

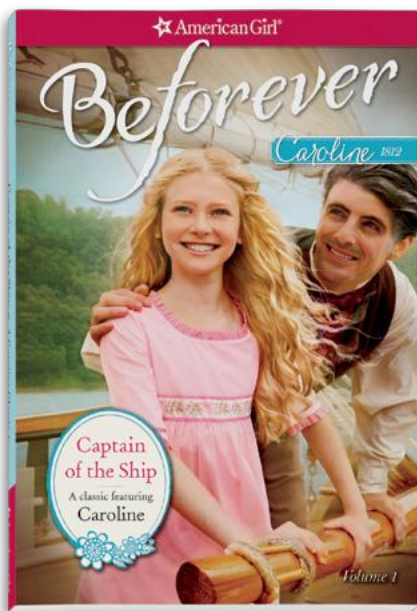
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Caroline 1812

A Teacher's
Guide to
Captain of
the Ship
A Caroline Classic

Includes
Common Core
State Standards
Correlations



About the Book

Caroline Abbott is almost ten when she and her cousin Lydia accompany Caroline's papa and Oliver, Lydia's brother, on the maiden voyage of a sloop called *White Gull*, which Papa has just built for Oliver. Their special day on Lake Ontario turns into a nightmare when the British seize the boat and take Papa and Oliver prisoner. Because news is slow to reach the village of Sackets Harbor, New York, where the Abbotts live, they hadn't known that Great Britain and the United States were at war. With Papa gone and war intensifying along the Canadian border, Mrs. Abbott keeps the family shipyard running and helps defend the village, while Caroline's grandmother tends the house. Caroline does her best to help them both. In late fall, Oliver is freed, but the British will not release Papa because he is one of the best shipbuilders in the region. Caroline and her mother sail to the British fort where Papa is held, but only Caroline is allowed to see him. Determined to help Papa escape, she shows him a coded embroidered map of hostile

territory around Lake Ontario. When her birthday comes a few weeks later, she sets a place at the table for Papa, but he doesn't arrive. As Christmas approaches, Caroline struggles to stay steady without him and makes some bad decisions—including one that is life threatening.

About This Guide and the Common Core Standards

The War of 1812 is an obscure war to many Americans, including most elementary students. Reading Caroline's story introduces students to this war and may encourage them to broaden their knowledge of American history. "Inside Caroline's World" sets the stage for this time period and prepares students for reading the novel. The "Thematic Connections" ask readers to think about how the Abbott family is affected by the war, and what they do to help others. Questions related to the themes of family, friendship, anger/fear, courage, trust, envy/jealousy, sacrifice, and the role of women are provided in this guide, and students should be encouraged to offer additional themes. There are natural connections to the language arts, social studies, science, drama, and music 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

Ask students to read and discuss "Inside Caroline's World." (p. 206-207) Then have them find additional information on the following website: <http://www.kidskonnnect.com/subjectindex/16-educational/history/285-war-of-1812.html>. What is the role of navies in the war? Find a map of New York and locate Sackets Harbor. Why is it a good place for a shipbuilding company? Tell students that Caroline's mother is running her father's shipyard during the War of 1812. The Abbotts are building ships for the United States Navy. Caroline's cousin Oliver joins the

American navy. Have students learn about a sailor's life during the War of 1812 on the following website: <http://www.asailorslifeforme.org/ironsides.php>. Then have them write a letter home about their life in the navy.

Correlates to Common Core Standards in Speaking & Listening: Comprehension & Collaboration SL. 3-4.1; Reading Informational Text: Key Ideas and Details RI. 3-4.3, Integration of Knowledge & Ideas RI. 3-4.7; Writing: Text Types and Purposes W. 3-4.3.

Thematic Connections

Family

Describe Caroline's family. Caroline is an only child. Cite scenes from the novel that show she is accustomed to being the center of attention in her family. How is she especially close to Papa? How does his capture change the Abbott family? What is her grandmother's role in the family? Explain why Caroline's mother and grandmother agree to house the Hathaways. Contrast the two families. Describe Lydia's family. How does the war affect them?

Friendship

Describe the friendship between Caroline and her cousin Lydia. There is an age difference between the girls. How is this reflected, especially once Lydia meets Rhonda Hathaway? Discuss whether Caroline really knows how to be a friend. Debate whether this is because she is an only child or because there are few children living in Sackets Harbor. At what point do the three older girls become friends? How does Caroline grow to understand Amelia Hathaway's need for a friend?

