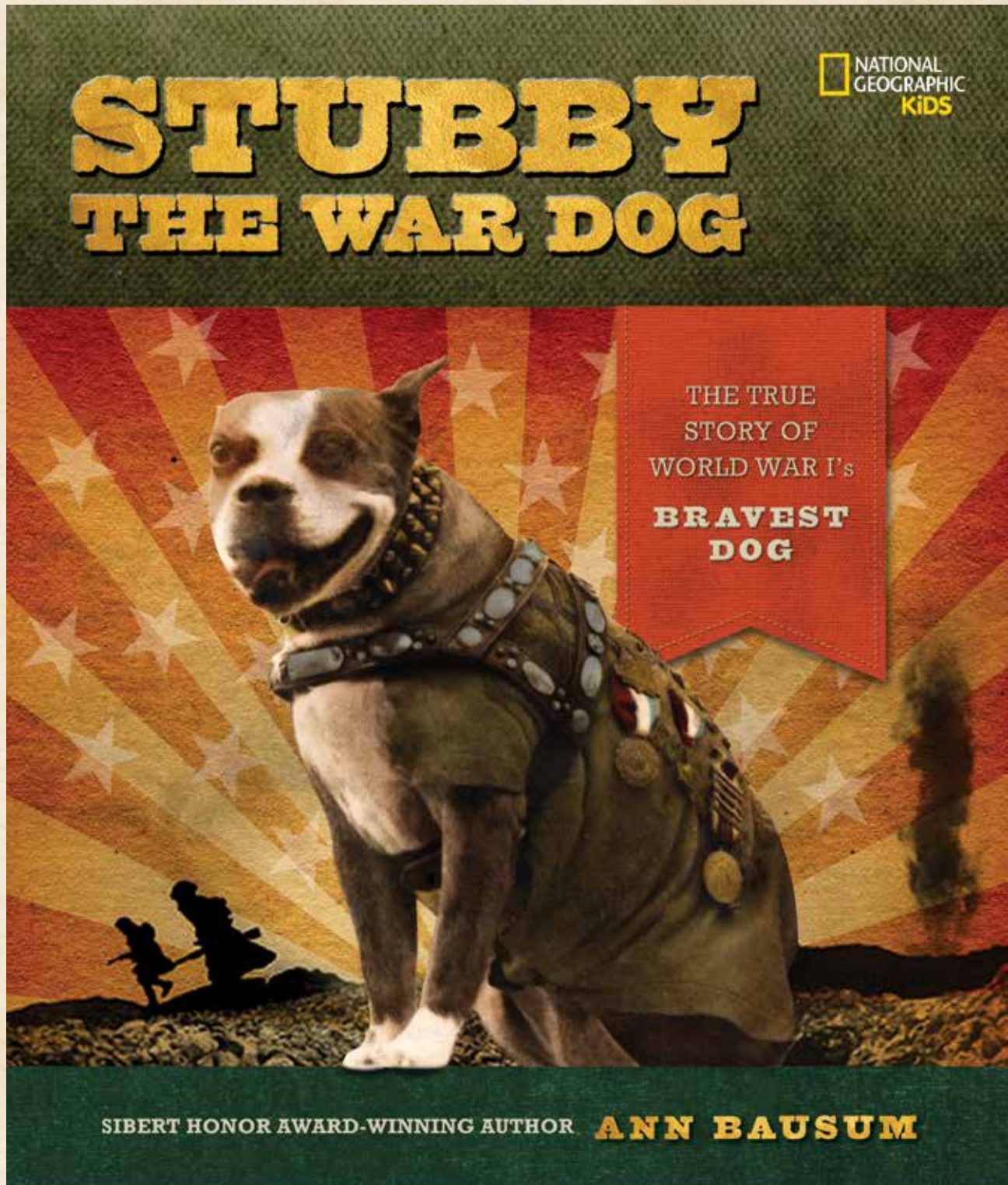


NATIONAL GEOGRAPHIC EDUCATOR'S GUIDE

COMMON CORE ALIGNMENTS AND CLASSROOM ACTIVITIES



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ANN BAUSUM

Stubby the War Dog

The True Story of World War I's Bravest Dog

By Ann Bausum

8-1/2 x 10

80 pages

Ages 10 and up

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Introduction

As noted in the mission of the Common Core State Standards (CCSS), “The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success...”¹ In other words, good reading skills can—and should—be used as needed during everyday learning activities. This includes not only texts designed to be used in the classroom, but authentic texts that readers might encounter as they read for information or pleasure in their everyday life.

