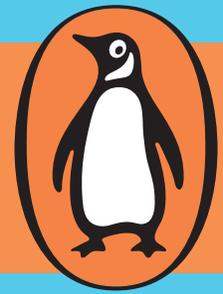


Penguin's Classroom Classics
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An Educator's Guide to

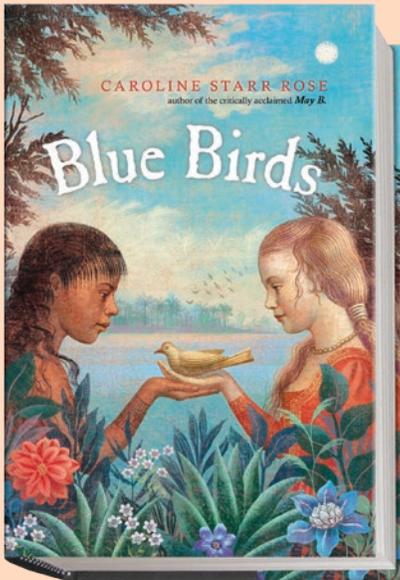
Blue Birds



INSPIRE • ENGAGE • EDUCATE

The materials in this guide are aligned to Common Core State Standards for grades 4–6

PenguinClassroom.com



***Blue Birds* by Caroline Starr Rose:**

It's 1587 and twelve-year-old Alis has made the long journey with her parents from England to help settle the New World, the land christened Virginia in honor of the Queen. And Alis couldn't be happier. While the streets of London were crowded and dirty, this new land, with its trees and birds and sky, calls to Alis. Here she feels free. But the land, the island Roanoke, is also inhabited by the Roanoke tribe and tensions between them and the English are running high, soon turning deadly.

Amid the strife, Alis meets and befriends Kimi, a Roanoke girl about her age. Though the two don't even speak the same language, these girls form a special bond as close as sisters, willing to risk everything for the other. Finally, Alis must make an impossible choice when her family resolves to leave the island and bloodshed behind.

A beautiful, tender story of friendship and the meaning of family, Caroline Starr Rose delivers another historical gem.



About the Author

Caroline Starr Rose was named a Publishers Weekly Flying Start author for her debut novel, *May B.*, which was an ALA-ALSC Notable Children's Book. She spent her childhood in the deserts of Saudi Arabia and New Mexico, camping by the Red Sea in one and eating red chiles in the other. She has taught social studies and English and worked to instill in her students a passion for books, an enthusiasm for experimenting with words, and a curiosity about the past. She lives with her family in New Mexico. *Blue Birds* is her second book.

Visit her at www.carolinestarrrose.com

Praise for *Blue Birds*:

"Composed in varying formats, the descriptive and finely crafted poems reveal the similarities the two girls share, from loved ones lost to hatred between the English and the Roanoke to a desire for peace."

— *Kirkus Reviews*

"An excellent historical offering and belongs on public and school library shelves."

— *VOYA*

"With two compelling main characters and an abundance of rich historical detail, Rose's latest novel offers much to discuss and much to appreciate."

— *School Library Journal*

"An imaginative historical novel with two sympathetic protagonists."

— *Booklist*

"A memorable account of a friendship that transcends culture and prejudice."

— *Publishers Weekly*



Pre-Reading Activities

For Teachers

The Fort Raleigh National Historic Site has an excellent resource called Roanoke Revisited.

(www.nps.gov/fora/learn/education/roanoke-revisited.htm)

For Kids

- Fort Raleigh has also produced printable documents for students grades 4-6:
The Roanoke Voyages: A Mystery Story for Young People. Students who work through the material can receive a Junior Ranger badge. (www.nps.gov/fora/learn/kidsyouth/voyage.htm)

Visuals to Share

- White–De Bry Map (1590): earliest map of North Carolina’s Outer Banks, including Native American settlements (www.nps.gov/fora/learn/education/white-debry-map-of-1590.htm)
- Artwork by John White and Theodore de Bry depicting the Native peoples of North Carolina’s Outer Banks (www.virtualjamestown.org/images/white_debry_html/jamestown.html)
- John White’s watercolors: flora and fauna (www.britishmuseum.org/research/collection_online/search.aspx?people=103070&peoA=103070-2-23); eastern blue bird (compare with the wooden bird on the cover) (www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=728253&partId=1&people=103070&peoA=103070-2-23&page=1)

Journal Reflection

- Write about a time you felt alone.
- Write about a time when everything around you was both new and strange.

