

A Guide for Using  
*Call It  
Courage*

in the Classroom

*Based on the novel written by Armstrong Sperry*

*This guide written by Julia Jasmine, M. A.*



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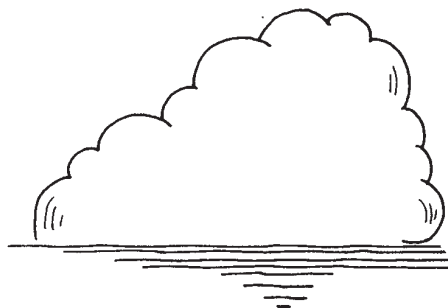
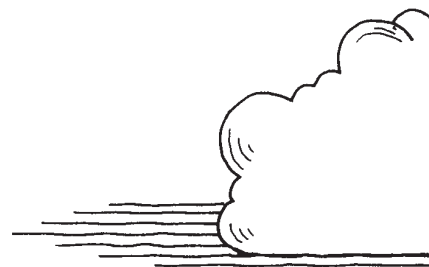
# Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever.

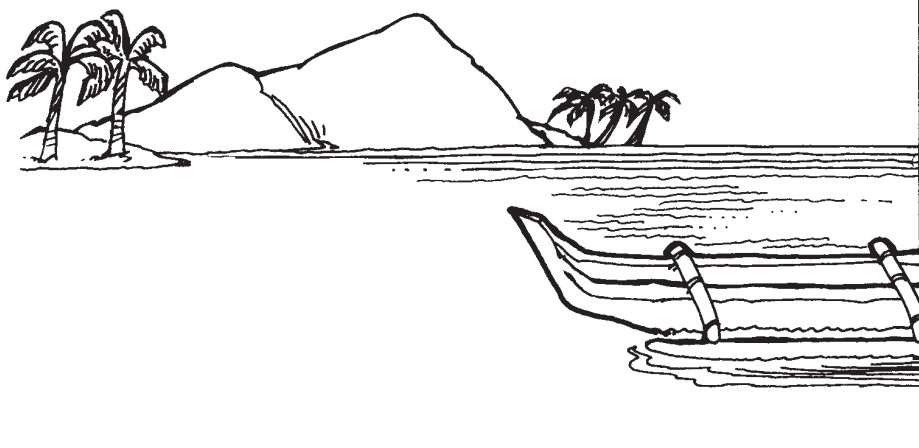
In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including:
  - quizzes*
  - hands-on projects*
  - cooperative learning activities*
  - cross-curricular connections*
  - extensions into the reader's life*
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- Culminating Activities
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident this unit will be a valuable addition to your planning, and we hope your students increase the circle of “friends” they have in books as you use our ideas!



# Ways of Making Fire

If you were ever alone in the wilderness for any length of time, your chances of survival would be greatly increased by knowing how to make fire. Mafatu makes fire by rubbing sticks together, but he knows the kind of sticks to use and the methods for using them. Learning this technique in an emergency situation would be very difficult.

In your cooperative group, review the three conditions that are necessary for a fire to burn. Look up *fire* in an encyclopedia if you need to. With your group, fill in the missing vowels to complete the sentence below.

The three conditions necessary for making fire are f \_ \_ \_ l, h \_ \_ \_ t, and \_ \_ x y g \_ \_ n.

Discuss ways of making fire. How many ways can you think of? List them.

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Discuss ways of putting out a fire. How many ways can you think of? (Get hints from the three conditions necessary for a making a fire.)

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Look at the list below. As a group, circle the number of the methods that would be effective in putting out a fire.

- |                          |                                |
|--------------------------|--------------------------------|
| 1. Dowsing with water    | 4. Throwing a blanket over it  |
| 2. Dowsing with gasoline | 5. Throwing sand on it         |
| 3. Blowing air on it     | 6. Throwing newspapers over it |



# Mafatu's Later Life

When you have finished reading *Call It Courage*, you may feel so familiar with Mafatu, a fictional character, that you would like to know about his "later life." Since imaginary characters have no boundaries, you may want to add details to Mafatu's adult years. On the lines below, write any questions you want answered about Mafatu's later life.

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Alone, or in groups, write your own original answers for your questions. Consider other things, too, such as the following:

- Does Mafatu ever return to the island where he proved his courage? \_\_\_\_\_
- How do the other boys treat Mafatu after his return to Hikueru? \_\_\_\_\_  
\_\_\_\_\_
- Do Mafatu and Kana become friends? \_\_\_\_\_
- Does Mafatu's role on his home island change? \_\_\_\_\_
- Does Mafatu grow up to become the next Great Chief? \_\_\_\_\_
- Does Mafatu marry? Does he have children? Does he share his adventure with them or keep silent?  
\_\_\_\_\_  
\_\_\_\_\_
- Construct a time line of Mafatu's life from the time of his triumphant return to his death. When you are finished, share your time line with your classmates. Is your time line unique in any way? If so, write your unique event(s) on the back of this paper.

<b>Mafatu's return</b>	<b>Mafatu's death</b>
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