

# Teacher Activities

Level F, page 13 Vocabulary in Action

Vocabulary Word: **athlete**

Research Project: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **athlete**. Give students further background about Jackie Robinson by showing segments from *The Jackie Robinson Story* or reading excerpts from the book *Stealing Home: The Story of Jackie Robinson*. Discuss how Robinson demonstrated courage and changed the world of baseball. Give small groups of three or four examples of other athletes who showed similar attributes and changed history in their respective sports (*Billie Jean King, Jesse Owens, Babe Didrikson*). Have each group research and create a presentation about an athlete including how each athlete changed or influenced his or her sport, and how he or she showed courage and tenacity.

Level F, page 15 Vocabulary in Action

Vocabulary Word: **feud**

Class Discussion: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **feud**. Give examples of well-known feuds in literature such as the Capulets and Montagues in *Romeo and Juliet*, the Grangerfords and the Shepherdsons in the *Adventures of Huckleberry Finn*, and the Heathcliffs and Lintons in *Wuthering Heights*. Discuss situations in which students or someone they know experienced a feud. Discuss how the situations were resolved and what the outcomes were.

Level F, page 20 Notable Quotes

Vocabulary Word: **vital**

Class Discussion: **Small Groups**

Read aloud and discuss the Notable Quote by Virginia Gildersleeve. Have small groups discuss why characteristics such as “the ability to think straight” or having “some vision of the future” are **vital** to education. Ask students to consider how these characteristics are part of their own education. Have one student from each group record each example and share the list with the class.

Level F, page 24 Vocabulary in Action

Vocabulary Word: **discontent**

Newspaper Hunt: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **discontent** and the prefix *dis-*. Distribute newspapers and magazines. Have each student search articles and create a list of words that contain the prefix *dis-*. Then have students write a sentence using each word.

Level F, page 25, Vocabulary in Action

Vocabulary Word: **emigrate**

Writing Exercise: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **emigrate**. Point out that there is a difference between the words *emigrate* and *immigrate*. Have a volunteer read aloud from a dictionary the definitions of both words and discuss their meanings. Encourage students to access the Ellis Island Web site to view pictures and perform genealogy searches. Ask students to imagine what it might have been like to emigrate through Ellis Island based on what they’ve learned. Have each student write a short story about what he or she imagines the experience was like. Encourage students to share their stories with the rest of the class.

*Level F, page 33 Vocabulary in Action*  
Vocabulary Word: **conserve**  
Exploring Teddy Roosevelt's Natural  
World: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **conserve**. Provide small groups information about Theodore Roosevelt and his passion for the natural world and have each group research one of the national parks, big game refuges, or the national game reserve he created. Ask students to present their findings to the class and include answers to the following questions: *What is the location of the park, refuge, or game reserve? When was it created by Theodore Roosevelt? What type of animals or birds are protected? Is it still in use today?* Ask students to plot the location of the national park or reserve on a map. Have each group present its findings to the class and tell how the site conserves.

*Level F, page 35 Notable Quotes*  
Vocabulary Word: **despair**  
Classroom Search and Discussion:  
**Individuals**

Read aloud and discuss the Notable Quote by Mohondas "Mahatma" Gandhi. Ask students to find a movie, book, or moment in history where "truth and love have always won" over **despair**. Ask students to write an explanation about their choice and share it with the rest of the class. Have them answer the following questions: *What is the movie, book, or moment in history to which you are referring? What was the situation or conflict that caused despair? How was the situation resolved?*

*Level F, page 44 Vocabulary in Action*  
Vocabulary Word: **legislate**  
Current Events Hunt: **Individuals**

Read aloud the Vocabulary in Action Feature and discuss the definition of **legislate**. Review how a bill becomes a law and the branches of government involved in the process. Ask students to review current newspapers, magazines, and news Web sites to look for articles that use the words *legislate, legislator, legislation, legislative, or legislatively*. Have each student write a summary of the article that includes a description of the bill or piece of law and how many words related to *legislate* can be found in the article.

*Level F, page 48 Notable Quote*  
Vocabulary Word: **childhood**  
Interview: **Partners**

Read aloud and discuss the quote by Katherine Anne Porter. Engage the class in a discussion about how **childhood** is a time when people are formed. Ask students to bring in a favorite object or picture, or a plan to discuss a moment in their lives they feel has helped "shape them for good." Have partners interview each other about how this object, picture, or moment has helped "melt them down to the essentials." Encourage students to share their findings from the interview with other classmates.

