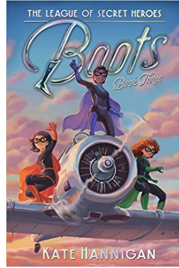


## Curriculum Guide



## Contents

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## Common Core Connections: Grades 3-6

### 3<sup>rd</sup> Grade

#### CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

### 4<sup>th</sup> Grade

#### CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### 5<sup>th</sup> Grade

#### CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

#### CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

## 6<sup>th</sup> Grade

CCSS.ELA-LITERACY.RL.6.3

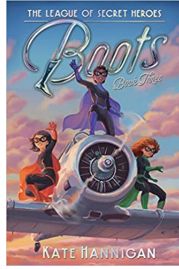
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



## Discussion & Comprehension Questions

### Chapter 1-5

#### Chapter 1

- What spy plot do Akiko, Josie, and Mae hear about on the radio?
- Why does Mae want to go to Chicago?
- Why is Mae so excited to see her Aunt Janet and Aunt Willa?
- Why does Mae call Aunt Janet and Aunt Willa her “guardian angels”?
- What can Aunt Willa and Aunt Janet do that makes them so unique?
- Why are there different airplane hangars for White pilots and Black pilots?

***“We can’t let fear get in the way. If we did, nobody’d get out of bed in the morning.” (pg. 9)***

- Who is Mae most afraid of?

#### Chapter 2

***“Bravery isn’t about battling back super villains. Most of the time, being brave means looking at things that scare us and pushing past them.” (pg. 13)***

- Why do Mae, Josie, and Akiko have trouble answering Granny Crumpler’s questions?

- Why don't Mae, Jose, and Akiko want Granny Crumpler to find out about their secret identity?
- What does Granny Crumpler tell Mae about her father?

### **Chapter 3**

- What is Mae's father's job in the war?
- What is the "Double V" campaign?

***"Mae's daddy said he's fighting two wars: One is the war against Germany and Japan. And the other is the war against segregation at home." (pg.20)***

- What did the mechanic tell everyone about what is happening in Chicago?
- What did Aunt Willa and Aunt Janet decide to do when they heard what was happening in Chicago?
- Who went with Aunt Willa and who went with Aunt Janet?
- Why was Mae so worried about getting in the plane?
- Describe the aviator's gear that everyone had to wear.
- What kind of plane did Aunt Willa fly?

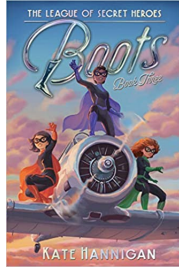
### **Chapter 4**

- How was flying in an airplane different than flying as the Infinity Trinity?
- What was causing the "BOOM" noises that the girls could hear as they flew over the city?
- Why was Mae gesturing at Akiko and Josie?
- Why were there aircraft carriers on Lake Michigan?
- What did Akiko see that seemed suspicious?

### **Chapter 5**

- What did the plume of smoke turn out to be?

- Why did Aunt Janet suddenly send the airplane into a dive?*
- What was the Norden Bombsight?*
- What were the two yellowish-tan circles that Akiko spotted?*
- Why can't the girls transform into the Infinity Trinity?*
- What made Aunt Janet send her plane rocketing skyward?*
- Why did Aunt Janet tell Akiko and Josie to squeeze their leg muscles?*
- Why did Aunt Janet decide they had to go back to the hangar?*



## Chapter 6-10

### Chapter 6

- Why were the girls worried about telling Aunt Willa and Aunt Janet they had superpowers?
- What were the girls' secret identities?
- Why did Josie think it was Mae's turn to take the lead?

***“Some airports won’t allow Black pilots to take off and land. Some people laugh at the idea of women flying planes. So when it comes to Black women pilots? Well, it’s beyond what small minds can imagine.” (pg.39)***

- Why was Bessie Coleman’s photograph hanging on the wall of Aunt Willa and Aunt Janet’s airplane hangar?
- Why were Aunt Willa and Aunt Janet starting to change their minds about having the girls help them with the spy situation?

### Chapter 7

- Who suddenly showed up at the hangar?
- Why did Aunt Willa and Aunt Janet suddenly decide to send the girls with Granny Crumpler?
- What jobs did Granny Crumpler want the girls to do for her?

***“Granny gets what Granny wants...She might look delicate and frail, but that woman is as tough as Aunt Willa’s leather boots.” (pg. 45)***



- Why did Josie want to fly again?
- In what ways is Josie like her father?
- Why does Akiko keep sneezing?

## **Chapter 8**

- What is a Victory Garden?
- Why do the girls need to return the moonstone ring to Zenobia?
- Where is the league of superheroes?
- What does Josie think they can learn from reading the comic books?
- Why does Mae think they need to let Room 12 know about what is happening in Chicago?
- Why does Mae refuse to let them transform into Infinity Trinity in order to contact Room 12?
- What do the girls decide to do to try to contact Nova the Sunchaser?
- What did Josie do with the milk and the napkin?
- Why is Mae so confident that Nova will know what to do to see Josie's invisible ink message?

## **Chapter 9**

- After they finished making the invisible-ink paper airplane, what did they do with it?
- What was Josie hoping would happen when they woke up the next morning?
- What chore did Granny Crumpler want the girls to do the next day?
- Why were the girls happy to do THIS chore?
- What did Mae think they needed to do after delivering the books to the library?

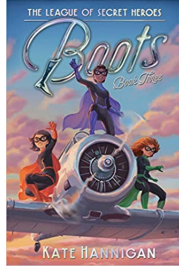
***“...I couldn’t stop the hiccup of worry in the pit of my stomach. When we were fighting the Hisser and first learning to use our powers, Hauntima was there to guide us. When Side-Splitter and his army of clowns nearly overwhelmed us, Hopscotch appeared and showed us her secrets to defeat him. What would***

*happen now, here in Chicago, if there were no superheroes to help us catch these bad guys?” (pg. 58)*

- How long did it take the girls to ride the bicycles to the airport?*
- What was the Link Trainer and what was it used for?*
- How did Mae act and feel when she was showing Akiko and Josie how to use the Link Trainer?*
- What did Akiko suddenly see outside the window?*
- Why do the girls think the spies showed up at the airport?*
- What did the men find on the wing of Aunt Willa’s plane?*

## **Chapter 10**

- Who did the girls hear yelling at the men in the straw hats?*
- Why were the girls surprised when the blue plane started its engines?*
- What did the girls find on the runway as the big blue cargo plane took off?*
- What do the girls think happened to Aunt Willa and Aunt Janet?*
- Why did the girls decide to turn back into the Infinity Trinity?*
- Describe how the girls turn into their superhero selves.*
- As the girls were flying, chasing the blue cargo plane, what appeared in the sky with them?*
- Who do you think was in the white plane?*



## Chapter 11-16

### Chapter 11

- Who did the white plane belong to?
- Why did Nova (and her plane) look like ghosts?
- Why did Nova come to see the Infinity Trinity?
- Why were the girls having trouble hearing Nova?
- Describe the metal bird that suddenly appears.
- What did Josie think was in danger from the metal bird?
- What did Nova suddenly call the metallic bird?
- Who was the Metallic Falcon trying to get instead of the training pilots?

