

Magic Tree House[®] #17: Tonight on the Titanic

by Mary Pope Osborne

Jack and Annie are swept by the Magic Tree House to the deck of the *Titanic* just as it's about to hit an iceberg and sink to the bottom of the sea. Can they convince the passengers that their lives are in danger in time to save them? And can they save themselves from going down with the ship?

THEMES

history, tragedy, problem-solving, time-travel, responsibility, courage

Young Listener Unabridged Audio

I. PRE-TEACHING

A. These terms should be defined and discussed:

poncho, pajamas, flashlight, cozy, glistened, beam, shivered, terrier, scruffy, unsinkable, absolutely, leather, moonless, glittered, columns, smokestacks, lookouts, voyage, passengers, whined, iceberg, looming, fringe, jolt, calm, knapsack, preserver, scampered, lever, uniform, headphones, elegant, velvet, nightshirt, emergency, confused, staircase, cables, straightened, disappeared, panic, captain, corridor, frantic, myth

B. Consider the following questions:

1. What do you know about the *Titanic*? Why did it sink? Why were so many people killed?
2. When was the *Titanic* found? Who found it? What has happened to the things found on it? Did we learn anything new about it?
3. Have you and your family ever taken a cruise? Where did you go? What did you enjoy about the cruise?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1-3: What does Annie tell Jack the rain is saying? What do Annie and Jack find in the tree house? What name do they give him? What is written on the paper Morgan leaves? What is the title of the book they find? What does Jack write in his notebook? What is written on the life preserver Annie finds? Why does Jack think they should go home? What does Jack see as they go through the ship? Why don't other ships hear the SOS call? What time does the *Titanic* hit the iceberg? What time does it sink? Why can't everyone get into a lifeboat? How does Annie suggest they help?
2. Advance to Chapters 4-7: What does Annie notice about the floor? What does the man in uniform tell the people? How do they answer? Why does Teddy begin to bark at a door? Describe the girl they meet. What does she tell Annie about her parents? What do the men playing cards tell Annie? Why does Lucy think they've come to a party? What does Lucy give them? What happens to Annie?

3. Complete the story with Chapters 8-10: How is Annie saved? How much time is left? What does the captain shout to his crew? What do Jack and Annie discover when they get back to where they left the magic tree house? Where do they find the tree house? How does Teddy save their lives? What time does the watch say? How do Jack and Annie feel as they head for home?

B. For Discussion:

1. What does Jack mean when he says "You can't go looking for a gift. You have to wait until someone gives it to you"? Is this true? Why or why not?
2. How did calling the ship "unsinkable" cause people to react slowly? What else caused the tragedy?
3. In what way has the story of the *Titanic* become a myth? Did the recent movie help people to realize what happened that night? Why or why not?
4. What does Annie mean when she says, "Every time the story's told, we wish it had a different ending"?

III. EXTENDING THE LESSON

Give wide leeway in working with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students write a story in which Jack and Annie take a child into their own time to save its life. What would happen if someone from the past were to suddenly find themselves in the present?
2. Have students write a letter from a survivor of the *Titanic*, describing all that happened that night.
3. Have students write a postcard someone on the *Titanic* might send to a friend.

B. Art and Music:

1. Assign a group to select records, tapes, or CDs from the library that might serve as appropriate background music to some of the scenes. Hymns the band might have played as the ship went down would be appropriate, or the theme music from the movie, *Titanic*.

2. Have students make a bulletin board about the story. They could cover the board with black construction paper and cut stars out of sparkly paper, create the sinking ship out of white and blue paper, show Jack, Annie and Teddy looking out of the tree house as it spins away. They might add a pocket watch to display the time: 2:20 and put the date on the board.
3. Have students design a menu that might have been on the *Titanic*. What food would be served? What would the menu look like? Have them try to capture the elegance of the first class passage on the ship.

C. Social Studies:

1. Have students find out about the sinking of the *Titanic*. Why was it considered unsinkable? What happened that night? Why were so many people killed?
2. Have students draw a ship and label the parts mentioned in the story.
3. Have students learn about the finding of the *Titanic* by Robert Ballard. Why was he able to find it after all these years? Why was it so hard to find? What artifacts did he bring back? What happened to them? Why haven't they raised the *Titanic*? Debate: Should the artifacts from the *Titanic* have remained on the bottom of the sea?
4. Have students chart the voyage of the *Titanic* on a map of the ocean, showing where South Hampton is and where it was headed. Have them mark where it sank.
5. Since the sinking of the *Titanic*, laws have been put in place about lifeboats and an International Ice Patrol has been formed. Have students find out more about this.
6. Have students find out why ships had different classes in those days—first, second, and third. Why were more people in third class than in first class killed on the *Titanic*? Do ships still have separate classes?

D. Science and Math:

1. The radio operator on the ship tries to alert nearby ships, using the Morse code for SOS. Have students learn the Morse code for SOS. What do the letters stand for?
2. Have students make a chart showing the number of people who perished and the number who survived.
3. Have students learn more about icebergs in the North Atlantic. Why was it especially dangerous for the *Titanic*

- to be sailing that far north in April? Do ships sail there now? What precautions do they take?
4. Have students find out what causes icebergs. How are they created? How big can they get?
 5. The *Titanic* had 2200 passengers and 20 lifeboats. Have students figure out how many people would need to be in each lifeboat. What would happen to a lifeboat with this many people?

