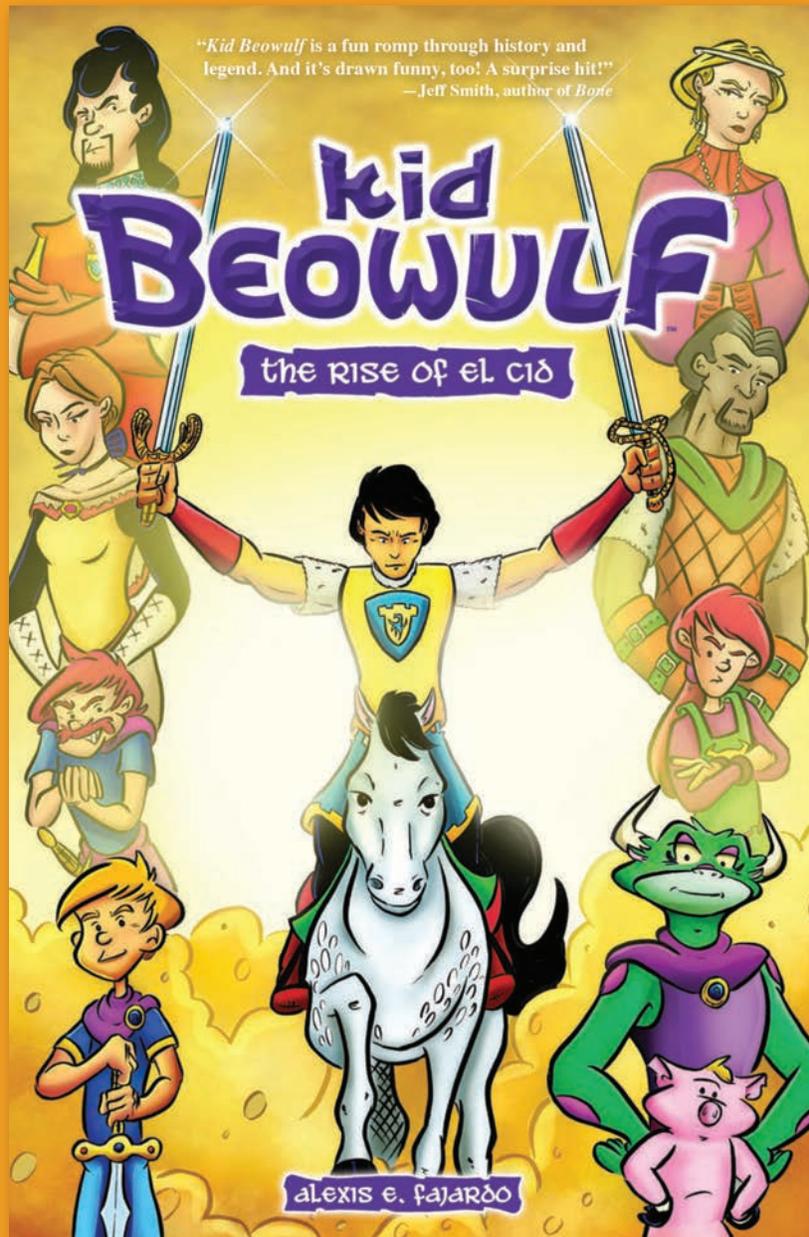


TEACHER'S GUIDE

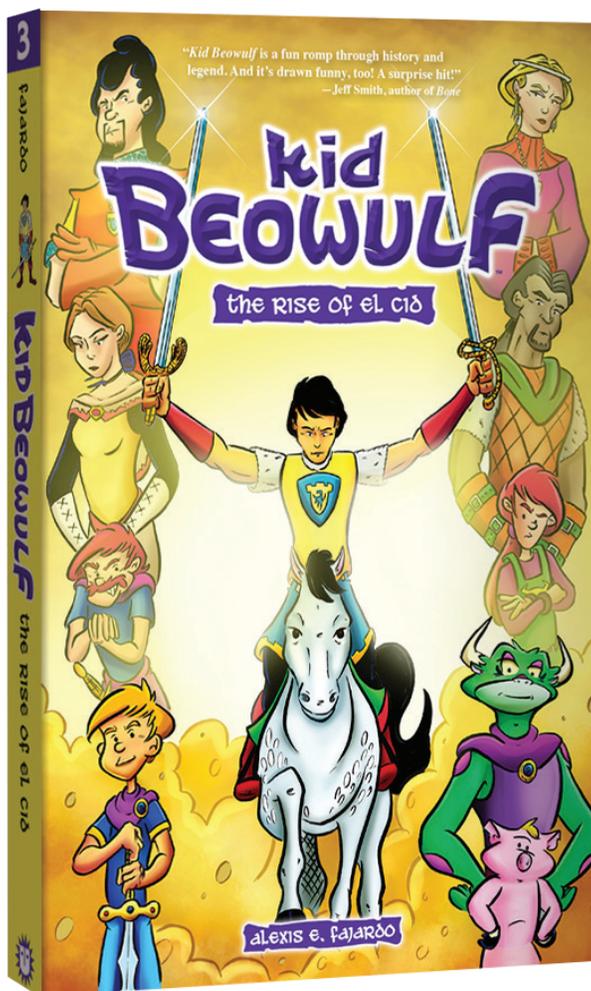


Kid Beowulf: The Rise of El Cid

Curriculum Connections and Activity/Discussion Guide

The activities in this guide align with Next Generation English Language Arts Standards for grades 3–5.





Kid Beowulf: The Rise of El Cid

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AMP! Kids

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GRADE LEVEL: 3–5

OVERVIEW

As students read *Kid Beowulf: The Rise of El Cid*, they will record text evidence of a chosen character's beliefs and decisions. Students will then analyze and write about how their chosen character's moral code affects the character's decisions in the story. Then they will compare and contrast different characters' beliefs and decisions.

CURRICULUM CONNECTIONS

Language Arts—Reading, Writing

CONTENT STANDARDS

Language Arts

COMMON CORE STATE STANDARDS

www.corestandards.org

TIME FRAME

3–5 class periods, plus time for students to read

OBJECTIVES

- Students will read *Kid Beowulf: The Rise of El Cid* and record text evidence of a character's beliefs and the decisions the character makes in the story.
- Students will write about their chosen character's moral code and beliefs and how those beliefs affect the decisions the character makes in the story.
- Working in groups, students will compare and contrast different characters' beliefs and moral codes.

MATERIALS

- Copies of *Kid Beowulf: The Rise of El Cid*
- Copies of the Character Morals Through Words and Actions included in this guide.



Vocabulary

Anathema p.187

Belligerent p.67

Castaway p.149

Chivalry p.54

Debauched p.167

Destiny p.191

Eccentric p.66

