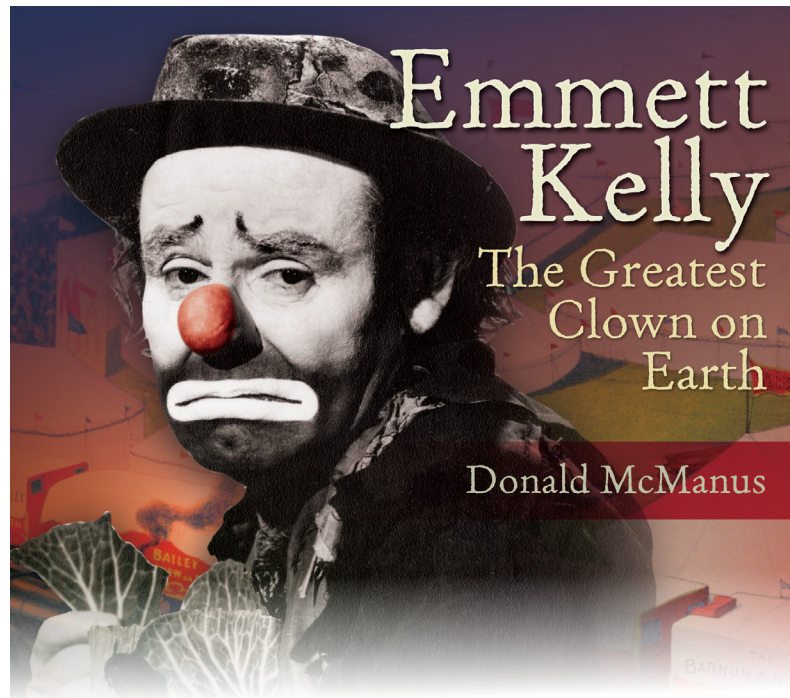




Study Guide

Grade Level: 4



UNIT DESCRIPTION: The purpose of this unit is to explore how non-fiction literature is organized and how the writer through the purposeful use of historical facts and non-fiction structure, assists the reader in comprehending non-fiction literature.

The structures and features to be explored in this unit will include: Chronology, Comparison, Cause/Effect, Problem/Solution, Main Idea/Details, Charts, Graphs, Diagrams, Timelines, Photographs, Indexes, Glossaries, and Vocabulary.

SUGGESTED TIMELINE: Approximately 2 to 3 weeks

CLASS PERIOD: 45 to 60 minutes daily

ESSENTIAL QUESTIONS:

1. How does non-fiction literature differ from fiction?
2. How do authors organize and present information in non-fiction text to aid the reader in understanding the text?
3. How does understanding the author's choices in the use of certain text features and structures assist me as a reader?

TECHNOLOGY RESOURCES:

Reading Non-fiction

<http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction>

Understanding Main Idea

<http://brainpop.com/english/writing/mainidea/>

Compare/Contrast Graphic Organizers

http://www.educationoasis.com/curriculum/GO/compare_contrast.htm

Cause/Effect Graphic Organizers

http://educationoasis.com/curriculum/GO/cause_effect.htm

Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

<http://www.educationoasis.com/curriculum/GO/sequence.htm>



UNIT TITLE: NOTABLE MISSOURIANS

Emmett Kelly: The Greatest Clown on Earth

GRADE LEVEL: 4

UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. Word Maps
3. Prediction Charts as they read
4. Descriptive Writing
5. Class Debates
6. Reader's Theatre
7. Newspaper Articles
8. Scrapbooks
9. Character Maps
10. Postcard
11. Diary or journal entries

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	COMMON CORE ANCHOR STANDARD LEARNING GOALS*	GLEs/CLEs	PS	CCSS	DOK
The learner will interpret and explain information provided through the graphic features in non-fiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section or chapter) relate to each other and the whole.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7	2
The learner will describe the organizational structures of non-fiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section or chapter) relate to each other and the whole.	R.3.A.4 R.3.C.4.A R.3.C.4.B R.3.C.4.C R.3.C.4.D R.3.C.4.E R.3.C.4.F R.3.C.4.J R.3.C.4.K	1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8	RI.4.5	2
The learner will explain how the organizational structures and graphic features aid in the comprehension of non-fiction text.	CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10	1 3

GLEs/CLEs: meaning; PS: meaning; DOK: * On the Department of Elementary and Secondary Education website (dese.gov), these standards are known as the Missouri Learning Standards.

TITLE SUMMARY: “In the early 1900s, the circus was one of the most popular forms of entertainment in America, and one of the most popular circus acts was the clown. White-faced clowns in bright costumes made adults and children laugh with their silly antics. When the Great Depression caused many Americans to lose their jobs, Emmett Kelly decided to be a different kind of clown—a sad-faced clown who reminded people of their struggles, but still made them laugh. His clown character, Weary Willie, inspired people to keep going during hard times. Because his clown character made people laugh and helped them with their troubles, Emmett Kelly became the most famous clown in the world.”



