

Name: _____

AMELIA EARHART READING GUIDE

Before you read, write down what you already know about Amelia Earhart in the "Knew" column.

As you read, fill in the information you learn about Amelia Earhart in the "New" column.

Knew	New

Comprehension Reading Questions

Refer back to the text *Amelia Earhart: Pioneer of the Sky!* to respond to the questions below.

Remember to answer using complete sentences.

1. How were Muriel and Millie different from each other growing up? Use the illustrations and the text to help justify your answer. (RI.7)

2. How was flying across the Atlantic Ocean different from what Amelia expected? How was her life after this journey different? Use the illustrations and the text to help justify your answer. (RI.7)

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3. What caused Amelia to change her travel plans in her trip around the world, and what did she decide to do instead? Use evidence from the text to support your answer. (RI.1)

4. What was Amelia's goal with each job she accepted? Use evidence from the text to support your answer. (RI.1)

5. What obstacles stood in Amelia's way? Explain how facing these challenges earlier on may have helped her accomplish all that she did. Use evidence from the text to support your answer. (RI.1)

6. Describe the overall structure of the narrative in *Amelia Earhart: Pioneer of the Sky*! Support your answer by referencing the text. (RI.5)

ANSWER KEY FOR AMELIA EARHART READING GUIDE

**The following are possible responses for grades 5-6. For grades 3-4, answers are not expected to be as detailed.
Be sure to scaffold and adjust as necessary.*

1. How were Muriel and Millie different from each other growing up? (RI.7)

Millie would hang upside down on things, race on her sled on her stomach, shoot guns, and go fishing. Muriel would question Millie and remind her that she was a girl. Muriel and Millie were different from each other in that Muriel followed the social norms for women at the time, while Millie wanted adventure and to play like the boys.

2. How was flying across the Atlantic Ocean different from what Amelia expected? How was her life after this journey different? Use the illustrations and the text to help justify your answer. (RI.7)

Flying across the Atlantic Ocean was different from what Amelia expected because she didn't fly. She felt like she was just in the plane like baggage. Once they landed, she was basically a hero: the first woman to fly across the Atlantic.

3. What caused Amelia to change her travel plans in her trip around the world, and what did she decide to do instead? Use evidence from the text to support your answer. (RI.1)

Amelia changed her travel plans when they got into an accident trying to take off from Hawaii. "She decided to go the other direction. This time she would fly from west to east."

4. What was Amelia's goal with each job she accepted? (RI.1)

With each job Amelia accepted, her goal was to help. She worked at a military hospital helping wounded soldiers, and she went to Columbia and thought of becoming a doctor. After flying across the Atlantic, "she realized that with her new fame, she could help more people, especially women." In the end, her accomplishments helped women become more prevalent in the aviation workforce.

5. What obstacles stood in Amelia's way? Explain how facing these challenges earlier on may have helped her accomplish all that she did. Use evidence from the text to support your answer. (RI.1)

Amelia faced many obstacles. For example, she faced challenges with her dad, her parents getting divorced, learning how to fly, and being one of the only women in aviation. These obstacles show that her life wasn't easy, and that she persevered. With that mindset, she was able to accomplish so much.

6. Describe the overall structure of the narrative in *Amelia Earhart: Pioneer of the Sky!* Support your answer by referencing the text. (RI.5)

*The structure of *Amelia Earhart: Pioneer of the Sky!* is chronological. The book follows a timeline of when events occurred, with the exception of the first couple of pages. As dated at the top of the pages, the story starts in 1932 but then goes back to 1905 and progresses chronologically from there.*



SHOW ME HISTORY!