Exile p.69

Feint p.15

Insubordination p.163

Insurrection p.163

Just p.21

Manchego p.95

Marzipan p. 95

Pilgrimage p.101

Reincarnated p.101

Sacrifice p.43

Siege p.194

Trebuchet p.192

Tribunal p.67

Tribute p.42

Tyranny p.168

Virtue p.18

Procedure

BEFORE READING

1. Take students on a quick book walk-through of *Kid Beowulf: The Rise of El Cid* without reading the text. Ask students what they think the book is about. Have them share their thoughts and opinions on the art style.
2. Before students read the book, you may want to pre-teach the vocabulary listed at the beginning of this guide and the “Key Terms” on p. 225.
3. Tell students that *Kid Beowulf: The Rise of El Cid* is a complex story with many characters that travel to multiple locations. Because it is so complex, author Alexis Fajardo has provided a map that will be helpful to refer to while reading. First, have students look at the world map in the back of the book and locate “Hispania” (Spain). Then, have them look at the enlarged map of Spain in the front of the book. Point out that at the start of each new scene, Fajardo provides the location (and often, the time) in a caption box in the upper-left corner of the page. Show examples on pp. 10, 22, and 26, and have students find the locations on the map. Also point out that the color palette of the art changes a bit with each new scene and location.
4. With students, read through the Character Glossary (pp. 226–230). There are many characters in the story, and this reference will help readers understand who they are, where they are from, and how they are related. You may want to create an anchor chart showing the main characters listed by their allegiances:

Danes: Beowulf, Grendel

Spaniards: Rodrigo Díaz, Sancho, Gormaz, Ximena, Alfonso, Urraca, Álvar Fáñez, Don Diego, Martín, Pedro, Ordoñez

Moors: Ibn Al-Fajar, Al-Mamun, Al-Mutamid, Ibn Yusuf

Heathobards: Emer, Ermlaf

Britons: Gemma, Leo, Boudi

5. Assign or have students choose one of the main characters listed below. Tell students they will be tracking the thoughts and actions of their chosen character throughout the story.

Rodrigo	Beowulf
Ximena	Grendel
Sancho	Ibn Al-Fajar
Gormaz	Ibn Yusuf
Urraca	Al-Mutamid
Alfonso	Al-Mamun

6. Distribute a copy of the Character Morals Through Words and Actions Part 1 page to each student. Have students write in the name of their chosen character. Discuss the idea of morals—a person’s beliefs about what is and is not acceptable for them to do. Explain to students that as they read, they should look for text evidence of their chosen character’s morals, both in what they say (words) and what they do (actions). Remind students that in graphic novels text evidence can be found in both the text (words) and in the pictures. Ask students to keep these questions in mind: What does this character believe is right and wrong? What influences them? How are their morals challenged or questioned? What actions do they take based on their morals? Do they ever act against their morals? Do their beliefs or morals change over the course of the story?

DURING READING

7. As a class or in small groups, read “El Cantar de Mio Cid: Origins of the Epic Poem” (pp. 232–233). Explain to students that this epic poem was Alexis Fajardo’s inspiration for this story. Then, read the poem as Fajardo presents it in the Prologue (pages VII–XVIII). Explain that *Kid Beowulf: The Rise of El Cid* is a work of historical fiction. Historical fiction tells a story set in the past, and the time period is an important part of the setting and of the story itself. This work of historical fiction weaves together fictional storylines and characters with real historical figures and events.
8. Have students read the rest of the book on their own. Remind them to refer to the map to understand the characters’ movements. (See Geography in Differentiation and Extended Learning Activities for more map activities.) Be sure they are recording their character observations on their Beliefs and Decisions page.

AFTER READING

9. Bring the class together to discuss their personal connections to the book using the following questions:
 - What did you like about the story? Was there anything you didn’t like?
 - Did you read anything that reminded you of something in your life? In another book?
 - Was there anything in the book that took you by surprise?

10. Put students in small groups with each group containing as many different chosen characters as possible. Have students explain to their group their understanding of their character's morals and how they affected that character's actions in the story. Then ask each group to compare and contrast the characters' morals and record their observations.
11. Have students answer the questions in Character Morals Through Words and Actions Part 2 to show their understanding of their chosen character's morals, whether the character acts according to what they say, and if/whether the character questions or changes their morals.
12. Have students return to their small groups and share their writing. Then, have each small group discuss the similarities and differences between the characters' morals.

Assessment

Use the following rubric to evaluate students' character studies, timelines, motive/consequence charts, and interaction pages to assess their understanding of character.