### Chapter 12

- Describe what the Metallic Falcon looks like.
- What does the Metallic Falcon seem to already know about the Infinity Trinity?
- What do each of the girls do to keep the Metallic Falcon from hurting the training pilots?
- What power does the Metallic Falcon have?
- What does the Violet Vortex suddenly sense?

## **Chapter 13**

*-What does Mae hear in the Metallic Falcon's mind about his plans?*

***“Do not lose heart...This supervillain is targeting you for a reason: because you're smart, you're strong, and you're capable. Bullies always go after the ones they see as a threat.” (pg. 85)***

*-Why does Nova tell the girls that they are the best hope for all the other superheroes?*

*-What is happening to the other superheroes?*

*-What happened to the pilot in the downed plane?*

*-What do Nova and the girls discover about the downed pilot?*

*-What is a WASP and what is their symbol?*

*-What is important about Avenger Field?*

## **Chapter 14**

*-Why is the pilot so worried about her plane when she wakes up?*

*-Describe the damage that the Metallic Falcon did to the airplane.*

*-Why does Mae get upset when Akiko & Josie suggest she fly Jane's plane to Avenger Field?*

*-Why were the girls in such a hurry to get Jane and her plane away from downtown Chicago?*

*-What power does Akiko have that the girls think will help them move the plane?*

## Chapter 15

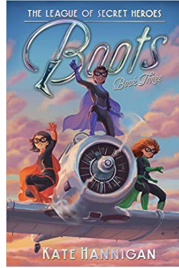
- How does Josie describe the feeling of teleporting?
- Why does Akiko tell Josie she needs to fix the plane before she heals the bump on Jane's head?

*"I thought about pilots like Jane and my dad, Aunt Willa and Aunt Janet, and everybody who was willing to step forward and do whatever they could to fight evil. There were so many people putting themselves at incredible risk in order to keep the rest of us safe." (pg. 99)*

- Why was it important that Jane not know the girls' secret identities?
- What did Jane see on the horizon that made her realize they were close to Avenger Field?

## Chapter 16

- What kind of plane was Jane flying when she went down?
- What picture did Josie see on the wooden sign that she recognized from the patch on Jane's jacket?
- Describe Fifinella and what she does to help pilots.
- Where is Avenger Field located?
- Why did Mae suddenly get dizzy and bump into Akiko?
- Why is it important that the girls make no mistakes?



## Chapter 17-22

### Chapter 17

- According to Jane, how many hours do she and the other pilots spend on the airfield?
- What kinds of things do the pilots learn and/or practice?
- In order to fly a plane from Oklahoma to California, what does a pilot have to do?

***“I’ve got a brother in the navy...And my sister joined the Red Cross. When I got the telegram inviting me to come here to Sweetwater to join the WASPs, my teachers tried to talk me out of it. But I told them I knew exactly how I could do my part for the war...I would fly.” (pg109)***

- When did Jane first think that maybe she could be a pilot?

***“Sometimes we have to see it before we can be it.” (pg. 109)***

- Why do pilots need to learn Morse code?

### Chapter 18

- Why was all the training gear so big on the female pilots?
- Who was Jackie Cochran?
- Why does Josie get so excited to hear that the pilot’s next big mission is to London?
- How did Mae and Akiko hear the secret message from the Metallic Falcon?

*-Describe how the girls decoded the message.*

## **Chapter 19**

*-Where were Zenobia and the other superheroes trapped?*

*-Why couldn't the girls teleport to Paris?*

*-What does Josie suggest that they do so they can save the superheroes?*

*-Why do they NOT want to tell Mrs. B or Astra about their plan to fight the Metallic Falcon?*

***“She and the other WASPs could have stopped us at the gate. Instead they welcomed us like we were little sisters.” (pg. 122)***

## **Chapter 20**

*-Where are the girls hiding?*

*-Who was the pilot for the flight to London?*

*-Where does Jackie say the plane will make stops on their way to London?*

*-Why did the girls decide to go to sleep during the flight?*

*-What do the girls overhear Jackie saying about what the Nazis have done to London?*

***“I closed my eyes, and Baby Lou and Vinnie came to mind...My little brothers might not have been listening to bombs falling and bullets flying, but they were still suffering.” (pg. 120)***

*-What does Jackie suddenly say that shocks all the girls?*

*-Who did the girls find waiting for them with Jackie?*

## Chapter 21

- Even though the girls are happy to see Mrs. B and Astra, why are they still worried about them?
- According to Mrs. B, where have the messages been coming from?

***“Together. That is how we rise above evil...Not alone in the battle. Together.”***  
(pg. 132)

- What document does Mrs. B lay out on the table to help them defeat the Metallic Falcon?

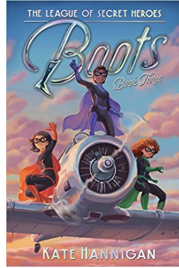
***“None of us is ever truly alone in the fight. Even if no one is standing by our side, even if we feel completely abandoned, the people we love travel with us. They are the flames that light our way. They are the fires that burn inside us. They are the stars that inspire us to shine together.”*** (pg. 132)

- Why did the girls transform into the Infinity Trinity when they heard the siren?
- What did Josie suddenly see in the sky?

## Chapter 22

- Describe the two young superheroes that suddenly appeared.
- Why does Mae suddenly get a headache?
- What do the superheroes suddenly see on the horizon?
- What actually are the “dark birds” that they see in the sky?
- What is the connection between the birds Mae sees in her mind, and the birds the superheroes see in the sky?
- Who is flying with the German Bombers?





## Chapter 23-28

### Chapter 23

- What does the Metallic Falcon try to do to the Golden Lion?
- What are the Golden Lion's powers?
- What does Akiko do to stop the German bomber?
- Where do the Infinity Trinity try to hide from the Metallic Falcon?
- What does the Metallic Falcon do to the Infinity Trinity?
- Why do the Golden Lion and the Parisian Light think the Infinity Trinity were vaporized?