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Buffalo Before Breakfast

by Mary Pope Osborne

When the Magic Tree House whisks Jack, Annie and Teddy, the enchanted dog, back almost 200 years to the Great Plains, a Lakota boy shows them how to hunt buffalo and Annie is caught in a buffalo stampede, where she is saved by a beautiful lady in white leather.

THEMES

Native American history, the West, problem-solving, time travel, responsibility, courage, legends

I. PRE-TEACHING

A. Have the class define and discuss these terms:

discovered, magical, librarian, ancient, mysterious, received, scruffy, mission, prairie, absolutely, fringed, buckskin, century, teepees, neighed, research, grazing, pasture, buffalo, designs, moccasin, coonskin, manes, bison, Lakota, weigh, alarmed, terrifying, stampede, squeezed, furiously, dodging, charged, swerved, veered, medicine, amazement, spirit, galloped, streaked, glowed, foolishness, frightened, twilight, feather, chanting, ceremony, platform, whispering, vanish

B. Before beginning the story, discuss the following questions with the class:

1. Have you ever been to the Midwest? What must the land have looked like before the white settlers came?
2. Have you ever seen an American buffalo? What is its real name? What must it looked like when millions of them roamed the prairie? Why were so many killed in the 19th century? How are people working to bring their numbers back?
3. What do you know about Native Americans? What did they believe about killing animals? About owning land?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: Who does Jack see out his bedroom window? What is lying on the floor of the tree house? What must Jack and Annie find to free the little dog from his spell? Which have they already found? What gift do they need to receive this time? What are Jack and Annie wearing when they arrive on the prairie? What does Annie think “prairie blue” might mean? How are they supposed to get the gift? What does Jack learn about the prairie from his book? What do Jack and Annie see from the top of the rise? What does Jack learn from his book about the Native American tribes? What happened to the Lakotas after the white settlers came? What worries Jack about going into the camp? What do the Lakota consider good manners?

2. Advance to Chapters 4 - 6: What are the men and boys in the camp doing? What are the women and girls doing? Why is the girl sewing bear claws onto her buckskin? What gifts does the buffalo give the people? Why won't Grandmother let Black Hawk hunt that day? What do they see when they get to the top of the slope? What does Jack learn about the buffalo? How does he know they've come to the time before the white settlers? What does Black Hawk do? How does Annie feel about it? What can happen if the buffalo become alarmed? What happens when Black Hawk sneezes? What does Teddy do? How does the herd react? How are the buffalo acting when they find Annie?

3. Complete the story with Chapters 7 - 10: What does Black Hawk say about Annie? How does Annie explain what happened? What does Black Hawk say about the lady Annie saw? What does Grandmother say to Black Hawk when he tells her what happened? What names does Grandmother give Jack and Annie? What does Grandmother say about the smoke from the sacred pipes? Who does she say White Buffalo Woman is? How does she explain her appearing to Annie? What gift does she give Jack and Annie? What does Black Hawk say when Jack asks about school? What does Annie suspect about Teddy? What does “good medicine” mean?

B. For Discussion:

1. In what ways do the Lakota honor the animals? What is their philosophy about killing them? Why don't they hunt until they run out of meat?
2. What do the Lakota believe about all things?
3. Why does White Buffalo Woman come to Annie in her time of need?
4. Why can't the Lakota own land?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students listen to how the author describes the shadows of the clouds over the plains as looking like “giant dark birds spreading their wings.” Have them come up with other comparisons like this for clouds or other things they see.
2. Have students write a story about visiting in the past. Where would they like to go? Who would they meet? What adventures would they have?
3. Have students write a diary that Black Hawk might keep. What would he write about? What would he say about the visit from Annie and Jack?
4. Have students make up Native American names for themselves to use during the time they are studying the story. Have them write about why they chose their names.
5. Have students find out why Native Americans were called “Indians.” Why do we now call them Native Americans? What do they call themselves?

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They could use Native American chants and drum beats for background.
 2. Have students make a bulletin board about the story. They could cover the board with light brown construction paper, draw the long grass with green crayons, cut buffalo shapes from dark brown paper, add craft fur, show teepees, and other items mentioned in the story.
 3. Have students draw pictures of buffalo and other animals as the Native Americans might have drawn them on their teepees.
- ### **C. Social Studies:**
1. Have students learn about the tribes of the Great Plains. What other Native Americans lived there besides the Lakota? Why are the Lakota also called the Sioux? Why were they Native Americans sent to reservations?
 2. Have students read “The Legend of White Buffalo Woman” in the back of the book, then find other Native American legends and tales to share with the class.

3. Have students learn about Native American beliefs in spirits. How do they think these beliefs came about?
4. Have students learn Native American sign language to demonstrate to the class.
5. Jack learns what “good manners” means to the Lakota people. Have students talk about what good manners means in our culture.

D. Science and Math:

1. Jack learns from his book that the prairie once covered one-fifth of America. Have students look at a map of the United States and figure out how much is one-fifth.
2. When Jack steps into the grass, it comes up to his chest. Based on their own height, have students calculate how high the grass must have been.
3. Have students make a bar graph showing the number of bison killed by whites in order to get rid of the Native American’s way of life. They could then add how many there are today.
4. Have students make a chart comparing the size and weight of the bison with other animals, such as the cow, the horse, and the elephant.
5. Have students go somewhere on a dark night away from city lights and look at the stars. What are stars? What pictures can they see in the stars? Then have them learn more about constellations.

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Tigers at Twilight

by Mary Pope Osborne

When the Magic Tree House takes Jack, Annie, and Teddy, the enchanted dog, to a forest in India, they must find a way to save a tiger who has been trapped by greedy poachers.

