

Flight



Correlation to the Standards for English Language Arts

Standard 1

Students read a wide range of print and nonprint texts to build an understanding of those texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8

Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.



Standard 9

Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

Standard 10

Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).



Curriculum Goals and Objectives

Goal 1

To use the writing process to express ideas related to aeronautics, aeronautical events and people.

Objectives

The Learner will be able to:

- use a pre-write (form) of personal choice to initiate the writing process;
- create a rough draft based on the prompt;
- edit the rough draft;
- revise the rough draft according to the feedback received;
- produce a final draft;
- create a variety of written documents: obituary, newspaper article, poem, diary entry, short story, timeline, song, letter.

Goal 2

To use the specialized vocabulary of aeronautics in written and oral expression.

Objectives

The Learner will be able to:

- complete a lab sheet using the appropriate aeronautical terms;
- explain aeronautical concepts using appropriate aeronautical terms with the help of charts, graphs, diagrams and models.

Goal 3

To perform research on aeronautical events, people and principles.

Objectives

The Learner will be able to:

- use various types of multimedia resources to search for information;
- use various types of print material to search for information;
- use internet resources to search for information;
- create and use note taking guides.

Goal 4

To read about and comprehend the events in a story.

Objectives

The Learner will be able to:

- put the main events of a story in sequence;
- complete a plotline of the story including setting, characters, problem, rising action elements, climax and resolution;
- describe the main characters and their important traits.



Literature Units

Using literature to integrate subjects through thematic instruction has become an effective methodology in the classroom. The following section contains three literature units with the related themes of aeronautics and aviation. Each of these readings were selected because of the brief, yet well written text and the engaging, colorful illustrations. Picture-books with minimal text were chosen so that each classroom would only need one copy which could be read aloud by the teacher. These three literature selections depict aeronautics during three distinct time periods: “dreams of flight”, “early flight” and “powered flight”.

The first selection, The Fool of the World and the Flying Ship: A Russian Tale, is a Russian folktale retold by Arthur Ransome. This selection contains a short story with gorgeous illustrations which received the Caldecott Award.

The second selection is The Glorious Flight: Across the Channel with Louis Bleriot, written by Alice and Martin Provensen. It portrays the time period of “powered flight”. The book tells the story of French aircraft designer and pilot, Louis Bleriot, who became the first to fly across the English Channel in the early 1900s.

The third selection is entitled Flight and is written and illustrated by Robert Burleigh. It recounts the solo flight of Charles Lindbergh across the Atlantic Ocean in the 1930s, and has breathtaking watercolor-like illustrations.

Each of the following literature units is structured using the “Into, Through, and Beyond” format. Each “Into” section contains vocabulary and exercises, introductory activities and discussion topics. The “Through” sections contain comprehension questions with answers, plotline activities, mapping activities and character development activities. The “Beyond” sections include drawing activities, comparison charts and group discussion questions. Writing Experiences are also included with writing prompts, pre-writing maps and writing examples.



Flight Introduction

“Intro” Activities

- Show photos of Lindbergh, his plane (*The Spirit of St. Louis*) and facsimile of newspaper headlines. Briefly discuss the event.
- Discuss the types of airplanes being flown during the late 1920s and the limits of the technology at that time.
- Ask what kind of strengths and abilities an individual would need to accomplish such a feat back then. (See accompanying “Strengths and Abilities”.)
- Introduce the following vocabulary which will be used throughout the story. (See accompanying “Crossword Puzzle”.)
 - aloft – up in the air
 - aviator(s) – the pilot of an airplane
 - ballad – song
 - chart – to map a course; or a map
 - churning – to move with a violent motion
 - concentrate – to focus all one’s energy or thought on
 - constantly – to happen regularly
 - dense – thick
 - destination – the final place one intends to go
 - ebbing – to fall from a higher level to a lower level
 - eternity – seemingly endless or immeasurable time
 - goggles – protective glasses that fit snugly against the face
 - instrument – device or tool used to help guide a plane
 - navigate – to steer a course through air or water
 - periscope – a device or tool which uses mirrors and lenses to see around a blocked view
 - plunge – to fall downward at high speed
 - quicken(s) – to make more rapid
 - sentry – another name for a guard
 - soggy – heavy with water or moisture
 - shimmer – to shine with a soft, wavering light
 - throttle(s) – the device used to control the speed of an airplane



