$

3. When a numeral with a lower value is placed in front of a higher numeral, then you must subtract. For example:

$$\begin{array}{ll} IV = 4 \quad (5 - 1 = 4) & IX = 9 \quad (10 - 1 = 9) \\ IXX = 19 \quad (20 - 1 = 19) & \end{array}$$

4. Always write the numeral using the fewest digits possible. For example:

The number 12 is expressed as XII, not XIIIIV.



“Into” Activity: Roman Numerals

Directions: Use Roman Numerals and the rules from the previous page to help you do the following exercises.

1. Count to ten using Roman Numerals:

1	=	6	=
2	=	7	=
3	=	8	=
4	=	9	=
5	=	10	=

2. Write the standard number.

XII	=	XXV	=
XXXI	=	XIV	=
XIX	=	XXXVIII	=

3. Name three ways we still use Roman Numerals.



“Into” Activity: Roman Numerals – Key

Directions: Use the numerals and the rules from the previous page to help you read and write Roman Numerals.

1. Count to ten using Roman Numerals:

1	=	I	6	=	VI
2	=	II	7	=	VII
3	=	III	8	=	VIII
4	=	IV	9	=	IX
5	=	V	10	=	X

2. Write the standard number.

XII	=	12	XXV	=	25
XXXI	=	31	XIV	=	14
XIX	=	19	XXXVIII	=	38

3. Name three ways we still use Roman Numerals.

Possible answers include, but are not limited to the following:

- The year a movie was made (shown at the end of the credits)
- Chapter numbers
- Outlines



“Into” Activity: Crossword Puzzle

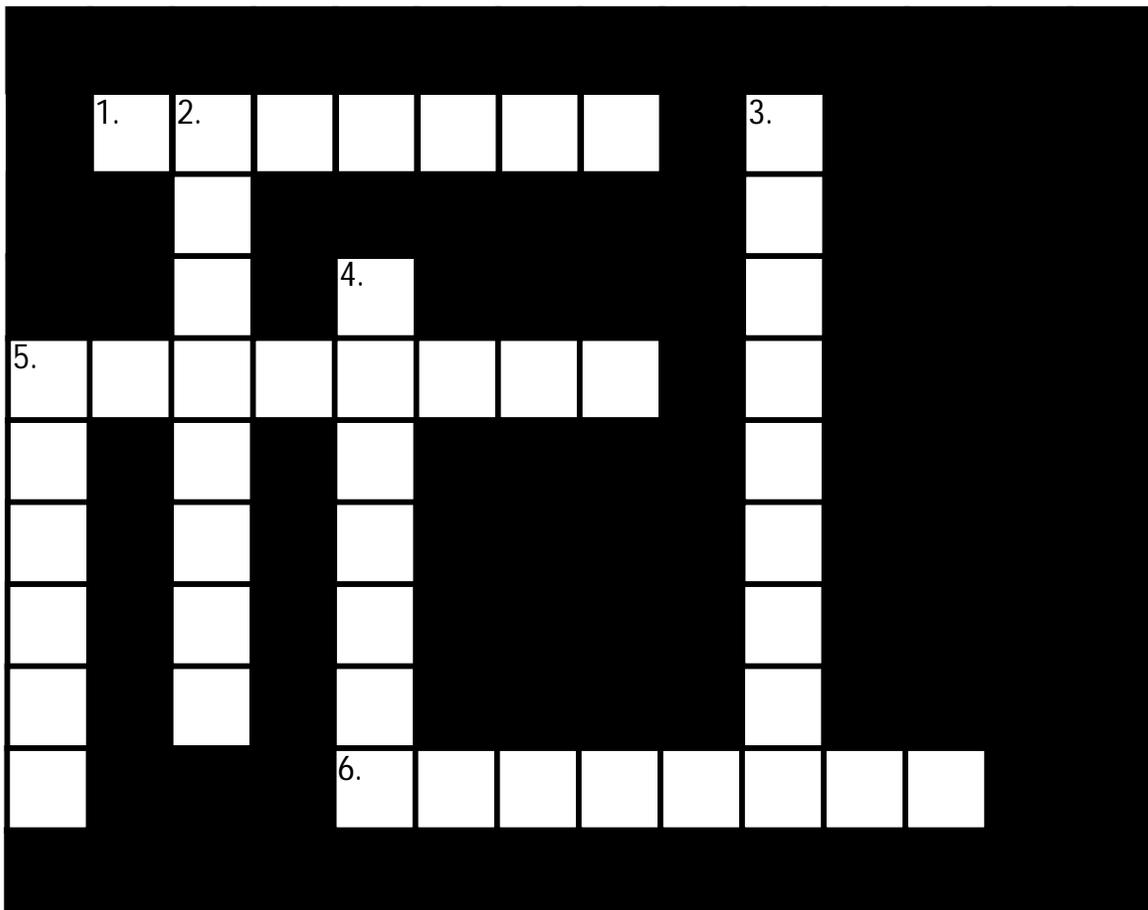
Directions: Use the vocabulary words from the story The Glorious Flight to find the answer to the clues below. Double check your spelling before you write the words in the squares.

Clues:

ACROSS

DOWN

- | | |
|---------------------------------------|--|
| 1. brave, bold or courageous | 2. one who pilots a balloon or dirigible |
| 5. marked by great beauty or splendor | 3. older spelling of the word airplane |
| 6. event | 4. another word for dirigible |
| | 5. an aircraft similar to an airplane that flies without an engine |





“Into” Activity: Crossword Puzzle – Key

Directions: Use the vocabulary words from the story The Glorious Flight to find the answer to the clues below. Double check your spelling before you write the words in the squares.

Clues:

ACROSS

DOWN

1. brave, bold or courageous

2. one who pilots a balloon or dirigible

5. marked by great beauty or splendor

3. older spelling of the word airplane

4. another word for dirigible

6. event

5. an aircraft similar to an airplane that flies without an engine

	1.V	2.A	L	I	A	N	T		3.A		
		E							E		
		R		4.A					R		
5.G	L	O	R	I	O	U	S		O		
L		N		R					P		
I		A		S					L		
D		U		H					A		
E		T		I					N		
R				6.P	R	O	S	P	E	C	T



“Through” Activity: Comprehension Questions

1. What caused Bleriot to get into a car accident?
He was distracted by a dirigible flying overhead.
2. Did Bleriot have a back-up plan in case his plane crashed into the Channel?
He was followed by a large ship that crossed the Channel with him.
3. Why do you think Bleriot I had the flapping wing design? What aerodynamic principles did Bleriot not fully understand?
Bleriot mistakenly thought that flapping enabled flight. He did not understand lift, wing camber, and airflow.
4. What powered (or gave thrust to) Bleriot II?
A boat pulled the plane along the water.
5. Why didn't Louis Bleriot pilot Bleriot II?
Because he did not know how to fly.
6. How do you think Bleriot learned to fly? When is this approach to learning safe?
He learned by trying to do it. He also probably got some help from his friend Voisin. It is safe to learn by doing when the consequences are not life-threatening or potentially harmful to you.
7. What was the difference in design between Bleriot III and Bleriot IV?
The Bleriot IV had twice as many propellers and motors.
8. Why do you think Bleriot IV moved in circles on the water?
One engine could have been stronger than the other.
9. How many years did it take Louis Bleriot to develop an airplane design that could actually fly?
About eight years.
10. Describe Bleriot's landing in England.
It was a bad landing during which he broke his airplane's propeller.
11. Did Bleriot ever get hurt during his attempts to fly?
He broke a rib, suffered a black eye, and experienced many breaks, sprains and bruises.
12. Why do you think Bleriot attempted the crossing of the English Channel?
Because it paid money; fame and fortune; to prove it could be done, etc.
13. Give the date that Bleriot successfully crossed the English Channel and tell how long it took.
The flight took place on July 25, 1909, and it took 37 minutes.

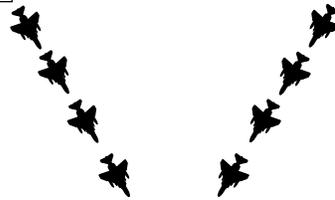


“Through” Activity: Make Your Own Comparison

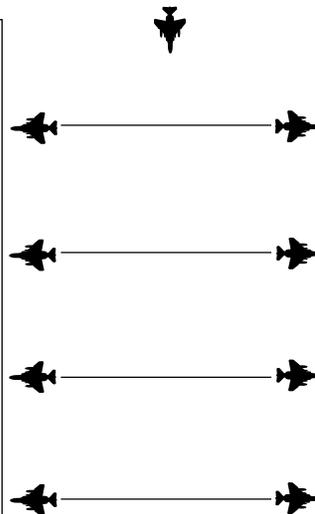
Directions: Use the pictures from the story, The Glorious Flight, to help you make your comparison.

How Are They Alike?

- Children
 - Women
 - Men
- (Choose One)



In What Ways Are They Different?





“Through” Activity: Make Your Own Comparison – Key

Directions: Use the pictures from the story, The Glorious Flight, to help you make your comparison.

