

Fly Girl

The amazing story of the women pilots of World War II

About the Story

Lexile: 1080L (captions)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to identify key ideas in the play

Key Skills:

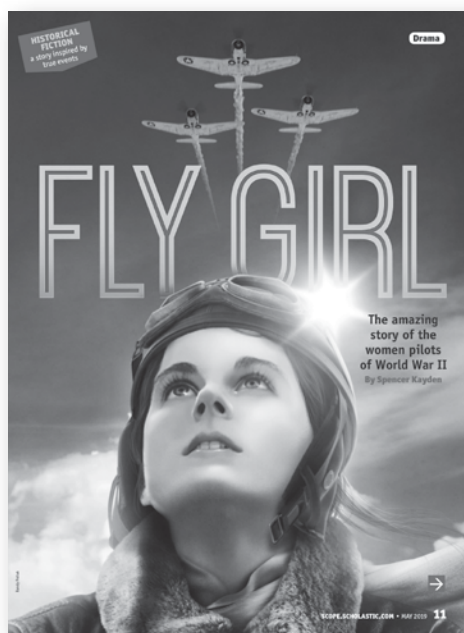
mood, author's craft, inference, interpreting text, text evidence, character, cause and effect, key ideas

Essential Questions:

- What makes a risk worth taking?
- What effect does discrimination have on society?
- What does it take to change a long-held idea?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.6, W.2, W.3, SL.1, SL.2, L.4, L.6.** For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Video: Beyond the Story: American Women During World War II

Audio: Vocabulary

Literature Connections: Ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Key Ideas: Promo Planner
- Quiz*
- Video Discussion Questions
- **Core Skills Workout:** Mood*, Inference
- **Literary Elements:** Character Thinking Tool, Theme Anticipation Guide
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Theme Anticipation Guide

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students come in, have them write down whether they agree with each statement. Then take a quick poll.

Build background knowledge.

(10 minutes, activity sheet online)

As a class, watch the **Beyond the Story** video about women in World War II and answer the **Video Discussion Questions**. Then study the images and captions in the play.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *altitude, barracks, expendable, ferrying, grievous, malfunction, proficient, rip cord, vital*

2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 12.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

Close-Reading Questions

▶ **How does the mood change from the beginning to the end of Scene 1?** (mood) *At the beginning of the scene, the mood is calm and peaceful; Margie and Nell are thinking about food and the scenery. By the end of the scene, the mood is tense and desperate; Nell's fate is uncertain, and Margie is in a fight for her life.*

▶ **What does Edward R. Murrow's news report in Scene 2 contribute to the story? Why do**

you think the playwright included it? (author's craft) *The news report helps you understand the atmosphere in the U.S. in the early 1940s. It highlights the danger and excitement of the war and shows that the war was on everyone's mind. It also helps to explain Margie's determination to help with the war effort.*

▶ **In Scene 2, why doesn't Margie's dad want her to become a pilot?** (inference) *His sister died in a plane crash. The idea of Margie flying probably brings back unhappy memories and makes him worry that Margie will suffer the same fate.*

▶ **In Scene 3, Jackie Cochran tells the trainees, "Many of you will wash out." What does she mean?** (interpreting text) *Cochran means that the training program is challenging enough to cause many trainees to fail or quit.*

▶ **In Scene 4, how does Margie feel about being called "little lady"? How can you tell?** (inference, text evidence) *Margie is offended; she feels like she isn't being taken seriously as a pilot. You can tell because she clenches her jaw and repeats the phrase under her breath.*

▶ **What change takes place in Margie's dad over the course of Scene 6? What causes this change?** (character, cause and effect) *As Margie's mom reads the letter, Margie's dad can imagine his brave, confident daughter doing work she loves and believes in. Rather than just feeling afraid for Margie, he begins to feel proud of her.*

▶ **At the end of the play, Margie is eager to get back to flying even though she's still recovering from a serious accident. Why does she feel this way?** (inference) *Margie is proud of the work she's been doing. She finds flying*

exciting and important, and she believes that makes it worth the risk.

► **What kind of discrimination do the WASPs encounter? How do they overcome it?** (key ideas) *The women face discrimination based on their sex—the fact that they are women. They are called names like “little lady,” which is disrespectful and belittling. They are not provided with jumpsuits that fit them. And some male pilots refuse to fly with them. The WASPs also are not formally recognized by the military for decades. The women face this discrimination with courage and determination. They don’t give up, but instead show that they are capable by succeeding in their training and flying missions.*

Primary Documents

Go to Scope Online to find an amazing collection of letters written by real WASP pilots.

the right thing by getting around a system that discriminates based on height. She was already a pilot and flight instructor, so she clearly knew what she was doing. Others students might say that Nell should not have cheated because pilots who don’t meet the height requirement could have difficulty operating certain aircraft, and that could lead to dangerous situations.

► **Margie Canfield is a fictional character. Why do you think the author chose to create a fictional main character for the play rather than telling the story of a real WASP?** *By creating a fictional main character, the author gave herself the freedom to include a variety of events that may not have happened to one single person in history.*

Critical-Thinking Questions

► **In Scene 4, Nell reveals that she stood on her tiptoes to meet the WASP program’s height requirement. That’s cheating! Does the end justify the means? In other words, does Nell’s service to her country make it OK that she wasn’t honest about her height?** *Answers may vary. Some students might say that Nell’s skill and determination make Nell as eligible to serve as anyone else, and that she did*

3 Skill Building: Key Ideas

(15 minutes, activity sheet online)

Have students complete the **Key Ideas: Promo Planner**. This activity will help them plan and organize their ideas before responding to the prompt on page 17. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

Identify a character trait that Margie displays throughout the play. In a well-organized paragraph, explain how she demonstrates that trait, giving at least two examples.

For Advanced Readers

Do research to identify a real-life WASP and write a one-act play about how and why she became a WASP and what she experienced in that role.

For Creative Writers

Write an open letter, in Margie’s voice, to the male pilots who refused to fly with her. Explain how it feels not to be taken seriously and why female pilots deserve respect and admiration.

For Historians

Create a timeline of the WASP program. Include events in the play’s captions, and do research to find other important dates.