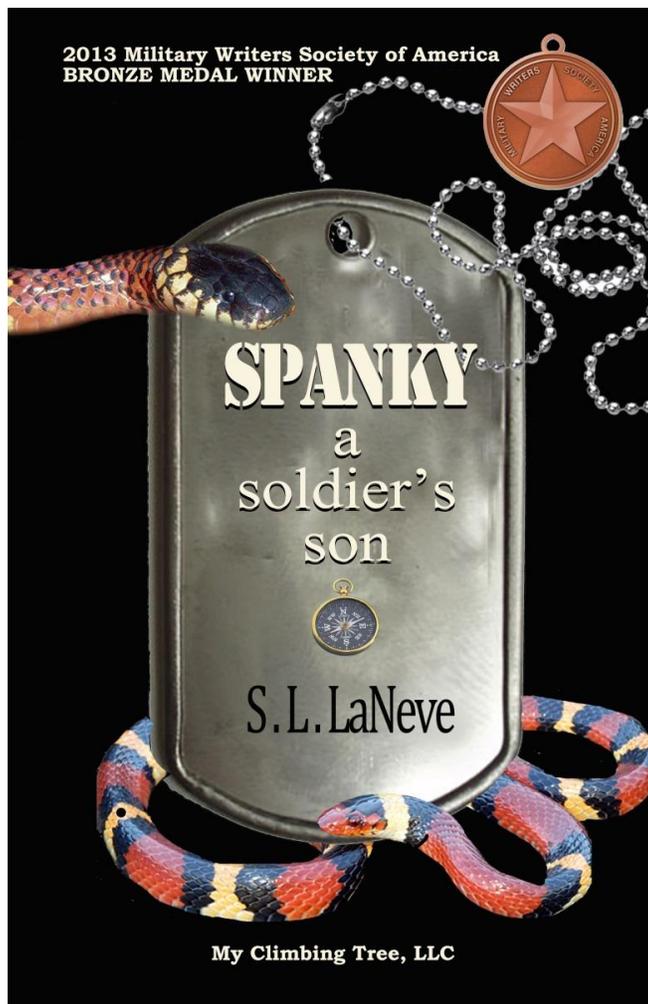


# A Common Core State Standards Annotated Discussion and Activity Guide for



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Published by My Climbing Tree, LLC



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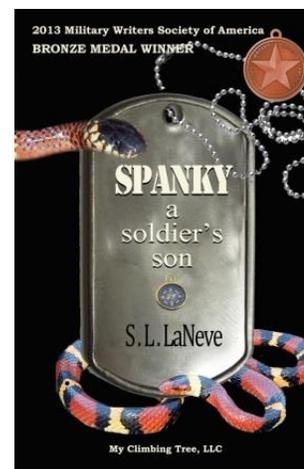


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[www.myclimbingtree.com](http://www.myclimbingtree.com) ISBN: 978-0-9839865-1-5

## Notes about **SPANKY: A SOLDIER'S SON** and its Author

### **SPANKY: A SOLDIER'S SON**

Spanky loves snakes, sketching, camping, and, well, maybe girls. While his dad is fighting grown bullies in Afghanistan, school bully, Mack Malone, has Spanky in his crosshairs. Worse yet, whenever Spanky needs to defend himself, help a friend, or . . . OMG. . . save his teacher's life, he freezes! The overnight Outdoor Ed camping trip is Spanky's best chance to catch the attention of a special girl. It could also make his dad proud to have him for a son. Turns out, it could get him suspended. Ultimately, Spanky learns to face his fears and what it really means to be a hero.



### **PRAISE FOR SPANKY: A SOLDIER'S SON**

“. . .An endearing novel; may inspire young readers to find the hero in themselves.” —*Kirkus Reviews*

“. . . This coming of age tale laces the natural desires of a young man to stand up and be counted with the fears that come with having a deployed parent. . . you have a story with realistic, multi-layered complexity. LaNeve has drawn the characters well, set them in a situation that is both relevant and balanced, and written scenes cleanly. The story has marvelous unpredictability.” —*L. McNeilly, MFA, Middle School Teacher*

“. . . As a Veteran who was active duty during 9/11/01, I am impressed by the honesty and integrity of this book. Spanky's story shows how young people can find strength and solutions both through the help of others and within themselves.” —*Dr. Lori Kleinman, PhD, Counseling Psychologist, Former Air Force Captain/Psychologist*

“. . . The shelves are filled with many books about bullying and separation. “Spanky: A Soldier's Son” stands out because it's about so much more – it's about learning to speak ones truth.” – *Military Writers Society of America*

### **Military Writers Society of America Summer Reading List**

### **BRONZE MEDAL WINNER – 12 and under category-Military Writers Society of America**



**Sue LaNeve** holds an MFA in Writing for Children and Young Adults from the prestigious Vermont College of Fine Arts. She is also a Merchant Marine Captain and is currently cruising aboard M/V Freebird, a 48' trawler, visiting schools and military bases along her way.



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## THE EDUCATIONAL ACTIVITY GUIDE FORMAT

The format of this guide follows a 4 week course of study. *Spanky: A Soldier's Son* has been divided into four sections. Each section is comprised of discussion questions and follow-up activities. The lessons in this guide are suitable for independent readers or group settings.

### JOURNALING

After engaging in group discussion, students are asked to respond to one of the questions posed in each course section by journaling. A Journal Response and Comprehension Rubric are available on page 6, which is helpful in assessing understanding and personal connection to the discussion questions and the story.

Journals can be purchased or can be personalized by making them out of everyday materials. Instructions for making hand-made journals are presented in the two Ehow.com links below.