How Are They Alike?

<i>Yesteryear's Fashion</i>	<ul style="list-style-type: none"> • Children • Women • Men (Choose One)	<i>Today's Fashion</i>
-----------------------------	---	------------------------



Women and girls wear dresses

Men and boys wear jackets and pants

Babies wear hats and caps

In What Ways Are They Different?

<p><i>High standing</i></p> <p><i>Wore fancy hats when outside</i></p> <p><i>Standard part of dress</i></p> <p><i>Knickers or shorts</i></p>	<div style="text-align: center;">  </div> <p>Men's shirt collars</p> <p>Women's hats</p> <p>Men's vest</p> <p>Boy's pants</p>	<p><i>Lower or not at all</i></p> <p><i>Most women do not wear fancy hats</i></p> <p><i>Optional style</i></p> <p><i>No knickers</i></p>
--	--	--



“Through” Activity: Reading a Billboard for Information

Directions: Use the replica of the old billboard found on page 27 of the book, The Glorious Flight, to answer the questions below.

1. Write in your own words what contest is being advertised.

2. How much money (British pounds) is being offered to the person who is the first to cross the Channel?

3. Who is offering the prize money for this contest?

4. Does it matter in which direction the pilot flies over the Channel in order to win?

5. Between what times should the flight take place?

6. If someone is interested in doing this, where do they go for more information?

7. Who owns the *London Daily Mail* ?



“Through” Activity: Reading a Billboard for Information – Key

Directions: Use the replica of the old billboard found on page 27 of the book, The Glorious Flight, to answer the questions below.

1. Write in your own words what contest is being advertised.
The owner of a newspaper is sponsoring a contest. The first person to fly across the English Channel will win a prize of 1,000 pounds.

2. How much money (British pounds) is being offered to the person who is the first to cross the channel?
1,000 pounds

3. Who is offering the money for this contest?
The owner of the London Daily Mail.

4. Does it matter which direction the pilot flies in order to win?
No. You can fly in either direction from France to England or England to France.

5. Between which times should the flight take place?
The flight should take place between sunrise and sunset.

6. If someone is interested in doing this, where do they go for more information?
They should inquire at (or go to) the office of the London Daily Mail for more information.

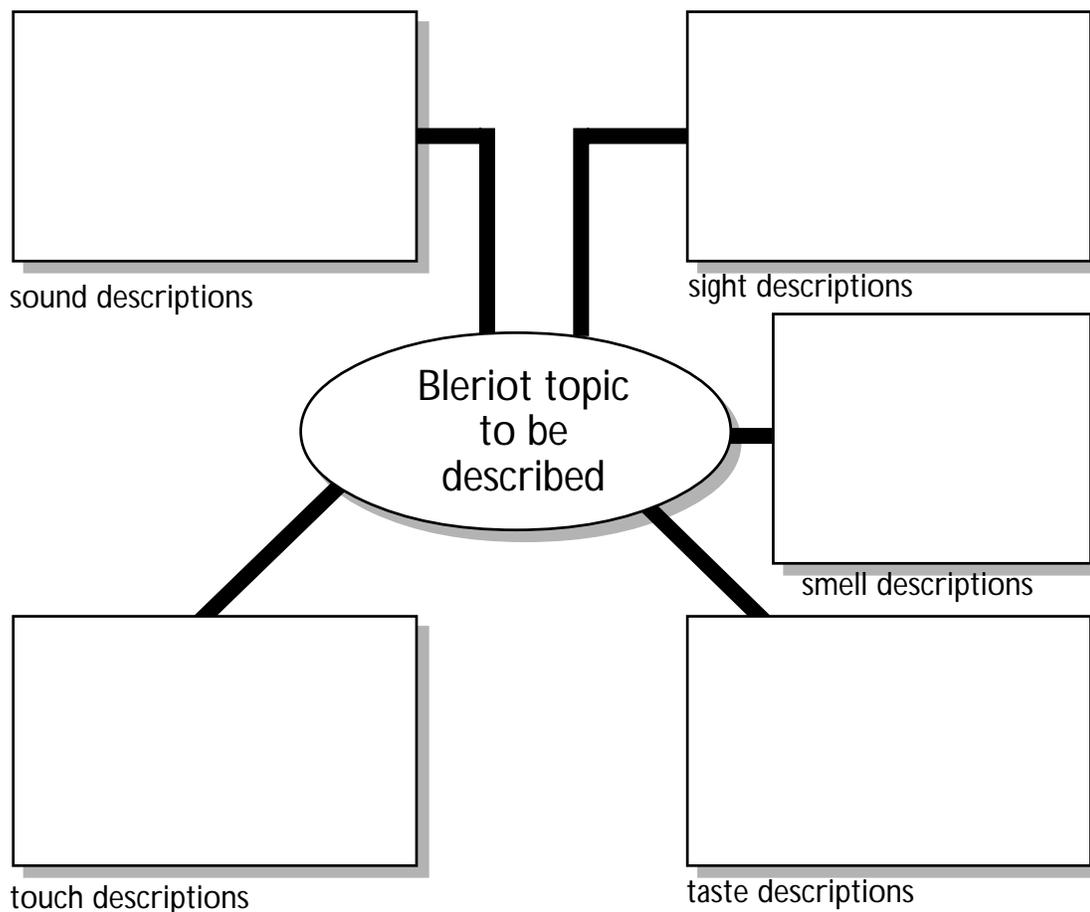
7. Who owns the London Daily Mail?
A man by the name of Lord Northcliff.



“Through” Writing Experience: Writing a Descriptive Paragraph Procedure Sheet

A descriptive paragraph is a group of sentences which work together to create a clear picture of a person, place, thing, idea or event. Descriptors include smell, touch (texture), taste, hearing (sounds) and sight (colors, shape). Use the Pre-write chart below to help you organize your descriptors for a descriptive paragraph about Bleriot. Choose one topic from below:

- A. Write a descriptive paragraph that details the automobile accident that Bleriot got into when he was distracted by the aircraft flying overhead.
- B. Write a descriptive paragraph that details one part of Bleriot's flight across the English Channel. Use your imagination to create a picture of what it would be like to fly through the clouds and mist over the water, or to see the White Cliffs of Dover off in the distance.





“Through” Writing Experience: Bleriot Letter Writing

Directions: Pretend you are Bleriot’s son or daughter and you are writing a friendly letter to your cousin. You have not seen your cousin in many years and are filling your cousin in on the work your father has been doing.

Use proper letter writing form. Include an **introductory paragraph**. In the **second paragraph**, describe the building and flying of aircraft that your father has been doing. Tell what encouraged your father to start this work. In the **third paragraph**, tell briefly about his early learning experiences. In the **fourth paragraph**, tell about his success flying across the English Channel. In the **final paragraph**, conclude with how you feel about his flying experiences (Are you proud of him? Are you embarrassed by his learning experiences?).

Use the pre-write on the next page to help you organize your thoughts for the letter you will write. After you complete the pre-write, begin writing your letter.



“Through” Writing Experience: Bleriot Letter Writing Pre-write

Paragraph 1: Introduction with greetings.

Paragraph 2: Describe what encouraged your father to start flying.

Paragraph 3: Briefly describe his early learning experiences with flying.

Paragraph 4: Briefly tell about his success flying across the English Channel.

Paragraph 5: Conclude with how his flying really makes you feel. Then, sign your name.



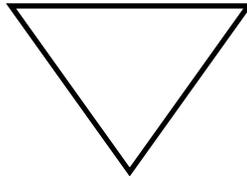
“Beyond” Activity: Design a Stamp

Directions: Design a stamp that commemorates Frenchman Louis Bleriot's crossing of the English Channel. Make sure it includes a date and an image of Bleriot, his airplane and the location.



Writing Experience: Writing a Newspaper Article

Newspaper articles require a different style of writing from what is used when writing a story. When writing a newspaper article, picture a triangle like the one shown.



The newspaper article has all of the important information in the opening paragraph. This information includes **who, what, when, where, why** and **how**. It is written this way because most people do not read an entire newspaper article all the way through. So newspaper writers put the most important information at the beginning.

A typical newspaper article contains five (5) parts:

- Headline:** This is a short, attention-getting statement about the event.
- Byline:** This tells who wrote the story.
- Lead paragraph:** This has ALL the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.
- Explanation:** After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.
- Additional Information:** This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.



Writing Experience: Writing a Newspaper Article – Example

Below is an example of a newspaper article:

Headline: High flying escape ends in death

Byline: By Robin Sloan

Lead paragraph: Icarus, son of the famous inventor, Daedalus, plunged into the Aegean Sea and drowned while attempting to escape from the island of Crete early yesterday afternoon. His body has yet to be recovered.

Explanation: Icarus and his father had made wings from wax and bird feathers they had collected over the years while imprisoned on the island of Crete. They attached the homemade wings to their arms and, using a flapping motion, lifted off from the island shortly before noon. While making their escape, Icarus flew too close to the sun. As a result, the heat melted the wax on his wings which caused the feathers to drop off. The wings collapsed and Icarus fell into the sea and drowned.

