



Study Guide

Grade Level: 4



UNIT DESCRIPTION: The purpose of this unit is to explore how nonfiction literature is organized and how the writer through the purposeful use of historical facts and nonfiction structure, assists the reader in comprehending nonfiction 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 nonfiction literature differ from fiction?
2. How do authors organize and present information in nonfiction 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 Nonfiction

<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

Marie Meyer Fower: Barnstormer

GRADE LEVEL: 4

UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. World 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 nonfiction 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 nonfiction 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 nonfiction 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: When Marie Meyer got her pilot's license in 1921, she was one of the first women in Missouri to qualify to fly an airplane. But Marie was not just a pilot, she was a barnstormer and wing walker. Marie and her Flying Circus traveled around the Midwest performing daring aerial stunts for eager crowds. She would stand on the wings of a plane while it flew at 100 miles per hour, or jump from a plane with a parachute. In a time when few women ran their own businesses, Marie ran her Flying Circus for seven years and was active in the early years of aviation. Most importantly, Marie showed people that women could do anything. Early aviators like Marie Fower showed people an exciting new technology that would soon transform how people travel.



UNIT TITLE: NOTABLE MISSOURIANS

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Marie Meyer Fower: Barnstormer

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TITLE THEMES: 1920s, womens rights, technology, aviation, St. Louis, World War I

HISTORICAL RELEVANCE: Not only was she one of the rare women pilots in the early days of flight, she was also a barnstormer, wing walker, and all around daredevil with a true love of aviation. With women just gaining the right to vote in 1920, Fower was a progressive in all meanings of the word. Many women of her time were still dependent upon their husbands or fathers for their position, and what jobs they did have did not even compare to the positions and pay of men. Marie Fower did not accept that as her fate. She ran her own business and continued her air acrobats for seven years. Three years before Charles Lindbergh's flight across the Atlantic, Fower flew high above the streets of St. Louis riding on the wings of her airplane.

KEY VOCABULARY: aviation, aerial, exhibition, daredevil, alliance, altitude, cockpit, pilot, amateur, smoke flares, parachute, exhibition, maneuver, spectators, demure, biplane, centrifugal force, acrobatics, barnstormer

DISCUSSION QUESTIONS:

1. How would you describe the atmosphere and culture surrounding cities like St. Louis during the 1920s?
2. If you could, would you wing walk? Why or why not?
3. Do you think being a pilot in the 1920s would be dangerous? Give examples of why or why not.
4. What types of risks are there when performing daring stunts? What safety precautions can be used to prevent them?
5. If Marie and Charles were still alive, do you think they would still offer plane rides to their customers? What kind of problems might they experience?

COMPREHENSION QUESTIONS:

1. What did Marie want to learn more than anything? (how to fly a plane)
2. During World War I, what new technology was useful for watching enemy troop movements? (airplanes)
3. How did Marie get the idea to start Meyer Flying Circus? (by climbing out of the cockpit and wing walking for the first time)
4. Why was Marie able to buy her own plane? (after WWI the used combat airplanes were sold at very low prices)
5. What were the pilots called who traveled from town to town and performed aerial tricks with their own planes? (barnstormers)
6. Who did Marie Meyer marry? (Charles Fower)
7. What did the St. Louis Airfield change its name to? (Lambert Airfield)
8. What happened to Marie and the plane during her performance on June 24th? (A gust of wind buffeted the plane and the motion forced Marie to drop back down onto the top of the wing. The wind made the plane lose altitude, causing it to fly low.)
9. Why was commercial passenger service originally not practical in the United States? (Americans focused on speed so their planes were smaller)
10. What business did Marie and Charles run after closing the circus? (a gas station and a sweet shop)



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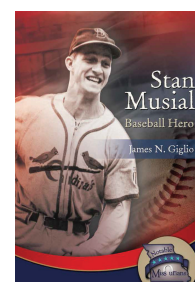
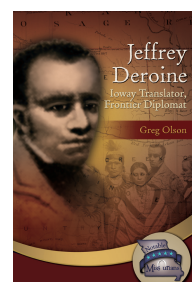
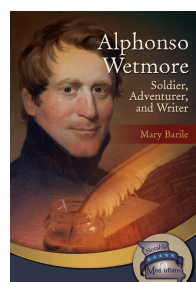
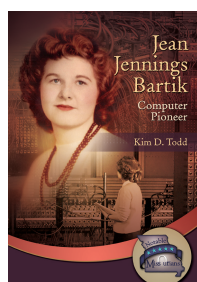
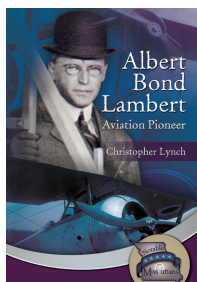
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Marie Meyer Fower: Barnstormer

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MISSOURI CONNECTIONS:

- Greater St. Louis Air and Space Museum. This is a world-class museum that focuses on all aspects of Aerospace History. This would be a great field trip destination to help foster the spirit of flight in today's youth and in future generations. <http://www.airandspacemuseum.org/index.php>
- Digital Public Library of America. This website has an exhibition that highlights Women with Wings: American Aviatrices. There is a section that covers daredevils and mentions Marie Meyer Fower. Along with that it features other notable women who were part of the women's aviation movement. <http://dp.la/exhibitions/exhibits/show/american-aviatrices/daredevils>
- Wing Walker. This video shows some examples of tricks that Marie Meyer Fower might have been involved in doing her shows in the 1920s. Marie was barnstormer and wing walker, both of which participated in these dangerous stunts. https://www.youtube.com/watch?v=t_vTivvXrC0



Notable Missourians

Other Study Guides Available: Grade Level 4

Alphonso Wetmore: Soldier, Adventurer, and Writer; Albert Bond Lambert: Aviation Pioneer; Jeffrey Deroine: Ioway Translator, Frontier Diplomat; Jean Jennings Bartik: Computer Pioneer; Stan Musial: Baseball Hero

Also available: Olive Boone, Emmett Kelly, Joseph Kinney, Sam Nightingale, Helen Stephens, and Great Walker