### Chapter 24

- Where did Josie, Akiko, and Mae hope to hide from the falling bombs?
- Why were there so many people out on the streets?
- What surprised Josie about how the people were acting?
- Why did Josie think that they might not be superheroes anymore?
- Do you think it is possible for the Metallic Falcon to still read Mae's thoughts, even though she is no longer the Violet Vortex?
- How does Akiko feel about losing her powers?
- What does Akiko pull out of her bag from the Golden Lion?

## Chapter 25

- Who does Josie keep thinking of whenever she sees or hears a young child?
- What kind of cipher does Mae use to solve the secret message?
- What does the secret message turn out to be?
- Who do the girls decide they need to save, even without their powers?
- What makes the girls really realize that they are now alone?

***“I think that’s what bravery is when it comes down to it. Knowing that things that scare us—all the things that could go wrong, the ways we could fail—and pushing through anyway. Bravery...means trying.” (pg. 163)***

## Chapter 26

- Why were there no streetlights on in London?
- When the girls get to the airfield, what idea do Josie and Mae have to get them all to Paris?
- How does Mae react to their idea of having HER fly a plane?
- What did Akiko use to send her message?

***“You’re not alone! Don’t give up!” (pg. 167)***

- When the mechanic suddenly showed up, what did the girls do to that they were kids?
- What kind of airplane did they “borrow”?

## **Chapter 27**

- According to Josie, in what ways was flying in a plane like flying with a cape?
- Why is Josie so worried what will happen if they're found by bad guys like the Metallic Falcon?
- According to Mae, why does she love animals so much?
- What happened on the night of Mae's fifth birthday?
- What do the Resistance Fighters do to help small planes land?
- In what ways have all the girls felt powerless?
- What did all three girls suddenly see?

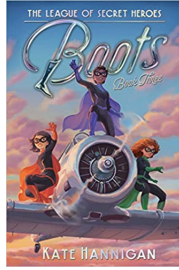
## **Chapter 28**

- Who suddenly appeared next to their airplane?
- Why is Nova so angry at the girls?

***“There were so many people battling evil as best they could. We were on this plane because we were part of the same fight.” (pg. 180)***

- Why did Mae suddenly dip their plane to fly lower?
- Who do the girls think started attacking the German planes?
- What is Mae REALLY afraid of?

***“Don't think about all the ways things could go wrong, Mae...Look at all the things you've done right!” (pg. 182)***



## Chapter 29-34

### Chapter 29

- What did the girls see swarming in the air in front of their plane?
- Why do the girls want Nova to leave her fight with the German planes?
- What word did Josie suddenly think of to describe their situation?
- Describe the plane that suddenly appeared, heading straight for them.
- Who do they see inside the shark plane?
- What was the shadow that passed over the sun?
- Why was the Metallic Falcon so angry?
- What did Akiko realize about the Metallic Falcon?

***“Maybe losing our superpowers wasn’t so bad.” (pg. 188)***

### Chapter 30

- What did Mae think of that might help the girls save Aunt Willa and Aunt Janet?

***“Be brave. Be brave. Be brave.” (pg. 191)***

- How did Josie and Akiko let Mae know that they believed in her?
- What did Mae suddenly make their plane do?
- What is Mae planning to do to the German plane?

- Why did Mae fly straight at the German plane?
- How did flying upside down make Josie feel? How did it make Akiko feel?
- What happened to the German pilot?
- Who ends up flying the German plane?

## **Chapter 31**

- Who appears just as Mae, Josie, and Akiko save Aunt Willa and Aunt Janet?
- Where does Mae decide to go?
- What does the symbol on the Nazi flag remind Josie of?
- Who was waiting for the girls when Mae landed the plane?

***“None of us is ever truly alone in the fight.” (pg. 200)***

- What does Hopscotch think the Metallic Falcon is trying to do?
- Who does Nova think is their secret weapon?
- What did Hopscotch, Hauntima, and Nova conjure up for the girls to use?
- What did Hauntima turn herself into?
- How is Hauntima going to get the girls to the Eiffel Tower?

## **Chapter 32**

- What voices did the girls suddenly hear as they climbed the staircase?
- When the girls opened the closet, what startled them?
- How many steps did they have to climb to get to the second level?

*-From where they were standing on the Eiffel Tower, what could the girls see happening over the city of Paris?*

*-Who did Akiko, Mae, and Josie discover had been waiting for them?*

### **Chapter 33**

*-How did the Parisian Light and the Golden Lion manage to get past the Metallic Falcon?*

*-What does the Parisian Light say when Akiko shows her the secret message?*

*-What is "Gustave's Secret"?*

*-How do the Golden Lion and the Parisian Light plan to get all of them up to the secret apartment?*

### **Chapter 34**

*-When Akiko, Mae, and Josie were transformed back into their human selves, what did they find on the platform?*

*-What did Akiko give to the guards to try to distract them?*

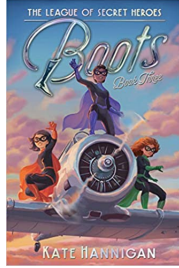
*-What did Akiko want Mae and Josie to do to the guards?*

*-What was Akiko's signal to Mae and Josie?*

*-What did the Parisian Light do to the guards?*

*-What did Mae do to help them open the apartment?*

*-Why didn't the Golden Lion tell Akiko, Mae, and Josie that she had superstrength?*



## Chapter 35-40

### Chapter 35

- Who did the girls find when they got inside the apartment?
- Why didn't Zenobia trust the girls at first?
- What did Akiko show Zenobia?

*"Knowing what we're all up against, knowing that your powers are compromised...It means the world to me that you've come. That you've tried."*  
(pg. 228)

- What happened when Zenobia put on the ring?
- What suddenly appeared in the apartment?
- What did Josie recognize on the trunk?
- Who does Josie think is the owner of the trunk?

### Chapter 36

*"Finally...we're together again."* (pg. 231)

- What does Mae think made Mrs. B and Astra suddenly appear in the apartment?
- What happened when Mrs. B and Zenobia touched their moonstone rings together?

-Where does Mrs. B and Zenobia's strength come from?

*"...I could feel a new jolt of energy crackle throughout the room. It reminded me of dominoes, the way it seemed to pulse from one person to the next. Or maybe it was more like an ocean wave, crashing over us. I felt more alert and alive than I ever had in my life." (pg. 233)*

-What was in the trunk?

-What did the superheroes do when they saw their costumes?

*"Evil was winning...But no more. We fight for good. And we've had a lot of time to think about things. Now we act!" (pg. 234)*

## Chapter 37

-Who were the only superheroes who did not get their costumes back?

