

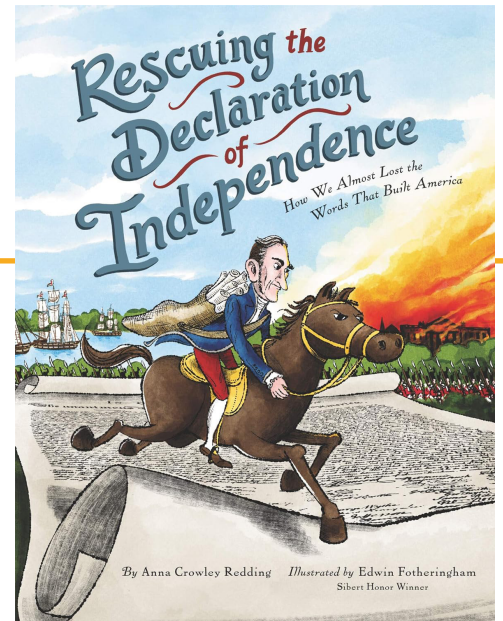
EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!

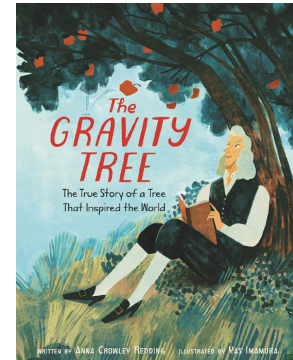
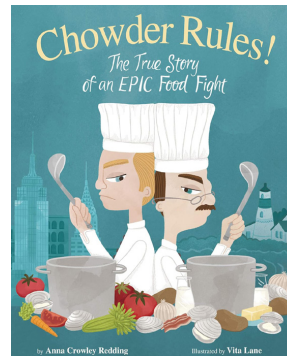
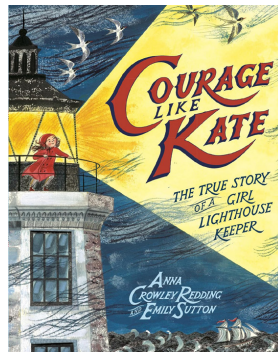
MEET THE AUTHOR ANNA



Before diving into the deep end of writing for children, Anna Crowley Redding's first career was as an Emmy-award winning investigative television journalist. The recipient of multiple Edward R. Murrow awards and recognized by the Associated Press for her reporting, Anna now focuses her stealthy detective skills on digging up great stories for young readers. The author of seven books, her critically acclaimed work is published in multiple languages. Anna's books have received the Lupine Honor, Kirkus Starred Review, Junior Library Guild Gold Star selection and more.



Other books by Anna



MEET ILLUSTRATOR EDWIN FOTHERINGHAM

Edwin Fotheringham is the award-winning illustrator of numerous books for kids, including *What to Do About Alice?*, recipient of both a Sibert Honor and a Boston Globe Horn Book Award Honor. *The Extraordinary Mark Twain According to Susy*, *Those Rebels, John Tom* and *Thomas Paine and the Dangerous Word*. He lives with his family in Seattle, Washington. You can visit him [HERE](#).

EXPLORE MORE BOOK GUIDE

LET'S BEGIN! BEFORE READING THE BOOK

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

Watch this [VIDEO](#) for a quick VTS demo

HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or ajohnson@islandreadersandwriters.org.

STANDARDS Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

R.10 Evaluate the argument and specific claims in various texts.

Social Studies component: History

LET'S TALK! Discussion Questions

TAKING A CLOSER LOOK AT THE BOOK

Figure of speech: a phrase that expresses an idea by using words in a nonliteral and imaginative way. Unlike an idiom, it is possible to understand a figure of speech even if you have never heard it before. Metaphors and similes are figures of speech.

1. Anna Crowley Redding uses **ALLITERATION**, How do you think this affects the story?
2. Does reading a picture book about an event in history make the story come alive for you? How? Does this book help you better understand the war of 1812? Do you like focusing on one character when exploring a story?
3. The Declaration of Independence is an important symbol. What makes something symbolic? And how would things be different if it had been lost?

ALLITERATION: the use of the same letter or sound at the beginning of words that are close together, as in sing a song of sixpence

The Declaration of Independence states the principles on which our government, and our identity as Americans, are based.

Unlike the other founding documents, the Declaration of Independence is not legally binding, but it is powerful. Abraham Lincoln called it "a rebuke and a stumbling-block to tyranny and oppression." It continues to inspire people around the world to fight for freedom and equality.