[http://www.ehow.com/how\\_5760860\\_make-journal-out-paper.html](http://www.ehow.com/how_5760860_make-journal-out-paper.html)

[http://www.ehow.com/video\\_4951964\\_make-paper-journal-school.html](http://www.ehow.com/video_4951964_make-paper-journal-school.html)

### READING ASSIGNMENT BOOKMARKS

Personal bookmarks are printed on the following page. Listed on these bookmarks are the designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

#### Procedure:

- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
  - Write their name on it.
  - Copy Target Completion Dates in designated space below assigned chapters to be read.
  - Keep the bookmark in the book for reference through the course of the novel study.

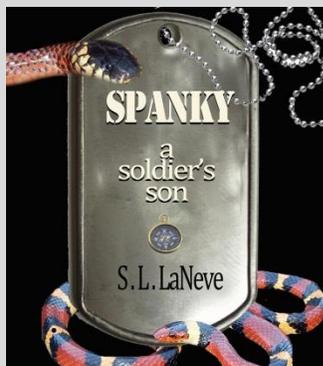


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Personal Bookmarks for **SPANKY: A SOLDIER'S SON**

**A BOOKMARK FOR**

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**CHAPTERS 1 TO 10**

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**CHAPTERS 11 TO 22**

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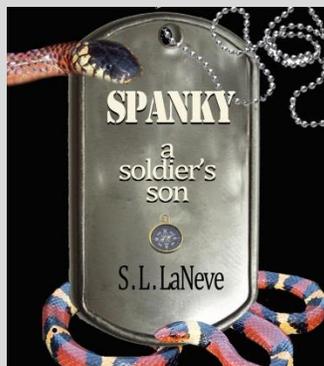
**CHAPTERS 23 TO 33**

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**CHAPTERS 34 TO 48**

**A BOOKMARK FOR**

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**CHAPTERS 1 TO 10**

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**CHAPTERS 11 TO 22**

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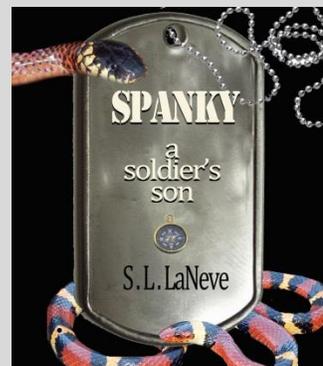
**CHAPTERS 23 TO 33**

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**CHAPTERS 34 TO 48**

**A BOOKMARK FOR**

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**CHAPTERS 1 TO 10**

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**CHAPTERS 11 TO 22**

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**CHAPTERS 23 TO 33**

---

**CHAPTERS 34 TO 48**



## JOURNAL RESPONSE AND COMPREHENSION RUBRIC

Use this rubric to assess the students' abilities to complete journal activities. Share this assessment with students prior to completing the journal-writing lessons to illustrate the assessment process. You can also use the rubric as a basis for discussion and feedback with each student.

Student name \_\_\_\_\_ Date \_\_\_\_\_

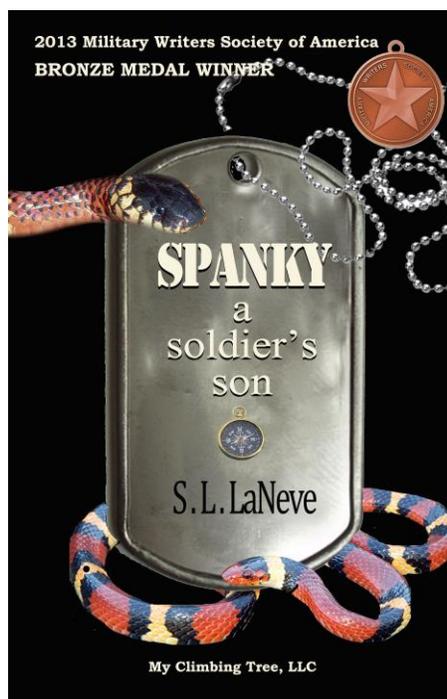
1. The student writes journal responses in complete sentences. \_\_\_\_\_
2. The student writes three or more sentences to answer questions. \_\_\_\_\_
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. \_\_\_\_\_
4. The student's experiences and opinions are clear. \_\_\_\_\_
5. The student works with a peer to share journal responses and to develop a combined response when requested. \_\_\_\_\_

Excellent 4	Very Good 3	Fair 2	Poor 1
The student completes the task with no major errors.	The student completes the task with only a few major errors and some minor errors.	The student completes the task with some major errors and many minor errors.	The student fails to complete the task.
The student demonstrates a full understanding of the concepts.	The student demonstrates a strong understanding of the concepts.	The student has difficulty understanding the concepts.	The student does not understand the concepts.



## PRE-READING DISCUSSION

The cover of the book provides clues to the story of *Spanky: A Soldier's Son*.



Describe what you see on this cover.

The word SPANKY is in a “stenciled” font. Why?

What does the dog tag mean to you?

What do you think the “chain” might mean to the story?

Discuss reasons the compass might be there.

What kinds of snakes are pictured?

Why do you think they are on the cover?

All answers are accepted.



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## DISCUSSION QUESTIONS FOR CHAPTERS 1 TO 10

*I-got-my-orders-today. I hated those five words (9).*

- \* In what ways did those five words change Spanky's life?
- \* Explain why he hates those words.
- \* Do think that when Dad got his orders Spanky got his new orders, as well? How so?
- \* List some of the new responsibilities Spanky will have to assume now that his father will be deployed.

