

# Children's Literature Across the Curriculum Ideas

## Created by students at the University of North Carolina Charlotte

**Title:** *The Courage of Sarah Noble.*

**Author:** Alice Dalgliesh

**Publisher/Date:** Charles Scribner's Sons, 1954.

**Grade level:** 2

**Summary:** An eight-year-old girl, Sara Noble, remembers her mother's encouraging words in order to go alone with her father to build a new home in the Connecticut wilderness and to stay with the Indians when her father goes back to bring the rest of the family. A story of faith, courage and friendship. This story is based on a girl who lived in the early 1700's.

### Reading/Writing Connections

1. Demonstrate how to hole-punch the two hearts on outside edge. Use yarn to stitch 2 hearts together. (Yarn can be scotch-taped on one end to make a sharp 'needle'.)
2. Read the first four paragraphs of the story.
3. Distribute red hearts and yarn to each student. Let them stitch the 2 hearts together.
4. Let them talk about why they think they were given red hearts. (faith, courage and friendship) Have them tell of a time that they had to have courage.
5. Explain that this book won the Newberry Honor Book Award in 1954. It is a book about an 8-year old girl remembering her mother's words to keep up your courage.
6. Invite predictions about what they think could happen next.
7. Discuss the meanings of the vocabulary words. Have the children select two words and use sentences to relate them. (i.e. The squaw wore moccasins. It took courage to shoot the musket.)

### Vocabulary/Spelling

cloak	courage	innocent	johnnycake	latch
moccasins	mortar	musket	Noble	palisade
pestle	quiver	Sarah	savages	solemn
squaw	stride	wearily	wigwam	wilderness

### Library Connections

1. Faith, courage and friendship: *Sarah Whicher's Story*, Elizabeth Yates, 1994, describes the search for and adventures of a young girl lost in a New Hampshire forest in the pioneer days.
2. Based on a true incident. *Dandelions*, Eve Bunting, 1995, Zoe and her family find strength in each other as they make a new home in the Nebraska country.
3. American Girls Collection, *Kirsten*, (Series of 6 books), a pioneer girl of strength and spirit who settles on the frontier.
4. *Coming Home: Sweet Clara and the Freedom Quilt*, Deborah Hopkinson, 1993, a young slave stitches a quilt with a map pattern which guides her to freedom in the North.
5. Pioneer-living today: *Down Buttermilk Lane*, story of the Amish people today.
6. First family to arrive: *Aurora Means Dawn*, Scott Russell Sanders, 1989, after traveling from Connecticut to Ohio in 1800 to start a new life in the settlement of Aurora, the Sheldons find that they are the first family to arrive there and realize that they will be starting a new community by themselves.

### **Communication Arts Connections**

1. Talk about risk-taking involving courage.
  - a) How did Sarah Noble display courage?
  - b) You see your best friend shoplifting. What would you do?
  - c) Think of another situation and a solution. Write about it.
2. Have children discuss the advantages and disadvantages of living in those days as compared to today.
3. Have children imagine they are newspaper reporters covering this story. Bring in and discuss current news articles. Discuss who, what, when, where and how of these stories. Have them write an article covering the events using the format of one of these articles.
4. Pretend you could have a conversation with one of the characters of this book. Who would you talk to, and what are some things you could ask?
5. Read *Grandma Essie's Covered Wagon*, David Williams, 1993. If Sarah were your great-great grandmother, what other tales do you think she could tell you? Write a story about one of them.
6. Write a bio-poem about Sarah Noble. (A short biography telling about the life of someone. (Source: *Poetry Patterns*, Charla Jones)
7. What qualities are demonstrated by Sarah? Are these qualities important in your life? Write 2-3 paragraphs to show how you do or could demonstrate these qualities in your life.
8. Talk about Tall John and his good qualities. Talk about the fact that beauty is only skin deep and the inner qualities present.
9. Research the clothing worn in the 1700's. Make sketch of your family in these clothes. (Note clothing and hair styles.)
10. Map Study: Find New Milford, Connecticut; Westfield, Massachusetts. Can you calculate the distance in kilometers?
11. Take a trip to a local place of pioneer history: Alexander Hezekiah House in Charlotte.
12. Let children dress as pioneer/Indian. Sit around the 'campfire' and share the stories/poems, etc. they have written.

### **Science/Mathematics Connections**

1. Make a list of other creatures mentioned. Have student choose one of these animals for further study.
2. Make a speed line comparing the speed of various animals and forms of transportation. Source: *Science Through Children's Literature*, Teacher Ideas Press, 1989.
3. Make a bar graph using the numbers of how many are writing on which animal.
4. Have different boots and moccasins to try on. Weigh them in grams/kg. Write why you think Sarah would prefer to wear moccasins.
5. Research why a horse sleeps standing up. (Because his lungs would be crushed and he would suffocate.)
6. How did pioneers tell time? How do we? Which is easier for you? Practice telling time.
7. Read *A Cloak for the Dreamer*, Aileen Friedman, 1994.

### **Art Connections**

1. Have the children select a favorite passage from the book and illustrate it with pastels.
2. Make Jacob's Ladder or another pioneer craft. Source: *Pioneer Projects*, Crabtree Publishing Co., 1997.
3. Make hand soap, dipped and molded candles, candle clock, berry and nut ink and paper. Source: *Cooking Up U.S. History*, Teacher Ideas Press, 1991.