*"The world needed heroes...and you stepped forward. You tried to do what you could. And that is everything." (pg. 237)*

-Why did Josie think she, Mae, and Akiko had failed?

-Why won't the Palomino let the Infinity Trinity join in the fight?

-How do Akiko, Mae, and Josie feel when the Palomino says that they are "just children"?

*"We are children, yes. But we've proven ourselves to the league of secret heroes again and again. Just because we're not adults like you all doesn't mean we can't help fight this war." (pg. 239)*

*"And more than anyone, we want to make sure that good triumphs over evil. Because we're the ones to inherit this world, for good or bad." (pg. 240)*



*-Who actually had the Infinity Trinity's superhero costumes?*

## **Chapter 38**

*-Who joins the Infinity Trinity as they prepare to battle against the Metallic Falcon and the Nazis?*

*-What does Mae create with her powers to try to protect her aunts from the Metallic Falcon?*

*-What does the mirror do to the Metallic Falcon's beams?*

*-What unexpected powers do Zenobia, the Palomino, and Star have?*

*-How did working together help all the superheroes defeat the Metallic Falcon?*

## **Chapter 39**

*-What did the superheroes do when they realized that the Metallic Falcon had been defeated?*

*-What happened to the Golden Lion?*

*-How does Akiko help the Parisian Light get the Golden Lion back to the Eiffel Tower?*

*-What power does Josie use to help heal the Golden Lion?*

*-What power does Mae use to get feathers to help patch the Golden Lion's wings?*

## **Chapter 40**

*-What did Nova change her glider into?*

*-What power did Akiko discover her bag had?*

*-What treats were given to each of the girls?*

*-Where were Mae's Aunt Willa and Aunt Janet?*

*-What secret did Mae realize her aunts had been hiding from her?*

*“There is no such thing as ‘just kids’...When the world needed heroes, each of you became one. You didn’t just talk about it—you actually did something. You tried. And you showed such bravery...You faced your fears and you pushed past them.” (pg. 262)*

*-What did Josie want to do when she finally got home?*

*-What does Josie think is the best feeling of all?*

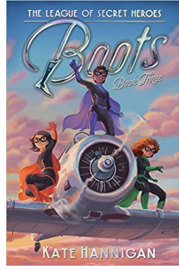
*“For too long we’d felt powerless. But now something replaced that feeling. Was it hope? Or confidence? Or maybe a sense of being part of something bigger than ourselves?” (pg. 265)*

*“Not everyone we’d meet would be wearing a cape, mask and boots. But if we paid attention, I knew we’d be able to see the superhero inside.” (pg. 265)*



## *Comprehension and Exploration Activities*

- 1. Graphic Organizers*
- 2. Fabulous Flight*
- 3. The “Six Triple Eight”*
- 4. Learning from the Past: Gender Equality 5W1H Chart*
- 5. Writing Prompts*
- 6. Thematic At-Home/Virtual Learning: Resources and Ideas*
- 7. About the Author*
- 8. Sources & Links*



## Graphic Organizers

### Venn Diagrams

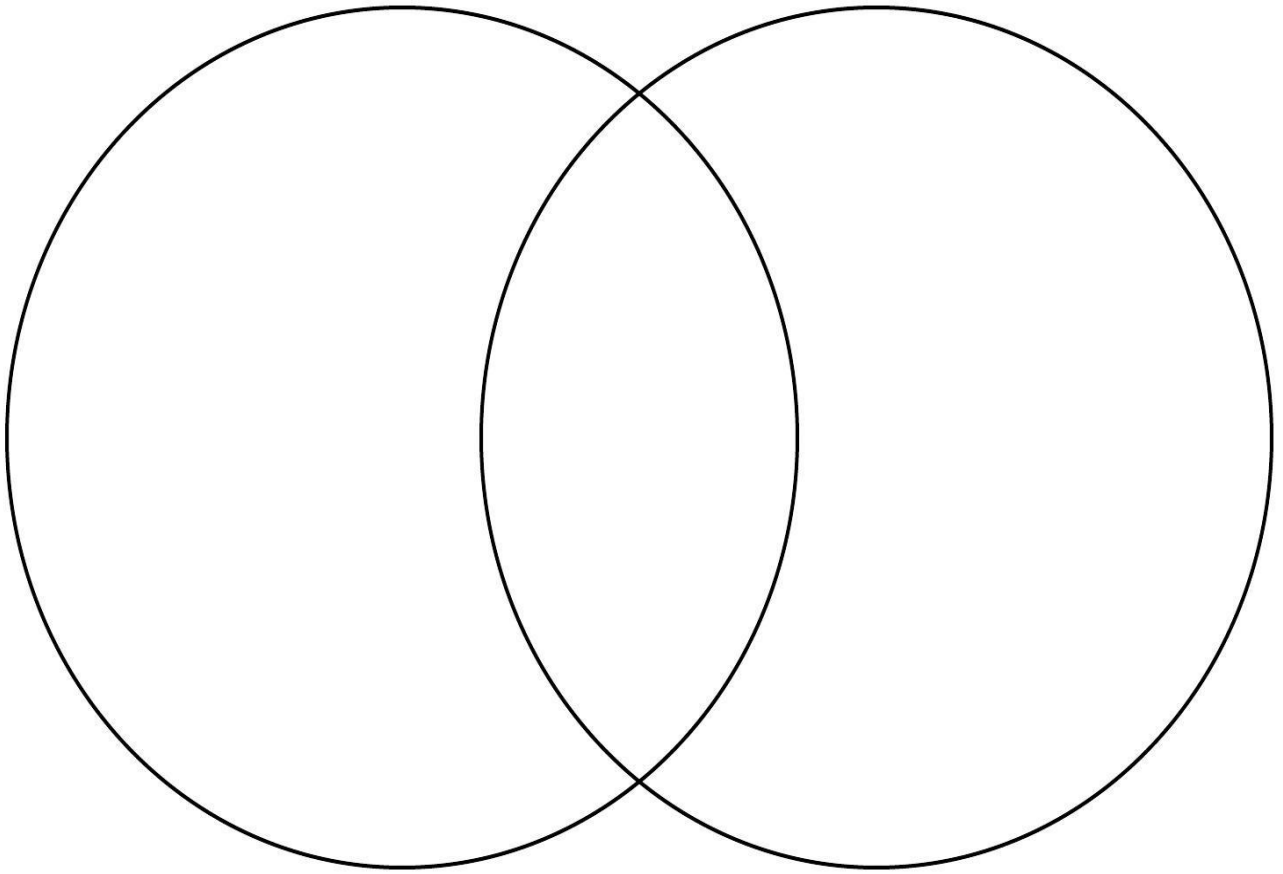
*Akiko's Favorite Argument: Flying vs Teleportation*