AMELIA EARHART WORD SEARCH

T	Z	S	N	G	R	B	C	R	F	E	L	D	E	T
N	C	E	U	C	F	M	T	E	R	X	Q	B	S	N
X	M	B	D	D	S	R	G	X	Q	D	J	I	U	M
N	S	N	W	U	G	C	O	M	Z	B	S	O	O	J
L	D	Z	X	L	T	X	U	T	X	X	E	M	H	G
D	Z	B	E	A	R	I	N	G	A	Q	C	C	T	D
H	E	S	A	W	H	A	T	A	P	I	L	W	N	U
T	K	D	J	L	A	W	L	L	E	V	V	T	E	Q
P	Z	N	Q	S	N	J	N	T	A	E	I	A	M	Y
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D	E	Z	I	N	A	H	C	E	M	M	B	N	L	V
P	V	C	Y	W	R	W	S	R	A	Q	E	N	T	L
K	M	M	X	I	S	Q	K	K	R	K	M	T	T	Z
Z	O	L	P	L	I	L	F	T	Z	R	C	B	E	O
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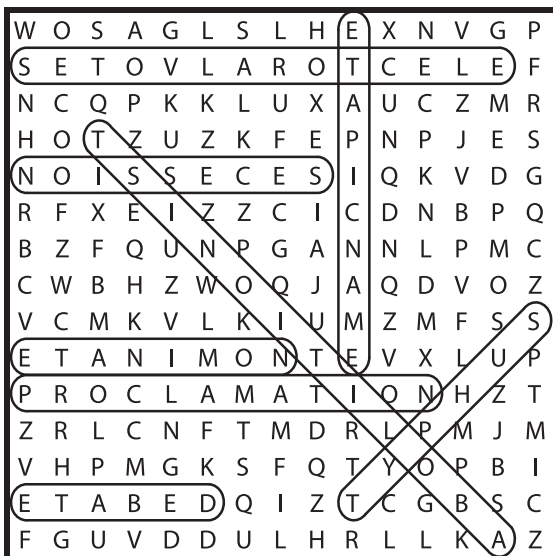
FIND AND CIRCLE THE FOLLOWING WORDS:

1. ALTIMETER
2. ALTITUDE
3. AVIATOR
4. BEARING
5. FREQUENCY
6. HANGARS
7. MECHANIZED
8. SETTLEMENT HOUSE

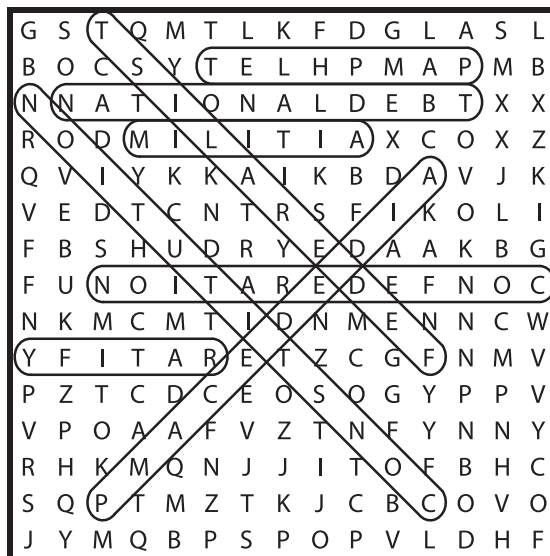
SHOW ME HISTORY!