	1 POINT	2 POINT	3 POINT
CHARACTER MORALS THROUGH WORDS AND ACTIONS TEXT EVIDENCE RECORDING SHEET	Recorded text evidence of only a few words and actions showing the character's beliefs and morals	Recorded text evidence of some words and actions showing the character's beliefs and morals	Recorded in detail words and actions showing the character's beliefs and morals
ANSWERS TO QUESTIONS ON CHARACTER MORALS THROUGH WORDS AND ACTIONS	Does not describe character's morals; does not use text evidence to show whether the character's words match their actions; does not cite text evidence to show how character's morals changed or didn't change over the course of the story	Describes character's morals accurately; uses text evidence to show whether the character's words match their actions; cites text evidence that shows how character's morals changed or didn't change over the course of the story	Describes character's morals accurately and in detail; uses detailed text evidence to show whether the character's words match their actions; cites detailed text evidence that shows how character's morals changed or didn't change over the course of the story



DIFFERENTIATION AND EXTENDED LEARNING ACTIVITIES

GEOGRAPHY

Tell students that because the story takes place in several different countries, it will help them to refer to the map of Spain Circa 1067 A.D. to keep track of the movements and events as they read the story. Distribute copies of the map found in this guide.

As a class, choose a color for each group of characters listed below. Tell students that as they read, they will trace the travels of each group with a line on the map in their assigned color.

- Rodrigo and his knights
- Beowulf and Grendel
- Emer and Ermlaf
- The Mithraic Pilgrims (Gemma, Leo, and Boudi)
- Ibn Al-Fajar
- Ibn Yusuf

As they start each new scene, students should make a dot in the characters' color at the location on the map where the scene takes place. (Remind students to look for the location in a yellow caption box in the upper-left corner of the page.) For example, on page 30, Emer and Ermlaf are in Pamplona, so students should color a dot on the map at Pamplona in Emer and Ermlaf's color. Then, as they reach another scene with the same characters, they should make a dot at the new location and draw a line from the last location to the new one to show the characters' travels.

VISUAL SYMBOLISM

Have students look for, identify, and explain the visual storytelling techniques the author uses to convey meaning without words. Below are some examples—challenge your students to find more!

- Visual symbols such as hearts and dollar signs (p. 32) or Pedro's pictograms
- Sound effects—note how the lettering, shape, color, and size convey meaning (pp. 84–85, 138)
- Motion lines and repeated images to show action (pp. 7–9, 128, 210)
- Variations in panel size, shape, and placement to show action or emphasize a moment (pp. 7–9, 52, 208–209)
- Change of color palette to show a mood and let the reader know they are in a different place (Prologue, 54–55, 59)

STANDARDS: Common Core State Standards: www.corestandards.com

English Language Arts | Literacy–Reading, Writing

Grade 3:

READING

- CCSS.ELA-Literacy.RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CCSS.ELA-Literacy.RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- CCSS.ELA-Literacy.RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SPEAKING AND LISTENING

- CCSS.ELA-LITERACY.SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

WRITING

- CCSS.ELA-LITERACY.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Grade 4:

READING

- CCSS.ELA-Literacy.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- CCSS.ELA-Literacy.RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
- CCSS.ELA-Literacy.RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

SPEAKING AND LISTENING

- CCSS.ELA-LITERACY.SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

WRITING

- CCSS.ELA-LITERACY.W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Grade 5:

READING

- CCSS.ELA-Literacy.RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-Literacy.RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- CCSS.ELA-Literacy.RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SPEAKING AND LISTENING

- CCSS.ELA-LITERACY.SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

WRITING

- CCSS.ELA-LITERACY.W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Character Morals Through Words and Actions Part 1

Name _____

Date _____

Directions: Write the name of your chosen character. Record text evidence that shows you the character's morals through either their words (what they say) or actions (what they do). Then, use the text evidence to answer the questions on the following page.

Words	Actions



Character Morals Through Words and Actions

Part 2

Name _____

Date _____

1. How would you describe the character's morals based on the text evidence you found?

2. Does what the character says match what the character does? Do they act according to what they say their morals are? Explain using text evidence.

3. Do the character's beliefs and morals change over the course of the story? How do you know? Cite text evidence in your answer.

Name _____

Date _____

Map of Spain Circa 1067 A.D.

