

My Neighbor Is A Caterpillar

Identifying and Comparing Sources – Grade Five

Indiana Standards Connection

Reading: Comprehension and Analysis of Nonfiction and Informational Text

5.2.2

Analyze text that is organized in sequential or chronological order.

5.2.4

Draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge.

Writing: Processes and Features

5.4.1

Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

5.4.2

Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

5.4.3

Write informational pieces with multiple paragraphs that: present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; offer a concluding paragraph that summarizes important ideas and details.

5.4.5

Use note-taking skills when completing research for writing.

5.4.8

Review, evaluate and revise writing for meaning and clarity.

5.4.9

Proofread one's own writing as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

Writing: Applications

5.5.1

Write narratives that establish a plot, point of view, setting and conflict; show rather than tell the events of the story.

5.5.5

Use varied word choices to make writing interesting

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 create a book like Mr. Jackson's for a family member. Or, if such a book already exists, to use it as a basis for a secondary source book, like My Neighbor Is A Caterpillar.

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* along with the *SOS – Save Our Stories handout*. Explain to the students that their SOS project will not only receive a letter grade but will be given to the American Veterans Research Library for inclusion in its collection.

Post Assessment:

- Find out if the students have any family members who are veterans and/or who have written a book like Mr. Jackson's. As an extension activity, the students will be asked to work with a family member to prepare a booklet (no less than three pages) like Mr. Jackson's that recalls a family member's experiences in the Armed Forces. If there is no Armed Forces connection, the child and family member may recount another significant event in the family member's life. If the family already has a document or booklet like Mr. Jackson's, the student may choose to write a children's book, based on the existing primary document.

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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?



Save Our Stories! Write Your Own History Book

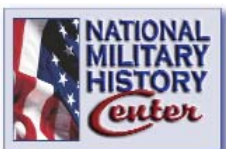


The National Military History Center needs YOUR help! **YOU** can write a book! **YOU** can save history! **YOU** can find out about all the cool, scary and funny things your friends or relatives did *before* they got old and boring! ☺ Ask your parents if anyone in your family is a veteran. Remember, a veteran is **anyone who ever served in the military -- in the Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserves.** If no one in your family served, maybe a friend or neighbor can help. Once you find a veteran, tell him or her about your project. Ask if you can interview him or her. "Interview" means talk to the veteran about his or her life in the military. Maybe Mom or Dad can give you a tape or digital recorder so you can record the interview. Once you finish the interview, you can start writing your "book." **Don't be afraid to ask questions! Have fun with the project!** If you know how to use a scanner, you can scan pictures to go with your book. If you are too little to scan pictures, you can draw pictures to help tell the story of your veteran!

Ask your parents to help you with questions for your veteran. Here are some ideas:

1. The veteran's name and correct spelling (always check spelling when you are writing a book!)
2. Where and when the veteran was born.
3. Where, when and WHY the veteran served in the military (and the branch of the military.)
4. What the veteran learned in the military (especially lessons that he/she still uses today).
5. Who were some of the veteran's best friends in the military?
6. What was the funniest thing that ever happened to the veteran in the military?
7. What was the scariest thing? (Parents, make sure answers are age-appropriate!)
8. Did the veteran travel to anywhere far away while in the military?
9. Did the veteran miss his/her family and friends while in the military? Did he/she miss any holidays or special events?
10. Who did the veteran help while he/she was in the military?
11. Who helped the veteran while he/she was in the military?
12. What did he/she like best and least about military service?

Kids: You can write your book like a story, or you can just write down the questions and answers. Make sure you have all the facts right (ask your veteran to check the story once it is finished.) If you want more ideas on what to ask, go to AmericanVeteransInstitute.org/holiday.html. When you finish the book, make a copy for yourself and one for the American Veterans Research Library at the National Military History Center. **Make sure your name, address, and phone number are on the book!** Mail the book to: *American Veterans Research Library*, Project SOS, National Military History Center, P.O. Box 1, Auburn, IN 46706. We will let you know if your book is chosen for our web site. Even if it isn't on the site, we will save it in the Research Library -- and you can tell your friends "I wrote a book that's in a library!"



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