UNIT TITLE: NOTABLE MISSOURIANS

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Emmett Kelly: The Greatest Clown on Earth

GRADE LEVEL: 4

TITLE THEMES: the Great Depression, clowns, Emmett Kelly, humor, Weary Willie, sad clowns, circuses.

HISTORICAL RELEVANCE: This book deals with an important time in United States history: The Great Depression. This period caused nationwide suffering, and this book is about how entertainers helped ease people's worries. Emmett Kelly in particular is remembered for his sensitivity to suffering and his humane approach to humor.

KEY VOCABULARY: gags, Great Depression, tramp, circumstances, spiritual, decades, immigrants, escape, political unrest, famine (The Great Famine), vaudeville, comedians, exotic, fiddle, amateur, elaborate, convince, generation, acrobat, carousel, props, trapeze, aerialist, stock market crash, precludes, ring master, universal, quarreled

DISCUSSION QUESTIONS:

1. Why do you think the passage about traveling performances on pages 10 and 11 is important in a biography on Emmett Kelly?
2. Why might drawing lessons help Emmett in his path to becoming a clown?
3. Why do so many children dream of joining the circus?
4. How did Emmett's work change after his move from Cabool to Kansas City?
5. What other hardships did the Kelly family likely face due to the Great Depression?
6. Why did audiences love Willie so much?
7. Do you think P.T. Barnum is a "good" man if he likes only money yet earns his wealth by bringing joy to so many people?
8. How do you think a massive fire, like the one in 1944, affected audiences' views towards the circus?

COMPREHENSION QUESTIONS:

1. Where did Emmett's father emigrate from?
2. How do you think Emmett would describe Cabool, Missouri?
3. What does the word clown mean in almost every language?
4. What activities did Emmett do as a boy?
5. What kind of experiences did Emmett get to have when he moved to Kansas City?
6. Which two jobs did Emmett do in the circus? What did each of them entail?
7. What major event happened in 1933, and how did it impact circuses?
8. Who was the new clown Emmett created and what were his characteristics?
9. How was Willie different from other clowns?
10. According to the book, what was every circus performer's dream?
11. What did circuses look like when they first began in America?
12. What tragedy happened in Hartford, Connecticut, and what did Emmett do to help?
13. Describe one of the two movies Emmett was in and his role in the film.
14. How did Emmett spend his time as he got older?
15. How has Emmett's clown tradition and legacy been carried on?



UNIT TITLE: NOTABLE MISSOURIANS

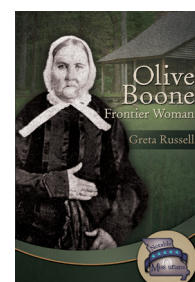
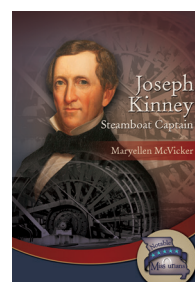
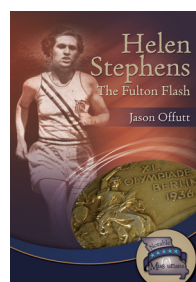
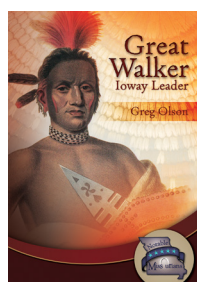
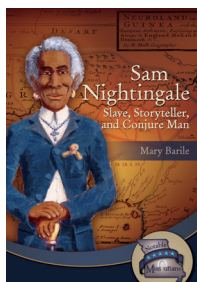
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Emmett Kelly: The Greatest Clown on Earth

GRADE LEVEL: 4

MISSOURI CONNECTIONS:

- Emmett Kelly Museum. The museum has collectibles related to Emmett Kelly, along with other famous people from the area and a large collection of antiques from residents of Sedan. 204 E MAIN ST, SEDAN, Kansas 6736-11629 <http://www.kansastravel.org/emmettkellymuseum.htm> <http://www.emmettkellymuseum.com/menu.html>
- Emmett Kelly festival. Houston, Missouri, where he grew up, holds an annual festival the first weekend of May. http://www.southerninnmo.com/area_attractions/emmett_kelly_clown_festival
- Circus classes and events in St. Louis. <http://stlouis.cbslocal.com/top-lists/top-circus-experiences-in-st-louis/>



Notable Missourians

Other Study Guides Available: Grade Level 4

Sam Nightingale: Slave, Storyteller, and Conjure Man;
Great Walker: Ioway Leader; Helen Stephens: The Fulton Flash;
Joseph Kinney: Steamboat Captain; Olive Boone: Frontier Woman

Coming in 2015: Alfonso Wetmore, Marie Fower, Jeffrey Deroine,
Albert Lambert, Stan Musial, Jean Bartik