THEMES

endangered species, problem-solving, time-travel, responsibility, courage

Young Listener Unabridged Audio

I. PRE-TEACHING

A. Have the class define and discuss these terms:

glowed, prairie, kangaroo, feather, absolutely, screeching, cawing, creatures, windowsill, parkas, chattered, langur, scampered, peacocks, paradise, gashes, python, poisonous, trapeze, twilight, munched, panic, surrounded, hazy, endangered, poachers, medicine, whining, horrible, deadly, majestic, snarled, silently, limped, fiercely, wonder, scooped, shimmered, hermit, whispered, lotus, blossom, ugliness, savage, tilted, twinkled

B. Before beginning the story, discuss the following questions with the class:

1. What do you know about India? What kinds of animals live there? What is the climate like?
2. What does it mean to say an animal is “endangered”? What does “extinct” mean? What can we do to prevent endangered animals from becoming extinct?
3. If you could visit anywhere on Earth, where would you like to visit? If you could travel to another time, when would you like to visit?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: What is the title of the book Jack finds in the Magic Tree House? What do Jack and Annie hear when they arrive at the edge of the forest? What two creatures leap onto the windowsill? What makes Jack think they’ve landed in paradise? What does Annie call the forest? What does Jack learn about the gashes on the trees? What else does he learn about tigers? What do the langurs have them do? What kind of snake do they see on the tree? What does Jack learn about this snake? What does Annie realize the monkeys want them to do?
2. Advance to Chapters 4 - 7: How does Jack feel about swinging through the trees? How does Annie feel about it? Why does the tree begin to shake? What do they see beneath the tree? What does Annie name the elephant? What does it feel like to ride on an elephant? Why does Jack fall asleep? What do they see

the next morning? What does Jack learn from his book about the rhinoceros? Why does he feel sorry for the rhino? What terrible thing has Annie found? What has happened to the tiger? What will happen if the killing of these animals isn’t stopped? What plan does Jack come up with to help the tiger? What does the tiger do when it is freed?

3. Complete the story with Chapters 8 - 10: How does Teddy save Jack and Annie from the tiger? Where do the monkeys take them next? What does Annie suspect about Teddy? What does the hermit tell them about himself? What does he say a hermit is? What lessons does he learn from nature? What does he have Annie bring to him? What does he tell them about the tiger they saved? What gift does the hermit give them? Why can they go home now? How are they able to find the tree house? What do Jack and Annie notice about the Frog Creek woods? What “one great voice” does Jack hear?

B. For Discussion:

1. Discuss the poem that appears before the prologue. What is William Blake’s attitude toward the tiger? What images does Blake use to capture the tiger? What does he compare it with? What questions does he ask it? What questions does he ask it? What might be the answers to the questions? Why does Blake compare the tiger to fire? How is this echoed in the story when the tiger is described as leaping from the bushes “like a flame”? What about a tiger resembles a flame?
2. Why does the blind man live in the forest? What has he learned from observing nature? What does he mean about “the one great voice of the forest”?
3. What does the hermit mean when he says the perfect lotus blossom cannot live without the ugliness of the mud? What does he mean when he tells Jack and Annie they saved “all” of the tiger?
4. What things does Jack appreciate about Frog Creek when they return from India?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students write a description of a forest. What animals, birds, and plants would be in the forest? What sounds would they hear? What smells would they smell?
2. Have students write a poem about an animal, capturing it the way William Blake captures the tiger.
3. Have students think up names they would give to various animals the way Annie names the ones she meets.
4. Have students listen to the verbs the author uses to describe the animals, like “scampered” for the monkeys, “marched” for the elephants, “curling” for the python, and “snorted” and “peered” for the rhinoceros. How do strong verbs help make sentences more vivid?

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They might find recordings of jungle sounds to capture the rain forest and use Saint-Saëns’ *Carnival of the Animals* when the various animals appear in the story.
2. Have students make a bulletin board about the story. They could cover the board with green to represent the forest, cut out trees from construction paper, show the monkeys, the elephant, the snake, the rhinoceros, the tiger, and other animals Jack and Annie meet.
3. Have students begin keeping a “sky diary,” capturing in watercolor the colors of the sunset.

C. Social Studies:

1. Have students learn about the Hindu religion of India. Where are their important gods and goddesses. What are some stories told about these gods and goddesses? What are their temples like?
2. Have students bring in articles about endangered animals. What animals are on the endangered list? Why? What is being done to save endangered species? Why is it important?
3. Have students learn about elephants of India. How are they used for transportation and other work in India?
4. Have students learn about poachers. Why do they kill animals? What are the laws against poaching? How can poachers be stopped?

D. Science and Math:

1. Have students make a chart demonstrating how much an elephant eats. Another group might make a chart comparing the weight of an animal like a dog or a cat with that of the rhino.
2. Have students learn more about the decline of tigers in India. Why are they disappearing? How many are left? What can be done to bring them back? How are zoos helping save endangered species like the tiger?
6. Have students learn about the snakes of India – the smallest to largest. Which are poisonous? How does a snake like the python kill its prey? How can snakes be trained to “dance” to music?
7. Have students learn about tigers. What do they eat? How can they find enough raw meat to keep alive? How are they fed in zoos?
8. Have students learn about extinct species. What animals are extinct? How did it happen?

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Dingoes at Dinnertime

by Mary Pope Osborne

With the help of the little dog Teddy, Jack and Annie find themselves in Australia where they see a strange flightless bird called an emu, another bird that brays like a donkey, a living teddy bear called a koala, and a “big footed” kangaroo. When they help the baby kangaroo from being eaten by wild dogs called dingoes and run from a wildfire in a forest, they learn how the Rainbow Serpent brings the life-giving rain and helps all creatures find their place.