### Character Study

*Mae*

### Timeline

*Flying Vs. Teleportation*



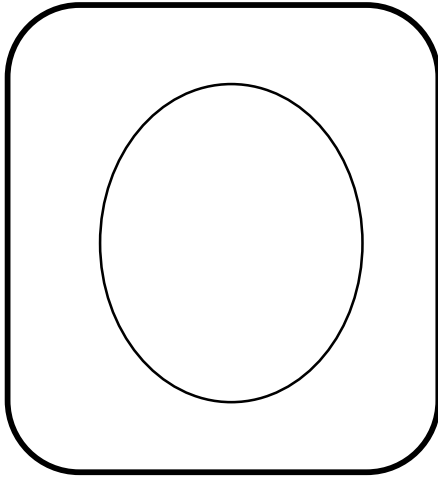
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Name \_\_\_\_\_

### Character Study: Mae

In *Boots*, much of the story centers around Mae. We learn a lot about her family's story and how it connects to the much larger story of World War II. Understanding Mae's personal story not only tells us more about her, but also helps us to see WW II from a different point of view.

Complete the Character Study below. Compare your thoughts to those of your classmates. On what parts did you think alike? On what parts did you think differently?



Draw Mae

Character traits: What kind of person is Mae? What are her talents, fears?

Mae's favorite sayings:

Family members:

Where is Mae from?  
Where does her family live? Where is she living now?

How does Mae change by the end of the book?



### **Fabulous Flight**

*In **Boots**, we meet women—including Mae—whose life-long dreams have been to learn how to fly airplanes, and to become pilots able to do their part to help the United States and its allies win the war.*

*But what is involved in learning to fly a plane? Is it like learning to drive a car?*

*In this activity, readers will use their research skills and imagination to learn the basic steps involved in flying a plane, and then to design their dream-plane.*

**Topic:** History, Creative Writing, Art

**Purpose:** To explore the skills involved in flying airplanes

**Key Questions:** *How are flying a plane and driving a car similar? How are they different? How are their dashboards different?*

**Materials:** Paper (preferably recycled or pre-used)  
Pencils and erasers  
Colored pencils or markers  
Scissors  
Glue  
Tape  
Recycled/Repurposed small plastic, cardboard, and/or metal items

## **Activity:**

1. Using the links below create your own airplane controls/dashboard. You can either:
  - a. Create a 3D model of an airplane dashboard using recycled/repurposed objects
  - b. Create a 2D drawing of an airplane dashboard
2. Once you have designed your dashboard, design your dream airplane to go with it. Start by sketching details in pencil. Once your design is finished, add color and detail using ink, colored pencils, crayons, or paint.

As you design, think about

- a. The size of your airplane.
- b. Jet engine vs. propeller
- c. How you would decorate the outside
- d. How you would complete and decorate the inside
- e. What you would name it

## **Helpful Resources**

[https://www.youtube.com/watch?v=Wat\\_wpkOIic](https://www.youtube.com/watch?v=Wat_wpkOIic) Join a young pilot-in-training as he takes his first flight.

<https://www.youtube.com/watch?v=wFTHh-6jIT8> The science behind flight

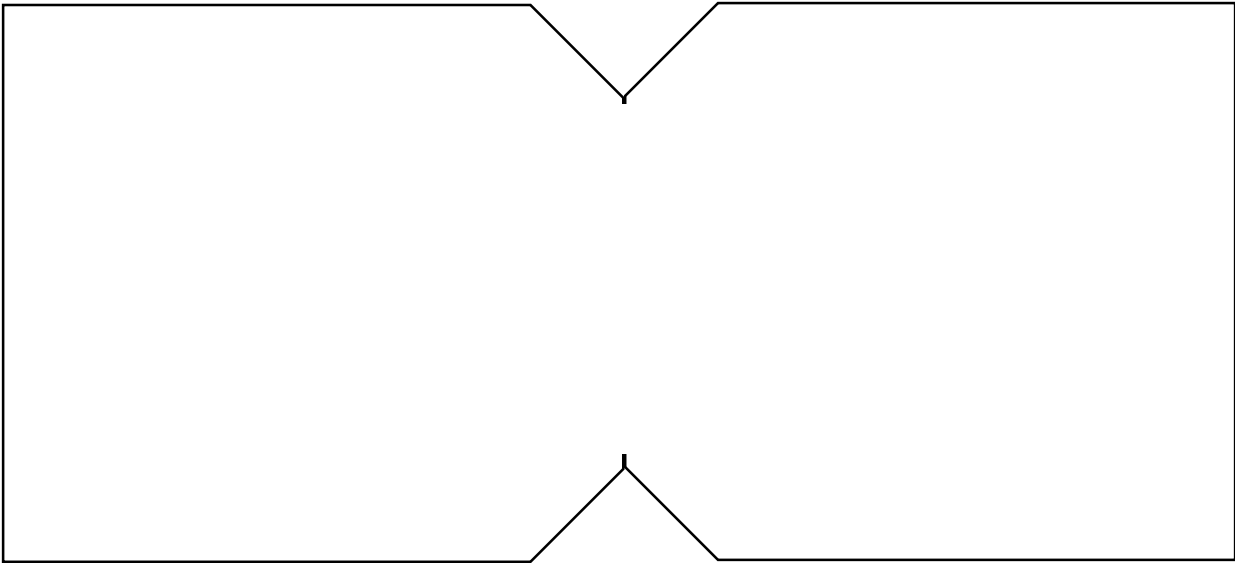
<https://www.wikihow.com/Fly-an-Airplane> A close look at the controls in the cockpit

<https://www.eaa.org/eaayouth/free-ye-flights> Inspired by Mae and the other amazing pilots in **Boots**? Maybe your dreams can fly from paper into the sky with the **Young Eagles Program** which offers free flights to kids who dream of being a pilot!