Additional Information: Daedalus, sobbing from the distant shore where he had landed safely, said, "My last words to Icarus before we left the island was to stay close and not fly too high! He just didn't listen! Why didn't he listen to me?" Daedalus and Icarus had been held prisoner by King Minos on the island of Crete, and had been forced to build a labyrinth at the palace of Knossos. It was known to be the most difficult maze in the world to navigate successfully.



Writing Experience: Write Your Own Newspaper Article

Directions: Write a newspaper article about Bleriot's aeronautical feat of crossing the English Channel. Use the guidesheet below to help you plan the information you will include for your article.

Headline:

Byline: By:

Lead Paragraph: Who:

What:

When:

Where:

Why:

How:

Explanation:

Additional Information:



Writing Experience: Writing an Obituary

After a person dies, a notice is usually put in a local newspaper telling of the person's death. Included with this notice is a short retelling of the person's life. An obituary usually contains the following information:

- person's name
- date, location and sometimes the circumstances of death
- a short statement telling about his/her characteristics
- a short retelling of important contributions he/she made during life
- relatives who are still living
- time and location of memorial service

Below is an example of an obituary:

Icarus

Icarus, 14, drowned in the Aegean Sea while attempting to fly to freedom from the island of Crete.

Icarus' short life was filled with pain and heartache because of his imprisonment on the island of Crete. Despite those hardships, Icarus was a curious and adventurous young man who explored the island whenever he was allowed. He studied under his father and showed signs of artistic ability and inventiveness. He was a fast learner and quickly took to the skies with the wings his father made for their daring escape.

He is survived by his Father, Daedalus, who now lives on the island of Sicily.

A memorial service will be held at noon on Thursday in Sicily at the harbor of Palermo. Instead of flowers, please, make donations to the Aeronautics Research Institute of Sicily.



Writing Experience: Writing an Obituary

Directions: Do some extra research about Bleriot and write an obituary for him. Use the guidesheet below to help you organize the information you will include, then write Bleriot's obituary.

Person's name:

Date, location and circumstances of death:

A short statement telling about his/her characteristics:

A short list of important contributions he/she made during life:

Relatives who are still living:

Time and location of memorial service:



Writing Experience: Something Caught My Fancy

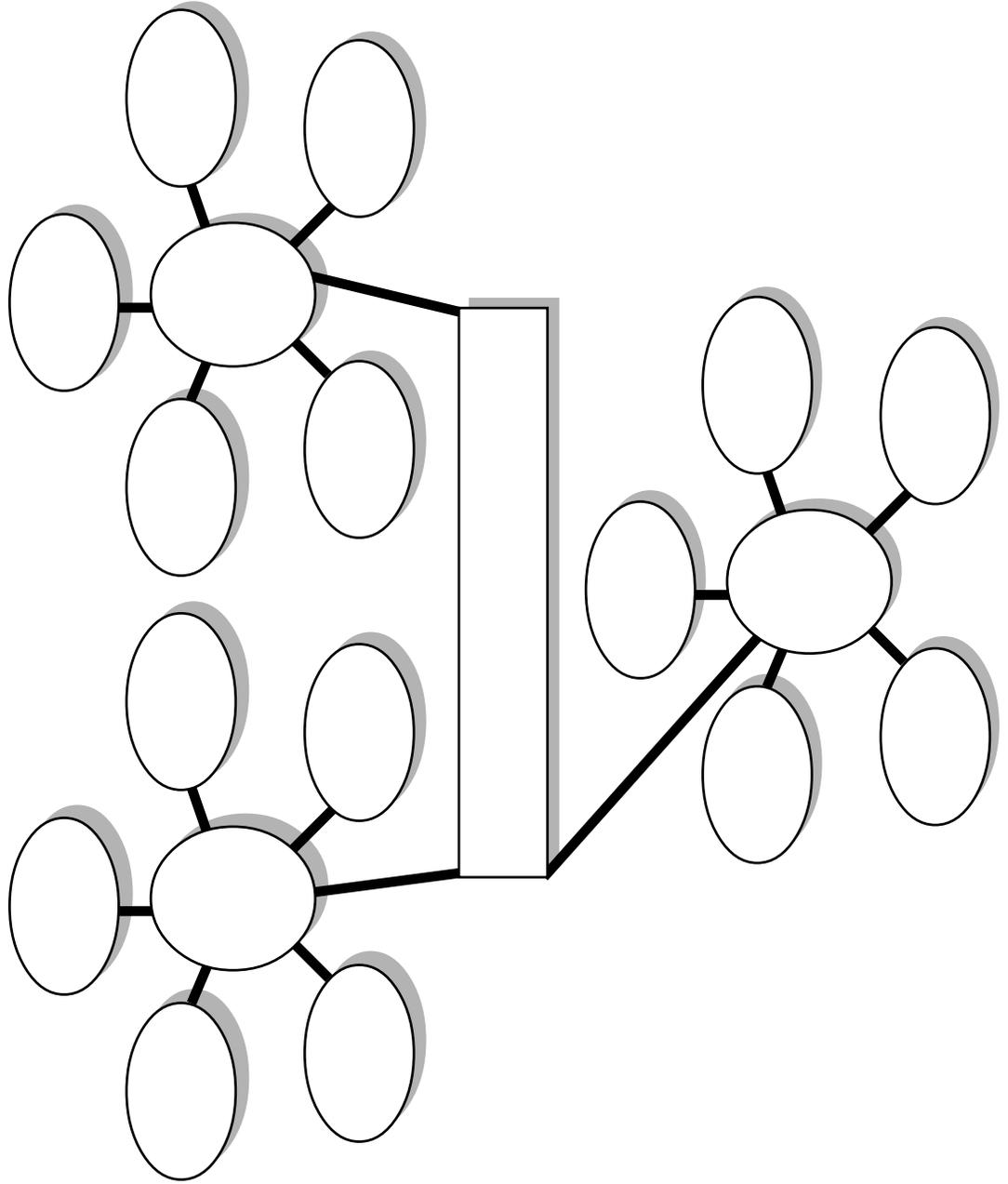
As Louis Bleriot was driving with his family in their motorcar, he heard a strange sound overhead. He searched the skies for the object making the noise and was surprised to see a great white airship coming out of the clouds. A man was sitting in the airship's basket and driving it through the air. It was a wonderful sight, and it caught Louis' fancy. The sight made a great impression upon him. After this experience, Louis began his experiments with flying machines. These experiments finally led Louis Bleriot to build and fly the first aircraft to cross the English Channel.

Has there ever been a time when you saw something that really caught your fancy; something that caught your eye and really interested you? In three paragraphs, describe something that has caught your fancy. In the first paragraph, briefly describe the event you saw. In the second paragraph, describe what effect it had on you. How did you react when you first saw it happen? How did it make you feel? In the last paragraph, tell what resulted from this experience. Did you end up getting involved in a similar event? Did you spend lots of time learning more about it? How did it work out? It is something you still do today? Is it something you still have a fancy for?



Writing Experience: Something Caught My Fancy Pre-write

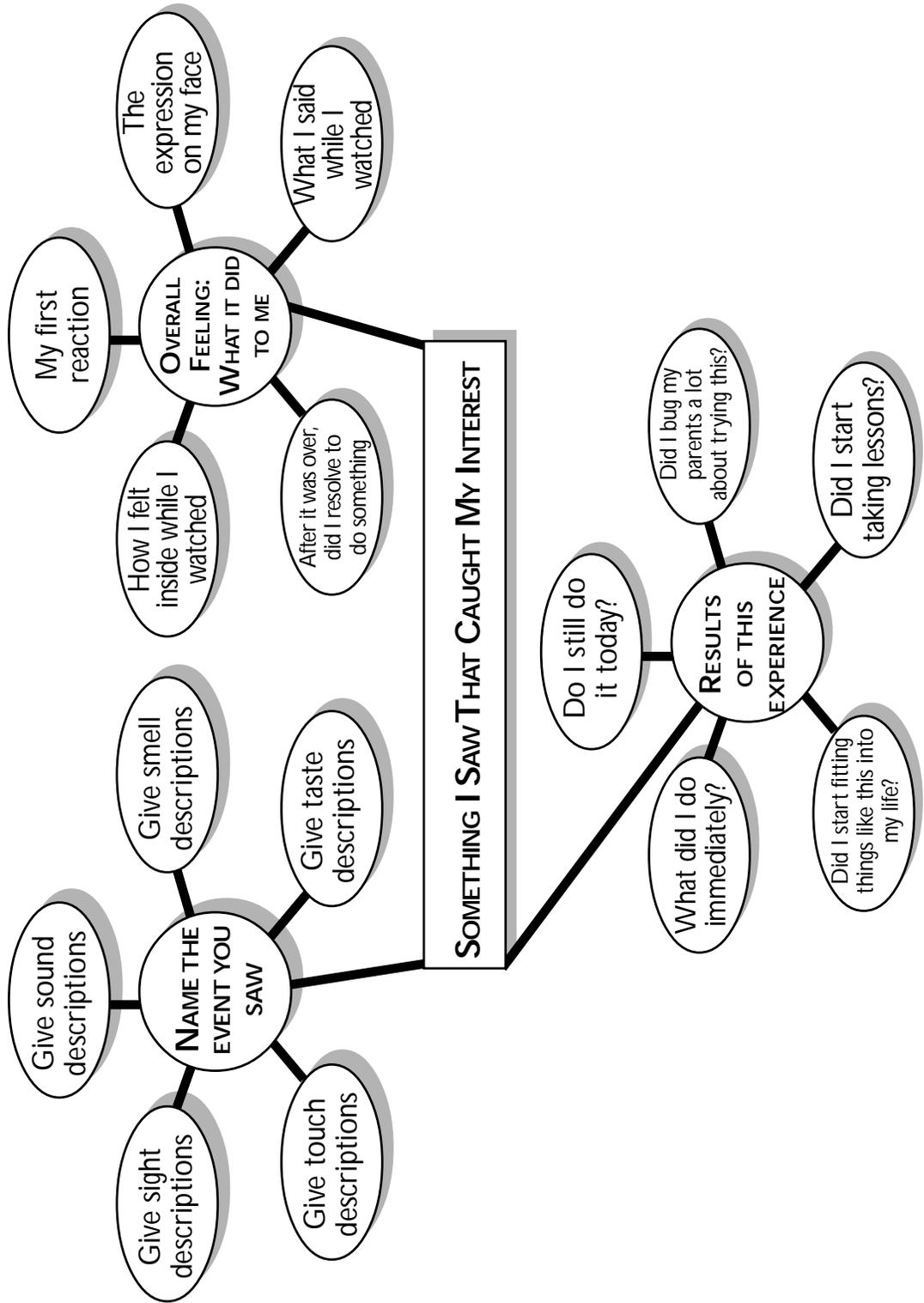
Directions: Use the pre-write cluster below to help you organize your thoughts for your three paragraphs.