“Through” Activities

- Ask and discuss accompanying “Comprehension Questions”. (Questions can be asked throughout the reading of the story.)
- Read Flight a first time, all the way through.
- Read Flight a second time and chart Lindbergh’s journey as follows:
 - Ensure students have copies of the accompanying map, “Lindbergh’s Solo Flight”, and the accompanying “Lindbergh’s Flight Log”.
 - As the story is read, follow Lindbergh’s journey and trace it on “Lindbergh’s Solo Flight Chart”.
 - Mark the hours and locations (by number) as they are mentioned in the story. Place an “X” at Lindbergh’s starting location and a “XX” at his destination.
 - Complete the accompanying “Lindbergh’s Flight Log”. Some calculation of hours and miles will be required.

“Beyond” Activities

- Make a list of ten (10) questions you would have liked to have been able to ask Lindbergh about his flight. (See accompanying “Ten Important Questions”.)
- Select your favorite part of this story and illustrate it.
- Create a diagram of the *Spirit of St. Louis* and label its parts.
- Make a three-dimensional model of the *Spirit of St. Louis*.
- Create a diorama illustrating a part of Lindbergh’s flight.
- Create a stamp commemorating Lindbergh’s historic flight. The Post Office has posters that show examples of commemorative stamps they have produced . (See accompanying “Design a Stamp”.)
- Research Lindbergh’s other achievements.
- Research how Lindbergh prepared for his flight.
- Create a scrapbook that Lindbergh might have made of his flight. Include items or pictures and annotations.



- Create a time capsule of Lindbergh's trip. Have students place important items into the time capsule that are either symbolic representations or replicas of actual items that he took with him. Have students include an explanation about each item on an index card.

Writing Experiences

- Debate the importance of Lindbergh's flight to aviation history with another student. (See accompanying "Preparing a Debate".)

Note: For a complete explanation and organizational strategy on how to teach students the art of beginning debate, refer to Organizing Thinking, Book II, by Sandra Parks and Howard Black, from Critical Thinking Press and Software, P.O. Box 448, Pacific Grove CA, 93950, pp. 105 - 124. Phone: 800-458-4849. FAX: 408-393-3277.

ISBN # 0-89455-355-0.

- Pretend you are Lindbergh and write a diary entry describing your feelings as you fly solo over the Atlantic Ocean during the darkness of the early morning hours. (See accompanying "Writing a Diary Entry".)
- Pretend you are a newspaper reporter and write a brief news article about Lindbergh's solo flight. (See accompanying "Writing a Newspaper Article".)
- Write a poem about Lindbergh's flight. (See accompanying "Writing Concrete Poetry".)
- Write a ballad about Lindbergh's flight. (See accompanying "Writing Your Own Ballad".)



Daily Lesson Planner

Day 1

- Choose exercises from the list of “Into” Activities.
- Introduce and discuss vocabulary.

Day 2

- Distribute “Through” Activities: “Lindbergh’s Flight Log” and go over how to fill in the information.
- Read the book Flight, taking time out to ask the “Through” Activities: “Comprehension Questions” as you go. Review vocabulary and discuss information to be filled in on the “Flight Log”.
- Have students complete the “Into” Activities: “Crossword Puzzle”.

Day 3 - 6

- Choose exercises from the list of “Beyond” Activities.
- Choose exercises from the list of Writing Experiences.