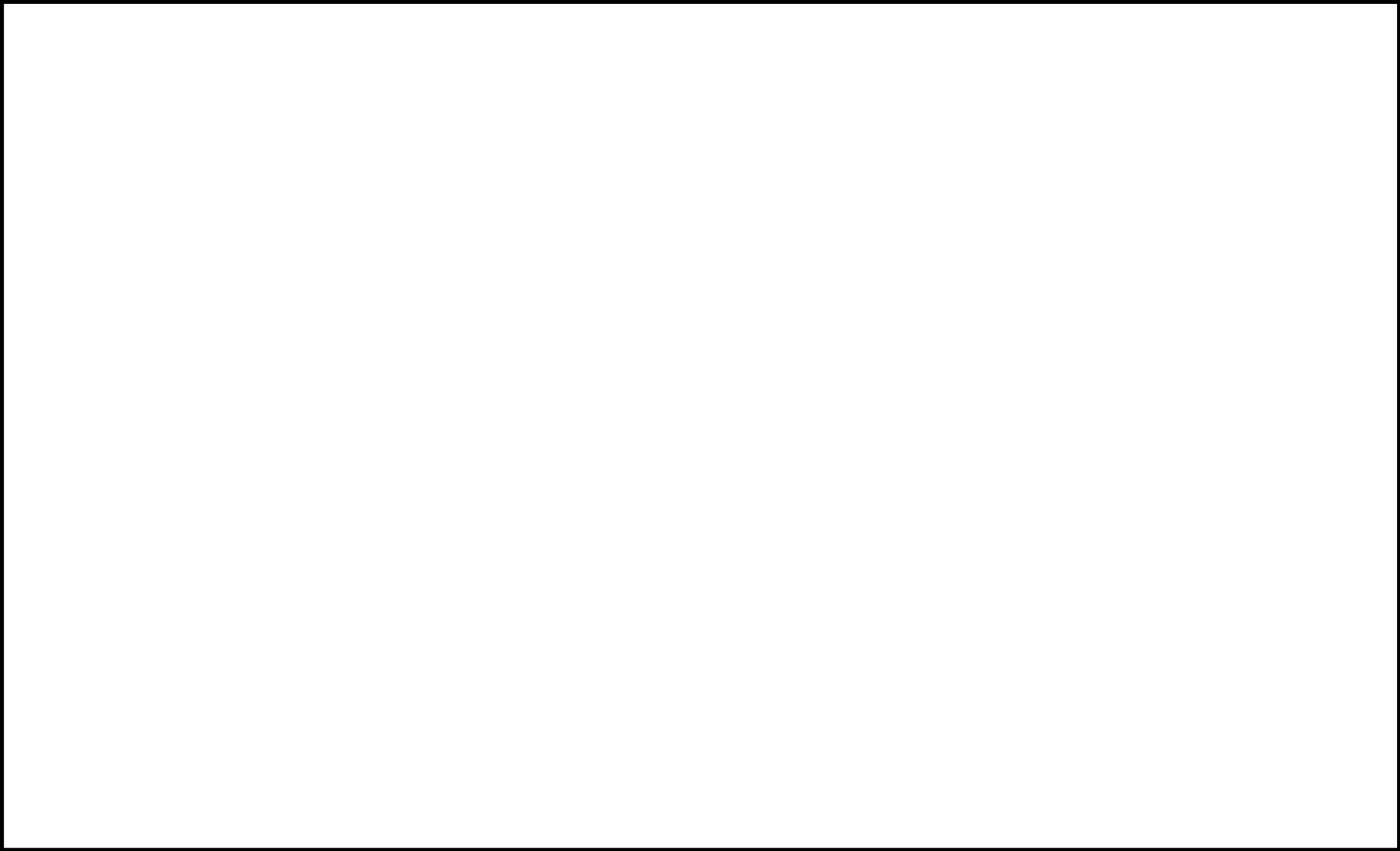


*My Airplane*

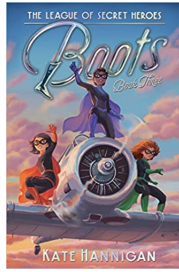
*Dashboard*



*Airplane*



Name \_\_\_\_\_



## The “Six Triple Eight”



During World War II, families and friends of U.S. soldiers sent millions of pieces of mail overseas, hoping that their letters and packages would get to their loved ones.

However, it was extremely difficult to get these letters and packages to the soldiers. Fighting in battles meant soldiers were constantly moving from place to place, making it difficult to find them for mail delivery. To make the problem even worse, there weren't enough qualified postal workers to take on the huge job of sorting the massive amount of mail, and then getting each piece to the correct person.

In **Boots**, Mae, is immediately upset and worried when Granny Crumpler tells her that it had been a long time since she received a letter from Mae's father. For Mae and her family—and for all families with loved ones who were fighting in the war—the postal service was incredibly important. The postal service made it possible for Mae to communicate with her father, and to know, with each letter that she received, that he was still alive and safe.



The same challenges in gender and racial equality that were faced by the Black female WASP pilots, and that were faced by Mae's Aunt Willa and Aunt Janet, were also faced by Black women working in other areas of the military during World War II.

Including in the postal service. One such group was the 6888<sup>th</sup> Battalion. As you learn more about the women of the 6888<sup>th</sup> Battalion, think about the reasons why, as Mae's father wrote in his letter, that they were “...fighting two wars: One is the war against Germany and Japan. And the other is the war against segregation at home.”

Name \_\_\_\_\_

## The “Six Triple Eight”

### 1. Use the links provided to learn

- a. What was the “Six Triple Eight” or 6888<sup>th</sup> Battalion?
- b. What did the members of the 6888<sup>th</sup> Battalion do during World War II?
- c. What kinds of challenges did they have to face in order to do their job?
- d. Why were they segregated (separated) from the other American soldiers, and even from other female soldiers?
- e. Why was their job so important?
- f. How many members of the 6888<sup>th</sup> Battalion are still living?

### 2. Links: <https://www.womenofthe6888th.org>

### 3. Create a tribute: Postage Stamp

A tribute is a formal way of remembering an important person or event that had a positive or powerful impact. Tributes can take almost any form including: poems, essays, books, statues, paintings, drawings, sculptures. Tributes are similar to memorials in that they help us remember people and events that we may otherwise forget.