WORD SEARCH ANSWER KEYS

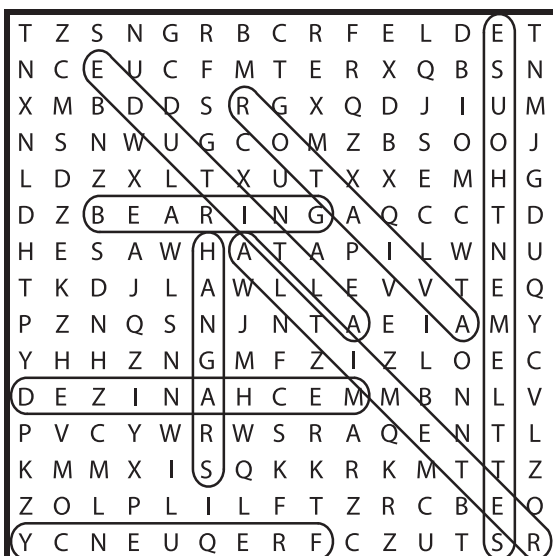
ABRAHAM LINCOLN



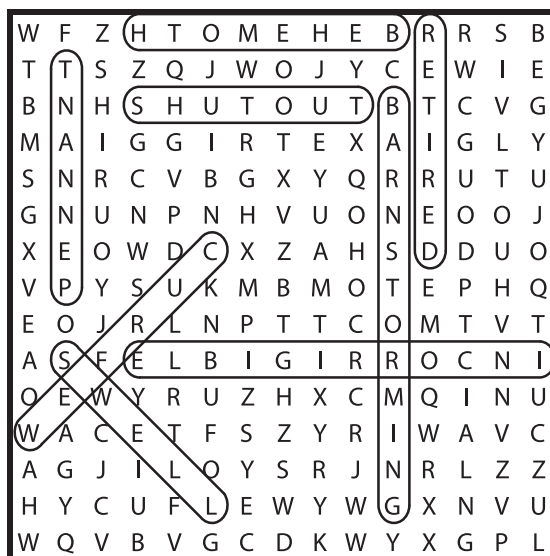
ALEXANDER HAMILTON



AMELIA EARHART



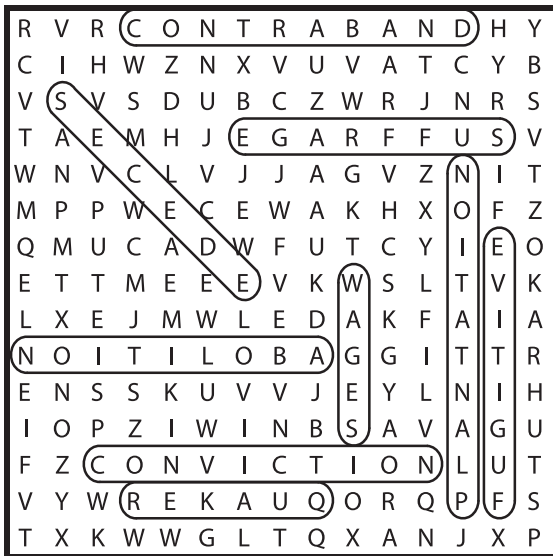
BABE RUTH



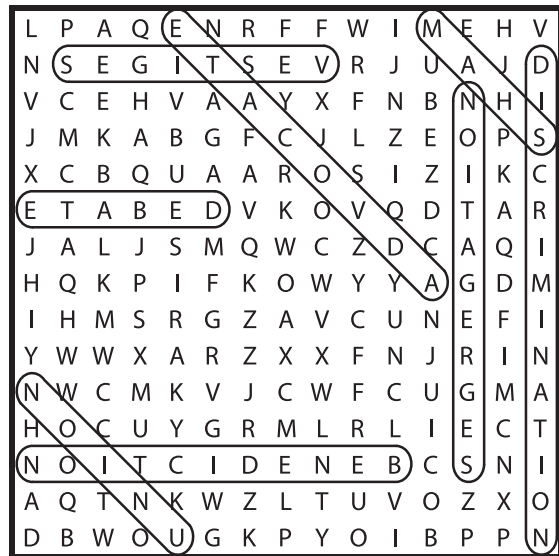
SHOW ME HISTORY!

WORD SEARCH ANSWER KEYS

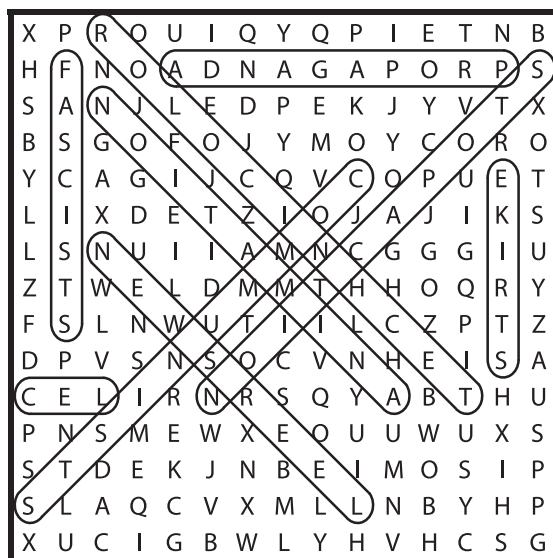
HARRIET TUBMAN



MARTIN LUTHER KING JR.



WALT DISNEY



SHOW ME HISTORY!

GRAPHIC
NOVELS

EXTENSION ACTIVITIES

The reading, writing, and social studies activities can be completed after reading any of the **Show Me History!** books.



WRITING

W.7. Research: After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer (See *Worksheet A*) to help guide your research.

W.4 Writing: Show Me YOUR History! On a separate piece of paper, create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the **Show Me History!** books. (See *Worksheet B*)

READING

RI.9 Reading: Compare and contrast. Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram (See *Worksheet C*) to compare and contrast one author's presentation of events with that of another.

SOCIAL STUDIES

What If?: Using the timeline provided in the back of the book, choose one event and explain how it would have changed history if it had not happened. (See *Worksheet D*)


Compare/Contrast: Explain how life during that time period was different than life now. (See *Worksheet E*)

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RESEARCH

After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more.

Use this graphic organizer to help guide your research. (W.7)

Topic/question:

Source (website, book, article)	Information/facts that support or answer your topic/question

Answer/conclusion from your research:

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WRITING

Create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (W.4)

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COMPARE AND CONTRAST

Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram to compare and contrast one author's presentation of events with that of another. (RI.9)

Show Me History! Book Title:

Different Book/Article Title:

Similarities:

Summarize: Using the similarities and differences in the diagram above, briefly summarize how the two authors presented the information.

