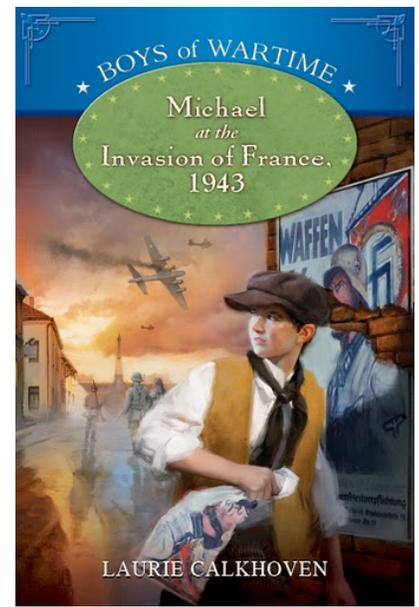
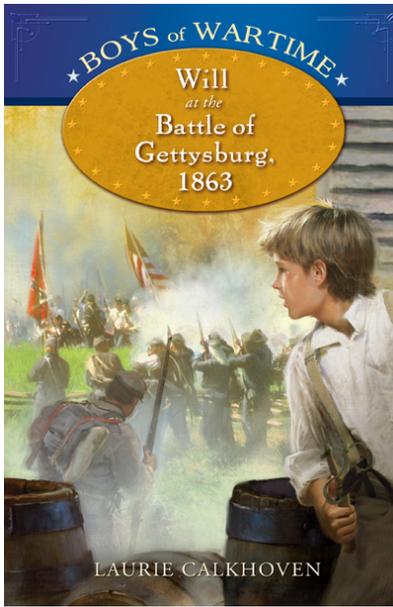
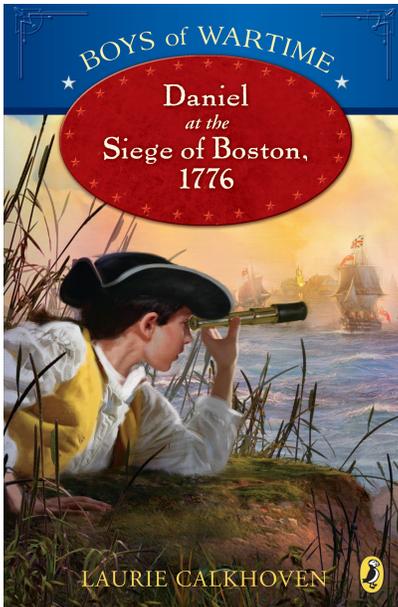


★ BOYS OF WARTIME ★



Enrich Your Students Reading Experience Using Common Core-Aligned Activities

Close Readings and Collaborative Conversations

Determine the theme of the novel or novels and summarize the text. Cite text evidence to support your answers. (RL.1, RL.2, RL.3, RL.6)

- What is the book mainly about? What is the message about war the author wants us to know?
- Who tells the story and which side of the war does he support? Is he a Patriot or a Loyalist? Is he for the Union or the Confederacy? Does he welcome the Nazis in France or does he resist them?
- What does the main character do to support the war effort?
- How do the main characters' views about the war influence the telling of the story?

Compare and contrast one of the Boys of Wartime novels with a nonfiction book about the same period/events in history or to another conflict in American history. Cite text evidence to support your answers to the following questions: (RL.1, RL.3, RL.9)

- Why would an author choose to blend fact and fiction?
- In blending the two, is the author able to get her message across better than in fact or fiction alone?
- How are resistance efforts in World War II France similar to the early methods the American colonists used to resist British authority?
- Compare the escape lines used in World War II France to the Underground Railroad used by slaves in pre-Civil War United States.

Research and Writing Activities

Create a map or a game showing Daniel's, Will's, or Michael's "Road to Courage." Include the hazards, obstacles, and achievements each character faces as he struggles to do what's right. (W.9)

Imagine that you are in charge of the French Resistance efforts to smuggle downed aviators out of France, the head of the emergency committee formed to fight the Rebel invasion, or the head of a spy group in colonial Boston. Using examples from the books, create a top-secret manual with orders for everyone involved in the operation, including instructions on how to avoid getting caught and how to handle interrogations. Present your manual to the class with a Powerpoint presentation. (W.2, W.4, W.6, W.9)

Write and perform a skit showing Daniel, Will, or Michael slipping across enemy lines or outwitting their enemies. (W.3, W.4, W.7, W.9, SL.4, SL.5)

Make a speech using the main character's views about the war. Use facts, concrete details, and other information to make the case for rebelling against England, keeping the Union together, or resisting the Nazis. (W.1, W.4, W.7, W.9, SL.4)

Make a speech or write an opinion piece from the opposite point of view – a Loyalist boy, a Confederate drummer, or a Nazi youth – and try to persuade your listeners that you're on the right side. (W.1, W.4, W.7, W.9, SL.4)

Using characters from the books, stage a debate to decide whether independence should be the goal of the American Revolution, whether the South should be allowed to secede from the Union, or whether to try to resist and defeat the Nazis. (SL.1, SL.4)

Research other examples of resistance efforts, like the Underground Railroad or the Civil Rights movement. Identify common elements of resistance and explain which circumstances justify defiance of authority. (W.2, W.7, W.9)

Does courage mean having no fear, or do courage and fear go hand in hand? Working alone or in a small group, make a visual a Powerpoint about Daniel, Will, or Michael that addresses this question. Include at least three examples. (W.2, W.6, W.7, W.9)

Research the first ten amendments (the Bill of Rights) of the U.S. Constitution. Many of these rights were a direct response to injustices the colonists suffered under the King of England. Pick two of these amendments and discuss why, based on his experiences in the book, Daniel might have been glad to see those rights made into law. Did Will and Abel view these rights differently during the Civil War? Did Michael have these rights in World War II France? (W.1, W.7, W.9, SL.1, SL.4)