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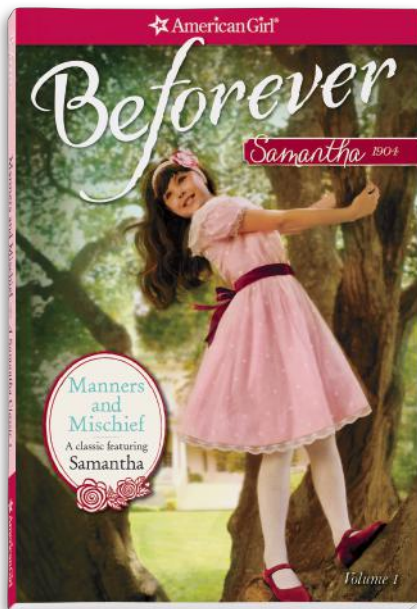
# Beforever™

*Samantha 1904*

## A Teacher's Guide to Manners and Mischief

A Samantha Classic

Includes  
Common Core  
State Standards  
Correlations



## About the Book

*Manners and Mischief: A Samantha Classic* introduces readers to nine-year-old Samantha Parkington, an orphan who lives with her wealthy grandmother and a house full of servants in 1904. Grandmary is caring but stern and expects Samantha to behave like a proper young lady. Samantha longs for a friend her own age.

Samantha's wish comes true when Nellie, a poor girl, starts working as a servant next door. Eventually the neighbors hire Nellie's parents, and Nellie begins attending public school; Samantha attends Miss Crampton's Academy, a private school for well-to-do girls. Samantha is excited about an upcoming speaking contest on the topic of progress, but Nellie is sad because she is behind in school and her classmates call her "dummy." Samantha tutors Nellie so that she can move up a grade. And Nellie teaches Samantha about "real life" things that contribute to Samantha's gold-medal speech.

When the holidays arrive, Samantha looks forward to all of her favorite Christmas traditions. But nothing goes as planned once Uncle Gard announces that he is bringing his sweetheart, a modern young woman named Cornelia, home for the holidays. Samantha blames Cornelia for ruining her holiday plans, but on Christmas morning there are surprises for Samantha—including the discovery that Cornelia, like Nellie, is a true friend who broadens her view of the world.

## About This Guide and the Common Core Standards

The historical setting of Samantha's story offers students a glimpse into a way of life that is unfamiliar to them. The layered discussion questions ask students to think deeply about the themes of family, friendship, courage, social class, and a sense of value. In addition, the role of women in the early 1900s may be compared with the role of women in our society today. There are natural connections to the language arts, social studies, science, and arts curricula. This guide encourages students to be careful readers without jeopardizing the pleasure they gain from reading. It is recommended that students read the entire book before engaging in a detailed study of the novel.

Throughout this guide, we note wherever an activity helps students achieve specific Common Core State Standards. **A key to the standards referenced is provided at the end of the guide.**

## Pre-Reading Activity

Establish a context for the 1904 setting by asking students to read the "Inside Samantha's World" section at the back of the book. Then have them take a virtual tour of a house similar to Samantha's: <http://www.pbs.org/wnet/1900house/>. When the students are done, instruct them to write down four facts they learned about the time period and the way Samantha lives. As a class, group the information in appropriate columns: Work, Play, and School. Discuss similarities to and differences from life today.

*Correlates to Common Core Language Arts Standards in Reading Literature: Integration of Knowledge & Ideas RL. 2-4.7; Writing: Research to Build & Present Knowledge W. 3-4.8.*

## Thematic Connections

### Family

Describe Samantha's family. What is Samantha's relationship with Uncle Gard? Why does she get so excited when he comes for a visit? How is Nellie's family different from Samantha's?

Although servants weren't supposed to chat with the families that employed them, Samantha enjoyed talking with Jessie and listening to her stories. Describe Samantha's relationship with Jessie and the other servants. How does Samantha see them as part of her family?

On Christmas morning, Uncle Gard gives Cornelia an engagement ring. At what point is Samantha ready to accept Cornelia into the family?

### Friendship

Lead the class in a discussion about the true meaning of friendship. Ask students to relate the things they look for in a friend. Then have them describe Samantha and Nellie's friendship. Why does Samantha threaten Eddie Ryland if he tells that she and Nellie are playing together? Discuss why Samantha's schoolmates tease her about playing with a servant. How does Grandmary handle the mothers when they express surprise that Samantha is allowed to befriend Nellie?

### Courage

Ask students to define courage. Why doesn't Samantha have the courage to tell Grandmary that she gave Lydia to Nellie? How does it take courage for Samantha and Nellie to go to Jessie's house? What is Samantha's most courageous moment during her friendship with Nellie? Explain why Samantha doesn't have the courage to ask Grandmary for the nutcracker doll as a Christmas gift.

