

# *My Neighbor Is A Caterpillar*

## Identifying and Comparing Sources – Grade Four

### Indiana Standards Connection

#### **Language Arts: Reading Comprehensive and Analysis of Nonfiction and Informational Text**

##### 4.2.2

Use appropriate strategies when reading for different purposes.

##### 4.2.5

Compare and contrast information on the same topic after reading several passages or articles.

##### 4.2.4

Evaluate new information and hypotheses by testing them against known information and ideas.

#### **Writing: Processes and Features**

##### 4.4.3

Write informational pieces with multiple paragraphs...

##### 4.4.4

Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

##### 4.4.5

Quote or paraphrase information sources, citing them appropriately.

##### 4.4.7

Use multiple reference materials and on-line information as aids to writing.

##### 4.5.4

Write summaries that contain the main ideas of selection and the most significant details.

#### **Listening and Speaking: Skills, Strategies and Applications**

##### 4.7.1

Ask thoughtful questions and respond orally to relevant questions with thoughtful elaboration.

### Lesson Summary:

*Students will learn to compare and contrast primary and secondary sources by reading Mr. Jackson's original document after reading the secondary document, My Neighbor Is A Caterpillar. They will be asked to take notes as they read the primary document, noting areas and questions of agreement and disagreement with the secondary source. They will then complete the take-home handout which will help enhance their comprehension of both sources and their ability to infer, evaluate and analyze information. An extension activity will encourage them to research other veterans with stories similar to Mr. Jackson's. The students write several paragraphs comparing and contrasting those experiences, and retelling both in their own words.*

### Pre-Assessment:

- Have the students read the excerpt from Ed Jackson's book, either as a group or individually.
- Talk to the students about the difference between a primary and a secondary source.
- Lead a classroom discussion about the differences between Mr. Jackson's book and *My Neighbor Is A Caterpillar*. Why do the students think the authors left out certain things? How would the students have written the "Caterpillar" book differently? Was there anything in Mr. Jackson's book that the students wish the authors had included in *My Neighbor Is A Caterpillar*? Why do they think that Mr. Jackson wrote his story down?
- Handout the *Sources work sheet*

### Post Assessment:

- Ask the students to find another story of someone who was missing in action or a prisoner of war. Ask them to write several paragraphs comparing and contrasting the individual they selected with the Mr. Jackson's story. How were the two similar? How were they different? Would the story you found make a good book for young people? Explain your answer.

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:**

- ◆ First, read the selected pages from Mr. Jackson’s booklet about his World War II experiences.
- ◆ As you read, make notes on a separate sheet of paper regarding questions you have about the stories Mr. Jackson tells and about how they agree or disagree with *My Neighbor Is A Caterpillar*.
- ◆ Answer each question below as completely as possible, giving reasons for your answers and referring back to the texts. Use a separate sheet of paper or the back of this sheet to write a longer explanation.

1. Which source did you enjoy more and why? Or did you enjoy/not enjoy them both, but for different reasons – explain.

2. If you were writing a book about Mr. Jackson which source would you use and why?

3. What did Mr. Jackson think about Italy? Did he talk to Michael about his impressions in *My Neighbor Is A Caterpillar*?

4. Which source best describes Mr. Jackson’s feeling about being in a strange country during wartime? Do you think you might feel the same as or differently from Mr. Jackson?

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5. Why do you think Mr. Jackson kept a diary during his time in combat? Do you have any family members who keep diaries? Why do they do so?

6. In *My Neighbor Is A Caterpillar*, Mr. Jackson hears Hunt and Whitey calling to him when the partisans take him to a nearby village. Is that how it happened in Mr. Jackson's book? If not, what is different and why do you think the authors made the change?

7. Are there any stories from Mr. Jackson's book that you think should have been included in *My Neighbor Is A Caterpillar*? If so, why?

8. Both books refer to things you may be unfamiliar with. Using a dictionary, the internet, and/or an encyclopedia, learn what Mr. Jackson means when he talks about:

Purple Heart ---

Short Snorter ---

Liberty Ship ---

K-Rations ---

D-Day ---

MIAs and POWs ---

The Isle of Capri ---

Distinguished Flying Cross ---

9. Why did Mr. Jackson tell the flight surgeon that he would not fly again? Why do you think the flight surgeon did not punish him for refusing to fly another mission?

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10. Why do you think the Army gave Mr. Jackson a medal for his service? Do you agree or disagree with Mr. Jackson's statement that getting a medal doesn't make you a hero?

11. In *My Neighbor Is A Caterpillar* Mr. Jackson says that a hero is "someone who runs toward the thing everyone else is running away from." What does he mean by that, and do you agree or disagree?

12. As you read the pages from Mr. Jackson's story, what questions did you write down and how did you find the answers? List any sources you used in addition to *My Neighbor Is A Caterpillar*.

13. Why did the partisans want to shoot Mr. Jackson and his friends at first? And why did they end up helping them instead?

14. After reading both stories, if you could ask any of the characters a question, which individual would it be and what is the question?