

CANDACE FLEMING EDUCATORS' GUIDE

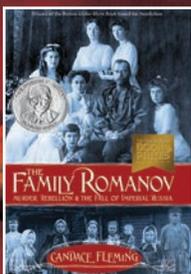
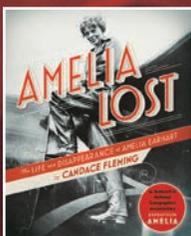
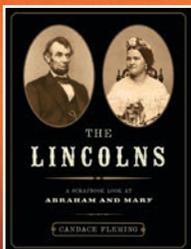


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EDUCATORS' GUIDE

INCLUDES COMMON CORE STANDARDS CORRELATIONS



schwartz & wade books



Introduction

Candace Fleming once said, “I have always been a storyteller. Even before I could write my name, I could tell a good tale.” Fleming is the prolific and versatile author of many books

for children and young adults. *The Family Romanov* received six starred reviews, won the *Boston Globe–Horn Book Award* for Nonfiction and the *Los Angeles Times Book Prize*, was a Sibert Nonfiction Honor Book, and much more. *Amelia Lost* received four starred reviews and won the Golden Kite Award for Nonfiction. *The Lincolns* also won the *Boston Globe–Horn Book Award* and many other prizes. Her many acclaimed picture books include *Giant Squid*, a Sibert Honor Book. Visit her at candacefleming.com.

About the Books

The Rise and Fall of Charles Lindbergh

Charles Lindbergh is widely known as a national hero for making the first trans-Atlantic solo flight and, tragically, for being the father of a kidnapped child. But he was much more than that. In this riveting story of the famed pilot, inventor, Pulitzer Prize–winning author, adulterer, environmentalist, and hero, award-winning author Candace Fleming reveals the complex nature of this deeply flawed American, whose controversial views and actions will strike an eerily familiar chord in readers today.

The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia

To quote the author, *The Family Romanov* is “essentially three books in one.” The first is an “intimate look at the Romanovs,” the second details “the sweep of revolution” that gripped Russia

between 1905 and 1917, and finally it is the story of the Russian people. Exhaustively researched and narrated in vivid detail, *The Family Romanov* transports readers into the opulent world of the Russian royal family of Tsar Nicholas II, his wife Alexandra, and their five children. Juxtaposed against the family’s excessively privileged lifestyle are the miserable lives of the Russian peasants and factory workers, whose first-person accounts of suffering and desire for change set the stage for the revolution that changes the course of history.

The Lincolns: A Scrapbook Look at Abraham and Mary

American children learn from an early age that Abraham Lincoln was the sixteenth president of the United States. In *The Lincolns*, author Candace Fleming delves deeply into who Lincoln was in all aspects of his life: as a son, a husband, a father, and yes, a president. In addition, she reveals the complex Mary Todd to be a person in her own right, not merely the wife of a great man. This museum-in-a-book is organized as a historical scrapbook, loaded with primary source documents and visuals supported by the author’s insightful text.

Amelia Lost: The Life and Disappearance of Amelia Earhart

As a pilot and role model for women, Amelia Earhart was one of the twentieth century’s first female American icons. In *Amelia Lost*, readers get an intimate look into the life of the world’s most famous aviatrix, how she helped create the concept of celebrity, and how her adventures and disappearance over the Pacific in 1937 still fascinate people. With chapters that alternate between Earhart’s life story and the events surrounding her disappearance, *Amelia Lost* captures the spirit of the woman who “dared to live.”

Common Core Standards Correlations

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-LITERACY.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8

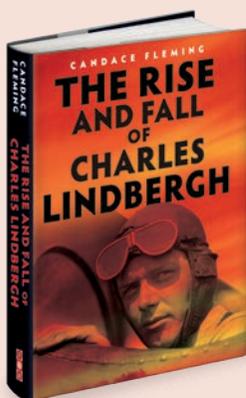
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



The Rise and Fall of Charles Lindbergh

Grades 7 & Up • Lexile: 980L
HC: 978-0-525-64654-9
GLB: 978-0-525-64655-6
EL: 978-0-525-64656-3



Pre-Reading Activity

Lindbergh's Atlantic crossing was just one of many triumphs that took place in the 1920s, a decade of tremendous progress and change. Using websites such as americasbesthistory.com/abhtimeline1920.html and american-historama.org/1913-1928-ww1-prohibition-era/inventions-in-the-1920s.htm, have students choose one invention or accomplishment from this decade and write a paragraph explaining its immediate impact and its ripple effects. Ask students to consider the following questions: Did the invention or accomplishment make life easier for average Americans? Did it spur the growth of an industry? What would life be like today if the invention or accomplishment never happened?