*As I flipped to a clean sheet, Army guy turned toward me. Man did he have huge arms. He stretched them over his head, flexing his muscles a little, moving in slow motion. But then in a flash, he brought one hand back down, clenched his fingers in the shape of a gun and aimed it right between my eyes (17).*

- \* Why is Spanky being singled out by this boy referred to as "Army guy"?
- \* How does this line demonstrate these two sayings: that someone is "gunning" for someone or that someone is in someone's "crosshairs"?
- \* Predict how Spanky's relationship with this young man will progress over the course of the book.
- \* Have you ever come upon someone who treats you badly for no apparent reason? If so, describe the situation.
  - o What happened?
  - o How did you feel?
  - o What did you do about it?
- \* If you were Spanky, how would you handle this situation?

*Dad looked at me out of the corner of his eye. No chance he'd raise his hand after the bus incident. But I wasn't just a Scout. Dad and I had taken tons of camping trips. I'd be perfect for the job. Thing was my arm suddenly felt too heavy to lift (29).*

- \* Explain why the bus incident caused Dad to resist acknowledging the fact that he is a Scout.
- \* Spanky and his father probably spent many enjoyable hours camping together. How do you think this time together influenced Spanky and his father's relationship?
- \* Could it be that Spanky was experiencing the same resistance to call attention to himself that Dad seemed to be? Explain.
- \* Describe a situation in which you avoided participating in what you enjoy, for fear of being teased by another person.

*"Sure, Dad." I put his list on my night table. "I was wondering if I could talk to you about – (46)"*



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- \* The word 'communicate' can be defined as either to get someone to understand your thoughts or to convey knowledge and information.
  - o Consider the line above and state which definition best suits this bit of dialogue.
  - o Which person is speaking with the intent to get someone to understand their thoughts? Explain.
  - o Are their thoughts being understood? Why or why not?
  - o Which person is seeking to convey knowledge and information?
  - o Is their intent being met? How so?
- \* Why is there a communication 'disconnect' between Spanky and his Dad?
- \* Why did Spanky decide not to tell Dad about the things that weighed heavy on his mind at the moment?
- \* Describe a situation in which the person you had hoped to share your feelings with seemed unaware of your desire to do so.
- \* Describe a time when it might be good to keep your feelings to yourself.

*It was like we were in a play. He had the part of the tough soldier. I was the brave kid at home. I wondered what the Army wanted me to do.*

*Pretend (60).*

- \* To pretend means to act out a role other than one's own, to imagine, or make believe that something else is true. People who are pretending are playacting as if they were masking their true identity and feelings.
  - o Tell of the ways Spanky feels he must act out a role other than his own. What role is he portraying?
  - o Tell what things Spanky is making believe are true.
- \* If Dad is the playacting the role of the tough soldier and Spanky is acting as the brave kid at home, what role is his mother playing? Dar? Mack? Jazz?
- \* Masks purposefully conceal a person's true identity.
  - o Describe how masking feelings in this way might be a good thing to do.
  - o Describe how masking feelings in this ways can be a bad thing.
- \* What about you?
  - o Describe a time when you feel that you've been forced to play a role other than your own.
  - o Describe a time when you felt you had to keep your feelings and emotions masked.



## UNDERSTANDING AFGHANISTAN – A MAPMAKING FOLDABLE

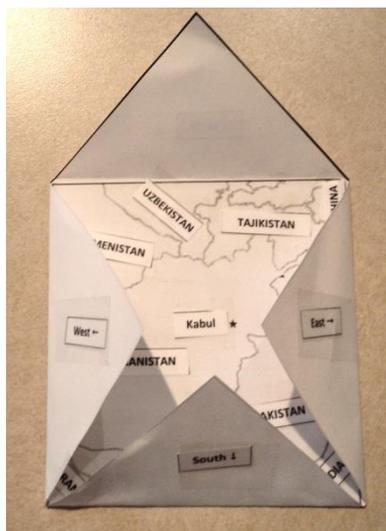
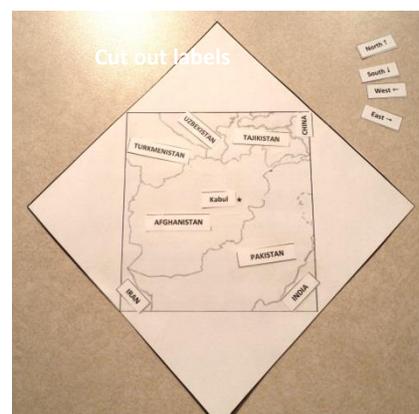
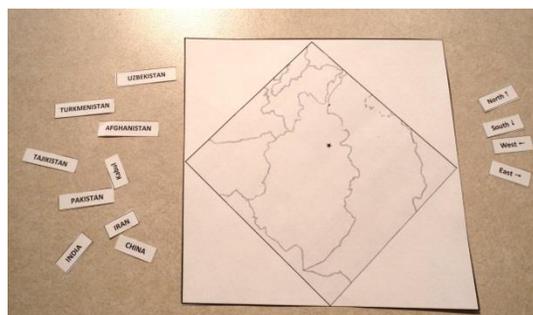
**Objective:** To understand the geography of Spanky's father's deployment.

### Materials:

- \* A print out of page 9
- \* Scissors
- \* Glue stick or tape
- \* Answer sheet found on page 11

### Procedure:

- \* Print map and labels found on page 9.
- \* Cut out word labels.
- \* Trim around the diamond-shaped border framing the map.
- \* Using the Answer Sheet found on page 11 as a guide, find where the geographical labels belong on the map. Using the glue stick or tape, secure them in the proper location.
- \* Fold the triangle border shapes toward the center of the map in an envelope-like fashion.



- \* Glue the labels reading North on the top flap, South on the lower flap, East on the right flap, and West on the left flap.
- \* To gain a better understanding daily life click [HERE](#) to access a website produced by Scholastic entitled "Kids in Afghanistan." There you'll find links filled with interesting information about the way Afghani children live. Perhaps you'll see that their dreams and desires are very similar to your own!