Good readers know when to apply each skill, and they know how to put it to their most beneficial use. Explicit instruction in these skills using these authentic, high-engagement texts, then, can help guide readers to know when and how to employ each skill.

In this Educator’s Guide, we’ll highlight some of the CCSS that are best exemplified in *Stubby the War Dog*. The activities are grouped by CCSS instructional focus. As the instructional focuses are spiraled across grade levels, you may wish to modify each activity as appropriate to meet the individual needs of your students.

¹ <http://www.corestandards.org>

The following Common Core standards are addressed in these teaching notes:

(RI = Reading Informational Texts; RF=Foundational Skills; SL=Speaking and Listening;
RH=Reading History/Social Studies Texts)

Grade 4:

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF.4.4.a: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade 5:

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4a: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Grade 6:

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grade 7:

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grade 8:

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Read with Purpose

(RF.4.4.a, RF.5.4.a, RH.6-8.10)*

Objective: Read With Purpose and Understanding

Before reading, give students time to preview the book. Encourage students to look at the photos and read the captions, callout text, and the chapter titles.

Then have students turn to the cover. Invite a volunteer to read the cover aloud. Invite another volunteer to describe the photo.

Ask students to take out a sheet of paper and write down their predictions to the following questions:

What is the book about?

What is the author's purpose for writing this book? What story does she want to tell?

What background information might you need to know before reading?



Differentiation suggestion: For younger or struggling readers, have students work in pairs or groups or create the list as a class. You may also wish to have students revisit their predictions while they read to make adjustments based on new information.

After reading, invite students to revisit and discuss their predictions. Which were correct? Even if they were incorrect, how did making these predictions help students focus their reading?

Explore Multiple Accounts

(RI.4.6, RI.5.6, RI.6.9, RI.7.9, RH.6-8.9)*

A Story From All Sides

Objective: Analyze Multiple Accounts

Invite students to reread the section on the Meuse-Argonne campaign on pages 35-38. When students have finished reading, discuss with them what they know about this military campaign from the text. If you wish, ask a volunteer to record students' responses on the board.

Differentiation suggestions: For younger or struggling readers, invite students to read the section in pairs or small groups. Encourage students to take notes as they read. For more advanced readers, invite students to summarize the section with a partner before opening the discussion for the entire class.

Next, discuss the author's purpose for this book. Was it to tell about the military history of WWI or about one dog's specific contributions? Guide students to understand that the author had a very specific purpose for the book—she wanted to tell about the dog. Discuss with students how the author's purpose affects the information that is included in the book. How would an author with a different purpose tell about the same campaign?

Invite students to research other accounts of the campaign, including at least one firsthand account and one primary-source document. Encourage students to take careful notes from each account, including noting the author's purpose or point of view, key details, and the students' own observations as to how each account differs from the others they have read.

Differentiation suggestions: For younger or struggling readers, you may choose to provide the same resources to all students. You may also wish to have students use only one or two additional resources. For more advanced readers, encourage students to use up to five resources in addition to the book. You may also wish to encourage students to use proper citing for their sources.

Photocopy and distribute to students the cube template on page 7 of this guide. Instruct students to use the cube to summarize the information they found from each source. Each source should be designated to one side of the cube. Be sure students cite the source on each side and that their summaries include the author's point of view and key points. Ensure that one of the sources each student uses is *Stubby the War Dog*. If students have fewer than six total sources, encourage them to fill the extra sides with illustrations. Then have students construct their finished cubes.