THEMES

animals, travel, problem-solving, fantasy, responsibility, courage

I. PRE-TEACHING

A. Have the class define and discuss these terms:

snatched, scrubby, droopy, drought, wisp, scrawny, emu, haughty, proudly, marsupial, braying, donkey, stomach, pouch, shallow, curiously, graceful, ziggaged, trembled, dread, wildfire, billowed, coughed, helplessly, stumbled, blindly, haze, vanished, glowing, breathe, lightning, pouring, charred, drizzle, sprinkle, squishy, bounded, relief, gazing, sprang, myths, ceremonies, steamy, enchantress, sheepishly, accidentally, exciting, flutter, silvery

B. Before beginning the story, discuss the following questions with the class:

1. What do you know about Australia? How far away is it? What kinds of animals live there? What is the climate like? Do you know anyone who has traveled there? Would you like to visit Australia?
2. What does it mean to say an animal is endangered? What animals are considered endangered? What has caused them to become endangered?
3. What can happen when a campfire gets out of control? Why must we be careful when lighting a fire in the forest?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: How does Annie know it's time to go to the Magic Tree House? What does Morgan's note say? What gifts have they already received? What do they need to get next? Where do they find themselves? What does Jack say about the climate? What does his book say about it? Describe the birds they see. What animal does Annie find? What does she call it? What does Jack learn about koalas from his book? What does “koala” mean? What bird makes the loud cackle? Why is the kookaburra called the “laughing donkey”? Describe the next animal they find. What facts does Jack learn about the kangaroo from his book? What chases the kangaroo?
2. Advance to Chapters 4 - 7: What does Annie find in the bushes? Why does the mother kangaroo throw her

baby out of the pouch? How do Jack and Annie carry the joey? What have the campers caused? Why does Annie go back? How do they save themselves from the fire? What do they find in the cave? What is so great about the rain? How do they get the joey back to the right place? What does Annie worry about as they wait for the mother kangaroo?

3. Complete the story with Chapters 8 - 10: What does the kangaroo give them in thanks? What does Jack learn about the painting on the piece of bark? Who is waiting for them when they return? What story does Morgan tell them about each gift they received? What does Teddy turn into? What stories is Ted taking back to Camelot? What does Morgan promise Jack and Annie? What do Jack and Annie decide about their adventures with Teddy?

B. For Discussion:

1. How do Annie and Jack feel about the different animals they meet? Which do they like best? How do they feel when they think the mother kangaroo may not come back for her baby?
2. Why does Annie think the rain is magic?
3. In what ways does Teddy help them? When did you first suspect that Teddy wasn't really a dog?
4. What did the Aborigines call the time before people and animals came to Earth? Why do they honor the snake? What is the difference between “Dreamtime” and real time?
5. How does each gift Annie and Jack find help Teddy? What do Annie and Jack learn from their adventures?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students write about an adventure they would like to have in another time and place.
2. Have students make up a legend about the creation of Earth and the animals.

3. Have students write about an exciting trip they have taken with their family. Where did they go? What did they see? Did they see any interesting animals? What were they?
4. Have students write a poem about the Rainbow Serpent, about the life-giving rain, or about a kangaroo and her joey.

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They might find chants by Aborigines, or songs modern-day Australians sing like “Waltzing Matilda,” which is now their national anthem. When Jack and Annie see the kookaburra, students could record the song about it.
2. Have students make a bulletin board about the story. They could cut out the shape of Australia from light brown construction paper and put it on a field of blue for the ocean, add pictures of animals like the dingo, the koala, the kangaroo and her joey, the emu, and the kookaburra. They could then write with facts about Australia on cards to put on the board.
3. Have students draw a mural for the classroom or the school hallway of the Rainbow Serpent creating the animals and the people of Australia.

C. Social Studies:

1. Have students read Aborigine myths like “The Rainbow Serpent.” They might learn to tell one of these myths. What did the myths like the Rainbow Serpent explain? Students might compare these myths with myths about the creation from other peoples, like Native Americans, Ancient Greeks, Ancient Egyptians, Chinese, and Japanese. Why did early people create myths like this?
2. Have students learn more about Australia. Why is it considered a continent and not a country? Why is it so flat? What is the most prominent feature on the continent? Where did the original people of Australia come from? How did white people first come?
3. Jack and Annie find paintings on the walls of the caves. Have students learn more about cave paintings in Australia and other lands. Why did early people paint on cave walls?

4. Have students learn more about the Aborigines. Where did they come from? What ceremonies do they perform? How did the white settlers of Australia treat them?

D. Science and Math:

1. Have students learn about how the continents, once one land mass, drifted apart. What was this land mass called? How do scientists know this happened? Why is the wildlife of Australia so different from that of other continents?
2. Have students learn about marsupials. How are marsupials different from mammals? Why do marsupials have pouches?
3. The emu is a flightless bird, similar to the ostrich. Have students find out why some birds are unable to fly. Were they ever able to fly? If they can't fly, why are they considered birds?
4. When Jack and Annie arrive, the land they see is very dry. Have students learn about drought. What causes it? In what lands is drought common? What problems does drought cause? How do plants and animals in dry places adapt?

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1745 Broadway
New York, NY 10019

Civil War on Sunday

by Mary Pope Osborne

When Jack and Annie are whisked back to the time of the American Civil War, they meet a famous nurse named Clara Barton and help wounded soldiers, including a drummer boy who looks like he could be Jack's older brother.