Anger/Fear

Discuss the relationship between anger and fear. How does Caroline show her anger and fear when the British capture Papa and Oliver? Describe Grandmother's response when Caroline complains that life isn't fair. (p. 53) Describe Caroline's anger toward Rhonda. Why does she feel guilty about being rude to her? What are Rhonda's fears? Describe Caroline's fear when she is stranded on the loose piece of ice while retrieving the hoop. Why does Lydia burst into tears after she and Rhonda have saved Caroline? Caroline fears telling her grandmother that she took the hoop from her spinning wheel. How does Grandmother respond to her?

Courage

Caroline's papa tells her to remain "steady." (p. 24) What does this mean? How does it relate to courage? Discuss Caroline's mama's courage. When does she show the most courage? How does it take courage for Caroline to visit Papa alone and give him the embroidered map? Caroline makes a bad decision when she goes out on the ice to claim the hoop. Lydia and Rhonda make a plan to rescue her. How does it take courage for Caroline to walk across the plank? Explain what Lydia and Rhonda learn about courage that day.

Trust

Define trust. Explain how Mrs. Abbott knows that her husband would trust her to run the shipyard. How does she realize that Mr. Tate can be trusted with the shipyard while she goes to Kingston in an effort to gain her husband's release from prison? The British won't allow Mrs. Abbott to see her husband, but they do allow Caroline to visit her papa. Explain why Mrs. Abbott trusts that Caroline will find a way to use the embroidered map to warn Papa of hostile territory.

Envy/Jealousy

Define envy. How is envy related to jealousy? Caroline feels jealousy toward Rhonda Hathaway. What does she envy most? How does her jealousy become greater after Lydia moves in with the Abbotts? Cite specific quotes or scenes that illustrate Caroline's feelings of jealousy. How does her grandmother help her come to terms with the feelings that are troubling her?

Sacrifice

Almost all families during wartime suffer sacrifices. What do the Abbotts sacrifice? Contrast this with the sacrifices of Uncle Aaron, Aunt Martha, and Lydia. At first it doesn't seem to Caroline that Rhonda's family sacrifices very much. What does she learn about Rhonda's sacrifices as the plot develops? How is it a sacrifice for Mrs. Hathaway and her daughters to live with other families?

Role of Women

Ask students to discuss the expected role of women in the early 1800s. How does Mrs. Shaw reflect this attitude? What is Mrs. Shaw's opinion about Caroline spending so much time at the shipyard? At what point does Mrs. Shaw learn to appreciate Caroline for who she is? Explain how Mrs. Abbott is different from most women. In what ways is Caroline likely to follow in her mother's footsteps? Contrast Caroline's and Lydia's dreams for the future.

Correlates to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 3-4.1, 3-4.3, Craft & Structure: RL. 3-4.4, 3-4.5, 3-4.6, Integration of Knowledge & Ideas RL. 3-4.7, 3-4.9; Language: Conventions of Standard English L. 3-4.1, Knowledge of Language L. 3-4.3; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1, 3-4.2, 3-4.3, Presentation of Knowledge & Ideas SL. 3-4.6.

Curriculum Connections

Language Arts

A *metaphor* is a figure of speech in which one word or phrase is used instead of another to suggest a comparison between the two. Have students explain the following metaphor: "Everyone must sometimes face stormy seas. Good sailors learn to ride the storms through to better weather." (p. 23) What are the "stormy seas" that Caroline and her family face? What is the "better weather" they look forward to?

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Language: Vocabulary Acquisition & Use L. 3-4.5; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1.

A *simile* is another type of figurative language in which two things are compared, often using *like* or *as*. Similes may provide the reader with a visual image. For example: "Papa sat straight as a mast in one of the other longboats." (p. 25) Divide the class into small groups, and ask them to locate similes in the novel that offer a physical description and ones that express emotions or feelings. Allow time in class for groups to share their work.

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Language: Vocabulary Acquisition & Use L. 3-4.5; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1.

Have each student write a diary entry that Caroline might have written at the end of the novel after she, Lydia, Rhonda, Amelia, and Grandmother enjoy an afternoon ice-skating. Consider what she might say about the skating arrangement between her grandmother and Rhonda.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 3-4.3.