— [ARCHIVES.GOV](https://www.archives.gov)

4. Stephen was brave in the face of great adversity. Host a discussion about **BRAVERY** and what it takes to stand up and do the right thing.

5. Why was the Washington D.C. area chosen for the capital of our country? Do you think it was a good choice? If not, where do you think a better location would be?

6. What other perspectives...? Who was there but not represented? Was anyone displaced in this process? What do we know about them? How do we find out what their experience was? [ASK](#) a librarian to help you research at the Bangor Public Library reference desk.

BRAVERY: the quality or state of having or showing mental or moral strength to face danger, fear, or difficulty : the quality or state of being brave: **COURAGE**

7. Check out this fun [INTERVIEW](#) with Anna about the book.

LET'S CREATE (AND DO)! Book-Inspired Art

1. Think of something of importance or value in your school or home. Write a short story about what would happen to it if a natural disaster or another disruptive event occurred. Answer these questions; Why is it important? Where did it come from? Why is it in your school/home? Why/how is it in peril? How will you save it? Add other characters and details!

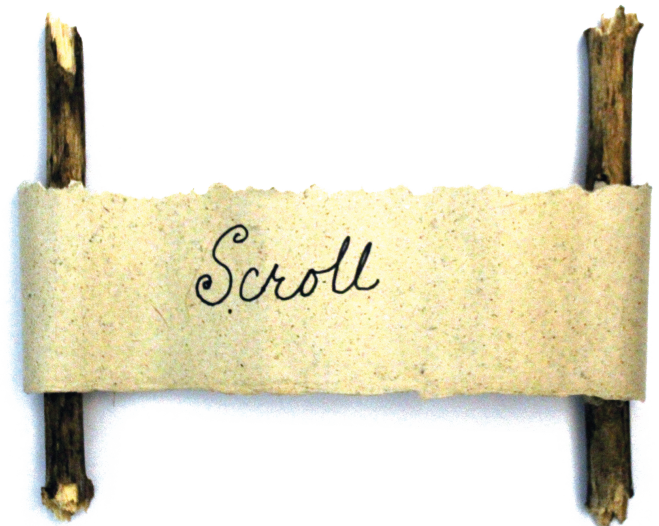
RECORDING THE
RECORDABLES
ACCORDINGLY

LUGGED, LOBBED,
AND LIFTED

UNPROTECTED,
UNDEFENDED,
UNABLE

2. Three Ways to Make Scroll - [WIKIHOW](#)

- Start with a piece of paper. If it is small, you can glue pieces together to make a long, narrow sheet.
 - Find the items you are going to use for the scroll ends—sticks or paper towel tubes are good.
 - Cut or tear your paper to fit the size of your scroll. Tearing makes it look older and is a good alternative for burning the edges for that effect.
 - You can use a wet tea bag rubbed over the paper to give it an old look also.
 - Glue (use Elmers or similar) the paper to the sticks or paper towel rolls on the top and bottom of one side of the paper. (See pictures on the next page.)
 - Roll from bottom and from top to meet in the middle.
 - Write whatever you like on your scroll!
3. How would you redesign Washington after the fire? Research and make a map of the Washington area before 1812. Use tracing paper to add another route of the journey Stephen took to save the documents.
 4. **Research activity:** "If you were to illustrate this story set in 1814, what would you need to know?" Read the words first without the pictures. Think of all the things an illustrator needs to know to make the pictures bring the words to life. Research the clothing and hairstyles, ships and horse tack, flags, writing paper, pens, letters, language, uniforms, architecture, weapons/cannons, etc.
 5. Adapt the story for a play and act it out!



LET'S DIVE DEEPER! Explore More

1. Other [DOCUMENTS](#) or things that changed the world
2. 4 minute [VIDEO](#) history of the war of 1812
3. [VIDEO](#) about who really won the war of 1812
4. [INDIGENOUS PEOPLES AND THE WAR OF 1812](#)
5. About [THE DECLARATION OF INDEPENDENCE](#)
6. [DECLARATION OF INDEPENDENCE FACTS FOR KIDS | HISTORY, JEFFERSON, HANCOCK](#)
7. [DECLARE THE CAUSES: THE DECLARATION OF INDEPENDENCE | NEH-EDSITEMENT](#)
8. The Library of Congress has a great Index of [RESEARCH GUIDES](#); you can search for your topic, such as "War of 1812."
9. Check out the **BACK MATTER** for more information about: Declaration of Independence, The Constitution, and The Articles of Confederation

BACK MATTER: full of information to broaden learning particularly in nonfiction books. This can include, an index, glossary, historical information, author and illustrator information and other items.

LET'S READ MORE!

Text to Text Connections