UZBEKISTAN

INDIA

TURKMENISTAN

CHINA

TAJKISTAN

PAKISTAN

IRAN

Kabul

AFGHANISTAN

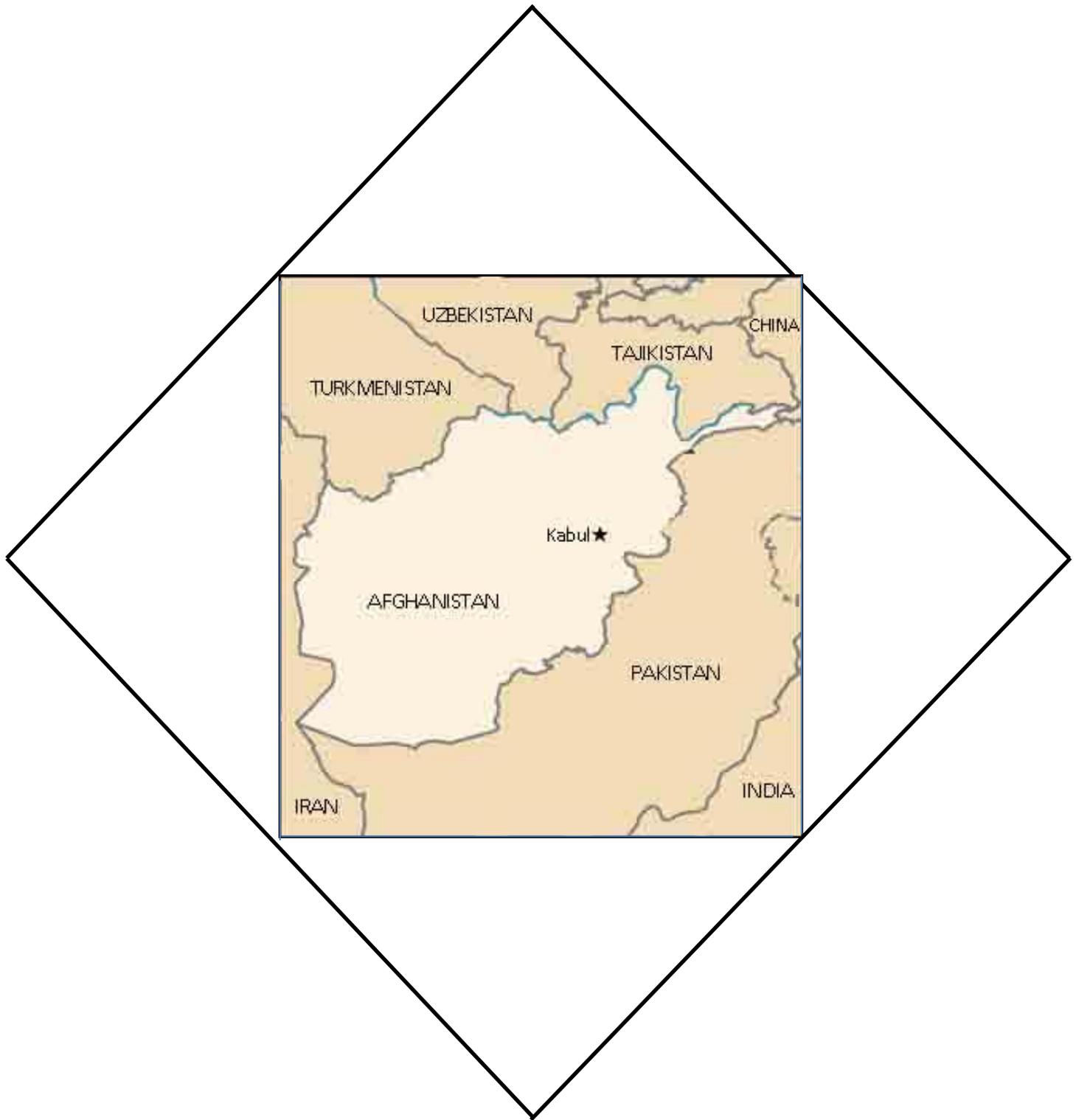
North ↑

South ↓

East →

West ←





## DISCUSSION QUESTIONS FOR CHAPTERS 11 TO 22

*“Anyway,” I added, “my dad and I used to watch that show. I guess he hoped I’d turn out like the TV Spanky – kind of spunky. Not afraid to do things (63).”*

- \* Do you think that Spanky is living up to his name? Why or why not?
- \* Being that Spanky has moved to a new home and is new to the school, he has to try new things – everything is new, correct? Describe how you would feel if you were in Spanky’s shoes. Would you feel spunky?
- \* List all of the issues and situations forced upon Spanky to deal with. Is it understandable that he is resistant to try new things? How so?

*“It’s pitch,” I said, seeing what he wrote. “You don’t put up a tent. You pitch a tent. And for the records, that’s not what I was going to write. (75).”*

- \* How is Spanky beginning to reveal his personal strength in this situation?
- \* Spanky’s knowledge of camping terminology is so solid and second nature to him. Earlier Spanky stated that he’d have to pretend to play the role of the brave kid. Is he playing a role now, in this situation? Is he pretending or being sincere about who he is? Explain.

*“...It hit me that he’d call our parents. My stomach got sick. He’d call my mom. She’d get even more depressed. Maybe she’d talk to my dad. Oh, man. Dad would be so upset with me. He might get distracted from what he should be paying attention to and... (87).”*

- \* Describe the emotional pressures Spanky is experiencing in this scene.
- \* Spanky’s thoughts drift at the end of this quote. Predict what he is thinking could happen to Spanky’s father if he were distracted.
- \* How about you? Are there times that you feel responsible for the well-being of others? Describe a time when you worried that the consequences of your actions might bring about harm to others.