Writing Experience: Something Caught My Fancy Pre-write – Key

Directions: Use the pre-write cluster below to help you organize your thoughts for your three paragraphs.





Flight Introduction

“Into” Activities

- Show photos of Lindbergh, his plane (*The Spirit of St. Louis*) and facsimile of newspaper headlines. Briefly discuss the event.
- Discuss the types of airplanes being flown during the late 1920s and the limits of the technology at that time.
- Ask what kind of strengths and abilities an individual would need to accomplish such a feat back then. (See accompanying “Strengths and Abilities”.)
- Introduce the following vocabulary which will be used throughout the story. (See accompanying “Crossword Puzzle”.)

aloft – up in the air

aviator(s) – the pilot of an airplane

ballad – song

chart – to map a course; or a map

churning – to move with a violent motion

concentrate – to focus all one’s energy or thought on

constantly – to happen regularly

dense – thick

destination – the final place one intends to go

ebbing – to fall from a higher level to a lower level

eternity – seemingly endless or immeasurable time

goggles – protective glasses that fit snugly against the face

instrument – device or tool used to help guide a plane

navigate – to steer a course through air or water

periscope – a device or tool which uses mirrors and lenses to see around a
blocked view

plunge – to fall downward at high speed

quicken(s) – to make more rapid

sentry – another name for a guard

soggy – heavy with water or moisture

shimmer – to shine with a soft, wavering light

throttle(s) – the device used to control the speed of an airplane



“Through” Activities

- Ask and discuss accompanying “Comprehension Questions”. (Questions can be asked throughout the reading of the story.)
- Read Flight a first time, all the way through.
- Read Flight a second time and chart Lindbergh’s journey as follows:
 - Ensure students have copies of the accompanying map, “Lindbergh’s Solo Flight”, and the accompanying “Lindbergh’s Flight Log”.
 - As the story is read, follow Lindbergh’s journey and trace it on “Lindbergh’s Solo Flight Chart”.
 - Mark the hours and locations (by number) as they are mentioned in the story. Place an “X” at Lindbergh’s starting location and a “XX” at his destination.
 - Complete the accompanying “Lindbergh’s Flight Log”. Some calculation of hours and miles will be required.

“Beyond” Activities

- Make a list of ten (10) questions you would have liked to have been able to ask Lindbergh about his flight. (See accompanying “Ten Important Questions”.)
- Select your favorite part of this story and illustrate it.
- Create a diagram of the *Spirit of St. Louis* and label its parts.
- Make a three-dimensional model of the *Spirit of St. Louis*.
- Create a diorama illustrating a part of Lindbergh’s flight.
- Create a stamp commemorating Lindbergh’s historic flight. The Post Office has posters that show examples of commemorative stamps they have produced . (See accompanying “Design a Stamp”.)
- Research Lindbergh’s other achievements.
- Research how Lindbergh prepared for his flight.
- Create a scrapbook that Lindbergh might have made of his flight. Include items or pictures and annotations.



- Create a time capsule of Lindbergh's trip. Have students place important items into the time capsule that are either symbolic representations or replicas of actual items that he took with him. Have students include an explanation about each item on an index card.

Writing Experiences

- Debate the importance of Lindbergh's flight to aviation history with another student. (See accompanying "Preparing a Debate".)

Note: For a complete explanation and organizational strategy on how to teach students the art of beginning debate, refer to Organizing Thinking, Book II, by Sandra Parks and Howard Black, from Critical Thinking Press and Software, P.O. Box 448, Pacific Grove CA, 93950, pp. 105 - 124. Phone: 800-458-4849. FAX: 408-393-3277.

ISBN # 0-89455-355-0.

- Pretend you are Lindbergh and write a diary entry describing your feelings as you fly solo over the Atlantic Ocean during the darkness of the early morning hours. (See accompanying "Writing a Diary Entry".)
- Pretend you are a newspaper reporter and write a brief news article about Lindbergh's solo flight. (See accompanying "Writing a Newspaper Article".)
- Write a poem about Lindbergh's flight. (See accompanying "Writing Concrete Poetry".)
- Write a ballad about Lindbergh's flight. (See accompanying "Writing Your Own Ballad".)



Daily Lesson Planner

Day 1

- Choose exercises from the list of “Into” Activities.
- Introduce and discuss vocabulary.

Day 2

- Distribute “Through” Activities: “Lindbergh’s Flight Log” and go over how to fill in the information.
- Read the book Flight, taking time out to ask the “Through” Activities: “Comprehension Questions” as you go. Review vocabulary and discuss information to be filled in on the “Flight Log”.
- Have students complete the “Into” Activities: “Crossword Puzzle”.

Day 3 - 6

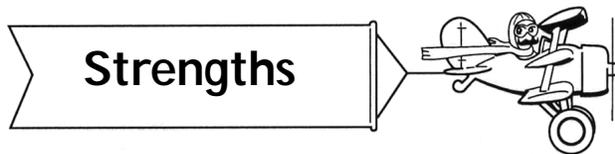
- Choose exercises from the list of “Beyond” Activities.
- Choose exercises from the list of Writing Experiences.



“Into” Activity: Strengths and Abilities

Directions: Strengths are those positive qualities that a person has that are part of his/her character. These strengths can be patience, understanding, perseverance, etc. Abilities are those skills that a person can learn to do well.

List below the strengths and the abilities that you think Charles Lindbergh had that helped to make his flight so successful.

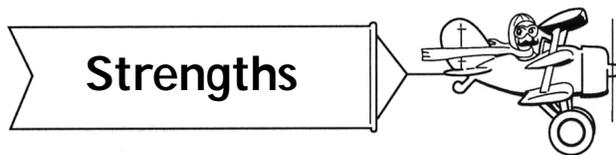




“Into” Activity: Strengths and Abilities – Key

Directions: Strengths are those positive qualities that a person has that are part of his/her character. These strengths can be patience, understanding, perseverance, etc. Abilities are those skills that a person can learn to do well.

List below the strengths and the abilities that you think Charles Lindbergh had that helped to make his flight so successful.