### Role of Women

How might Grandmary describe the role of women in 1904? Ask for volunteers to read aloud passages that reveal Grandmary's idea of a "proper lady." How does this differ from the way servant women like Mrs. Hawkins and Jessie are expected to behave? Discuss things that Cornelia might teach Samantha about being a modern woman in 1904. How is that similar to and different from being a modern woman today?

### Knowledge of the Wider World

Samantha is teaching Nellie so that she can move up a grade. What does Nellie teach Samantha? What does Grandmary learn from Samantha and Nellie's friendship? How do Uncle Gard and Cornelia broaden Samantha's world? Ask students what they believe is the most important thing Samantha learns.

### Sense of Value

What does "sense of value" mean? Early in the novel, Samantha is working on a sampler that says, "Actions Speak Louder Than Words." (p. 10) Explain how Samantha grows to understand the meaning of this quote by the end of the novel. How does Grandmary begin to recognize that Samantha has a strong sense of value? Discuss how Samantha demonstrates a sense of value in her friendship with Nellie. How do Samantha's homemade Christmas gifts reveal a sense of value?

*Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 2-4.1, 2-4.3; Craft & Structure RL. 2-4.5, 2-4.6; Integration of Knowledge & Ideas RL. 2-4.7, 2-4.9; Language: Conventions of Standard English L. 2-4.1; Knowledge of Language L. 2-4.3; Speaking & Listening: Comprehension & Collaboration SL. 2-4.1, 2-4.2, 2-4.3.*

## Curriculum Connections

### Language Arts

A *simile* is a figure of speech in which two things are compared, often using *like* or *as*. Discuss the meaning of the following simile: “Edith Eddleton looked like a snowman that had been left too long in the sun.” (p. 85) Ask students to find other examples of simile in the novel. Then have them select a favorite passage that involves Eddie Ryland, Uncle Gard, or Cornelia and write a simile that best describes the character.

*Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 3-4.5.*

Samantha writes and illustrates a book about a lost dog for Nathaniel, Jessie’s baby, as a Christmas gift. Ask students to consider Nathaniel’s age and create the book that Samantha might have made for him. Include a creative title. Allow time for students to share their books in class.

*Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 2-4.3*

The Mount Bedford Ladies Club sponsors a speaking contest called “Progress in America.” Samantha wins the contest. How does Nellie help Samantha think about progress in a different way? Ask students to write a newspaper article about Samantha and her winning speech. Include comments from Miss Stevens, Grandmary, Nellie, and Samantha in the article. Encourage peer editing for spelling, grammar, and clarity.

*Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 2-4.3; Production & Distribution of Writing W. 2-4.5.*

Have students think about how Samantha found her topic for the speaking contest. Ask them to interview three or four adult family members or neighbors about their ideas of progress today, and then take one of the ideas and research it. Then sponsor a class speaking contest called “Progress in the 21st Century.”

*Correlates to Common Core Language Arts Standards in Writing: Research to Build & Present Knowledge W. 2-4.7, W. 3-4.8; Speaking & Listening: Presentation of Knowledge & Ideas SL. 2-4.4.*

### Social Studies

One of the subjects that Samantha teaches Nellie is geography. What did a map of the United States look like in 1904? Give students a blank map of the U.S. (available at <http://www.freeusandworldmaps.com/html/USAandCanada/USPrintable.html>). Have students work with a partner to find out the states that existed in 1904 and color them in. Then have each pair of students choose one of these states. Use a map to locate its capital and large cities. Use reference tools to find out about two geographical features of the state (e.g., mountain range, body of water, important crop). Then have students present their research to the class, using a map as a visual.

*Correlates to Common Core Language Arts Standards in Writing: Research to Build & Present Knowledge W. 2-4.7; Speaking & Listening: Presentation of Knowledge & Ideas SL. 2-4.4.*

### Science

Samantha makes a telephone from two tin cans and string so that she and Nellie might communicate. Have students work in pairs to construct a tin can telephone like the one Samantha and Nellie make (<http://www.dsokids.com/activities-at-home/make-instrument/tin-can-telephone.aspx>). How does the telephone work? Make a chart that lists the teams, and instruct each team to record the length of their string. Which team set the record for a conversation with the longest string? Which team had the shortest string?

*Correlates to Common Core Language Arts Standards in Writing: Research to Build & Present Knowledge W. 3-4.9.*

## Drama

Charades was a common game played by children in 1904. Demonstrate the concept of charades by acting out Samantha's role in one scene from the book. See how quickly the class can identify the scene. Explain the meaning of the term "character traits," and ask students to name Samantha's character traits revealed in the charade. Then give students a character (e.g., Nellie, Eddie, Jessie) to reveal to the class through charades. How many different character traits are revealed?

*Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 2-4.3; Speaking & Listening: Presentation of Knowledge & Ideas SL. 2-4.4.*

## Vocabulary/Use of Language

The vocabulary in the novels isn't difficult, but students should be encouraged to jot down unfamiliar words and try to define them using clues from the context. Such words may include *lecture* (p. 3), *treadle* (p. 3), *porter* (p. 7), *responsible* (p. 11), *immigrant* (p. 37), *consumption* (p. 45), *fascinated* (p. 61), *modestly* (p. 66), *immensely* (p. 77), *stately* (p. 81), *pantalettes* (p. 90), *extravagance* (p. 91), *fragile* (p. 107), *rickshaw* (p. 115), *exquisite* (p. 122), and *perplexed* (p. 133). Then have students use a dictionary to find the definitions. How well did they do defining the words themselves?

*Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 2-4.4.*

## Internet Resource

- <http://vintagefashionguild.org/fashion-timeline/1900-to-1910/>  
This official site of the Vintage Fashion Guild offers a glimpse at fashion that women like Grandmary wore.
- <http://www.pbs.org/wnet/1900house/>  
This PBS site provides a virtual tour of a 1900s house.
- [http://www.americaslibrary.gov/aa/roosevelt/aa\\_roosevelt\\_subj.html](http://www.americaslibrary.gov/aa/roosevelt/aa_roosevelt_subj.html)  
This article on the Library of Congress site introduces students to Theodore Roosevelt.

## More Stories About Samantha

- *Lost and Found: A Samantha Classic, Volume 2*—Find out what happens after *Manners and Mischief*.
- *The Lilac Tunnel: My Journey with Samantha*—A modern girl travels back in time to Samantha's world in this multiple-ending book.
- *Danger in Paris: A Samantha Mystery*—A suspenseful adventure for slightly more advanced readers. Available in March 2015.
- *Samantha: An American Girl Holiday*—A full-length film available on DVD.

## Key to Common Core Standards Referenced in This Guide

### Reading Literature

#### *Key Ideas & Details*

RL. 2-4.1—Ask and answer such question words as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL. 2-4.3—Describe how characters in a story respond to major events and challenges.

#### *Craft & Structure*

RL. 2-4.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL. 2-4.6—Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### *Integration of Knowledge & Ideas*

RL. 2-4.7—Use information gained from the illustrations and words in a print text to demonstrate understanding of its characters, setting, and plot.

RL. 2-4.9—Compare and contrast the treatment of similar themes and topics and patterns of events.

### Language

#### *Conventions of Standard English*

L. 2-4.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### *Knowledge of Language*

L. 2-4.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### *Vocabulary Acquisition & Use*

L. 2-4.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

L. 3-4.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Speaking & Listening

#### *Comprehension & Collaboration*

SL. 2-4.1—Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and large groups.

SL. 2-4.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL. 2-4.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding on a topic or issue.

#### *Presentation of Knowledge & Ideas*

SL. 2-4.4—Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

## Writing

### *Text Types & Purposes*

W. 2-4.3—Write narratives in which students recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

### *Production & Distribution of Writing*

W. 2-4.5—With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### *Research to Build & Present Knowledge*

W. 2-4.7—Participate in shared research and writing projects.

W. 3-4.8—Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources.

W. 3-4.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

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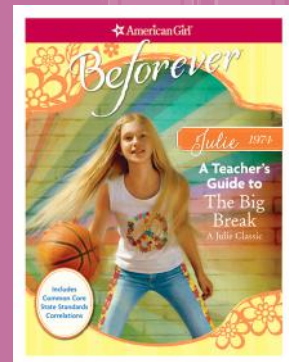
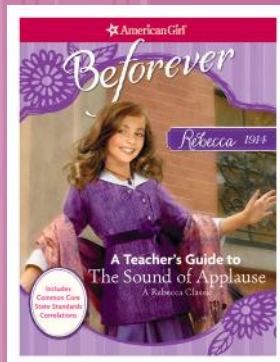
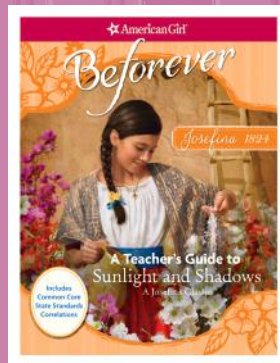
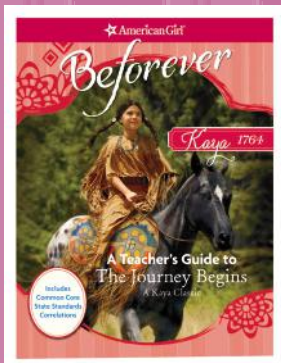
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# BeForever™

BeForever is American Girl's line of historical fiction for young readers. Originally conceived and developed by a former classroom teacher, the books are grounded in thorough historical research and bring history to life for children.

BeForever is about making connections. It's about giving young readers opportunities to explore the past, find their place in the present, and think about the possibilities the future can bring. And it's about seeing the common thread that ties children from all times together. The BeForever characters stand up for what they care about most: helping others, protecting the earth, overcoming injustice. Through the characters' stories, young readers today discover how staying true to their own beliefs will help make their world better today—and tomorrow.

Find Teacher's Guides to all the BeForever characters at  
[www.americangirl.com/guides](http://www.americangirl.com/guides)



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