*Level F, page 49 Vocabulary in Action*  
Vocabulary Word: **dishearten**  
Discussion Through Art: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **dishearten**. Distribute newspapers and magazines and ask students to create collages on construction paper or poster board of images that represent disheartening experiences (*someone having a bad day, a team losing a championship game*). Have each student write a brief paragraph explaining why the images were disheartening and present his or her collage to the rest of the class. Ask students to explain how each situation could have a positive outcome.

*Level F, page 58 Vocabulary in Action*

Vocabulary Word: **portage**

Short Story: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **portage**. Provide background about Lewis and Clark and explain the purpose of their historical expedition. Using a map of the United States, plot out the journey with the class. Ask students to imagine what it would have been like for Lewis and Clark to make this journey, having to **portage** their canoe over obstacles, along with supplies and other equipment. Ask students to write a short story as if they were traveling with the explorers, highlighting what they saw, what the experience was like, and what provisions were carried along the way.

*Level F, page 59 Vocabulary in Action*

Vocabulary Word: **barren**

Comparing and contrasting climates:

**Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **barren**. Discuss how climate and geographical location can affect whether crops will be plentiful or the land will be barren. Consider the following questions: *What makes one area better for farming than another? Why are you able to grow crops in some areas of the world and not others? How do climate change and environmental issues affect crop growth?* As a class, plot out on a map plentiful and barren areas for farming.

*Level F, page 60 Vocabulary in Action*

Vocabulary Word: **leisure**

Top Ten List: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **leisure**. Arrange students in small groups and assign each group a specific demographic (*a kindergarten class, a group of 12-year-old girls, a group their parents' age, a group of senior citizens*). Have students make a list of 10 leisure activities that would appeal to their assigned group. Have groups present their lists to the class.

*Level F, page 68 Vocabulary in Action*

Vocabulary Word: **embezzlement**

Mystery Story: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **embezzlement**. Have small groups work together to find out the distinction between *theft* and *embezzlement*. Then have each group write a short detective story, set in their school or town, in which an embezzlement takes place. Encourage them to create a detective character to uncover clues throughout the story without giving away the mystery. Have groups exchange stories and figure out who is the embezzler.

*Level F, page 69 Vocabulary in Action*

Vocabulary Word: **monologue**

In the Spotlight: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **monologue**. Ask students to write a topic on a piece of paper, fold it up, and place it in a bowl. Have each student should pick a topic and perform a 60-second, impromptu monologue about the chosen topic. Remind students to be good listeners.

*Level F, page 82 Vocabulary in Action*

Vocabulary Word: **dramatic**

Radio Drama: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **dramatic**. Engage students in a discussion about plays, acting, drama, and dramatic scenes. Provide examples of scenes from famous plays, movies, radio dramas, or television shows. As a class, create a radio drama that can be shared with other classes or the entire school. Have students work together to create the plot, write scripts, assign parts, and provide appropriate sound effects. Have students perform the radio drama for others or record and post a podcast on the school Web site.

*Level F, page 83 Vocabulary in Action*

Vocabulary Word: **magnitude**

Contextualizing: **Small Groups**

Read and discuss the Notable Quote by Charles Caleb Cotton. Arrange the class into three groups. Have each group look up in a dictionary the definition of **magnitude**. Point out that the term has related but different meanings in different contexts. Then assign each group a subject (*astronomy, mathematics, and history*). Have each group write a sentence using the word *magnitude* in the appropriate context. Tell students that they may use classroom or library resources to generate ideas for the term's use in their particular subject.

*Level F, page 88 Vocabulary in Action*

Vocabulary Word: **rebel**

History Hunt: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **rebel**. Have small groups research a figure in American history who represents the definition of *rebel* (*Amelia Earhart, George Washington, Geronimo*). Have each group tell why it chose the individual, why this person could be considered a rebel, how this person defied authority, and how this person changed history.

*Level F, page 92 Notable Quotes*

Vocabulary Word: **posterity**

Time Capsule: **Small Groups**

Read aloud and discuss the Notable Quote by Thomas Paine. Engage the class in a discussion about the importance of **posterity** and why "we ought to remember that virtue is not hereditary." To demonstrate the meaning of posterity, have each student create a time capsule for future generations. Have small groups brainstorm a list of what they would want future generations to know about their

lives and their historical moment. Have them list what they would include (*biggest news stories, pictures of world leaders and celebrities, musical recordings, lists of popular movies, music, and news stories, explanations of the latest technological innovations, and a description of day-to-day life for students their age*). Have each group share its list of time-capsule contents with the class.