THEMES

American history, problem-solving, time travel, responsibility, caring, courage

I. PRE-TEACHING

A. Have the class define and discuss these terms:

dreary, thunder, rumbled, lightning, swirl, glaring, scratchy, knapsack, uniform, bandaged, cruel, weary, stumbled, scorching, sweaty, scratchy, steep, battlefield, heaved, beaded, ladle, suffering, clumsily, nightmare, nervously, plantation, lessen, barreling, supplies, ambulance, stretchers, serious, reins, trench, whistling, crouched, neighed, whinnied, clods, canteen, alert, mumbled, swayed, faint, shuffled, fever, twilight, horizon, vanish, misery

B. Before beginning the story, discuss the following questions with the class:

1. What do you know about the American Civil War? Why was it fought? Who fought in it? Who won?
2. What would frighten you the most about being in a war?
3. Why do we fight wars? How else might people settle their differences?
4. If you saw someone who was badly hurt, what would you do?
5. Have you ever been homesick? What does it feel like? Why do we get homesick?

II. PRESENTATION

A. Understanding the Story:

1. Begin with the Prologue - Chapter 3: What do Jack and Annie have to find? What is the first thing they see? Why is the Civil War also called "The War Between the States"? What were the Southerners called? What were the Northerners called? What is one remarkable fact about this war? Why is there a row of tents? How many women served as nurses during the Civil War? What does the nurse give Annie and Jack to do? Besides food and water, what do they need to give the soldiers? What does Jack want to do when they find what they came for? Why doesn't Annie agree?
2. Advance to Chapters 4 - 7: How does Jack feel as he helps the soldiers? What shocks Jack when he talks to the elderly black man? What does Jack tell him to give

him comfort? Who is Clara Barton? What is her nick name? Describe the battlefield. Why does Jack need to "Be brave"? Who is the first soldier they pick up? What does Annie notice about the drummer boy?

3. Complete the story with Chapters 8 - 10: What do Jack and Annie do for the two soldiers in the wagon? What does Annie notice about the drummer boy? What role did drummer boys play in the Civil War? What feelings must Jack and Annie put aside to help the boy? What does Jack wonder about him? What does Clara say about wars? What song do the soldiers sing? What are Jack's feelings about war now? What does he learn from his father?

B. For Discussion:

1. Compare the way Jack reacts to being on the battlefield with how Annie reacts. Why is Jack eager to leave the battle scene? Why does Annie insist they stay? How does Jack change?
2. How does completing the items on Clara Barton's list help Annie and Jack complete their mission for Morgan? Why is it better they stayed after they got the list?
3. Clara says the list would work as well for everyday life. How would you apply these ideas to your life?
4. Why does Clara Barton help the Confederate soldier? What does she mean when she says, "Sometimes things are not as simple as they seem"?
5. As he looks at the two soldiers, one Confederate, one Union, Jack says, "In another time and place they might have been friends." Would this have been true? Why or why not?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. When Jack tells the African American soldier what will happen to his people, the man asks if Jack can see into the future. Have students write a story about someone who knows the future. What would it be like

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- **Sadako and the Thousand Paper Cranes** by Eleanor Coerr
- **A Taste of Blackberries** by Doris Buchanan Smith

- to be able to see into the future? Would this be a blessing or a curse? Why?
- Have students write a letter Jack might write after he learns who John the drummer boy is. What would he tell his great-great-great grandfather. They might then write a letter to one of their own ancestors.
- Have students write about a time when they were afraid but needed to be brave.

B. Art and Music:

- Have students select background music that is appropriate to some of the scenes. They could check out the website www.civilwarmusic.net to find songs and music from and about the Civil War. They might learn the history of these songs, especially, "Tenting Tonight on the Old Camp Ground." Discuss: Why did the soldiers sing songs like these?
- Have students make a bulletin board about the story. They could cover the board in construction paper, blue on one side, gray on the other, put the list the nurse gives Jack and Annie in the center, add photographs of the Civil War from the Time-Life series or other books, bandages soaked with red ink to indicate blood, a small drum, a canteen, pictures of muskets and cannons, a picture of Clara Barton, and other items mentioned in the story.
- Have students learn to drum the way a drummer boy in the Civil War would be trained.

C. Social Studies:

- Have students find out more about the Civil War. Was slavery the only reason it was fought? Why was it called "The War Between the States" instead of "The Civil War"? Why do some Southerners still call it that?
- Have students learn about Clara Barton. Another group might learn about the Red Cross. When did she found it? How does it help during natural disasters like Hurricane Katrina? Students might interview someone who works for the Red Cross.
- Have students learn about the part played by African American soldiers in the Civil War. Another group might learn about slavery, how it started and why a war was fought over it.
- Read Lincoln's Emancipation Proclamation to the class and ask them what it means.

- Before the Civil War, most nurses were men. Have students learn about the history of this profession. Why weren't women nurses until this time? Why are more women nurses now than men?
- Jack says to himself, "War is not a game." Have students debate video or computer war games. Why do kids like to play them? Does this desensitize them to the tragedy that real war causes? Why or why not?

D. Science and Math:

- Have students make a visual chart of the number of soldiers killed in the Civil War and compare this with other wars fought in American History, including the two world wars, Korea, Vietnam, Desert Storm, and Iraq.
- Have students learn about field hospitals during wartime. Why are they needed? How do they help the wounded?
- Have students write about taking care of someone who is sick. What is needed most when someone is sick?
- Have students learn about heat stroke. What causes it? What are the symptoms? What is the treatment? How can we avoid getting heat stroke?

