Theme 5: Voyagers
CHALLENGE ACTIVITIES FOR

Voyagers

Selections
1 Across the Wide Dark Sea
2 Yunmi and Halmoni’s Trip
3 Trapped by the Ice!
1. A Story About Squanto

**SELECTION 1:** Across the Wide Dark Sea

**1. A Story About Squanto**

**Materials:** encyclopedia and Graphic Organizer Master 3

**DAY 1**

**Gather Information**

Tell students that they are reading historical fiction. This is a kind of fiction that uses real, historical people and events. The dialogue, thoughts, and details that the author writes are made up. An author of historical fiction does careful research so that the story could really have happened. Now students will write their own historical fiction. Tell them to do research in two stages.

- First, they should read an encyclopedia article about Squanto to learn the general facts of his life. From this research they can choose an episode on which to base their story.
- In the second stage, they should think about other events that will complete their story.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Write Your Story**

Check in with your students on the progress of their research and story development. Have them limit their story to one event so that they can develop it fully. Tell students that historical fiction has all the elements of a story: characters, setting, and plot.

**English Language Learners:** Tell students to brainstorm a list of sight, sound, touch, and taste details to use in describing the setting and events. They might list them in their primary language and then translate them. Have them use the list as a resource as they write.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share Your Historical Fiction**

Tell students to share their work in the way that is most enjoyable to them. You may want to provide classroom time for students to discuss the historical basis for their stories in addition to presenting them.
2. Our First Conversation 60 MINUTES  INDIVIDUAL (Social Studies)

If necessary, review with students the format of a dialogue. Remind them that when they make an inference, they use clues from the story plus personal knowledge to make guesses about the characters, setting, and events that the author has not included. Suggest that students first read their completed dialogue aloud to themselves. It should sound like two different people talking.

3. Journey in Time 60 MINUTES  INDIVIDUAL

Remind students to brainstorm ideas and take notes before they begin writing.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Faith’s Journey with the anthology selection Across the Wide Dark Sea, using what they have learned about making inferences. Students may discuss or write about their comparisons.

Other Activities

- Theme 5 Assignment Cards 1, 2, 3
- TE p. 176, Literature Discussion
- TE p. 183, Research Skills
- TE p. 183E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to Across the Wide Dark Sea
- Accelerated Reader®, Across the Wide Dark Sea
- Challenge Master CH 5–2

Expected Outcome

A good dialogue will include
- realistic, conversational language
- the name of each character followed by a colon
- a consistent voice for each character—identity, language, tone

Expected Outcome

A good narrative will include
- an opening sentence that captures the audience’s attention
- a first-person point of view
- sensory details that tell what the narrator saw, heard, or felt

SELECTION 1: Across the Wide Dark Sea

In Across the Wide Dark Sea, you read that in March, an Indian walked into the Pilgrims’ settlement and said, “Welcome.” What do you think the Pilgrims said in response? What do you imagine their first conversation was like? Use details from the story and what you know to make inferences about what they might have talked about. Write dialogue. Then read it aloud with a partner.

Take a trip in your mind to the time of the Mayflower. Write about your journey and what you find in the Pilgrims’ new home. Reread pages 176–177 of Across the Wide Dark Sea. Write about your visit.
1. Travel Guide

**150 MINUTES**

**INDIVIDUAL**

(Social Studies)

**Materials:** Graphic Organizer Master 4, encyclopedia, Atlas, Internet, drawing paper and markers (optional)

**DAY 1**

Gather Information

- Tell students to begin with general research about places in Korea. Then they should narrow their search and focus on gathering information about a few specific sites. Refer them to http://www.knto.or.kr/english for tourist information about Korea.

- Students will find the K-W-L chart most useful after they have narrowed their search. Explain that it will help them focus their research so they know exactly what information they need.

**English Language Learners:** Have students work in pairs for the assignment. You might suggest that they plan a presentation that relies heavily on maps and illustrations.

**DAY 2**

Students continue to work on this project.

**DAY 3**

Write Your Travel Guide

Check with students on the progress of their research. Emphasize the need for them to limit their travel guides to a few sites they would like to visit. You may wish to review your organization of information with students. Tell them to consider organizing their guides according to:

- geographic location
- categories such as museums, historic sites, or natural features

Students continue to work on this project.

**DAY 5**

Share Your Travel Guide

Tell students to share their information in a format that they are most comfortable with. For example, a bulletin board display may be more suitable for students with strong graphic skills, or students who enjoy writing may prefer to create a brochure.
2. Will You Visit?  60 MINUTES  INDIVIDUAL

Remind students of the steps in making successful predictions. Refer them to page 106 of the Practice Book for additional help with this skill. Have students review the selection to gather useful clues.