*Level F, page 93 Vocabulary in Action*

Vocabulary Word: **paradox**

Short Stories: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **paradox**. Read to the class a book, such as *Zen Shorts, The Honest-to-Goodness Truth, or Henry Hikes to Fitchburg*, that shows the concept of paradox. Once the idea of a paradox is understood, have students brainstorm a list of paradoxes and if time allows, have them collaborate to write stories that include paradoxes.

*Level F, page 98 Vocabulary in Action*

Vocabulary Word: **council**

Council Interview: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **council**. Arrange for a local city council person to visit the classroom for a question-and-answer session. Interview the council person to see how he or she is able to "give guidance and settle disagreements" within the government organization. As a class, prepare interview questions for the council person. Suggest that students ask questions about how decisions are made and carried out, how problems are solved, what the council does, positive and negative consequences of decisions, and how each council member serves the needs of his or her constituents.

*Level F, page 103 Vocabulary in Action*

Vocabulary Word: **vigilant**

Picture Frames: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **vigilant**. Have students provide examples of situations in which they were required to be vigilant, or watchful. Using poster board and craft supplies, ask each student to create a picture frame and decorate it with words and ideas that represent his or her vigilance in a certain situation. When the frame is completed, have students insert a photo or drawing of themselves and display the frames.

*Level F, page 112 Vocabulary in Action*

Vocabulary Word: **determination**

Journal Entry: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **determination**. Clarify the distinction between *determination* and *persistence*. Discuss famous people who have achieved their goals through determination and persistence, such as Nelson Mandela and Mahatma Gandhi. Tell students to think about a specific dream or goal they have. Give them time to write in their journals how determination and persistence will help them achieve their goals.

*Level F, page 117 Notable Quotes*

Vocabulary Word: **fruitless**

Discuss and Write: **Whole Class**

Read and discuss the Notable Quote by Plato. Discuss the study of science and the many advancements that have helped society. Discuss how science has advanced humanity and nature and what life on earth would be like if the many scientific advancements had been **fruitless**. Have each student write a paragraph speculating on what life would be like without a specific scientific advancement.

*Level F, page 122 Vocabulary in Action*

Vocabulary Word: **stupefy**

Art Project: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definitions of **stupefy**. Have students brainstorm ideas of what would stupefy them in both senses of the word (*a magic act, airplane stunts*). Have students paint or draw two faces expressing both meanings of *stupefy*. Then have them write captions explaining what they imagined brought about the stupefied expressions.

*Level F, page 125 Notable Quotes*

Vocabulary Word: **prevail**

Class Discussion: **Whole Class**

Read and discuss the Notable Quote by Maya Angelou. Have volunteers find and write on the board the definitions of **prevail**. Ask students what Angelou says “prevail[s] upon us and make[s] us think we can survive alone.” Ask students which definition of *prevail* is used in Angelou’s quote. Point out that *ignorance* here is personified.

*Level F, page 127 Vocabulary in Action*

Vocabulary Word: **wondrous**

Synonym Story: **Partners**

Read aloud the Vocabulary in Action feature and discuss the definition of **wondrous**. Have students write a one-paragraph funny story, inserting blank lines throughout in places where an adjective would go. Then have partners trade stories with another pair of students and use synonyms and antonyms for *wondrous* to complete the story. When the stories are complete, encourage volunteers to read aloud their stories to the rest of the class.

*Level F, page 128, Vocabulary in Action*

Vocabulary Word: **heed**

Class Rules: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **heed**. As a class, brainstorm a list of classroom rules that everyone should heed (*turning in homework on time, being respectful to others, not talking out of turn, raising one's hand in class, and being respectful to one another and the teacher*). Post the list in the classroom for everyone to see.

*Level F, page 132 Vocabulary in Action*

Vocabulary Word: **mental**

Brainteasers: **Partners**

Read aloud the Vocabulary in Action feature and discuss the definition of **mental**. Ask partners to research and create brainteasers, such as mazes, Sudoku, crossword puzzles, word scrambles, and riddles. Collect the completed brainteasers in a bag and have partners choose one and try to solve it. Then have each student write a sentence describing their experience creating or doing the brainteaser and using the word *mental*.