- *Eye for detail*
- *Perseverance*
- *Patience*
- *Organization*
- *Alertness*



- *Navigation*
- *Pilot an airplane*
- *Make changes in airplane design*



“Into” Activity: Crossword Puzzle

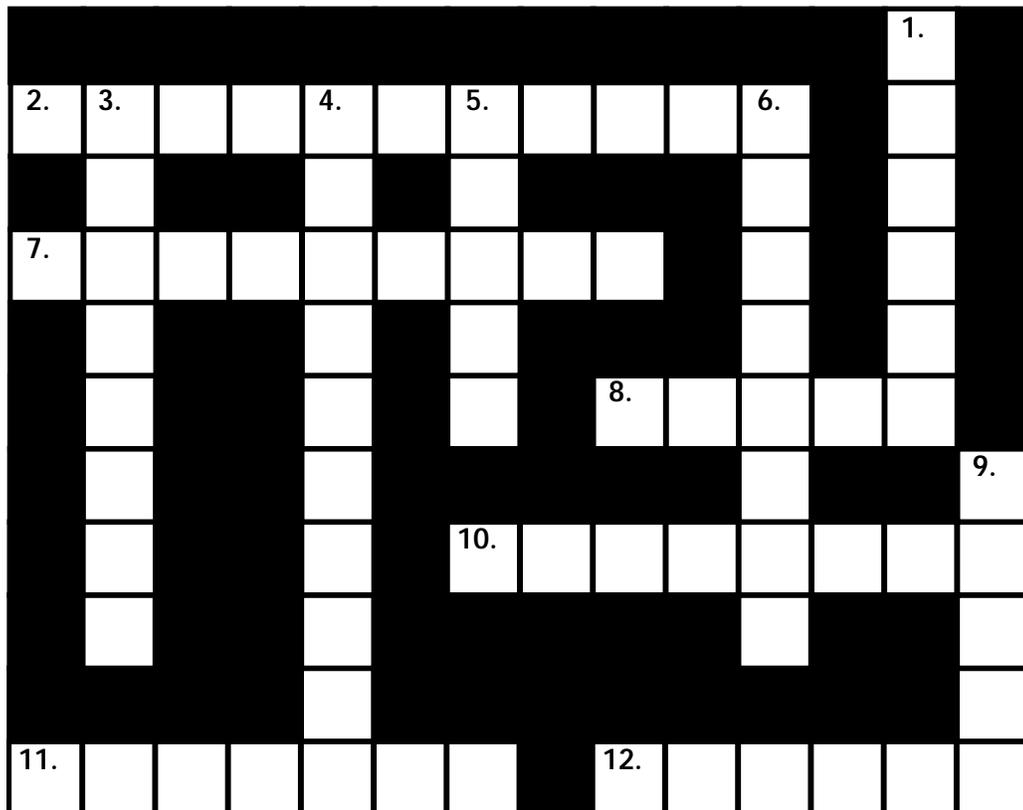
Directions: Use the vocabulary words from the story Flight to find the answer to the clues below. Double check your spelling before you write the word in the squares.

Clues:

ACROSS

DOWN

- | | |
|--|--|
| <ul style="list-style-type: none"> 2. the final place one intends to go 7. tool or device that uses mirrors and lenses to see around a blocked view 8. heavy with water or moisture 10. a device used to control the speed of an airplane 11. the plot of an airplane 12. to fall downward at a high speed | <ul style="list-style-type: none"> 1. guard 3. seemingly endless or immeasurable time 4. device or tool used to help guide a plane 5. up in the air 6. to steer a course through air or water 9. thick |
|--|--|





“Through” Activity: Comprehension Questions

1. Who was the young man?
The young man was Charles Lindbergh.
2. What was it he was trying to accomplish?
He was trying to become the first person to fly solo across the Atlantic Ocean from New York to Paris.
3. What was the weather like when he began?
It was cloudy and drizzling.
4. Where was the starting point of his trip?
He started his trip from New York.
5. What route did he follow?
He followed a northern route along the coast of North America and then across the Atlantic Ocean.
6. How many miles did he travel?
He traveled about 3,600 miles.
7. Why did he have to use a periscope?
Lindbergh changed the design of the plane so he could add an extra fuel tank to carry enough fuel to allow him to cross the ocean. The extra fuel tank blocked his vision, so he could not see out of the front window of the plane. In order to see where he was going, he used a periscope extended from his side window to view the front of the airplane.
8. What was his average speed during this flight?
His average speed was 100 miles per hour.
9. Why did he choose to fly lower and closer to the ocean, rather than higher?
The plane would encounter less turbulence at this altitude, which would save on fuel.
10. How high above the water did Lindbergh fly his plane?
He flew his plane about ten feet above the water.



11. What do you think would have happened had Lindbergh flown off course for even a brief period of time?
He would have run the risk of using too much fuel. If he had, he might have run out of fuel and needed to land earlier than he had planned.
12. What did he do along the way, besides pilot the plane?
He kept a journal of his trip so that everyone would know all that he observed and all that happened.
13. How did he describe icebergs?
He described them as white pyramids and sentries of the Arctic.
14. Why do you think he used those terms to describe icebergs?
Icebergs can be pointed on the top like a pyramid and may have the same shape as pyramids. A sentry is a person who stands guard. Therefore, icebergs serve as landmarks warning that you are getting close to the frigid Arctic. The icebergs stand like guards at the entry to the Arctic.
15. What did Lindbergh use to help him navigate?
He used two compasses and the stars to help him navigate.
16. How are those navigation tools different from tools used today?
In addition to compasses and stars, today we use radios, a global positioning system and computers, to help navigate.
17. Why did he decide to fly his airplane at a higher altitude?
He was caught in a bad storm and wanted to get out of the rain and clouds.
18. What was the weather like at the higher altitude?
At the higher altitude it was clearer, but the rain had turned to ice because the air temperature was colder.
19. What happened when he flew his plane to 10,500 feet?
Ice began forming on the wings.
20. Why did Lindbergh decrease his altitude and fly back into the storm?
Ice forming on the wings was dangerous, and Lindbergh did not want his instruments icing up. So, he flew to a lower altitude where the air was warmer.
21. What do you think would have happened had Lindbergh remained at that higher



altitude?

The ice on the wings would have made the wings heavier. He probably would have crashed.

22. What happened after Lindbergh had been awake for more than fifty hours?

He became sleepy and fell asleep momentarily. He did not know how long he had fallen asleep and was afraid he had flown off course.

23. What did Lindbergh do to keep himself awake?

He leaned his face near the open window where the cold air kept him awake. He held his eyelids up with his fingers. He thought about things like growing up on the farm, being a trick pilot, and the people in St. Louis who paid for his plane. He drank only water and did not eat because he thought it was easier to stay awake on an empty stomach.

24. How did Lindbergh feel with 1,300 miles left to fly?

He felt completely alone in the world, like he was "flying through eternity" or flying through time all by himself.

25. What did Lindbergh long for as he passed over fishing boats with 1,000 miles to go?

He longed for a warm welcome from the people he passed because he had been alone for such a long time.

26. Why did Lindbergh choose not to end his flight in Ireland?

Lindbergh's dream was to fly from New York to Paris. If he stopped in Ireland he would not be fulfilling his dream or reaching his goal.

27. What was he flying over during his 31st hour of flight?

He was crossing over England.

28. How long did the flight from New York to Paris take?

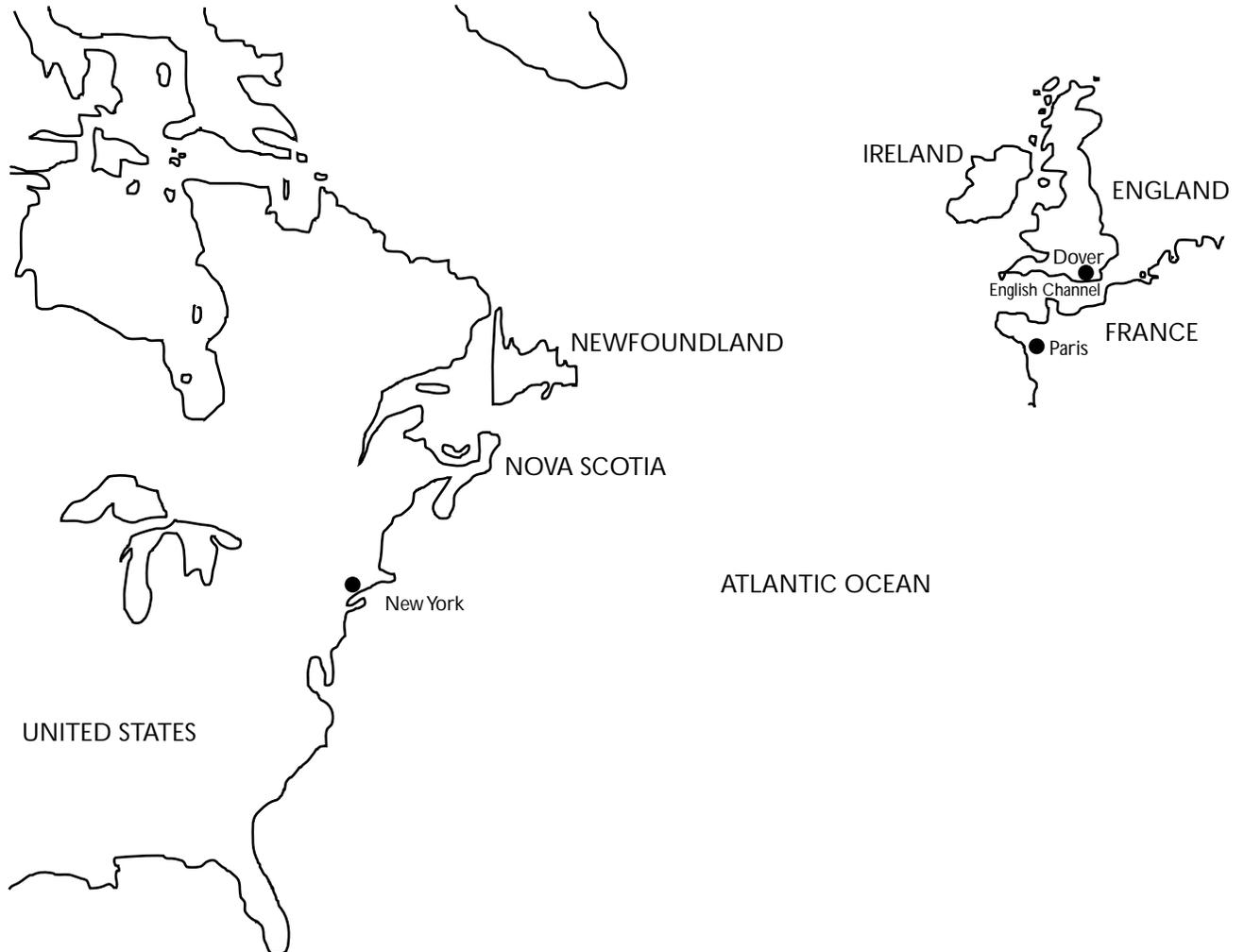
It took 33-1/2 hours

29. How did the world acknowledge his aviation feat?

The world acknowledged his achievement with newspaper headlines, parades, medals and speeches.