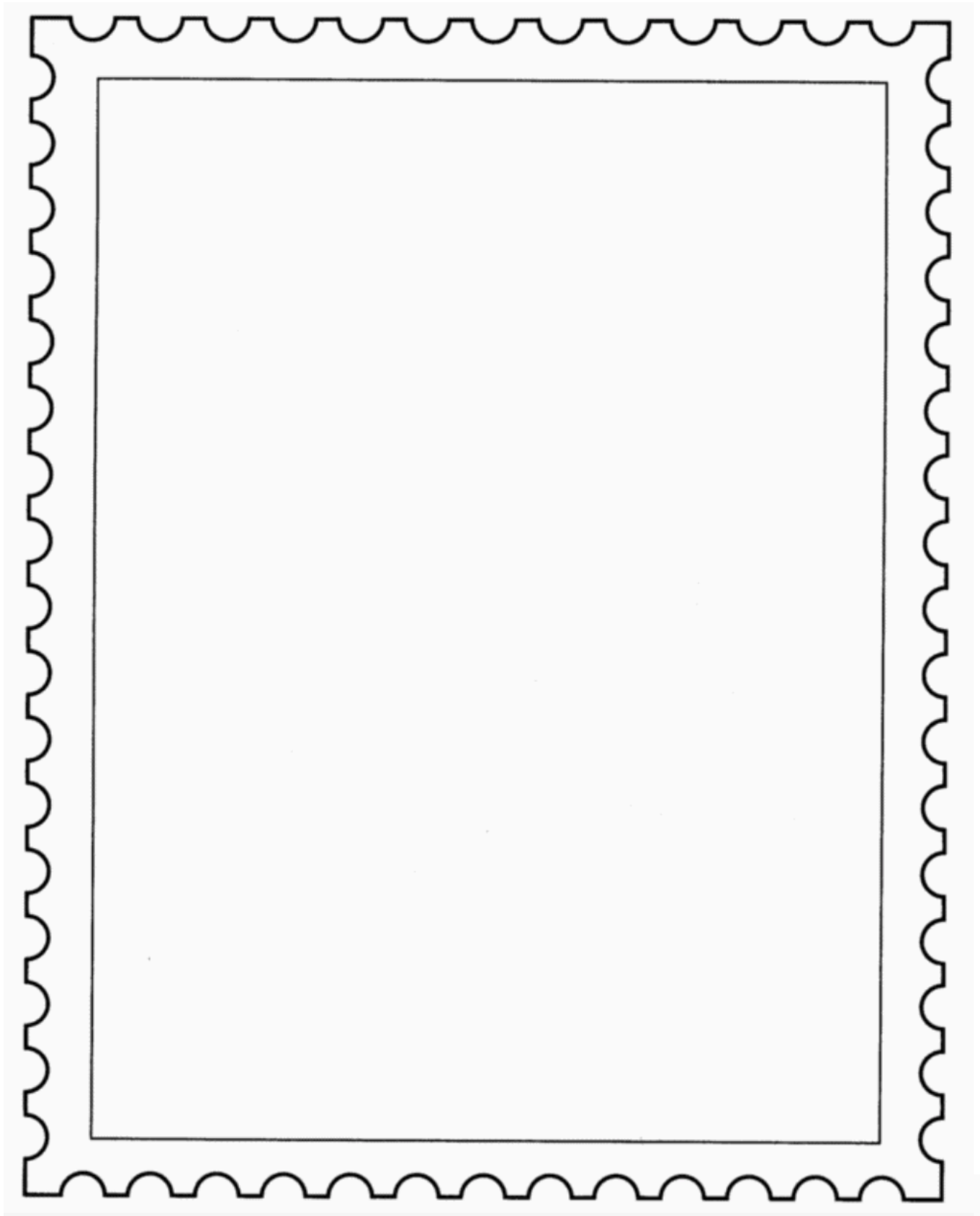
Since the women of the 6888<sup>th</sup> Battalion worked to deliver mail to soldiers fighting overseas, one fitting tribute would be to create a design for a postage stamp.

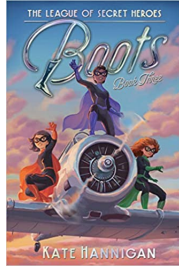
Think about images that would best show what the women of the 6888<sup>th</sup> Battalion did. Also consider the size of the stamp, and how to use color to make your design shine.

### 4. One Step Further

If you want to take your project further, try submitting your design as a proposal to the US Postal Service. Follow this link to find out what is required to have your stamp considered to be made into an actual stamp. Use what you've learned about the 6888<sup>th</sup> Battalion to inform the Citizens' Stamp Advisory Committee why your stamp is important.

<https://about.usps.com/publications/pub226.pdf>





## *Learning from the Past: Gender Equality* *5W1H Chart*

***Focus:*** Chapters 13-17

***Topic:*** Setting, History

*“Boots” is a historical fantasy that blends fact and fiction. This means that amid the fictional characters created by the author (Josie, Mae, and Akiko), and fictional situations, there are real-life events from history.*

***Purpose:***

- 1. Access existing student knowledge about the women pilots of World War II*
- 2. Explore the ways that women pilots were treated differently than male pilots*
- 3. Reflect upon what elements of this different/unequal treatment of women has changed since World War II, and what elements still exist*

***Key questions:*** *What do you know about the female World War II pilots?*

*How were the female World War II pilots treated or seen differently from the male pilots?*

*What did the women pilots do to overcome the challenges they faced?*

**Materials:** 5W1H Charts (What/Who/When/Where/Why/How)  
“Boots” Book  
5W1 H chart  
White board/chalkboard/smart board/virtual white board

**Preparation:**

1. Individual or partner read Chapters 13-17

2. **Brainstorm:** Whole group brainstorm/small group brainstorm

- a. What details do you see and read in these chapters about WHY the women wanted to be WASPs?
- b. What details do you see and read in these chapters about WHAT challenges they had to overcome? (Hint: look for small, everyday details as well as big ones)

3. **Activity: 5W1H Chart**

\*Can be done as individual, partner, or small group activity

a. 5W and 1H Chart

b. Individually or together, fill out the 5W1H chart for the 5 W's:

-**What** did Jane and the other WASPs do every day in training?

-**Who** was Jackie Cochran?

-**Where** did the WASP's do most of their flying?

-**When** was the WASP program created?

-For every 9 men allowed to enroll in a pilot training program, **how** many women were let in?

-**Why** couldn't the women be trained in the same way, and be allowed to fly in the same way as the men?