Social Studies

Divide the class into four groups. Ask each group to read about the War of 1812 from one of the following perspectives:

<http://www.pbs.org/wned/war-of-1812/essays/american-perspective/>

<http://www.pbs.org/wned/war-of-1812/essays/british-perspective/>

<http://www.pbs.org/wned/war-of-1812/essays/canadian/>

<http://www.pbs.org/wned/war-of-1812/essays/native-nations-perspective/>

Then have each group create a short PowerPoint presentation that outlines the views of the people they are assigned. Encourage the use of simple graphics.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Key Ideas & Details RI. 3-4.2, Craft & Structure RI. 3-4.6; Writing: Text Types & Purposes W. 3-4.2, Production & Distribution of Writing W. 3-4.4, 3-4.6, Research to Build & Present Knowledge W. 3-4.7, 3-4.8.

Caroline knows how to tie the Flemish knot. Mr. Tate offers to teach her to tie the French hitch knot. Have students study the instructions for tying sailors' knots (<http://www.thepirateking.com/knots/index.htm>, or for the Flemish knot: http://www.animatedknots.com/fig8_/). Ask students to learn to tie one knot. Then have pairs of students teach each other how to tie the knot they learned and tell how it's used.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Craft & Structure RI. 3-4.5; Integration of Knowledge & Ideas RI. 3-4.7

Caroline's father is a shipbuilder in Sackets Harbor, New York. He is captured by the British and taken to Kingston Harbour in the colony of Upper Canada (now the province of Ontario). Have students look at the map of the east end of Lake Ontario (1813): <http://www.warof1812.ca/kingstonharbour1812.htm>. Have them determine the route that Caroline and Mama might have taken when they sailed to Kingston to see Papa. Based on the information in the novel, have students estimate the location of Uncle Aaron's farm.

Direct students to look at a map of the Great Lakes (http://en.wikipedia.org/wiki/File:Anglo_American_War_1812_Locations_map-en.svg) and review "Inside Caroline's World," p. 206-207. Ask them to discuss the significance of the Saint Lawrence River, which flows from Lake Ontario to the Atlantic Ocean.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Integration of Knowledge & Ideas RI. 3-4.7

Music/Drama

Francis Scott Key wrote "The Star-Spangled Banner" in 1814, as the War of 1812 was coming to a close. Ask students to research Key and his inspiration for the poem (<http://www.nps.gov/fomc/historyculture/francis-scott-key.htm>). Divide the class into four groups and assign each group one of the poem's four verses to prepare as a choral reading (<http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml>). Have students record the reading and give a historic interpretation of the verse after their performance. The tapes should be shared in class.

Although "The Star-Spangled Banner" didn't become the official United States national anthem until 1931, it became popular almost immediately as a way to show American pride and patriotism. Explain the irony that the poem is set to the tune of a popular British song.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Key Ideas & Details RI. 3-4.1, 3-4.2, 3-4.3; Reading Literature: Craft & Structure RL. 3-4.5; Speaking & Listening: Comprehension & Collaboration SL. 3-4.1, Presentation of Knowledge & Ideas SL. 3-4.4, 3-4.5.

Science

Sailors must know how to read the weather. There is much folklore related to weather. Have students pick one example of weather folklore (<http://www.weatherwizkids.com/weather-folklore.htm>) and then do research to determine if the chosen statement is fact or fiction. Have them write a paragraph that reveals the facts.

Correlates to Common Core Language Arts Standards in Reading Informational Text: Craft & Structure RI. 3-4.5; Writing: Text Types & Purposes W. 3-4.2, Research to Build & Present Knowledge W. 3-4.7, 3-4.8.

Vocabulary/Use of Language

The vocabulary in the novel 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 *mainsail* (p. 3), *tiller* (p. 5), *hull* (p. 6), *prim* (p. 7), *commotion* (p. 13), *becalmed* (p. 14), *rummaged* (p. 15), *seizing* (p. 22), *provisions* (p. 23), *truce* (p. 23), *knot* (p. 23), *clammy* (p. 29), *crackle* (p. 37), *tankard* (p. 41), *hoisted* (p. 70), *forlorn* (p. 85), *artillery* (p. 94), *musketry* (p. 94), *weathered* (p. 95), *militia* (p. 107), *traitors* (p. 107), *sentry* (p. 114), *towrope* (p. 165), *forge* (p. 182), and *dismay* (p. 186).

Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 3-4.4; Language: Vocabulary Acquisition & Use L. 3-4.4.