*Dad was right. That last email, the one I wished I hadn’t read said he’d be leaving for Afghanistan in a couple days, on September 27<sup>th</sup> to be exact. I never answered it. What was I supposed to say (94)?”*

- \* What do you think his father would want Spanky to say?
- \* How would you respond?



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- What questions would you ask?
- Would you be honest and tell about the struggles you were experiencing? Why or why not?
- \* Could it be that Spanky is afraid to be honest with his feelings? Explain.
- \* Could being honest about his feelings cause his father to lose confidence in Spanky? How so?

*I jammed my hands in my pants pockets and took the stairs two at a time to warm me up. My fingers immediately noticed the missing compass – I'd forgotten to put it in my pocket (103)!*

- \* Tell why the compass is important to Spanky. Does he need it for directional purposes or for some other reason?
- \* Explain the linking between the compass, his father, camping, and Spanky's need of finding his way in a new school.
- \* Without the support of his father, how will Spanky find his way in this new setting?
- \* List ways that the compass serves as a symbol or metaphor for Spanky's life.

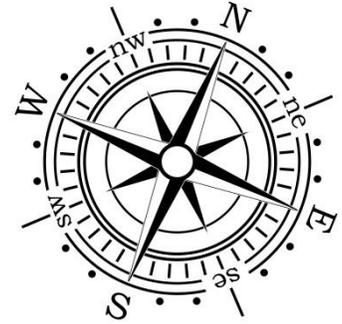
*Mack blurted out, "I'm not them!" He kicked the ground and then said, "You don't have to tell my dad. Ah, come on, Miss Anders. It wasn't my fault (122)."*

- \* Why did Mack respond in this way after Miss Anders compared him to his older brothers?
- \* Both Mack and Spanky are resistant to communicating honestly with their fathers about the events of their lives.
  - Compare Mack and Spanky's resistance. How are their emotional reactions the same?
  - Contrast Mack and Spanky's responses. How are they different?
- \* Do you think that Mack might be wearing a mask of some sort, pretending to be someone other than his true self? If so, why would he act this way?



## TRUE NORTH – THE COMPASS

*I slammed the snooze bar and accidentally knocked Dad’s compass off my night table. I’d kept it near me all the time....I reached down to pick it up. It felt warm in my palm – almost like I could feel Dad’s hand. Man, it was a beauty: all brass, had his initials carved into the back (102).*



**Objective:** To demonstrate the consistent northern direction pull of a compass needle – physically and metaphorically.

### Materials:

- \* A thin sewing needle
- \* A cork
- \* A small bowl
- \* Water
- \* Sharp knife
- \* Cutting board
- \* Magnet
- \* Paper
- \* Pencil



### Procedure:

- \* Fill bowl to the halfway mark with water.
- \* Slice a piece of the cork approximately 1/8 of its length.
- \* Place cork in water.
- \* To magnetize the needle, hold it by the eye and stroke the sharp point of the needle in a repetitive, one-way motion, much like the motion used in striking a match. Repeat this striking motion at least 25 times.
- \* Place magnetized needle on top of the floating piece of cork.
- \* Once the needle is balancing securely on the piece of cork floating in the water, gently spin it.
- \* Note that, like a Spanky’s father’s compass, once



the spinning stops, the magnetized point of the sewing needle points in one direction – north!  
Every time!

- \* Repeat often.
- \* Re-magnetize the needle, if need be.

### Follow-up Writing exercise:

Author Elizabeth Ayres states that according to many Native American traditions “...compass directions possessed symbolic meanings. These meaning were invoked as a way of understanding critical phases of a person’s life...” In addition, Ayres says that “...compass directions infer personal power granted to the degree the person is willing to seek and claim the power (163).” According to the native traditions, the direction north symbolizes intuition, wisdom, and truth also known as one’s True North.

Think of ways in which the compass needle serves as a metaphor in Spanky’s story.

- \* Tell of ways that Spanky struggled in knowing how to handle troublesome situations. In what way can these situations be described as a compass needle spinning in efforts to to find true north?
- \* Tell of ways that thinking of his father helped Spanky to find his true north.
- \* Tell of ways Spanky’s mother affected his true north.
- \* Tell of ways or times when Spanky demonstrated his true north by trusting his intuition, insight, or having a gut feeling of knowing what to do and how to do it.
- \* Tell of ways or times that Spanky demonstrated his true north in the way of wisdom, clear thinking, or good judgment.
- \* What about you?
  - o Tell of times when your emotions or confidence felt as confused as the spin of a compass needle.
  - o Tell of times when you have found your true north, when your symbolic compass needle solidly pointed in the northern direction.
  - o Tell of a time when you made an intuitive decision, when you had a gut instinct to do something wise and wonderful.
  - o Tell of a time that your good judgment and clear thinking paid off.



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## DISCUSSION QUESTIONS FOR CHAPTERS 23 TO 33

*The words stuck in my throat. There was no getting around it. Spanky McDougal did nothing to save her life (127).*

- \* Is this statement entirely true? Did Spanky really do nothing to save Miss Anders' life? Explain.
- \* Could it be that Spanky's perception of what really happened in that instance is clouded some way? How so?
- \* There were other students present when Miss Anders became ill. Explain why Spanky is focusing on his perceived shortcomings rather than questioning why other students didn't become involved.
- \* Is Spanky being overly hard on himself? If so, why?
- \* *What would you do if your teacher became ill in your classroom?*

*I tell Mom all about my great day at school, even about what happened to Miss A (137).*

- \* Prior to Spanky's willingness to talk about his day, he cried. Explain why Spanky cried.
- \* Do you think this might be part of the reason why he opened up to his mother a little at the moment? How so?
- \* Explain why Spanky might be taking a risk in letting his mother know about aspects of his life.
- \* Describe why you might keep some parts of your life private from your parents.
- \* How do you feel when you're able to talk about personal issues to someone who truly cares for you?