Accompanying Materials

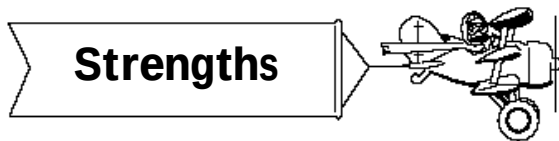
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“Into” Activity: Strengths and Abilities

Directions: Strengths are those positive qualities that a person has that are part of his/her character. These strengths can be patience, understanding, perseverance, etc. Abilities are those skills that a person can learn to do well.

List below the strengths and the abilities that you think Charles Lindbergh had that helped to make his flight so successful.

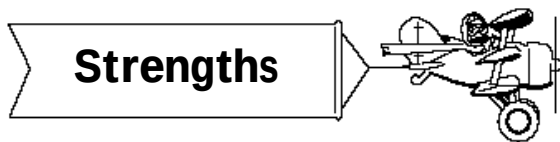




“Into” Activity: Strengths and Abilities – Key

Directions: Strengths are those positive qualities that a person has that are part of his/her character. These strengths can be patience, understanding, perseverance, etc. Abilities are those skills that a person can learn to do well.

List below the strengths and the abilities that you think Charles Lindbergh had that helped to make his flight so successful.



- ***Eye for detail***
- ***Perseverance***
- ***Patience***
- ***Organization***
- ***Alertness***



- ***Navigation***
- ***Pilot an airplane***
- ***Make changes in airplane design***



“Into” Activity: Crossword Puzzle

Directions: Use the vocabulary words from the story Flight to find the answer to the clues below. Double check your spelling before you write the word in the squares.

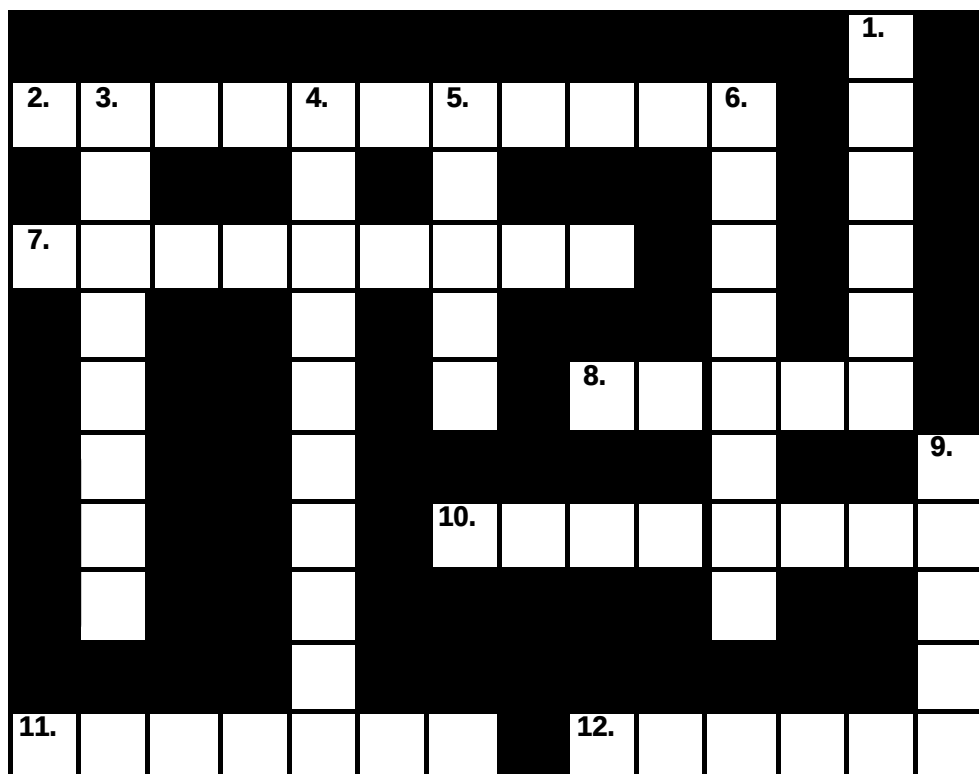
Clues:

ACROSS

2. the final place one intends to go
7. tool or device that uses mirrors and lenses to see around a blocked view
8. heavy with water or moisture
10. a device used to control the speed of an airplane
11. the plot of an airplane
12. to fall downward at a high speed

DOWN

1. guard
3. seemingly endless or immeasurable time
4. device or tool used to help guide a plane
5. up in the air
6. to steer a course through air or water
9. thick





“Into” Activity: Crossword Puzzle – Key

Directions: Use the vocabulary words from the story Flight to find the answer to the clues below. Double check your spelling before you write the word in the squares.

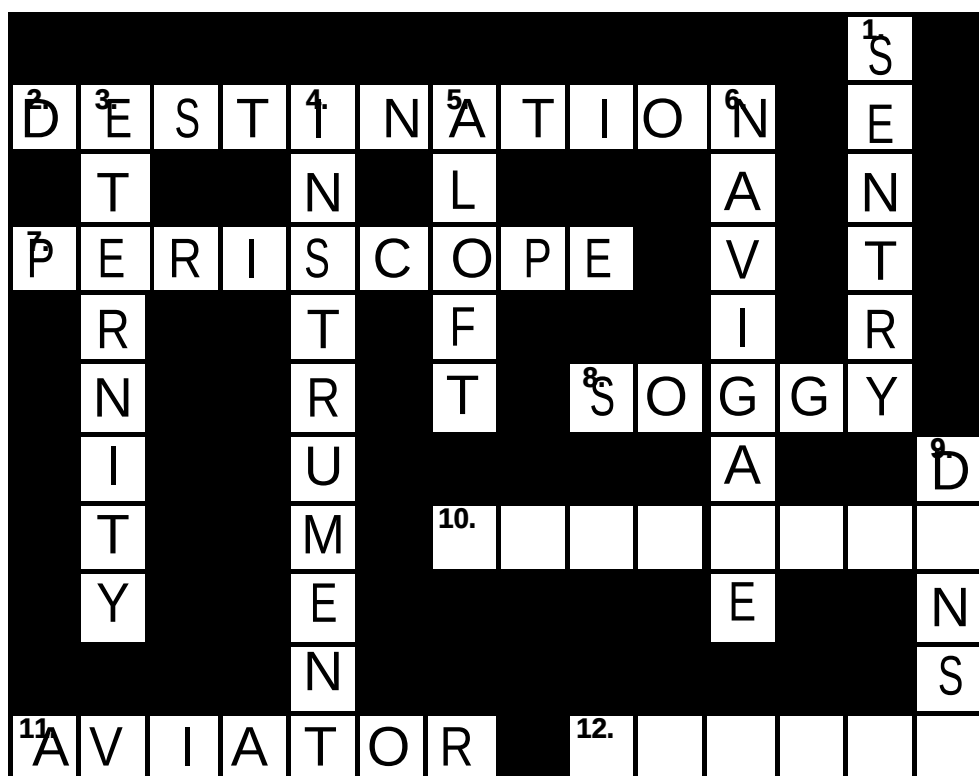
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DOWN

1. guard
3. seemingly endless or immeasurable time
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“Through” Activity: Comprehension Questions

1. Who was the young man?
The young man was Charles Lindbergh.
2. What was it he was trying to accomplish?
He was trying to become the first person to fly solo across the Atlantic Ocean from New York to Paris.
3. What was the weather like when he began?
It was cloudy and drizzling.
4. Where was the starting point of his trip?
He started his trip from New York.
5. What route did he follow?
He followed a northern route along the coast of North America and then across the Atlantic Ocean.
6. How many miles did he travel?
He traveled about 3,600 miles.
7. Why did he have to use a periscope?
Lindbergh changed the design of the plane so he could add an extra fuel tank to carry enough fuel to allow him to cross the ocean. The extra fuel tank blocked his vision, so he could not see out of the front window of the plane. In order to see where he was going, he used a periscope extended from his side window to view the front of the airplane.
8. What was his average speed during this flight?
His average speed was 100 miles per hour.
9. Why did he choose to fly lower and closer to the ocean, rather than higher?
The plane would encounter less turbulence at this altitude, which would save on fuel.
10. How high above the water did Lindbergh fly his plane?
He flew his plane about ten feet above the water.