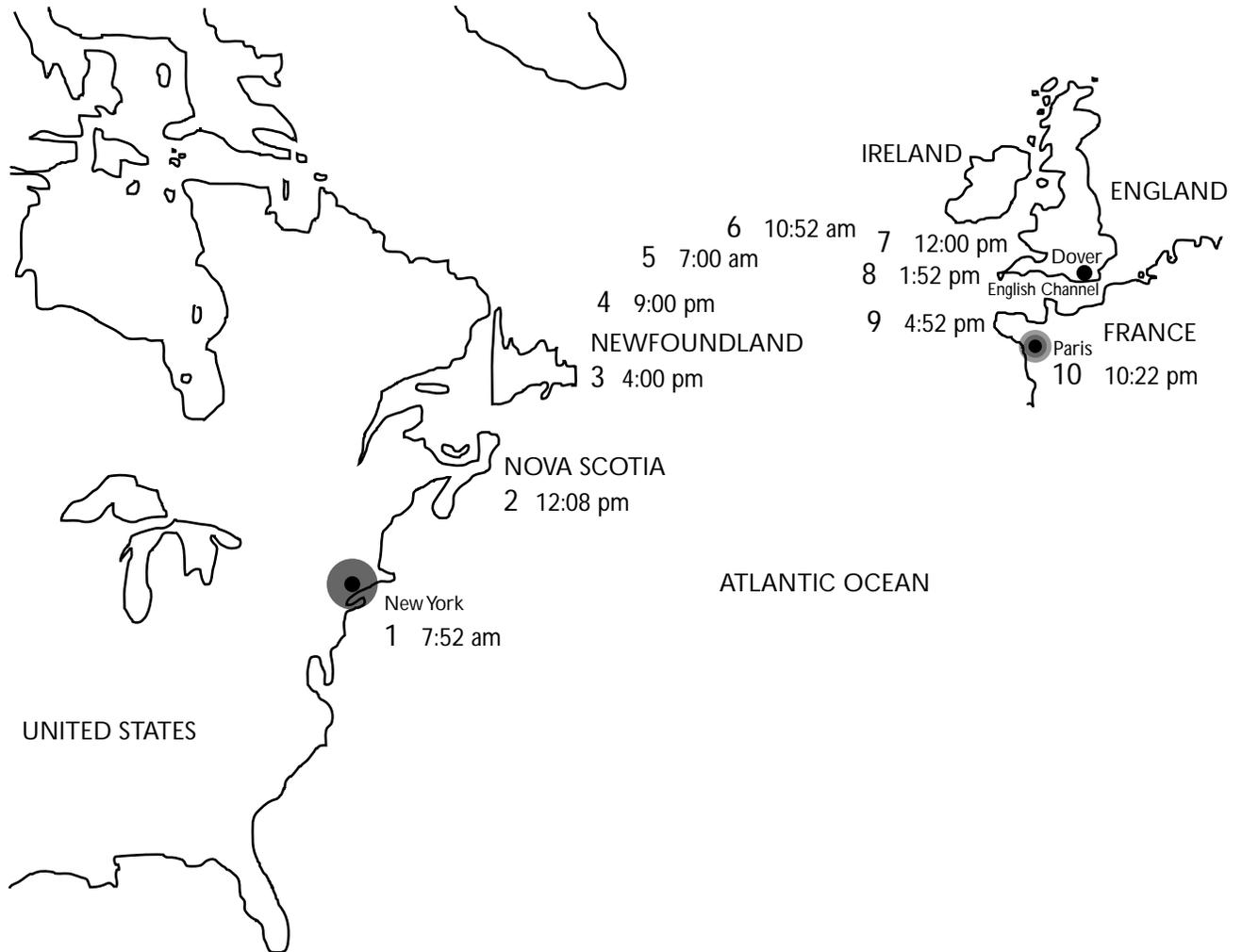


“Through” Activity: Lindbergh’s Solo Flight Chart





“Through” Activity: Lindbergh’s Solo Flight Chart – Key





“Through” Activity: Lindbergh’s Flight Log

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map							
Location							
Hours into flight							
New York Time							
Number of miles flown							
Description of weather							
Description of what was seen							
Description of how Lindbergh felt							



“Through” Activity: Lindbergh’s Flight Log – Key

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	1	2	3	4
Location	New York	Nova Scotia	Coast of Newfoundland	Northeast Atlantic Ocean
Hours into flight	0 (just beginning)	4	8	13
New York Time	7:52 a.m.	12:08 p.m.	4:00 p.m.	9:00 p.m.
Number of miles flown	0	400	800	1,300
Description of weather	Cloudy with drizzle	Cloudy	Cloudy	Patchy clouds
Description of what was seen	Field from where he took off	Coastline	Coastline of Newfoundland amid icebergs	Darkness
Description of how Lindbergh felt	Far away, even from people who were standing close	Wanted to remember everything	Wondered what lay ahead	He felt like he must conquer two oceans: one of water and one of darkness



“Through” Activity: Lindbergh’s Flight Log – Key

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	5	6	7	8
Location	Somewhere over the Atlantic Ocean	1,000 miles from Paris (over northwest part of ocean)	Ireland (southern tip)	England
Hours into flight	23	27	28 (?)	31
New York Time	Approx. 7:00 a.m.	10:52 a.m.	12:00 p.m. (?)	1:52 p.m.
Number of miles flown	2,300	2,700	2,800	3,100
Description of weather	Foggy, clouds that occasionally broke	Clear under the cloud cover	Clear	Clear
Description of what was seen	Clouds changing color with dawn, fog, ocean below	He flew closer to water and saw porpoise, seagull, fishing boats with people	Low mountains in distance, cows, people in horse-drawn carts	England, water of the English Channel, and land (probably France)
Description of how Lindbergh felt	Felt as if he were flying through all eternity because of mist. He felt completely alone.	He felt that there was no alternative to success but death and failure. He longed for a wave from someone.	Awake with a new hope. He was glad because he was right on course.	Great Joy!



“Through” Activity: Lindbergh’s Flight Log – Key

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	9	10	
Location	Over France, getting closer to Paris	Paris, France	
Hours into flight	33+	33-1/2	
New York Time	4:52 p.m.	10:22 p.m. (Paris time) 5:22 p.m. (New York time)	
Number of miles flown	3,300	3,600+	
Description of weather	Some clouds mostly clear	Clear	
Description of what was seen	Children waving at him by their houses, glow of the lights of Paris.	Dark, but many small lights on the ground.	
Description of how Lindbergh felt	Felt strange closeness to the clouds and sky, like he didn't want the flight to end.	Dazed for a moment.	



“Beyond” Activity: Ten Important Questions

Directions: If you had been alive when Lindbergh made his historic crossing, what kind of questions would you have wanted to ask him about his experience? Below, write down 10 questions that you would have liked Lindbergh to answer. Write questions that cannot be answered with a single word or just a yes or a no.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



“Beyond” Activity: Design a Stamp

Directions: Design a stamp that commemorates American Charles Lindbergh’s solo New York to Paris crossing of the Atlantic Ocean. Make sure it includes a date and an image of Lindbergh, his airplane and the location you select.



Preparing a Debate

In order to properly prepare a debate, you should follow these steps:

1. select a topic
2. state the proposition
3. have each person or team take a position:
yes position **or** no position (circle the position you will be taking)

Each team or person then:

4. lists the arguments (no more than five)
5. predicts the opponent's arguments (no more than five)
6. selects the three strongest arguments for both
7. does research and gathers evidence about both positions
8. writes a summary statement for their own position
9. practices their presentation

The debate:

10. both teams present their positions
11. audience listens to both
12. audience decides how well each team presented its case and debated



Writing Experience: Preparing a Debate

Directions: Debate the importance of Lindbergh's flight to aviation history. Research Lindbergh's flight and the impact it had on history. Use the information below to guide you in preparing your debate for your class.