SHOW ME HISTORY!

Using the timeline provided in the back of the book, choose one event and explain **how** it would have changed history if it had not happened.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

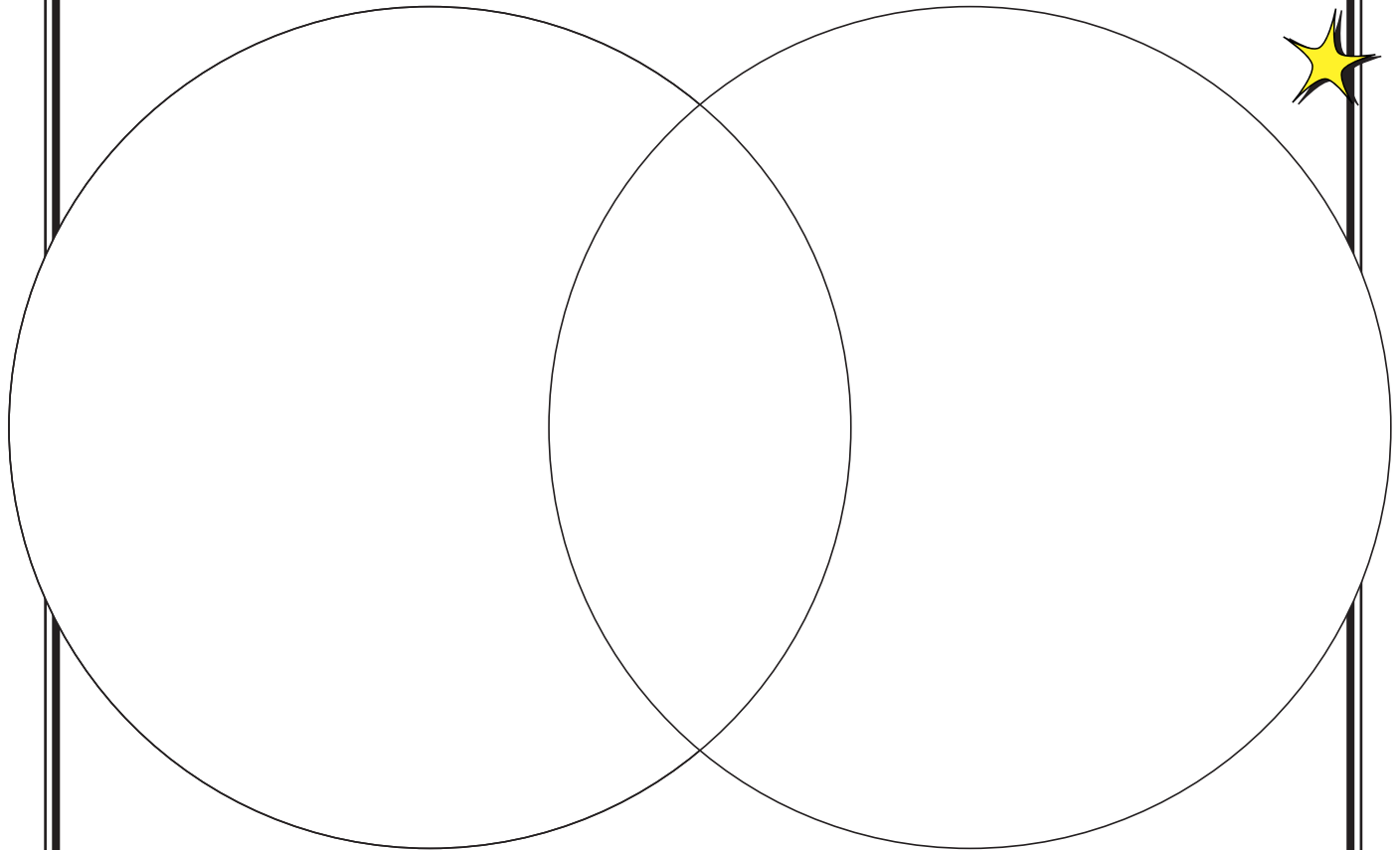
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COMPARE AND CONTRAST

After reading the story, compare and contrast life during that time period to life now.
Use the events and details from the story and any prior knowledge of that time period.

Life Then

Life Now



Summarize: Using the diagram above, briefly explain how life during that time period was different than life now.