- c. *For any answers you don't know, figure out the best way to find answers*
- d. *(Optional) Share and discuss your chart with a partner*
- e. *Collect charts and return to them throughout the reading*

#### **4. Extension/Alternate Approach**

*Instead of individual charts, create a large class wall 5W1H chart OR a shared virtual chart online. Have students work in groups to share what they know and predict what they'd like to/need to learn and then add their responses using post-its.*

#### **5. Helpful Links**

<https://www.womenshistory.org/exhibits/women-airforce-service-pilots-wasps-wwii>

<https://www.nationalaviation.org/our-enshrinees/cochran-jacqueline/>

<https://www.womenofwwii.com/wasps/>

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/a/american-women-and-world-war-ii>

<https://cafriseabove.org/the-wasp/>

#### **6. Teacher Tip: Information Wall**

*One way to create a dynamic, shared resource when reading **Boots** and other historical fiction novels is to create an “INFO WALL,” which is a bulletin*

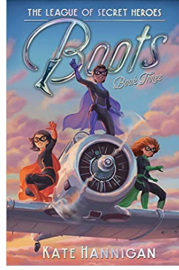


*board, classroom wall, or other large display area organized into columns or sections (one great way to organize information is using the 5W1H divisions—Who, What, Why, When, Where, and How).*

*As teachers and students gather information about the facts behind the fiction, they write their found information on index cards and post them in the appropriate area of the Info Wall. The wall becomes a shared resource for on-going activities, a spark for planned as well as impromptu discussions, and even a resource for evaluation when it becomes time to transition to the next book study. The Info Wall can be expanded to include sketches, photos, artifacts...almost like an interactive museum piece!*

## Answering the 5W1H

<i>Who?</i>	
<i>What?</i>	
<i>When?</i>	
<i>Where?</i>	
<i>Why?</i>	
<i>How?</i>	



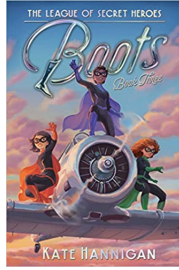
### Writing Prompts/Ideas

*Akiko, Josie, and Mae are often upset because adults keep trying to protect them. When can being protected help us? When can being protected harm us?*

*Mae, Josie, and Akiko feel like powerless, everyday kids when they lose their Infinity Trinity costumes. Can this happen in real life too? What kind of “costumes” do we wear everyday so other people won’t judge us? What skills and talents could we be hiding inside?*

*Each member of the Infinity Trinity has multiple superhero powers that they use to fight against evil and help those in need. In **Boots** Josie uses her power of healing when the Golden Lion gets injured in the battle. If you could have one superpower, what would it be? When would you choose to use it? When might you choose NOT to use it?*

*Sometimes Akiko feels competitive—for example, when she tries to convince others that teleporting is the best way to travel. When can competition be useful? When can competition be a problem?*



## **Thematic At-Home/Virtual Learning Resources & Ideas**

Thematic projects and explorations are a great way to dig deeper into subjects and concepts across multiple types of instruction including standard in-class instruction, virtual learning, home schooling, and hybrid combinations.

A careful combination of guidance and trust in the young learner is necessary for thematic projects to work. To this end, daily or bi-weekly 2-minute check-ins with each student go a long way towards building success and enthusiasm.

Below are thematically/topically arranged online resources appropriate for student use so that young learners can explore topics of choice for projects.

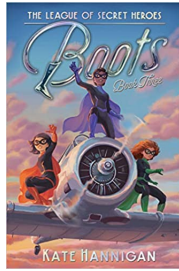
### Tips for thematic projects you may find useful:

-Projects can incorporate or be focused on humanitarian, social justice, or activism as well as standard topics.

-Think outside the traditional box for your student's thematic project. Projects can be presented as PowerPoint presentations, video, photo collages, graphic novel-style reports, or standard written reports. Don't rule out ways to incorporate drama, acting, or music as well!

-Start students off by determining what the end-product will be:

Video	Photo collage with captions	PowerPoint
Oral presentation	Piece of art	Performance piece
Written piece	Community project	Activism
Experiment	Research project	Informational project



## **Online Resources for Thematic At-Home/Virtual Learning**

*\*PLEASE NOTE: Teachers/Parents should always preview all links in this and any curriculum guide before providing link to learners.*

### **Kid Safe Search Engines**

<https://www.kidzsearch.com/>

<https://www.kiddle.co/>

[kidrex.org](http://kidrex.org)

[Wackysafe.com](http://Wackysafe.com)

### **Life Magazine Inspiration: Shirley Slade Teer**

<https://cafriseabove.org/shirley-slade-teer/>

### **Real Metallic Falcons: Robot Birds**

<https://www.smithsonianmag.com/arts-culture/a-brief-history-of-robot-birds-77235415/>

<https://www.popularmechanics.com/technology/robots/a33250795/robotic-birds-bionicswift-festo/>

<https://www.youtube.com/watch?v=LFHLYCwlt9c&list=PL15GihUisSLTmU9arvbxdcweYyErFEwys&index=2>

### **Granny Crumpler and other (Real Life) Brave Librarians:**

<https://dustyoldthing.com/book-women-horseback/>

### **Paper Airplane: World War II From the Skies**

<https://www.twinkl.com/resource/t2-t-803-simple-ww2-spitfire-glider-activity-paper-craft>

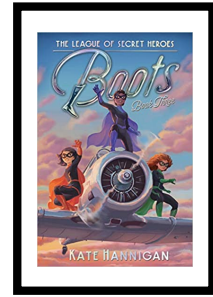
<http://www.amazingpaperairplanes.com/fighterjets.html>

<https://layers-of-learning.com/world-war-ii-printable-planes-battle-britain/>



## About the Author

### Kate Hannigan



What does she write? Kate writes fiction and nonfiction for young readers.

What are her favorite things to write about? She especially loves digging up remarkable people from history and sharing their stories.

What is her superpower? Kate's superpower seems to be parallel parking, but if she could choose, it would be teleportation.

Where is she from? She lives in Chicago with her husband, three kids, and two peppy pups.

What other books has she written?

*The Detective's Assistant* is about America's first female detective.

*A Lady Has the Floor* tells the story of Belva Lockwood, the first woman on the ballot for president.

*Cape* is the first book in *The League of Secret Heroes* series about Josie, Mae, and Akiko, three girls living during World War II. Together they discover that they are superheroes who must use their new powers to vanquish The Hisser—a shape-shifting henchman of Hitler.

*Mask* is the second book in *The League of Secret Heroes* about Josie, Mae, and Akiko who continue seeking out Hitler's villainous henchmen, this time in San Francisco. When the girls spot Akiko's mother walking along a San Francisco street with a suspected spy, the girls are plunged into a whirl of mysterious cyphers and a life-and-death encounter with a clown-faced villain named Side-Splitter.

*The Great Chicago Fire* is part of the *History Comics* graphic novel series about a brother and sister in 1871 who must escape the Great Chicago Fire.

## Sources

### The Six Triple Eight

Photo 1: <https://www.womenofthe6888th.org/the-6888th>

Photo 2: <https://www.womenofthe6888th.org>

Photo 3: <https://history.army.mil/html/topics/afam/6888thPBn/index.html>

Photo 4: Image courtesy of the WASP Archive, The TWU Libraries' Woman's Collection, Texas Woman's University, Denton, Texas.

***Boots Curriculum Guide***  
*created by Christina Hoover Moorehead*  
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