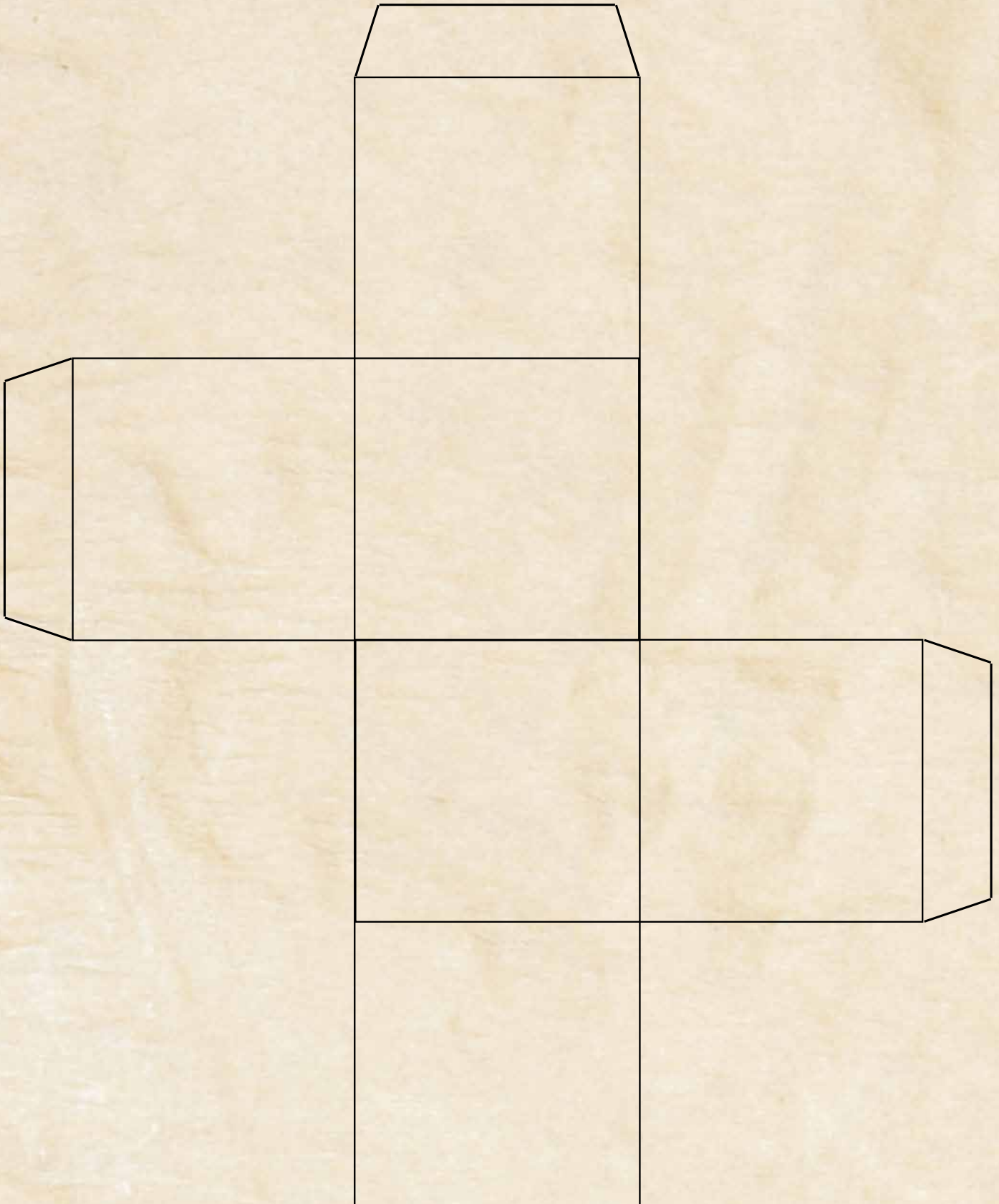
When students have finished, divide them into groups and have them share their cubes. Have students discuss what information they got from each source, what information was only in certain sources, and how each author's point of view affected the information presented.

If you wish, have students attach a piece of string to their cubes and hang them around the classroom.

Soldiers purchased souvenir cards that portrayed scenes of wartime destruction using colored threads (above left, Verdun Cathedral in 1916). The classic German spiked helmet, or *Pickelhaube* (worn right), went out of fashion during the war.



You may photocopy and distribute this cube template.



Explore Multimedia Elements

(RI.4.7, RI.4.9, RI.5.7, RI.5.9, RI.6.7, SL.6.2, RI.7.7, SL.7.2, RI.8.7, SL.8.2)*

A Picture's Worth a Thousand Words

Objective: Analyze the Impact of Medium

Have students open to pages 18-19 and examine page 18. If possible, project the page for the class to look at together. Ask students to point out the visual elements they see. (photo of Stubby; chapter number; poster; words). Read aloud the caption on page 19. Read aloud the first half of the caption again, emphasizing the words "duty," "glory," and "adventure." Give students some time to study page 18 again, keeping those words in mind.