Compare and Contrast

(CCSS 5.RL.3)

- | | |
|------------------------------|---|
| 1. London and Roanoke | 5. Manteo and Alis |
| 2. Kimi and Alis | 6. English settlement and Roanoke village |
| 3. Manteo and Wanchese | 7. Roanoke tribe and Croatoan tribe |
| 4. Uncle Samuel and Wanchese | |

Extension Activities

1. Determine traits of various characters using the Stickman Character Development worksheet. (CCSS 5.RL.3) (www.carolinestarrowse.com/wp-content/uploads/2014/01/stickman-character-development.pdf)
2. Blue Birds contains many examples of figurative language. Find ten to fifteen examples and use them to create a found poem. (CCSS 5.RL.4; CCSS 5.L.5)
3. Research a plant or animal indigenous to North Carolina’s Outer Banks. Create a drawing, watercolor, or some other work of art. (CCSS 5.W.7; CCSS 5.RI.9)
4. Imagine you are a part of the English settlement. Write a letter to your family back in England. What things would you include? What would you choose to omit? (CCSS 5.W.3)
5. The following interactions between Alis and Kimi can be used as a readers’ theater or as choral readings: (CCSS 5. RL.5; CCSS 6.RL.7; CCSS.6.RL.6)
pages 38–47 pages 131–134
pages 62–70 pages 243–246
pages 90–95 pages 344–346



Vocabulary List

(CCSS 5.RL.4; CCSS 5.L.4; CCSS 6-8.RH.4)

July 1587

1. pinnace (p 2)
2. askew (p 2)
3. plait (p 4)
4. forge (n) (p 22)
5. turret (p 22)
6. ironmonger (p 26)
7. palisade (p 31)
8. longhouse (p 31)
9. falter (p 45)
10. frolic (p 55)
11. bulbous (p 56)
12. naught (p 60)
13. cower (p 62)
14. garbled (p 68)
15. gnash (p 68)
16. haste (p 72)
17. squabble (p 75)
18. marionette (p 96)
19. riddled (p 97)
20. etch (p 97)
21. retch (p 97)
22. clamor (p 97)
23. jubilee (p 108)
24. plunder (p 109)
25. jerkin (p 112)

August 1587

1. fester (p 118)
2. staid (p 119)
3. outlandish (p 122)
4. dappled (p 123)
5. entreat (p 123)
6. hue (p 125)
7. posy (p 125)
8. doublet (p 145)
9. quiver (n) (p 156)
10. musket (p 162)
11. valor (p 162)
12. peril (p 170)
13. thrive (p 173)

14. beseech (p 176)
15. confound (p 176)
16. atone (p 177)
17. teeming (p 179)
18. weir (fishing) (p 179)
19. grotesque (p 182)
20. stifle (p 184)
21. breeches (p 195)
22. swaddled (p 216)
23. menacing (p 223)
24. pottage (p 224)
25. sequester (p 229)

September 1587

1. impudence (p 262)
2. threadbare (p 265)
3. linger (p 265)
4. ashen (p 271)
5. reap (p 272)
6. token (p 276)
7. lumber (vb) (p 278)
8. plague (vb) (p 285)
9. fumble (p 285)
10. traitor (p 299)
11. forsake (p 301)
12. humble (p 307)
13. impoverished (p 311)
14. relent (p 312)
15. mottled (p 315)
16. hysteria (p 317)
17. convey (p 324)
18. emboldened (p 332)
19. tinge (p 333)
20. burnished (p 375)

Algonquian words (see glossary—p 383)

1. iacháwanes
2. maquowoc
3. montoac
4. weroance



Discussion Questions

(CCSS 5.SL.1; CCSS 6.RL.3; CCSS 6.RL.6)

1. How do the colonists feel about being left at Roanoke?
2. What do the Roanoke think of the English returning to their island?
3. What is it that convinces Kimi that the English mean to stay this time?
4. What are Alis's initial impressions of Kimi?
5. What are Kimi's initial impressions of Alis?
6. Reread page 57. What are some things Alis considers luxuries? What things do you consider luxuries?
7. The English plan a surprise attack on the Roanoke. Explain what happens instead.
8. Governor White names Manteo Lord of Roanoke four days after the English mistakenly ambush his tribe. What do the colonists think of this? What does Alis think?
9. How do Alis and Kimi communicate with each other?
10. What needs does each girl meet in the other?
11. Each girl has a special object. What is the significance of each? How does the importance of these objects change?
12. Describe at least one way Alis feels she fails Kimi.
13. How do Alis's impressions of Manteo change?
14. The word savage is defined as primitive, uncivilized, violent and uncontrolled. Though it is a disrespectful term, it was nevertheless used in the sixteenth century to describe the native peoples of the New World. In *Blue Birds*, how do the English behave in ways that could be described as savage?
15. What risks do Alis and Kimi take for each other?
16. What secrets do Alis and Kimi keep? What about Governor White? Manteo?
17. How does George change in the course of the story? How do you feel about him in the end?
18. How does Alis's perception of the Roanoke change? How does her perception of the English change?