3. Balto and the Great Race  60 MINUTES  INDIVIDUAL

(Challenge Theme Paperback)

Students will need to read an additional story about animals to do this activity. Remind students that they should both compare and contrast the two stories and express their opinions about them.

Additional Independent Work

Connecting/Comparing Literature ★

Have students compare the Leveled Reader selection The Same, But Different with the anthology selection Yunmi and Halmoni’s Trip, using what they have learned about Predicting Outcomes. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Balto and the Great Race
- Theme 5 Assignment Cards 4, 5, 6
- TE p. 206, Literature Discussion
- TE p. 213, Research Skills
- TE p. 213E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to Yunmi and Halmoni’s Trip
- Accelerated Reader®, Yunmi and Halmoni’s Trip

Expected Outcome

A good essay will include
✔ an introduction that names the two stories
✔ examples and reasons to support statements
✔ a conclusion that sums up the important points

Expected Outcome

A good story will include
✔ a plot that has a beginning, a middle, and an end
✔ characters who are trying to solve a problem
✔ details and dialogue that make the plot, characters, and setting interesting

Challenge Master CH 5–4

2. Will You Visit?

Name ____________________________

2. Write a story about Yunmi and her cousins.

At the end of the story, Yunmi wants to invite her cousins, Sunhi and Jinhi, to visit her in New York. Think about these questions:

• What will they say?
• What will it be like for Yunmi to say goodbye before she leaves?

Predict the outcome using clues from the story. Write a story that tells what happens after the end of the selection.

3. Balto and the Great Race


How does Balto and the Great Race compare to another book about animals that you have read? Organize your ideas and opinions. Then write a comparison of the two books. For each book think about these questions:

• Who is telling the story?
• Is it a true story or fiction?
• What makes the story interesting?

Name ____________________________
**Activities**

**SELECTION 3:**

**Trapped by the Ice!**

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**1. The Arctic and Antarctica**

150 MINUTES  INDIVIDUAL  PAIR

*(Social Studies) (Science)*

**Materials:** Graphic Organizer Master 2, encyclopedia, markers, and art paper (optional)

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**DAY 1**

**Find the Facts**

Tell students they are to become classroom experts on the most northern and southern parts of the earth. Have them use the following steps:

- Think about what kinds of information are important to gather to make a good comparison of the two regions.
- Write facts that they might already know in their diagrams before they begin their research. Then check these facts for accuracy as they read.

**English Language Learners:** Use a globe to help students understand that the term *polar regions* refers to the areas surrounding the North and South Poles.

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**DAY 2**

Students continue to work on this project.

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**DAY 3**

**Compare the Facts**

Check with students on the progress of their information gathering. Remind them that their goals are to compare and contrast the two regions. To compare and contrast any two things, it is necessary to have information about the same qualities or characteristics of each.

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**DAY 4**

Students continue to work on this project.

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**DAY 5**

**Share What You Know**

Tell students to choose a presentation format that will clearly showcase all that they have learned. If desired, students may combine two formats.
2. What’s in a Name?  60 MINUTES  INDIVIDUAL  PAIR

Materials: dictionary

Tell students to start by checking the dictionary for the meaning of the word **endurance**, and then write a definition in their own words. Have students review the selection to find details and events that help them form an opinion and support their reasoning.

3. A Crew Member’s Letter  60 MINUTES  INDIVIDUAL

Tell students to imagine what it was like to be under Shackleton’s leadership. Then tell students to write a personal letter such as a crew member would send to a friend or a family member, once they had reached safety.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection *Voyage Across the Pacific* with the anthology selection *Trapped by the Ice*, using what they have learned about Text Organization. Students may discuss or write about their comparisons.

Other Activities

- Theme 5 Assignment Cards 7, 8, 9
- TE p. 244, Literature Discussion
- TE p. 251, A Photo Essay
- TE p. 251E, Challenge Word Practice
- TE p. R13, R19, Challenge
- Education Place: www.eduplace.com
- More activities related to *Trapped by the Ice!*
- Accelerated Reader®, *Trapped by the Ice!*

### Expected Outcome

**2. What’s in a Name?**

A good paragraph will include:
- a demonstrated understanding of the meaning of the word **endurance**
- a clearly stated opinion
- references to story events, details, and actions that support the student’s stated opinion

**3. A Crew Member’s Letter**

A good letter will include:
- writing from a crew member’s point of view
- inclusion of story details that show aspects of Shackleton’s character
- correct letter format, including a heading, greeting, body, closing, and signature