*Level F, page 135 Vocabulary in Action*

Vocabulary Word: **drought**

Mapping Rainfall: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **drought**. Brainstorm ways in which water is used on a daily basis (*farming, watering crops, personal hydration, and personal hygiene*). Have students research and record the rainfall in a chosen geographic location, using a bar graph of rainfall averages. For those areas that do not receive adequate rainfall, evaluate if they could be considered drought areas. In addition to tallying rainwater totals, have students research ways to conserve water use.

*Level F, page 138 Notable Quotes*

Vocabulary Word: **oracle**

Literature Research: **Whole Class**

Read aloud and discuss the Notable Quote by Augusto Roa Bastos. Have small groups research examples of **oracles** in literature, history, and film, such as the Oracle of Delphi, Chinese oracle bones, and the character of the Oracle in the *Matrix* films. Have students explain how these examples embody the idea of “a person through which a god is believed to speak.”

*Level F, page 146 Notable Quotes*

Vocabulary Word: **glorify**

History Hunt: **Small Groups**

Read aloud and discuss the Notable Quote by Steve Jobs. Have small groups research an inventor or a historical figure who has seen things differently (*Albert Einstein, Isaac Newton, Galileo Galilei, the Wright Brothers*). Have groups create poster with photos, drawings, and text that answer the following questions: *How was this individual at one time seen as a “round peg in a square hole”? Did people glorify this person's achievements? How did his or her contributions “push the human race forward”?*

*Level F, page 150 Vocabulary in Action*

Vocabulary Word: **interrogate**

Discussion and Drama: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **interrogate**. Discuss the difference between the words *interrogate* and *interview*. Have students brainstorm situations where someone would be interviewed and situations where someone would be interrogated. Discuss the difference in the tone of these question-and-answer situations. If time allows, have volunteers dramatize an interrogation and an interview.

*Level F, page 151 Vocabulary in Action*

Vocabulary Word: **melancholy**

Art Project: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **melancholy**. Using drawing paper and markers, paint, or colored pencils, ask students to create a representation of *melancholy*. Then give them time to create a representation of *happiness*.

*Level F, page 156, Vocabulary in Action*

Vocabulary Word: **pacifist**

History Discussion: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **pacifist**. Organize the class into groups of two or three. Ask each group to research a person or group of people who have been considered pacifists in history (*Quakers, Buddhists, Rosika Schwimmer, Leo Tolstoy, and Mahatma Gandhi*). Have each group present its findings to the class and tell why the chosen individual or individuals are pacifists, their philosophy and feelings about war, peace, and pacifism.

*Level F, page 160 Vocabulary in Action*

Vocabulary Word: **quaint**

Travel Agency: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **quaint**. Have each student pretend that he or she is a travel agent. Ask each student to think of an ideal vacation spot and create a brochure to promote this location. Using the word *quaint* and some of its synonyms, describe the vacation spot and why it would be a fun place to visit.

*Level F, page 161 Notable Quote*

Vocabulary Word: **inflict**

Class Discussion: **Whole Class**

Read aloud and discuss the Notable Quote by Martin Luther King Jr. Ask students to tell what they know about King. Then ask the following questions: *Who is Dr. King speaking to and for in this quote? How did he endure hardship when his opponents tried to stop his work? How did the opposition inflict suffering? How did Dr. King endure this suffering?* Discuss the positive things Dr. King did during his lifetime.

*Level F, page 166 Vocabulary in Action*

Vocabulary Word: **delegate**

Citizen Contact List: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **delegate**. Outline responsibilities of constituents and delegates in a democracy. Have students research and list the names, titles, and contact information of their own delegates—to the student council, the city council, the state legislature, and their national delegates to the House and Senate. Brainstorm issues that affect students. Then suggest that students write a letter or e-mail to the appropriate delegate to make known their views on one of those issues.

*Level F, page 166 Notable Quotes*

Vocabulary Word: **extraordinary**

Art Project: **Individuals**

Read and discuss the Notable Quote by Aaron Rose. Using different artistic media (*painting, drawing, sculpture*) have each student capture a moment that he or she feels is **extraordinary**, such as a sunset, sunrise, the seasons, an eclipse, etc.