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1745 Broadway
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Revolutionary War on Wednesday

by Mary Pope Osborne

The Magic Tree House whisks Jack and Annie to the time of the Revolutionary War where they go with General George Washington on a secret mission. When a blizzard threatens and he considers turning back, they use their knowledge of the future to convince him to go on.

THEMES

history, problem-solving, time travel, responsibility, courage

Young Listener Unabridged Audio

I. PRE-TEACHING

A. Have the class define and discuss these terms:

shivered, scarf, research, fought, flurries, peeked, twilight, flickering, crouched, shadowy, lonely, eerie, wary, loomed, dignity, dangerous, crisis, powerful, spirits, conflict, glorious, triumph, obtain, esteem, steered, gasped, independent, relieved, clutched, aboard, crew, jolted, sloshed, Hessians, invisible, furious, riverbank, miserable, desperately, sleet, blizzard, scrambled, seize, grateful, steep, churning, zigzagged, confident, slush, definitely

B. Before beginning the story, discuss the following questions with the class:

1. What do you know about George Washington? What did he do before he was president? Where can you find his picture?
2. Why was the Revolutionary War fought? Who fought in it? Who won?
3. If you could travel back in time and meet someone famous, where would you like to go? What adventures might you have?
4. Have you read any of the other *Magic Tree House* books? What do you like about them?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: Why do Jack and Annie have to visit the past? What have they brought back already? What do they have to bring back this time? What are they wearing when they arrive? What does Jack learn about the Revolutionary War from his book? What were the British soldiers called? Why can't they tell if the people they see are redcoats? How do they get caught? What do the soldiers say when they catch Jack and Annie? What coincidence amazes the captain? What does Annie think they should do after the soldiers leave?
2. Advance to Chapters 4 - 6: When Jack and Annie reach the riverbank, what do they see the soldiers doing? What day do they realize it is? What does the commander in chief tell the men? Why does Jack think the

commander-in-chief look familiar? What favor does the captain ask Jack to do for him? What does he say about sending the letter? What does Jack suddenly realize? Where does he find Annie? Why has Annie gotten in the boat? Why can't they get out? What does the icy river remind Jack of? What does he learn from his book about Washington crossing the Delaware?

3. Complete the story with Chapters 7 - 10: What does George Washington say when he finds Jack and Annie in his boat? Why does Annie tell him he can't turn back? What does the bearded soldier accuse them of? How does Jack use Thomas Paine's words to convince Washington not to turn back? Why does Jack feel proud of what they did? How do they find the tree house? How do he and Annie feel when they get home? What does Morgan's note tell them?

B. For Discussion:

1. Compare what Jack reads in his book with what he writes in his notebook. What does he leave out? What does he put in? Does he capture the most important things? Why or why not?
2. What does Thomas Paine mean when he refers to the "summer soldier" and the "sunshine patriot"?
3. What do Thomas Paine's words, "The harder the conflict, the more glorious the triumph" mean? How does Jack use these words to convince George Washington to go on with the mission? Why does Jack whisper them again at the end of the story?
4. If Jack had not convinced Washington to go on, how might history have been changed?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students listen to how Jack takes notes and then practice taking notes on a lecture, recording, or short video. Follow up by having them compare their notes with a classmate and discuss the different ways to take notes. Why is it important to be able to take notes?

2. Have students listen to one of the scenes, such as the opening of Chapter 4, and notice the way the author appeals to the five senses and uses strong verbs and nouns, like *whooshed*, *hissed*, and *glow*. How do these words and the sensory images help set the scene? Follow up by having them describe a scene using the senses and strong verbs and nouns.
3. Discuss with students the concept of traveling back in time. How might someone visiting from another time change the course of history? Follow up by having students write a poem or a story about this.
4. Have students read or listen to some stories about Camelot. Who was king? What role did Morgan La Fey play? Was there really a Camelot? Why or why not?

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. Patriotic songs and pieces, like “Yankee Doodle” might be appropriate. They might choose passages from Richard Rodgers’ *Victory at Sea* to capture the cold trip across the Delaware River.
2. Have students make a bulletin board about the story. They could cover the board with white to show the snow, show the soldiers huddled over a campfire, show George Washington talking to Jack and Annie and add pictures about the Revolutionary War to the border.
3. Have students find out more about the painting of Washington crossing the Delaware. Who painted it? How did it come to be painted?

C. Social Studies:

1. Have students write about meeting a famous person from the past. Who would they like to meet? They might write a letter to this person telling them why they would like to meet them.
2. Have students look at a dollar bill and talk about what they find. They could use the encyclopedia to look up what the symbols and words on the bill mean.
3. Have students find out about the weapons used in the Revolutionary War, such as cannons and muskets.
4. Have students learn more about George Washington. Another group could find out about Thomas Paine.

5. Have students learn more about the Revolutionary War.
6. The bearded soldier accuses Jack and Annie of being spies. Have students find out more about spies. What does a spy do? Who are some famous spies? Ask students if they think they’d like to be a spy.

D. Science and Math:

1. Have students learn more about winter. Why is it colder than summer? What causes snow? What causes sleet? When does a snowstorm become a blizzard?
2. While Jack and Annie are looking for the tree house, lightning flashes. Have students find out what causes lightning.
3. George Washington and his men cross the Delaware by rowing a large boat. Have students find out how oars move a boat through water. What’s needed to row a large boat?