Classroom Discussion

Lindbergh understood early that "he would be always be happiest alone, outside with nature" (p. 16). Describe the conditions inside the *Spirit of St. Louis*. What personality traits would allow someone to endure such an experience? Give examples of what took place when word of Lindbergh's successful flight reached America. Explain how his accomplishment and the resulting publicity changed Lindbergh in terms of the people he socialized with, his finances, and how he spent his time.

Lindbergh believed "mating [was] the most important choice of life" (p. 110). Explain how his belief in eugenics influenced how he chose a wife. After their baby was kidnapped, Anne was emotionally distraught, whereas Charles was "levelheaded and methodical" (p. 150). What does his reaction to the kidnapping and murder of his son reveal about his personality?

After visiting Germany, Charles believed "Germany was once more a world power in the air" (p. 237). Why was this message exactly what the Nazis wanted him to report to the world? As a child, Charles learned "it is better to speak the truth than be liked" (p. 27). How did this belief lead America to revolt against its national hero (pp. 272–275)?

Discuss how the existence of Charles's secret families seems inconsistent with his reputation as a hero (pp. 313–315).

Curriculum Connections

Nazi propaganda influenced Lindbergh's beliefs. Ask students to research propaganda using the following website: uscupstate.libguides.com/c.php?g=617602&p=4318764. Give them time to also research contemporary examples of propaganda. Have each student present their discoveries to the class.

Have students produce a documentary video based on *The Rise and Fall of Charles Lindbergh*. Create nine small "production" teams, assigning one chapter per team to research information gleaned from the text, write a summary "script," and collect supporting visuals. Have students use apps such as Animoto or iMovie to produce their piece. Screen all nine segments chronologically.

Vocabulary/Use of Language

Ask students to keep a list of unfamiliar words as they read the book. Challenge students to use context clues to write definitions of each word. Such words may include *flappers* (p. 41), *seedy* (p. 43), *naiveté* (p. 45), *rudders* (p. 45), *barnstorming* (p. 47), *tabloid* (p. 65), *pragmatic* (p. 113), *demeanor* (p. 155), *sapwood* (p. 187), *disarmament* (p. 211), *flouted* (p. 211), *anti-Semitism* (p. 219), and *loathed* (p. 293).

Related Titles

The Spirit of St. Louis by Charles Lindbergh

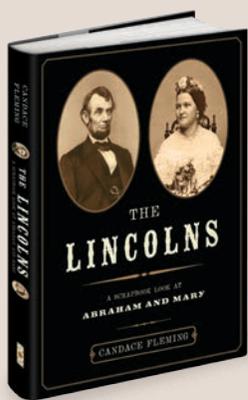
Lindbergh by A. Scott Berg

Flight: The Complete History of Aviation by R. G. Grant

Internet Resources

charleslindbergh.com

nj.gov/state/historical/it-happened-here/i/hhnj-er-lindbergh.pdf



The Lincolns

A Scrapbook Look at Abraham and Mary

Grades 5 & Up • F&P: Y • Lexile: 1050L
HC: 978-0-375-83618-3
GLB: 978-0-375-93618-0



Pre-Reading Activity

In the book's introduction, the author writes, "Rather than presenting entries in chronological order, I have chosen to divide some of the information by key themes, such as growing up with slavery, being a parent, and political ambition." Spend time previewing *The Lincolns* with students to familiarize them with how the book is organized. Discuss the use and significance of primary source documents and photographs as necessary research elements and how they are woven through the book.

Classroom Discussion

Discuss examples of lessons learned in Abraham's formative years and how they shaped who he would become as an adult. What do the descriptions of the young Abraham reveal about his character? How did Abraham's honesty and candor in his law practice help to propel him to the presidency? Discuss how Mary's childhood was similar to and different from Abraham's. How did having an education help and hinder Mary in nineteenth-century American society? Describe why Mary called Abraham "a diamond in the rough."