What is a debate?

A debate is a way to look closely at a complex issue. It encourages people to thoughtfully analyze both sides of the issue and make a well-reasoned decision. Individuals (or teams) take opposite viewpoints and try to persuade a group of neutral people to agree with their position.

Each person (or team) carefully researches and writes a short speech that makes a claim and then gives evidence to support why that claim is correct. Each side also needs to explain why the other position is incorrect.

Each opposite viewpoint has the same amount of time to present their position. This is done in an organized manner, and people take turns politely.

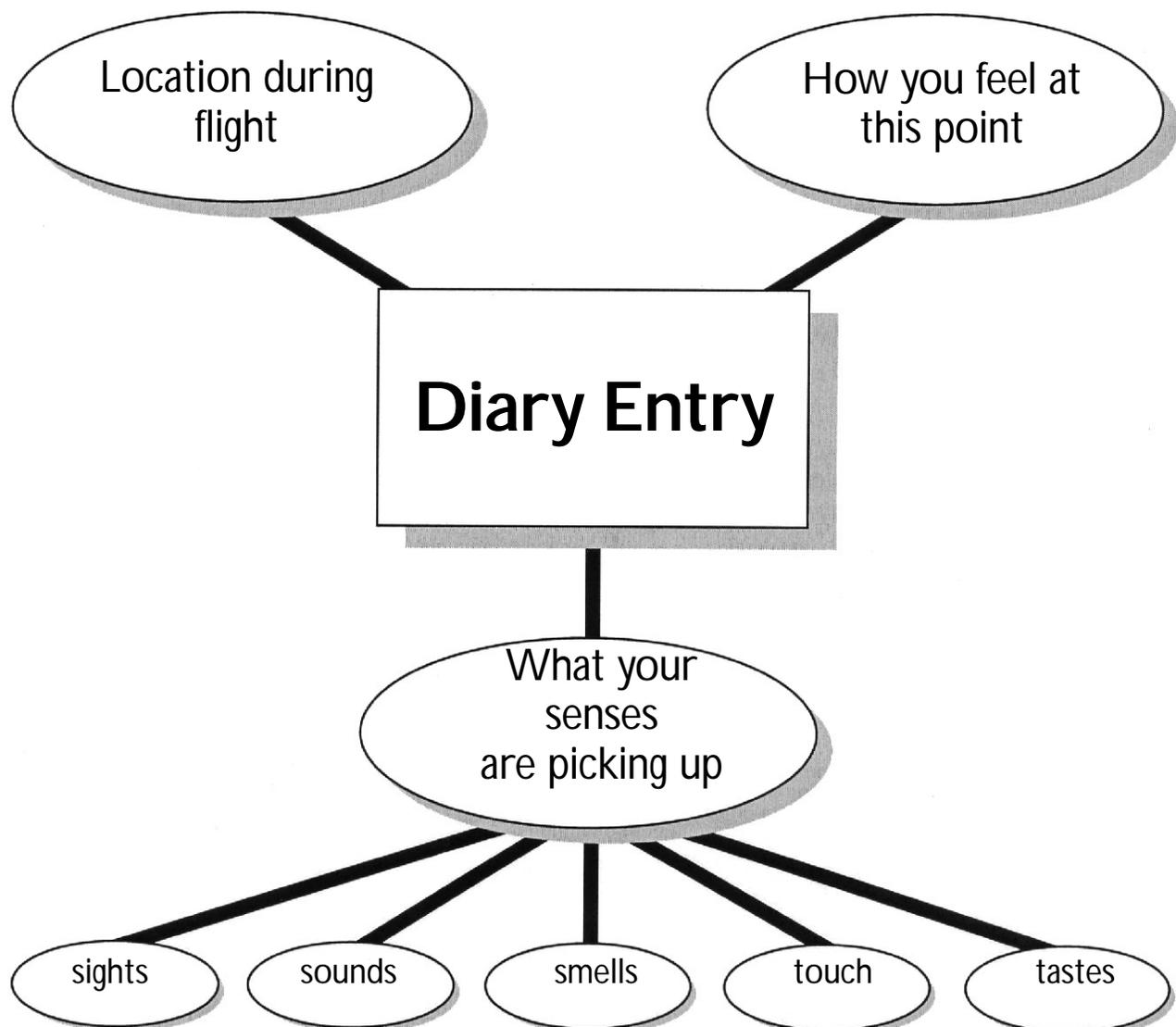
After both sides speak, the audience then decides which one presented their position the most persuasively.



Writing Experience: Writing a Diary Entry

Directions: Pretend you are Charles Lindbergh and write a diary entry describing your feelings as you are flying solo over the Atlantic Ocean during the darkness of the early morning hours. Include in your entry a brief description of where you are in your trip, what you are sensing (sight, sound, smell, touch, taste) and how you feel at this point in the flight.

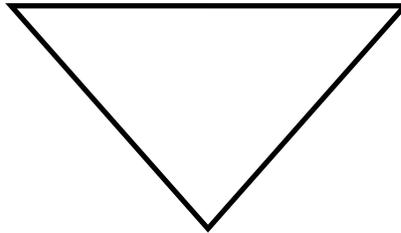
Use the pre-write below to help you organize your thoughts for the diary entry.





Writing Experience: Writing a Newspaper Article

Newspaper articles require a completely different style of writing from what is used when writing a story. When writing a newspaper article, picture a triangle like the one shown.



The newspaper article has all of the important information in the opening paragraph. This information includes **who, what, when, where, why** and **how**. It is written this way because most people do not read an entire newspaper article all the way through. So, newspaper writers put the most important information at the beginning.

A typical newspaper article contains five (5) parts:

- Headline:** This is a short, attention-getting statement about the event.
- Byline:** This tells who wrote the story.
- Lead paragraph:** This has ALL the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.
- Explanation:** After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.
- Additional Information:** This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.



Below is an example of a newspaper article:

Headline: High flying escape ends in death

Byline: By Susanne Ashby

Lead paragraph: Icarus, son of the famous inventor, Daedalus, plunged into the Aegean Sea and drowned while attempting to escape from the island of Crete early yesterday afternoon. His body has yet to be recovered.

Explanation: Icarus and his father had made wings from wax and bird feathers they had collected over the years while imprisoned on the island of Crete. They attached the homemade wings to their arms and, using a flapping motion, lifted off from the island shortly before noon. While making their escape, Icarus flew too close to the sun. As a result, the heat had melted the wax on his wings which caused the feathers to drop off. The wings collapsed and Icarus fell into the sea and drowned.

Additional Information: Daedalus, sobbing from the distant shore where he had landed safely, said, "My last words to Icarus before we left the island was to stay close and not fly too high! He just didn't listen! Why didn't he listen to me?" Daedalus and Icarus had been held prisoner by King Minos on the island of Crete, and had been forced to build a labyrinth at the palace of Knossos. It was known to be the most difficult maze in the world to navigate successfully.



Writing Experience: Write Your Own Newspaper Article

Directions: Write a newspaper article about Lindbergh's aeronautical feat of crossing the Atlantic Ocean solo. Use the guidesheet below to help you plan the information you will include for your article.

Headline:

Byline: By:

Lead Paragraph: Who:

What:

When:

Where:

Why:

How:

Explanation:

Additional Information:



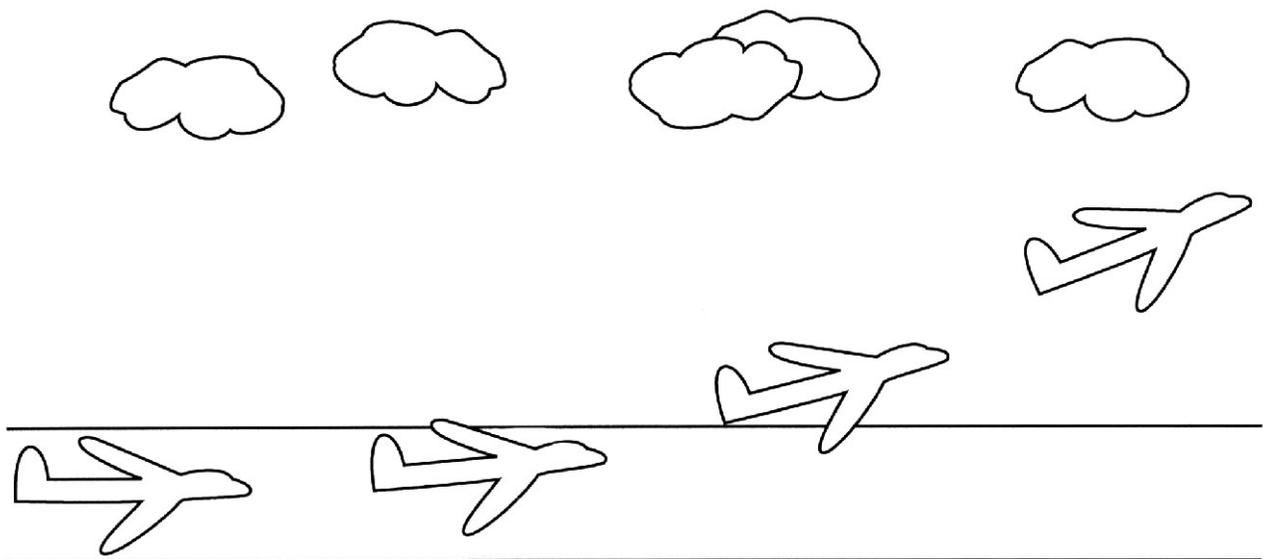
Writing Experience: Writing Concrete Poetry

Concrete poetry is an artistic expression of written language. Concrete poets make designs out of letters and words. Even though the visual pattern (shape) can really catch our eye, it is the language itself that makes a poem poetic.