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Twister on Tuesday

by Mary Pope Osborne

When Jack and Annie visit a one-room schoolhouse on the prairie in the 1870s, Jack uses his research book to save the teacher and the students from a violent twister.

THEMES

American history, pioneers, friendship, education, courage

I. PRE-TEACHING

A. Have the class define and discuss these terms:

sunlight, streamed, Tuesday, scrambled, prairie, pioneer, suspenders, sunbonnet, grove, creek, smokestack, billowed, government, schooners, vanish, horizon, tepees, column, photograph, sod, dugout, tornadoes, peered, crate, grateful, scowl, modestly, confused, glared, bully, hovered, distance, burlap, narrowed, embarrassed, grasshopper, hailstones, watermelons, weird, funnel, roaring, clutched, deafening, budge, drowned, hinges, barreling, destruction, narrowed, sparking

B. Before beginning the story, discuss the following questions with the class:

1. Would you like to go to a school where all the grade levels are in the same room? Why or why not?
2. Have you ever been to the Midwest? Why is this land sometimes called a "prairie"?
3. Have you ever seen a tropical storm, a hurricane, or a tornado? What kind of destruction can these storms do? What can we do to be safe?
4. Is there someone in your school who acts like a bully? What makes kids become bullies?
5. Have you read other *Magic Tree House*® books? What's fun about these books?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: Where are Jack and Annie sent this time? What do they have to find? What does Jack learn from his book about the prairie? What do they find on top of the little hill? Why did the pioneers build houses out of sod? What else does Jack learn from his book? Why does Annie think this is the place to find their special writing? What surprises Jack about the teacher?
2. Advance to Chapters 4 - 6: Describe the school room. How does Jeb act toward Jack? What does Will say about Jeb? How does Jack try to help Jeb? What is Jeb's reaction? Why does Jack hope they'll find the special writing soon? Why hasn't Jeb been to school

before? What does Miss Neely have them write on their slates? What does Annie realize when Jack shows Miss Neely his writing?

3. Complete the story with Chapters 7 - 10: What do Jack and Annie see when they look back at the sky? Why does Annie say they can't leave? How do Jack and Annie saved the children and Miss Neely? Why does Jack think Miss Neely is the bravest person he's ever known? What does Jeb say when Jack shows him the book? What advice of Miss Neely's stays with them as they think back on their experience?

B. For Discussion:

1. Why is Jeb angry at everything? Why does he get mad at Jack in particular? What makes him change toward Jack?
2. What do you think of Miss Neely's lesson? Would a lesson like this work today? Why or why not?
3. Why do Jack and Annie decide to go back to the school house when they see the storm?
4. Why doesn't Jack leave the book with Jeb? What would have happened if Jeb had asked him to?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students prepare a simple lesson to teach a class like Miss Neely's, especially have them figure out a way to teach a boy like Jeb to read.
2. Have students work in groups to put together a book of favorite poems and sayings.
3. Jack and Annie both love to read. Talk with the class about their favorite books and why they enjoy reading. Students might make a bulletin board featuring their favorite books.
4. Have students write about a time that seemed bad and try to remember the good things about it. Why is it wise to remember the good memories and let go of the bad ones?

5. In addition to the *McGuffey Reader*, *Webster's Spelling Book* was extensively used. Have students talk about the difficulty of learning to spell in English and come up with some ideas for helping someone from another country learn English.

B. Art and Music:

1. Assign a group to select records, tapes, or CDs from the library to serve as appropriate background music to some of the scenes. They might find railroad songs or hymns of the pioneers. For the twister, they might use the music of Stravinski, such as selections from *The Rite of Spring*.
2. Have students make a bulletin board about the story. They could cover about two-thirds of the board with gray construction paper for the sky and use yellow construction paper for the prairie. They could then draw the grass, cut the covered wagons out of white paper, draw train smoke disappearing over the horizon and the twister. They could draw or cut out the sod house, add a small slate, chalk, a book about pioneer days, the poems in the *McGuffey Reader*, and other items mentioned in the story.
3. Have students put together a memory scrapbook of a class field trip, a trip they've taken with their family, a holiday celebration, or something else they want to remember and share with others.
4. Have students make a model of a sod house, using soil made into bricks. What's hard about using this material?

C. Social Studies:

1. Have students find out about education during pioneer times. Where was school held? Who were the teachers? What did they use for books? How many children were in a typical class?
2. Have students find out about the pioneers. Why did people leave their homes to travel to California or Oregon? Where else did pioneers settle? Why did many stay on the plains? What was travel like in those days? What hardships did they endure?
3. Have students learn more about grasshoppers attacking pioneers. They might find out why one species is called the "Mormon cricker" and read about how grasshoppers attacked the Mormon settlers their first year in Utah.

4. Have students learn more about the building of the railroad across the continent. What made this task difficult? Who built the railroad west? Who built the railroad east? Where did they meet? How did the coming of the railroad change the lives of Native Americans?

D. Science and Math:

1. Have students find out what happens when hordes of grasshoppers attack the crops on the prairie. Why do these insects do this? What kind of damage do they cause? What is being done to prevent this happening on farms now?
2. Have students learn more about tornadoes. What causes them? What kind of damage do they do? What do people do to save themselves? How do tornadoes differ from hurricanes?
3. Have students make a chart of the number of tornadoes that hit the country over a period of ten years.
4. Jack's book shows a photograph of the sod house. Have students learn about the invention of photography. When did people first start taking photographs? What were the early cameras like?
5. When the storm first begins, Miss Neely thinks the sound is hailstones. Have students find out about hail. What is it? What causes it?