*A boy stuck his head out of the tent to watch us. He spoke English and his name was Rasheed. He's your age, Spanky. Rasheed told me his name meant "powerful."*

*When he smiled at me, all I could see was you (140).*

- \* Explain why Spanky's father saw his son in Rasheed's smile.
- \* The word powerful means capable, mighty, and strong. Do you think that Dad wants to believe that Spanky is all of these things? Explain your answer.
- \* Can someone be quiet and thoughtful and still be powerful? How can a person such as this make a positive difference in the world?.
- \* Explain what Spanky did to help Rasheed.
- \* Should children in the United States help children in other parts of the world like Afghanistan? Describe an idea of how they might do so.



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*Then he says something in plain words, about how some bullies feel small inside (144).*

- \* Explain what feeling “small” inside means.
- \* Consider the notion of being powerful—capable, mighty and strong-- discussed in the previous quote. How do bullies interpret the act of being powerful?
- \* Consider the ways that Spanky feels small inside, and yet he is not reacting to this by bullying others. Why is this so?
- \* Predict why Mack feels small inside. Why does he react to these feelings by bullying others?
- \* What should a student do if another child is bullying them?

*Here’s the thing, pal. Can we do nothing (158)?*

- \* What do you think? Should we stand by and watch others be threatened or should we respond with help?
- \* Compare Dad’s life as a soldier and Spanky’s. Are there ways that they are similar? How so?
- \* Contrast Dad’s life as a soldier and Spanky’s. With regard to the question of whether they should do nothing, how are their lives different?

*“Let me get this straight. You think if you worry about your dad that means he might need to be saved. And, if he needs to be saved, he won’t be able to save someone else (177)?”*

- \* How is Miss Badu able to understand Spanky’s need to keep from worrying about his father?
- \* Is there a connection of this explanation and Spanky’s response to Miss Anders’ incident? How so?
- \* Do think there is ever a time when Dad’s safety is far from Spanky’s mind? If so, why would this be?
- \* Ultimately, is Spanky worried that he’ll never see his father again? Tell what would happen if this comes to pass.
- \* Do you think that Spanky is afraid to truly imagine what life would be like without his father? Tell what would happen if Spanky became honest about his feelings of fear, worry, shame, and regret.
- \* Should the son of a soldier confess his feelings or should he remain quiet and strong? Explain.

*“Try to imagine worries like a bag of garbage sitting on top of your brain. . .If you put too many worries in that bag, well then it starts leaking out the bottom and overflowing out the top (186).”*

- \* Describe what worries might have been in Spanky’s leaking bag of garbage.
- \* Ms. Badu told Spanky how to empty the bag. What did she say to do?
- \* *Was there ever a time when your worries felt like a leaking bag of garbage that affected your actions? Tell how you emptied the bag.*



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## FLORIDA SNAKES – A DROPPED PHRASE PUZZLE

“Spanky, identify the snake!” whispers Dar. “Tell me it’s not poisonous (239).”

To complete the puzzle:

- \* Use reference books and/or digital sources to familiarize yourself with the names of Florida snakes.
- \* Unscramble each of the clue words.
- \* To solve the code phrase, copy the letters in the numbered cells to other cells with the same number.
- \* Use reference books and/or digital sources to determine which snakes are venomous. Put a V by the name of any snake that is venomous.
- \* Answers to the **Florida Snakes Dropped Phrase Puzzle** can be found on page 18.

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## FLORIDA SNAKES DROPPED PHRASE PUZZLE ANSWERS

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*Note: Puzzle was created by Puzzlemaker at DiscoveryEducation.com*



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## DISCUSSION QUESTIONS FOR CHAPTERS 34 TO 48

*The main thing I want to tell you, Spanky, is that we prepared for situations like the one we were in. Once I focused on that, I was able to put my fear in its place. So I could do what was needed (191).*

- \* Consider the words “put my fear in its place.”
  - In what ways is Dad acknowledging that he was afraid?
  - Did Dad mask his fear? Try to act like he is all-powerful and brave? Explain.
  - Do you think it is better to acknowledge that fear is a real emotion rather than trying to pretend that nothing is troubling you? Why?
- \* In what ways was Dad prepared for the situation, emotionally as well as physically?
- \* Did preparation help guide his instincts to know what he needed to do? How so?

*“Spanky to the rescue,” she says (202).*

- \* List ways that this quotation reflects the entire premise of the book.
- \* How does the message of this quotation contribute to Spanky being a soldier’s son and all of the responsibility that role entails?
- \* With regard to rescuing others, does Spanky have a choice or is his bravery expected of him?
- \* Have you ever felt like the hero

*When I find Dar, I pull Dad’s compass out of my pocket and check the fluorescent face – our heading is due north. My Orienteering badge is about to come in handy. Estimating the length of two long steps to be five feet, I start counting. Five...ten...fifteen... (210).*

- \* Compare this quote with Dad’s comments regarding preparedness for tough situations. How are the two quotes similar in message?
- \* When a person is well-prepared for a demanding situation, they instinctively know what to do. Tell how Spanky’s preparedness guided his awareness in knowing how to search and rescue Mack.
- \* Did Spanky put fear in its place? How so?

*NO! I scream silently. You can’t freeze now (218).*

- \* In this moment, is it a good thing that Spanky kept his fear masked? How so?
- \* Tell how Spanky was able to avoid freezing up in this situation? What did he focus upon to help him?
- \* How did Spanky deal with fear in this situation?
- \* Explain why Spanky is motivated to search for and rescue Mack.