How did Mary influence Abraham in his political career? Why did many of Abraham's colleagues resent Mary? What are your opinions of Abraham as a father? Why did Frederick Douglass describe Abraham as "one ray of hope"? Why was the "House Divided" speech a courageous act, both politically and morally?

Discuss Mary's willingness to visit and assist former slaves, known as *contraband*, and how her actions reveal her humility and sense of justice. Why did Lincoln wait until 1862 to write the Emancipation Proclamation, even though he detested slavery and wanted to see it abolished? Discuss Abraham's remarks during his second inaugural address. How is the tone of the speech indicative of his core belief system? Discuss Mary's life in the years after her husband's death. Do you think she was treated in a way befitting a former first lady?

Curriculum Connections

Examine the five primary source images illustrating aspects of the slave trade (pp. 26–27). Have students research additional primary source images and text documents that describe slavery in nineteenth-century America. Students can work in pairs or small groups to compile the artifacts into an album, and write accompanying text and captions.

On page 65, readers learn that an "especially handsome" photograph of Abraham taken six months before he became president was retouched to make him appear more attractive. Have students look through newspapers, magazines, and news websites for images of politicians depicted in both flattering and non-flattering ways. Encourage students to consider how editors choose which photos to include in a piece. Discuss bias and agenda in the media.

Challenge students to write obituaries for both Abraham Lincoln and Mary Todd Lincoln, based on what they have learned in the text. Provide examples of contemporary obituaries to use as models.

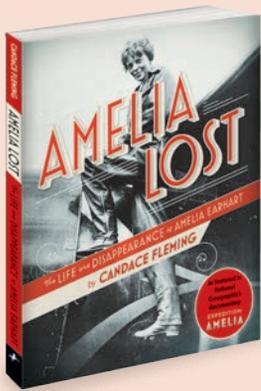
Related Titles

The Life and Writings of Abraham Lincoln
by Abraham Lincoln; edited by Philip Van Doren Stern

*The Wit and Wisdom of Abraham Lincoln:
An A–Z Compendium of Quotes from the Most
Eloquent of American Presidents*
edited by Alex Ayres

Internet Resources

abrahamlincolnonline.org/lincoln/education/curriculum.htm
constitutioncenter.org/lincoln



Amelia Lost

The Life and Disappearance of Amelia Earhart

Grades 3-7 • F&P: U • Lexile: 930L
HC: 978-0-375-84198-9
TR: 978-0-593-17784-6
EL: 978-0-307-98021-2



Pre-Reading Activity

In the book's preface, Fleming writes, "It is often difficult to find the history in the hype, to separate truth from myth." Display this quote and ask students to discuss its meaning. Challenge students to offer examples of historical and contemporary figures who are considered to be cultural icons. Create a list of names, plus two additional columns: one labeled *Truth* and the other labeled *Myth*. Working in pairs or small groups, have students write one fact about each person, as well as one myth-like assumption. Gather the whole class to discuss the difficulties they encountered in separating truth from myth.

Classroom Discussion

How did Earhart work to cultivate her public image, or take "an active role in mythologizing her own life" (p. viii). Why did Earhart's publicity team deliberately dress her to resemble famous American aviator Charles Lindbergh? What were the advantages of referring to Earhart as "Lady Lindy"?

How did Earhart's taste for speed, risk, and danger help and hurt her? As a student pilot, her first instructor noted that she was "wholly confident" (p. 37). How, in Earhart's case, was her confidence an asset and a liability? Earhart never properly learned how to operate her plane's radio equipment before she embarked on her ill-fated flight around the equator. Do you think her decision *not* to master a vital piece of her plane's communications system played a role in her disappearance? Why was this her "gravest mistake" (p. 92)?

Discuss Earhart's contribution to advancing women's rights, the role of women in the workplace, and ultimately feminism. Earhart once said, "The rules of female conduct bewildered and annoyed [me]" (p. 8). Discuss gender inequalities in Earhart's time, and how these compare to gender inequalities in the world today. Reread the top half of page 6 and discuss the meaning of Earhart's statement that she could see "certain threads . . . leading me to airplanes." What do the threads symbolize? What character traits did Earhart exhibit from an early age that benefited her as a pilot, and what traits may have contributed to her disappearance?