11. What do you think would have happened had Lindbergh flown off course for even a brief period of time?
He would have run the risk of using too much fuel. If he had, he might have run out of fuel and needed to land earlier than he had planned.
12. What did he do along the way, besides pilot the plane?
He kept a journal of his trip so that everyone would know all that he observed and all that happened.
13. How did he describe icebergs?
He described them as white pyramids and sentries of the Arctic.
14. Why do you think he used those terms to describe icebergs?
Icebergs can be pointed on the top like a pyramid and may have the same shape as pyramids. A sentry is a person who stands guard. Therefore, icebergs serve as landmarks warning that you are getting close to the frigid Arctic. The icebergs stand like guards at the entry to the Arctic.
15. What did Lindbergh use to help him navigate?
He used two compasses and the stars to help him navigate.
16. How are those navigation tools different from tools used today?
In addition to compasses and stars, today we use radios, a global positioning system and computers, to help navigate.
17. Why did he decide to fly his airplane at a higher altitude?
He was caught in a bad storm and wanted to get out of the rain and clouds.
18. What was the weather like at the higher altitude?
At the higher altitude it was clearer, but the rain had turned to ice because the air temperature was colder.
19. What happened when he flew his plane to 10,500 feet?
Ice began forming on the wings.
20. Why did Lindbergh decrease his altitude and fly back into the storm?
Ice forming on the wings was dangerous, and Lindbergh did not want his instruments icing up. So, he flew to a lower altitude where the air was warmer.
21. What do you think would have happened had Lindbergh remained at that higher



altitude?

The ice on the wings would have made the wings heavier. He probably would have crashed.

22. What happened after Lindbergh had been awake for more than fifty hours?

He became sleepy and fell asleep momentarily. He did not know how long he had fallen asleep and was afraid he had flown off course.

23. What did Lindbergh do to keep himself awake?

He leaned his face near the open window where the cold air kept him awake. He held his eyelids up with his fingers. He thought about things like growing up on the farm, being a trick pilot, and the people in St. Louis who paid for his plane. He drank only water and did not eat because he thought it was easier to stay awake on an empty stomach.

24. How did Lindbergh feel with 1,300 miles left to fly?

He felt completely alone in the world, like he was “flying through eternity” or flying through time all by himself.

25. What did Lindbergh long for as he passed over fishing boats with 1,000 miles to go?

He longed for a warm welcome from the people he passed because he had been alone for such a long time.

26. Why did Lindbergh choose not to end his flight in Ireland?

Lindbergh’s dream was to fly from New York to Paris. If he stopped in Ireland he would not be fulfilling his dream or reaching his goal.

27. What was he flying over during his 31st hour of flight?

He was crossing over England.