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Earthquake in the Early Morning

by Mary Pope Osborne

When Jack and Annie go to California in 1906 to find the final writing to help Morgan save Camelot, they are caught in the earthquake and fire that nearly destroyed San Francisco.

THEMES

history, natural disasters, problem-solving, time-travel, courage, hope

I. PRE-TEACHING

A. Have the class define and discuss these terms:

research, gaslights, cobblestone, trolley, population, million, loveliest, slung, tourists, steep, silent, rumbling, clogged, crouched, wobbly, trembled hurled, quaked, bounced, concrete, dreadful, billowed, breathe, coughs, hoarsely, haze, ledge, clogged, rubble, shaky, frantically, urgent, ferry, fleeing, wheelbarrow, librarian, pajamas, rectangular, dynamite, galloped, firestorm, equipment, smothering, hearth, piercing, wisdom, strode, gusted, incredible, caption

B. Before beginning the story, discuss the following questions with the class:

1. Have you ever been to San Francisco? What did you notice about the city? Do you think you'd like to live there?
2. Have you ever been in an earthquake? What is it like? What causes earthquakes? How do cities try to prevent damage to buildings during earthquakes?
3. Would you like to be a reporter? Where would you go to find the news?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 3: What do Jack and Annie need to find this time? Where do they go? What does Jack learn about San Francisco from his book? What does he write in his notes? What disturbs the quiet morning? What does Annie say they should have done? What does Jack answer? Where does Jack find Annie after the second shock? Why does she say she's in trouble? What is Jack afraid might happen? How does she get out? What do they think has happened? What does Jack's book say about the earthquake? Why was it called "the Great Shake"? What happens after the quake? How many buildings burn down?
2. Advance to Chapters 4 - 6: Why does Jack say they can't leave yet? Who do Jack and Annie meet as they go through the rubble? Why is the man moving the bags of money? What are people carrying? Why is the

librarian moving all the rare books? What does Jack discover about the books? Why won't the man stop? How do Jack and Annie feel when he won't listen to them? What have the boys lost? What does Annie offer to give them? What do the boys "lend" them? What does Annie realize? Why can they go home now?

3. Complete the story with Chapters 7 - 10: What do they see as they make their way down the hillside? Why can't Jack and Annie go back the way they came? Why are the men setting off dynamite? Why doesn't it work? Why don't Betty and Fred recognize them? What do they want to take a picture of? How did the people of San Francisco respond after the earthquake? Who do Jack and Annie meet? Why does he need the special writings? What do Jack and Annie tell him as they hand them to him? How does this help him? Where do they find their picture holding the sign?

B. For Discussion:

1. Annie thinks doing research is a waste of time. Is this true? Which can you learn more from, books or experience? Support your answer.
2. If the librarian had listened to them and not moved the books, what would have happened? How might it have changed history?
3. What would it be like to know the future? Would you be able to change it? Why or why not?
4. In what ways are the people of San Francisco brave? How does hope help people cope when terrible things happen? Give examples.
5. What true facts about the San Francisco earthquake did the author incorporate into the story?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students write about what they would save if they had to leave their homes suddenly. Why would they save those items?

2. Have students practice using an index to look up a fact in a research book. They might try making their own index for a short book, like one of the *Magic Tree House* books. What's involved in creating an index?
3. Have students write a news story about an event at school. They could include photographs.
4. Have students listen to the description of San Francisco in the early morning. What words and images help capture the beauty and peacefulness of the city?
5. Have students learn more about King Arthur.

B. Art and Music

1. Have students select background music that is appropriate to some of the scenes. They might use the Frank Sinatra song, "I Left My Heart in San Francisco."
2. Have students make a bulletin board about the story. They could use pictures of San Francisco, then and today, draw Jack and Annie in the earthquake, include pictures of Earth's tectonic plates, showing the fault line under California, add the sign on cardboard that the boys give to Jack, books, a map of San Francisco, a bag of money, hats, boots, and other items mentioned in the story.
3. Have students study a costume book and draw the clothes Jack and Annie wore. How did children dress during the turn of the century?

C. Social Studies:

1. Have students find a map of San Francisco today and before the earthquake. How was the city changed when it was rebuilt?
2. Have students learn about the history of San Francisco. Why was it founded? When? What is it known for?
3. Have students learn more about photography and journalism at the turn of the century. When was the camera invented? How did it change the way news was reported? Who are some famous reporters at the time?
4. Have students study a map of the United States and determine where an earthquake is most likely to occur. Have them learn about other earthquakes.

5. Have students learn about gaslight. Why were the streets lit this way? How did this contribute to the fire?
6. Have students learn about trolley cars. How did they work? Why were they a good means of transportation in a city like San Francisco? What trolley is still running there today?
7. Have students talk about the need for hope to help us survive disasters. How did the people in New Orleans keep hope alive after Katrina? How does humor help us survive?

D. Science and Math:

1. Have students find out more about earthquakes. What causes earthquakes? How are they measured? What is the study of earthquakes called? What instruments are used to detect them? What are some of the worst ones on record? What changes have been made to prevent the damage caused by earthquakes?
2. Have students put together a survival kit that should be in their homes for when an earthquake or other disaster occurs.
3. Have students learn more about dynamite. When was it invented? How does it work? What is it used for?
4. Because of the fire, Jack and Annie find it hard to breathe. Have students learn more about how smoke can affect our lungs. What should we do to avoid inhaling smoke if we're caught in a fire?

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