Internet Resources

- <http://www.nwhm.org/education-resources/biography/biographies/dolly-payne-todd-madison/>
This National Women's History Museum site provides information about Dolly Madison, America's courageous First Lady during the War of 1812.
- <http://amhistory.si.edu/starspangledbanner/default.aspx>
Provides the Smithsonian Institution's online resources related to "The Star-Spangled Banner."
- <http://www.sacketsharborbattlefield.org/>
Learn more about Sackets Harbor during the War of 1812.



About the Author

Kathleen Ernst grew up in Baltimore, Maryland, not far from the place where, during the War of 1812, Francis Scott Key wrote the United States' national anthem, "The Star-Spangled Banner." While writing about Caroline, Ms. Ernst had a wonderful time exploring Sackets Harbor, New York, and the Kingston area in Canada. She lives in Wisconsin with her husband and cat.

More Stories About Caroline

- *Facing the Enemy: A Caroline Classic, Volume 2*—Find out what happens after *Captain of the Ship*.
- *Catch the Wind: My Journey with Caroline*—A modern girl travels back in time to Caroline's world in this multiple-ending book.
- *The Smuggler's Secret: A Caroline Mystery*—A suspenseful adventure for slightly more advanced readers. Available in March 2015.

Key to Common Core Standards Referenced in This Guide

Reading Literature

Key Ideas & Details

RL. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL. 3-4.3—Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft & Structure

RL. 3-4.4—Determine the meaning of words and phrases as they are used in a text.

RL. 3-4.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL. 3-4.6—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. 3-4.7—Make connections between the text of a story or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL. 3-4.9—Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events.

Reading Informational Text

Key Ideas & Details

RI. 3-4.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI. 3-4.2—Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI. 3-4.3—Describe the relationship between a series of historical events in a text, using language that pertains to time, sequence, and cause/effect.

Craft & Structure

RI. 3-4.5—Describe the overall structure of events, ideas, concepts, or information in a text.

RI. 3-4.6—Distinguish their own point of view from that of the author of a text.

Integration of Knowledge & Ideas

RI. 3-4.7—Use information gained from illustrations (photographs) and the words in the text to demonstrate understanding of the text.

Language

Conventions of Standard English

L. 3-4.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

L. 3-4.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition & Use

L. 3-4.4—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 meaning.

Speaking & Listening

Comprehension & Collaboration

SL. 3-4.1—Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and large groups.

SL. 3-4.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL. 3-4.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge & Ideas

SL. 3-4.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL. 3-4.5—Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL. 3-4.6—Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Text Types & Purposes

W. 3-4.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W. 3-4.3—Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.

Production & Distribution of Writing

W. 3-4.4—With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W. 3-4.6—With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build & Present Knowledge

W. 3-4.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W. 3-4.8—Recall relevant information from experiences or gather relevant information from print and digital sources; take notes; and categorize information and digital sources.

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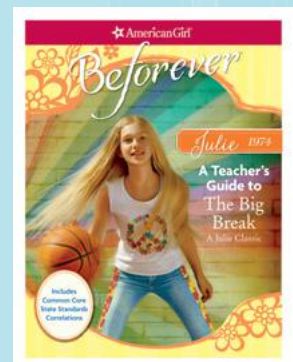
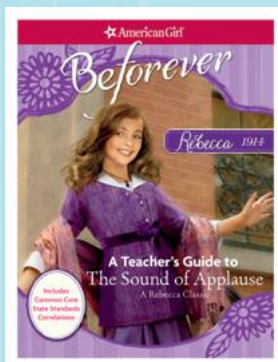
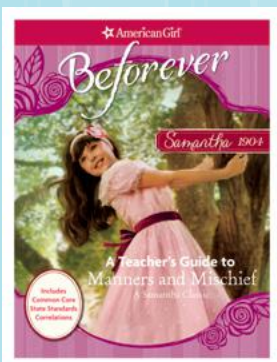
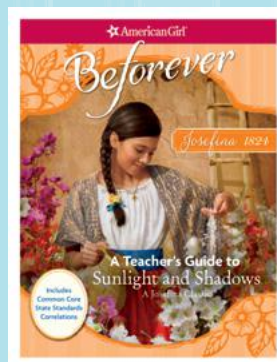
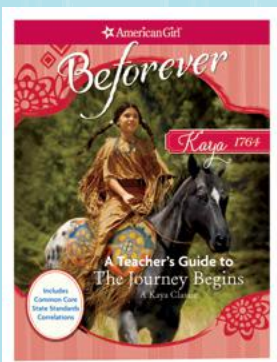
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BeForever™

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



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