28. How long did the flight from New York to Paris take?

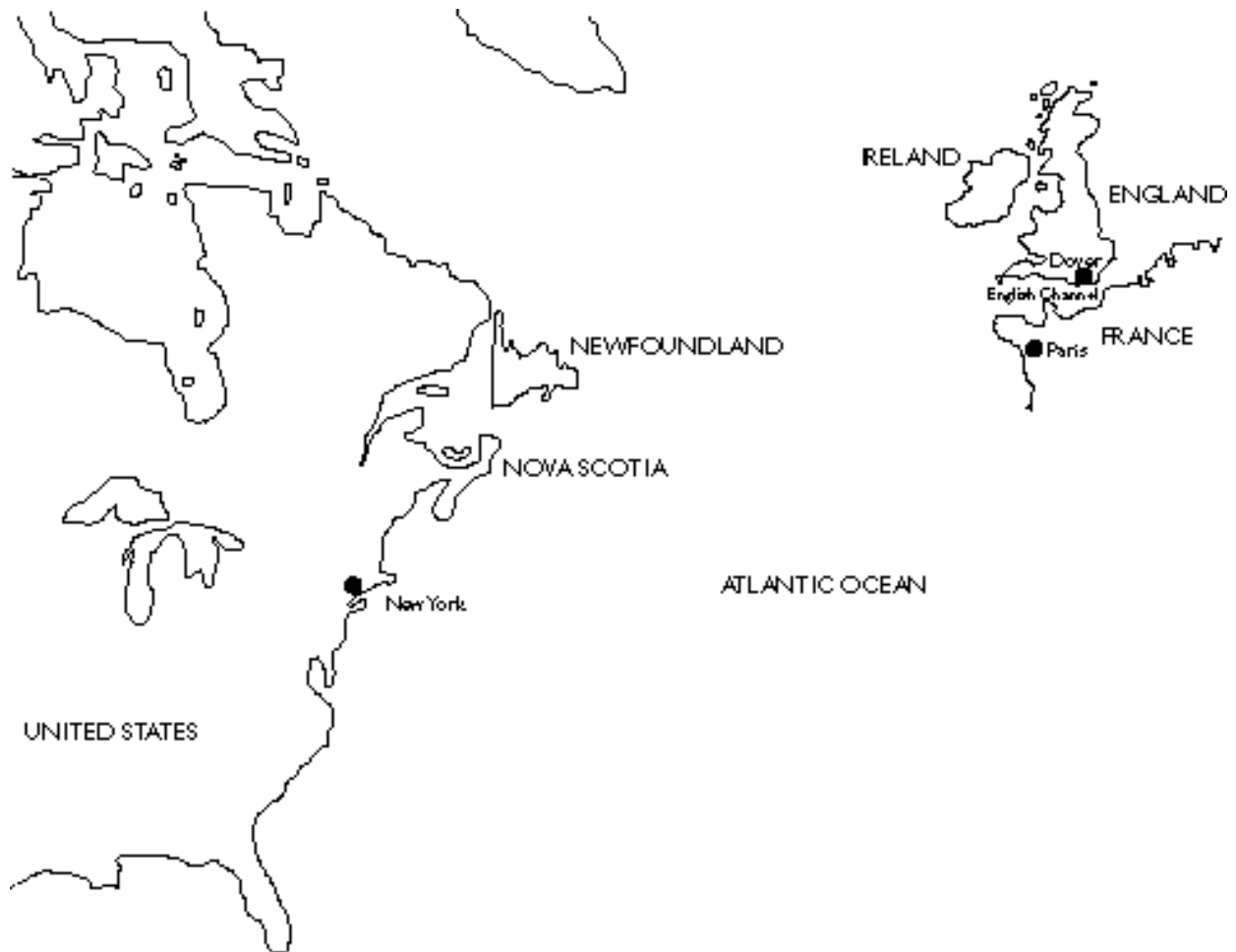
It took 33-1/2 hours

29. How did the world acknowledge his aviation feat?

The world acknowledged his achievement with newspaper headlines, parades, medals and speeches.