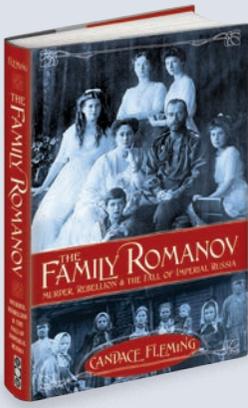
Curriculum Connections

After Earhart's disappearance over the Pacific Ocean, the crew of the *Itasca* used state-of-the-art technology in their attempt to locate her plane. Believing her radio transmitter might have malfunctioned, they used Morse Code to try to contact her. Give students time to research Morse Code, and challenge them to create a message using this method of communication.

Have students reread and discuss "Celebrity," on pages 57–61. Form two groups to debate the benefits and pitfalls of turning oneself into a brand. Encourage students to consider both what people gain (wealth, fame) and what they sacrifice (privacy, a "normal" life).

Internet Resources

ameliaearhart.com
ninety-nines.org



The Family Romanov

Murder, Rebellion and the Fall of Imperial Russia



Grades 7 & Up • Lexile: 950L
HC: 978-0-375-86782-8
GLB: 978-0-375-96782-5
EL: 978-0-375-89864-8

Pre-Reading Activity

Make two columns on the board. At the top of one column, write *Haves*. At the top of the second column, write *Have-Nots*. Read aloud the opening pages, "Russia, 1903." Ask students to listen for and offer examples to include in each column. Inform students that the book presents imperial Russia from vastly different points of view: the privilege of the royal family versus the poverty and substandard living conditions of the lower classes of Russian society. Encourage students to pay attention to this juxtaposition as they read the text.

Classroom Discussion

Discuss the dangers of absolute power and the concept of divine right. What characteristics and personality traits made Nicholas II a weak leader? How did Alexandra's religious obsessions and the pressure to produce a male heir make her vulnerable to charlatans, such as "Dr." Phillippe? Why did the Russian people celebrate the birth of the future tsar, Alexei, when their current tsar did nothing to improve their lives? What is *social unrest*, and how did the events and examples from Part I hasten its beginnings in imperial Russia?

Discuss Tolstoy's statement on page 63. What specific actions could the tsar have taken to "improve men's lives"? What is the meaning of *fool's paradise*, and how does this term describe the tsar and his choices? Discuss anti-Semitism and how Nicholas II sanctioned and proliferated anti-Jewish sentiment. Discuss the meaning of the word *revolutionary* in the context of imperial Russia in the early twentieth century, and how Lenin's writings from Geneva helped to advance his cause. Rasputin was a charismatic person. How did he use his charms to influence the empress? How did the tsar and the empress allow superstition to cloud their judgment?

Discuss what *scapegoating* means and how the Russian people made German-born Alexandra their scapegoat. Compare and contrast the dismal living conditions in Petrograd with those of the elite during the winter

of 1917. How did this juxtaposition fan the flames of revolution? How did the tsar's "submission to God" allow him to be blind and deaf to the political shifts occurring in his country? What is *anarchy*, and how did it manifest in the events of March 11, 1917? Discuss how quickly the power of "the people" became the power of the military.

Reread the passage on page 192 and discuss the choices the royal family made when leaving Tsarskoe Selo. How did their choices reveal their collective state of mind? Discuss Lenin's methods for creating a system of equality. Do you agree with his tactics and treatment of the elite? Did the royal family deserve to be treated the way they were in the House of Special Purpose? Discuss the murders of the royal family. Do you think they deserved this fate? How was life different for the Russian people under Lenin, and eventually Stalin? How did life under communism resemble life in imperial Russia?

Curriculum Connections

Throughout *The Family Romanov*, the author includes examples of the anti-Semitism endemic in Russia under Tsar Nicholas II. Have students research contemporary incidents of anti-Semitism in the United States and around the world. Allow students time to present their findings.

Display the lyrics of "The Peasant Song" (p. 123). Organize the class into three groups. Assign each group a verse of the song and direct them to analyze the meaning based on the information they've learned in Part Three of the text.

Internet Resources

alexanderpalace.org/palace

biography.com/political-figure/vladimir-lenin