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*Mack starts sobbing. "We're never getting out of here. We're going to die (229)."*

- \* In what ways is this situation causing Mack's true nature to be revealed?
- \* Is Mack's life really being threatened in this situation or is fear taking over? Explain.
- \* Consider ways that this situation with Mack, Dar, and Spanky is similar to Spanky's reaction when Miss Anders had a heart attack.
- \* Is Spanky's nature changing or is he tapping in on something within that has always been a part of his true nature? How so?
- \* Is Spanky responding as a soldier's son should? How so?

*I step between him and Mack. "Mr. Taylor, it wasn't all Mack's fault. None of us should have been out in the woods after lights out...Dar and I fell into the sinkhole the same way Mack did (245)."*

- \* Explain how Spanky is coming to Mack's rescue, once again.
- \* What motivated Spanky to tell Mr. Taylor that they all were at fault? Why didn't Spanky simply let Mack get into the trouble he deserved?
- \* Do you think Spanky understands Mack in ways that Mack is even unaware of? If so, explain.
- \* How is Spanky putting fear in its place?
- \* How is Spanky doing what needs to be done?
- \* How has Spanky become a true soldier's son?



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## A BOY SCOUT'S HONOR

*When I find Dad, I pull Dad's compass out of my pocket and check the fluorescent face – our heading is due north. My Orienteering badge is about to come in handy (210).*

[The Boys Scouts of America](#) state that **emergency preparedness** means being prepared for all kinds of emergencies, able to respond in time of crisis to save lives and property, and to help a community—or even a nation—return to normal life after a disaster occurs.



Boy Scout Badges

**Activity Objective:** To analyze a character's thoughts, words, and actions through the lens of a Boy Scout's level of training regarding emergency preparedness.

### Materials:

- \* Pencil
- \* The book *Spanky: A Soldier's Son*
- \* A Boy Scout's Honor graphic organizer found on page 22
- \* Writing paper

### Procedure:

- \* Using *Spanky: A Soldier's Son* as reference, cite instances during which Spanky demonstrates the emergency preparedness of a trained Boy Scout of America as stated on the Boy Scout graphic organizer.
- \* Further describe the scene in light of Spanky's reactions, dialogue, and motivations in the spaces provided on the A Boy Scout's Honor graphic organizer found on page 22.
- \* Use the information gathered in A Boy Scout's Honor graphic organizer to write three short pieces:
  - o A narrative – fictional or factual – telling of time that your safety was threatened and how you responded.
  - o An informational essay describing procedures used in a specific emergency situation.
  - o An essay stating your opinion about the value of participation in an organization such as the Boys Scouts.



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## A BOY SCOUT'S HONOR GRAPHIC ORGANIZER

<p>Cite a time in the story during which Spanky demonstrated <b>mental toughness</b>.</p> <p>Pages _____</p>		<p>Describe the scene. What did Spanky think, do, or say?</p>
<p>Cite a time in the story during which Spanky demonstrated being <b>emotionally prepared</b>.</p> <p>Pages _____</p>		<p>Describe the scene. What did Spanky think, do, or say?</p>
<p>Cite a time in the story during which Spanky <b>acted promptly</b> in an emergency situation.</p> <p>Pages _____</p>		<p>Describe the scene. What did Spanky think, do, or say?</p>
<p>Cite a time in the story during which Spanky used <b>practical survival skills</b>.</p> <p>Pages _____</p>		<p>Describe the scene. What did Spanky think, do, or say?</p>