Ask students to infer what the US military's purpose was for the poster (to encourage young men to join the army by showing them exciting images). Then read aloud the text below the poster. (You may wish to read the lyrics in somewhat a monotone to emphasize the difference between printed text and hearing the song.) Invite volunteers to infer the purpose of these words. Lead students to understand that the words are from a song that was used to encourage patriotism and the belief that US soldiers would win the war.

Stubby's uniform hung heavy with honors. It included a wound stripe on the right shoulder area and a three-bar service patch on the left. Each service bar signified 6 months of combat duty, or 18 total.

Play a recording of the song for students. Ask students to share observations of how listening to the song compares to reading the lyrics on the page. Which has more impact? Which would serve the original purpose better? How did hearing the words sung and set to music affect comprehension?

Differentiation suggestion: For more advanced readers, encourage students to think about the purpose of the original song versus the purpose of using the lyrics in a printed book.

Point out that during WWI, media was very different than it is today. People did not have televisions in their homes. There was no Internet to spread information. People got most of their news from newspapers or from newsreels shown at the movies.

Give students time to explore media clips from WWI online. Then discuss students' observations. How did watching the media clips aid their understanding of *Stubby the War Dog*? How did it help put the book in context? Encourage students to cite specific examples of ideas that were clarified by the media.

Differentiation suggestions: For younger readers, you may wish to pre-select a few newsreel videos for students to view. For more advanced readers, allow students to search the Internet or other resources for WWI newsreels, songs, etc. from the time period.

Engage in Effective Conversations

(SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1)*

Talk Among Yourselves

Objective: Prepare for, and Engage in, Thoughtful Conversations

Discuss with students the importance of preparing for and engaging in thoughtful conversations about a topic. What rules should be observed? Why discuss ideas?

As a class, create a rubric for an effective discussion. You may wish to use the grade-specific standards on page 2 of this guide as a basis for the rubric. As you create your rubric, discuss examples that would constitute earning each mark. A sample grade 5 rubric is provided below.

Next tell students that they will be having a discussion about the book in small groups. Students will use the rubric they created to self-evaluate both themselves and their group.

Give students this discussion topic: Stubby was a stray dog that was adopted by soldiers and then smuggled to war. By smuggling a dog overseas and to the front lines, Conroy and his fellow soldiers broke the rules.

Differentiation suggestion: For more advanced readers, divide students into groups. Then allow each group to choose its own discussion topic about the book.

Give students time to prepare their thoughts for discussion. Students may wish to jot down notes on index cards, quoting specific examples from the book.

Then, divide students into small groups. Within each group, assign these and/or other roles: Discussion Leader (makes sure that everyone has a chance to be heard, keeps the discussion on topic); Secretary (keeps notes of the conversation, while still actively participating); Time Keeper (keeps an eye on the time and lets the group know when it's time to wrap up).

Review the rubric with students, then give them time for free and open discussion. Circulate around the room to observe, ask questions, and aid conversation.

**“Stubby only a dog?
Nonsense!
Stubby was the visible
incarnation
of the great spirit that
hovered over the 26th.”**

—Editorial, published in the *New Britain Herald* following Stubby's death, 1926



Sample Rubric (Grade 5)

	3 points	2 points	1 point
PREPARATION AND PARTICIPATION	I came to the discussion prepared, and I used that preparation and other information I know about the topic to explore ideas.	I came to the discussion somewhat prepared, and I used that preparation and other information I know about the topic to explore ideas.	I came to the discussion without preparing, but I did use other information I know about the topic to explore ideas.
RULES	I followed the rules for discussions and carried out my assigned role.	I sometimes followed the rules for discussions and carried out my assigned role.	I mostly did not follow the rules for discussions or carry out my assigned role.
QUESTIONS	I asked and responded to specific questions by making comments that contribute to the discussion and built on the ideas of others.	I asked and responded to specific questions by making comments. Some of my comments contributed to the discussion and built on the ideas of others.	I asked and responded to questions by making comments. Only a few of my comments contributed to the discussion and built on the ideas of others.
CONCLUSIONS	I reviewed the key ideas we talked about and drew conclusions using information from the discussion.	I reviewed ideas we talked about and drew conclusions using information from the discussion.	I reviewed some ideas we talked about.



“The one absolutely unselfish friend that a man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous, is his dog.”

—George G. Vest, speaking as the attorney for a lawsuit involving a dead dog, September 23, 1870, Warrensburg, Missouri