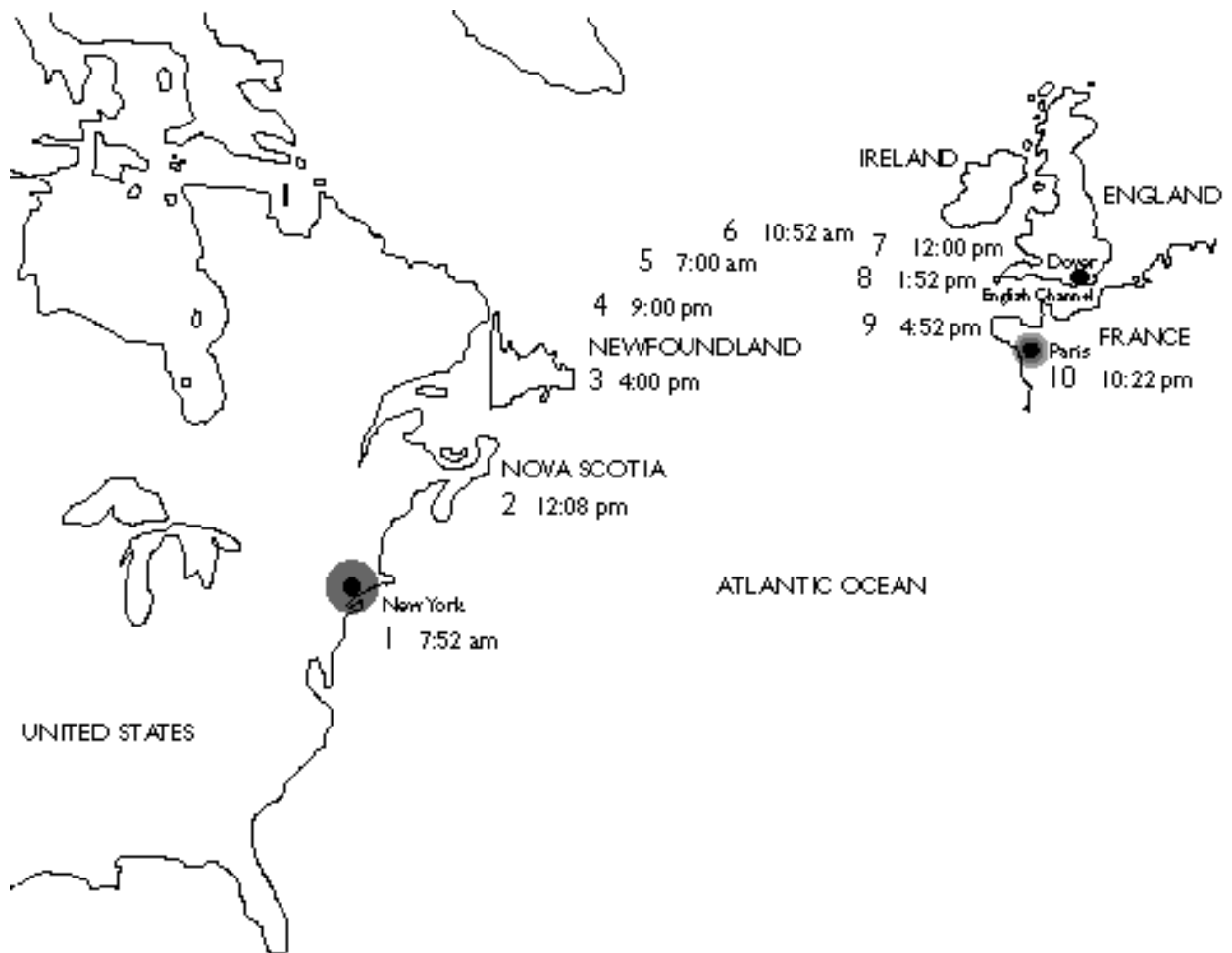


“Through” Activity: Lindbergh’s Solo Flight Chart





“Through” Activity: Lindbergh’s Solo Flight Chart – Key





“Through” Activity: Lindbergh’s Flight Log

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	Location	Hours into flight	New York Time	Number of miles flown	Description of weather	Description of what was seen	