There are different kinds of concrete poetry. We will try a type of concrete poetry that combines two couplets with a visual image. A couplet has two lines in which each line ends with words that rhyme. Read the two couplets below:

A click, a sputter, a whoosh— to roar!	<i>line 1</i>
A flick, a shudder, a push— to soar!	<i>line 2</i>
The wings held steady; the nose held high;	<i>line 3</i>
The plane is ready to touch the sky!	<i>line 4</i>

In the first two lines, the words **roar** and **soar** rhyme. In the second two lines, the words **high** and **sky** rhyme. Lines one and two form the first couplet. Lines three and four form the second couplet. These are then grouped on the page in such a way that it appears the plane is starting its engines, moving down the runway and then lifting up into the sky. See the concrete poem on the next page.





**Writing Experience:
Concrete Poem
Takeoff**

to touch the sky
the plane is ready
the

the wings steady
the nose held high

a shudder to soar
a flick a push

a sputter to roar
a click a whoosh



Writing Experience: Writing Your Own Concrete Poem

1. Draw a sketch of a simple image that comes to your mind when you think of Lindbergh's flight.
2. Write the first couplet about the early part of his flight. If you want, you can use the pairs of rhyming words listed on the next page.
3. Write the second couplet about the last part of his flight. If you want, you can use the pairs of rhyming words listed on the next page.
4. Now combine your two couplets (four lines) and shape it like your sketch.



Writing Experience: Writing Your Own Concrete Poem Rhyming Pairs List

light - night

high - sky

day - way

star - far

plane - wane

course - remorse

ahead - instead

air - care

rise - eyes

land - stand

hope - scope

cold - hold

dry - fly

ice - slice

flight - sight

wave - crave

hour - power

ocean - motion

crazily - lazily

blue - new

near - here

out - about

wing - sing

low - slow

navigate - debate

awake - make

slowly - lowly

cloud - loud

roar - more

sleep - deep

bright - fight

dream - stream

twilight - by night

Add some rhyming pairs of your own below:



Writing Experience: Writing Your Own Ballad

Songs have been used for many years and are actually poetry put to music. This combination can produce a very pleasant or meaningful experience. Most songs are made up of **stanzas**. A **stanza** is a group of lines with a pattern that is repeated throughout the song. Each stanza has the same rhyme pattern.

Songs often use a very simple rhyme pattern like couplets. A ballad is a song that uses a pattern called a **ballad stanza**. The stanza has four lines in which the second and fourth lines share the rhyme, but the first and the third lines do not share a rhyme with any line in that stanza. Each line also uses a specific amount of syllables. The first line and the third line use 8 syllables and the second and fourth lines use 6 syllables.

Line 1 - 8 syllables

The engine makes the thrust to go.

Line 2 - 6 syllables/last word rhymes with line 4

Wings make lift, pulling high!

Line 3 - 8 syllables

My fuselage is sleek and strong.

Line 4 - 6 syllables/last word rhymes with line 2

Rise above weight - I fly!

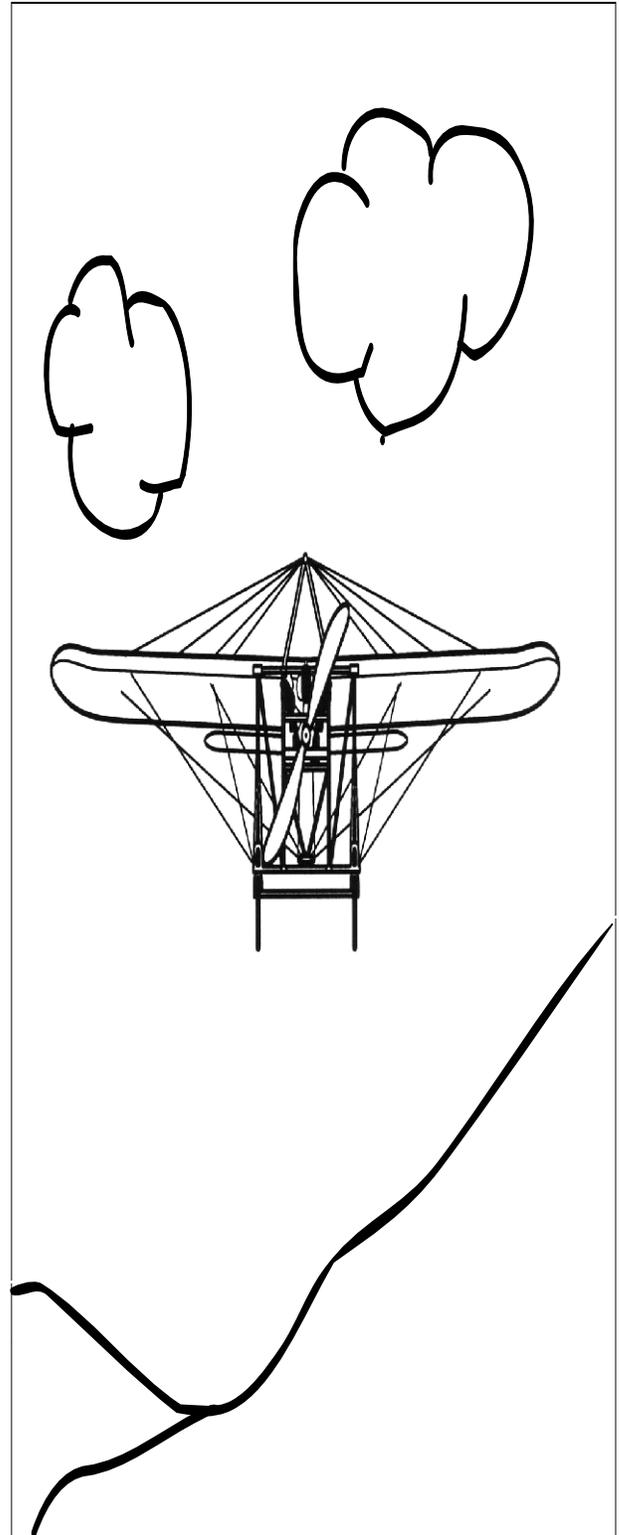
Read the ballad on the next page which uses ballad stanzas.



Writing Experience: Bleriot's Dream

By *SUSANNE ASHBY*

For years he toiled on the ground
over a crazy scheme.
He yearned to make a machine fly;
that was his absurd dream.
He drew, he built, he flew, he crashed;
'times he went round and round.
No matter the bruises, breaks, sprains;
his hope was still profound.
Then came that morning in July
when his craft was ready.
To prove how good it really was
must fly true and steady.
Twenty miles wide, the Channel was
a daring flight to make.
From France to England by airplane
there was a lot at stake.
The motor coughed, the prop did roar,
down the field it did speed.
Quickly climbing into the sky
Pegasus, winged steed!
The French coast disappeared beneath
as swirling mist embraced.
The waves reached up as he flew by
and clouds tried to give chase.
Alone in the sky he flew on
to make his vision true.
White Cliffs of Dover flashed below;
O'er England's coast he flew!
Landing was rough — a broken prop —
loud shouts came from the crowd!
Thirty-seven hours in flight —
the people were quite wowed!
Louis went down in history
as the first one to fly
Across the Channel in a plane;
his dream flight ne'er to die!





Writing Experience: Writing a Ballad Guidesheet

Directions: Follow the steps below to guide you in creating your own three stanzas about Lindbergh's flight.

Step 1: The beginning of the flight

This stanza will set the scene and help the reader to visualize the initial part of his flight. You could describe any combination of these ideas:

- what his plane looked like
- the takeoff
- the weather conditions
- the flight path he took
- his feelings at the time

Step 2: The middle of the flight

This stanza will describe the loneliest part of his journey, flying at night across the Atlantic Ocean. You could describe any combination of these ideas:

- leaving land behind
- watching the sun setting and being left in darkness with mist and stars
- crossing two oceans: night and water
- ice on wings
- storms
- cold
- endless fog
- his feeling of being completely alone in the world

Step 3: The last leg of the flight

This stanza will describe the daylight hours as he crossed over England and the English Channel and then saw, in the evening hours, the lights of France. You could describe any combination of these ideas:

- no alternative, but death and failure
- sun rising and the colors of the sky changing
- he flies closer to the water and what he sees
- how he longs for a wave from someone
- seeing land and people
- the greeting from the crowd upon landing