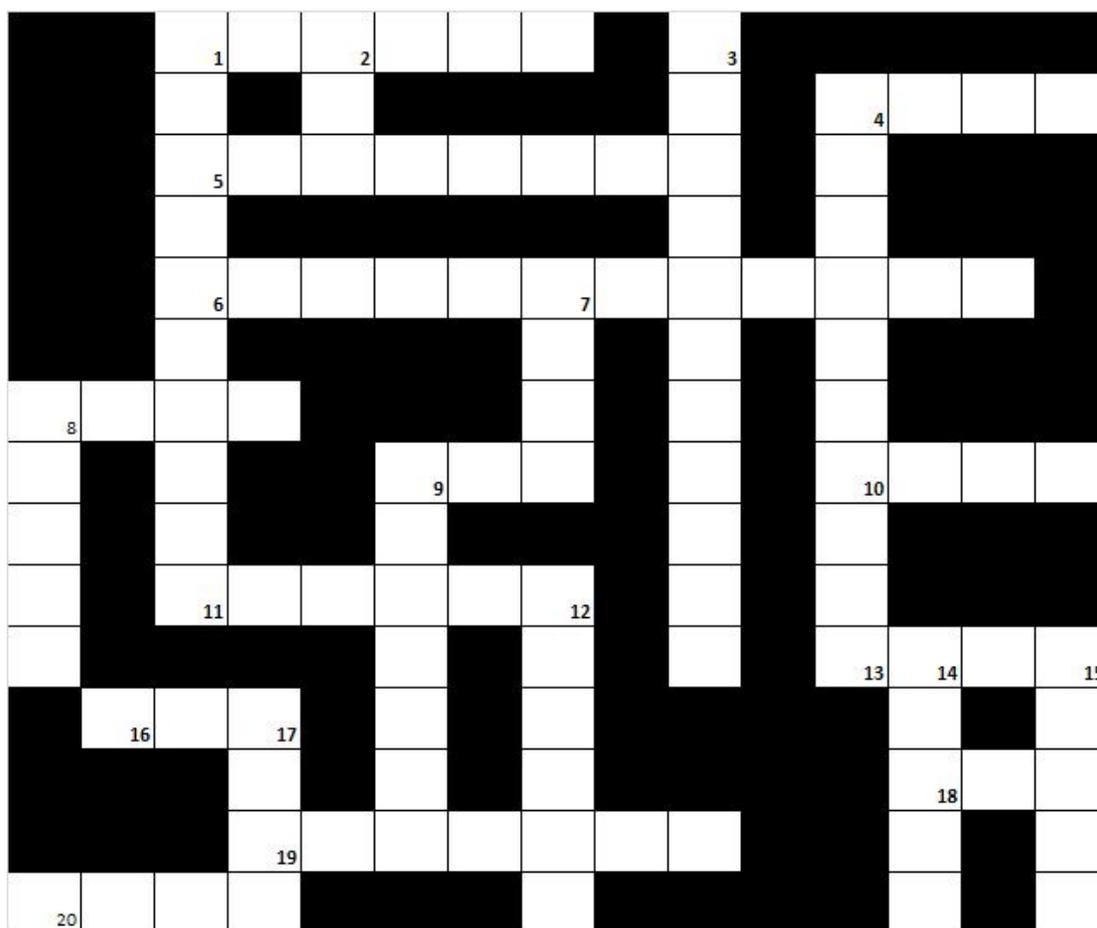


## WRAP-UP QUESTIONS

Now that you have read Spanky's story, what would you like to see happen to Spanky in the future?

Has Spanky: A Soldier's Son changed how you think about heroism or bullies or war? How so?

## EXTRAS! CROSSWORD PUZZLE



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## PUZZLE CLUES

### ACROSS

- 1 Name of girl Spanky sat with at campfire.
- 4 Name Spanky's nemesis.
- 5 Where did Spanky, Dar, and Mack spend the night?
- 6 What is the full name of the bus driver?
- 8 What is the last name of the substitute teacher?
- 9 What procedure did Dar and Spanky attempt on Miss Anders?
- 10 Mack \_\_\_\_ into the place the boys spent the night.
- 11 What is Spanky's real name?
- 13 What did the boys yell during the night?
- 16 What part of Mack's body was hurt?
- 18 What is Spanky's favorite class?
- 19 The boy in Afghanistan's name means Mr. Powerful. What is his name?
- 20 Under where did Spanky dream he would sit with Jazz?

### DOWN

- 1 What is Spanky's teacher's name?
- 2 On the bus, Mack made his hand look like what to aim what at Spanky?
- 3 What does Spanky think is the MOST important thing about Camping?
- 4 What do the students call their principal?
- 7 A synonym for fright or dread.
- 8 A person who tries to make others feel small is a what?
- 9 What did Spanky's father leave him?
- 12 What does Spanky prefer to sketch?
- 14 Through what means do Spanky and Dad communicate?
- 15 What word means to put up a tent?
- 17 Which Vice President is concerned with global warming?



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## COMMON CORE STATE STANDARDS ANNOTATIONS

### English Language Arts Standards » Reading: Literature

		Discussion & Journaling	Map-making Foldable	True North	Dropped Phrase Puzzle	Boy Scout's Honor
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		✓		✓
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓		✓		✓
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
RL.5.3	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		✓		✓
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			✓		
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓				
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓		✓		✓
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓



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## English Language Arts Standards » Writing

		Discussion & Journaling	Map-making Foldable	True North	Dropped Phrase Puzzle	Boy Scout's Honor
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					✓
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					✓
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					✓
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓		✓		✓
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓		✓		✓
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					✓
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					✓
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					✓
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓		✓		✓
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓		✓		✓
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					✓
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓



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## English Language Arts Standards » Writing (cont.)

		Discussion & Journaling	Map-making Foldable	True North	Dropped Phrase Puzzle	Boy Scout's Honor
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓		✓		✓
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					✓
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓		✓		✓



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## English Language Arts Standards » Speaking &amp; Listening

		Discussion & Journaling	Map-making Foldable	True North	Dropped Phrase Puzzle	Boy Scout's Honor
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓		✓		
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓		
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓		✓		
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓		✓		
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓		✓		
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓		✓		
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓		
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓		✓		
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓		✓		
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓		✓		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	✓		✓		



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## English Language Arts Standards » Speaking &amp; Listening (cont.)

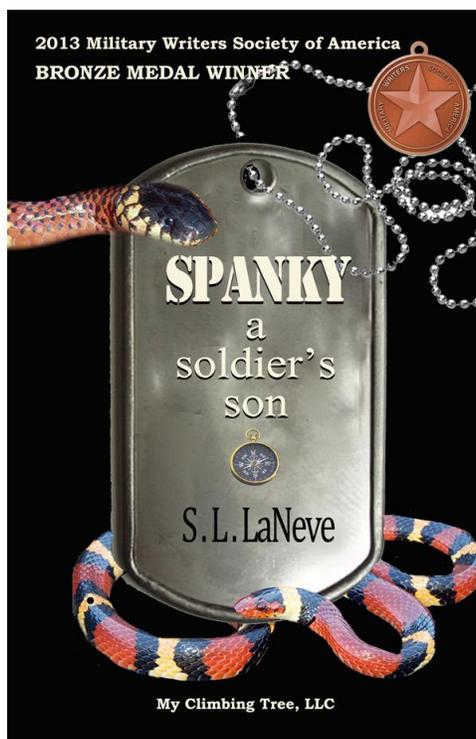
		Discussion & Journaling	Map-making Foldable	True North	Dropped Phrase Puzzle	Boy Scout's Honor
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓		✓		
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓		✓		
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓		✓		
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓		✓		
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓		✓		
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓		✓		
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓		✓		
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views	✓		✓		



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Book Guide

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