“Through” Activity: Lindbergh’s Flight Log – Key

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	1	2	3	4
Location	New York	Nova Scotia	Coast of Newfoundland	Northeast Atlantic Ocean
Hours into flight	0 (just beginning)	4	8	13
New York Time	7:52 a.m.	12:08 p.m.	4:00 p.m.	9:00 p.m.
Number of miles flown	0	400	800	1,300
Description of weather	Cloudy with drizzle	Cloudy	Cloudy	Patchy clouds
Description of what was seen	Field from where he took off	Coastline	Coastline of Newfoundland amid icebergs	Darkness
	Far away, even from people who were standing close	Wanted to remember everything	Wondered what lay ahead	He felt like he must conquer two oceans: one of water and one of darkness



“Through” Activity: Lindbergh’s Flight Log – Key

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	5	6	7	8
Location	Somewhere over the Atlantic Ocean	1,000 miles from Paris (over northwest part of ocean)	Ireland (southern tip)	England
Hours into flight	23	27	28 (?)	31
New York Time	Approx. 7:00 a.m.	10:52 a.m.	12:00 p.m. (?)	1:52 p.m.
Number of miles flown	2,300	2,700	2,800	3,100
Description of weather	Foggy, clouds that occasionally broke	Clear under the cloud cover	Clear	Clear
Description of what was seen	Clouds changing color with dawn, fog, ocean below	He flew closer to water and saw porpoise, seagull, fishing boats with people	Low mountains in distance, cows, people in horse-drawn carts	England, water of the English Channel, and land (probably France)
		He felt that there was no alternative to success but death and failure. He longed for a wave from someone.	Awake with a new hope. He was glad because he was right on course.	Great Joy!



“Through” Activity: Lindbergh’s Flight Log – Key

Directions: Using the information from the story Flight, complete the chart for each numbered location on the map.

Number on map	9	10		
Location	Over France, getting closer to Paris	Paris, France		
Hours into flight	33+	33-1/2		
New York Time	4:52 p.m.			
Number of miles flown	3,300	3,600+		
Description of weather	Some clouds mostly clear	Clear		
Description of what was seen	Children waving at him by their houses, glow of the lights of Paris.	Dark, but many small lights on the ground.		
		Dazed for a moment.		



“Beyond” Activity: Ten Important Questions

Directions: If you had been alive when Lindbergh made his historic crossing, what kind of questions would you have wanted to ask him about his experience? Below, write down 10 questions that you would have liked Lindbergh to answer. Write questions that cannot be answered with a single word or just a yes or a no.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



“Beyond” Activity: Design a Stamp

Directions: Design a stamp that commemorates American Charles Lindbergh’s solo New York to Paris crossing of the Atlantic Ocean. Make sure it includes a date and an image of Lindbergh, his airplane and the location you select.



Preparing a Debate

In order to properly prepare a debate, you should follow these steps:

1. select a topic
2. state the proposition
3. have each person or team take a position:
yes position **or** no position (circle the position you will be taking)

Each team or person then:

4. lists the arguments (no more than five)
5. predicts the opponent's arguments (no more than five)
6. selects the three strongest arguments for both
7. does research and gathers evidence about both positions
8. writes a summary statement for their own position
9. practices their presentation

The debate:

10. both teams present their positions
11. audience listens to both
12. audience decides how well each team presented its case and debated



Writing Experience: Preparing a Debate

Directions: Debate the importance of Lindbergh's flight to aviation history. Research Lindbergh's flight and the impact it had on history. Use the information below to guide you in preparing your debate for your class.

What is a debate?

A debate is a way to look closely at a complex issue. It encourages people to thoughtfully analyze both sides of the issue and make a well-reasoned decision. Individuals (or teams) take opposite viewpoints and try to persuade a group of neutral people to agree with their position.

Each person (or team) carefully researches and writes a short speech that makes a claim and then gives evidence to support why that claim is correct. Each side also needs to explain why the other position is incorrect.

Each opposite viewpoint has the same amount of time to present their position. This is done in an organized manner, and people take turns politely.

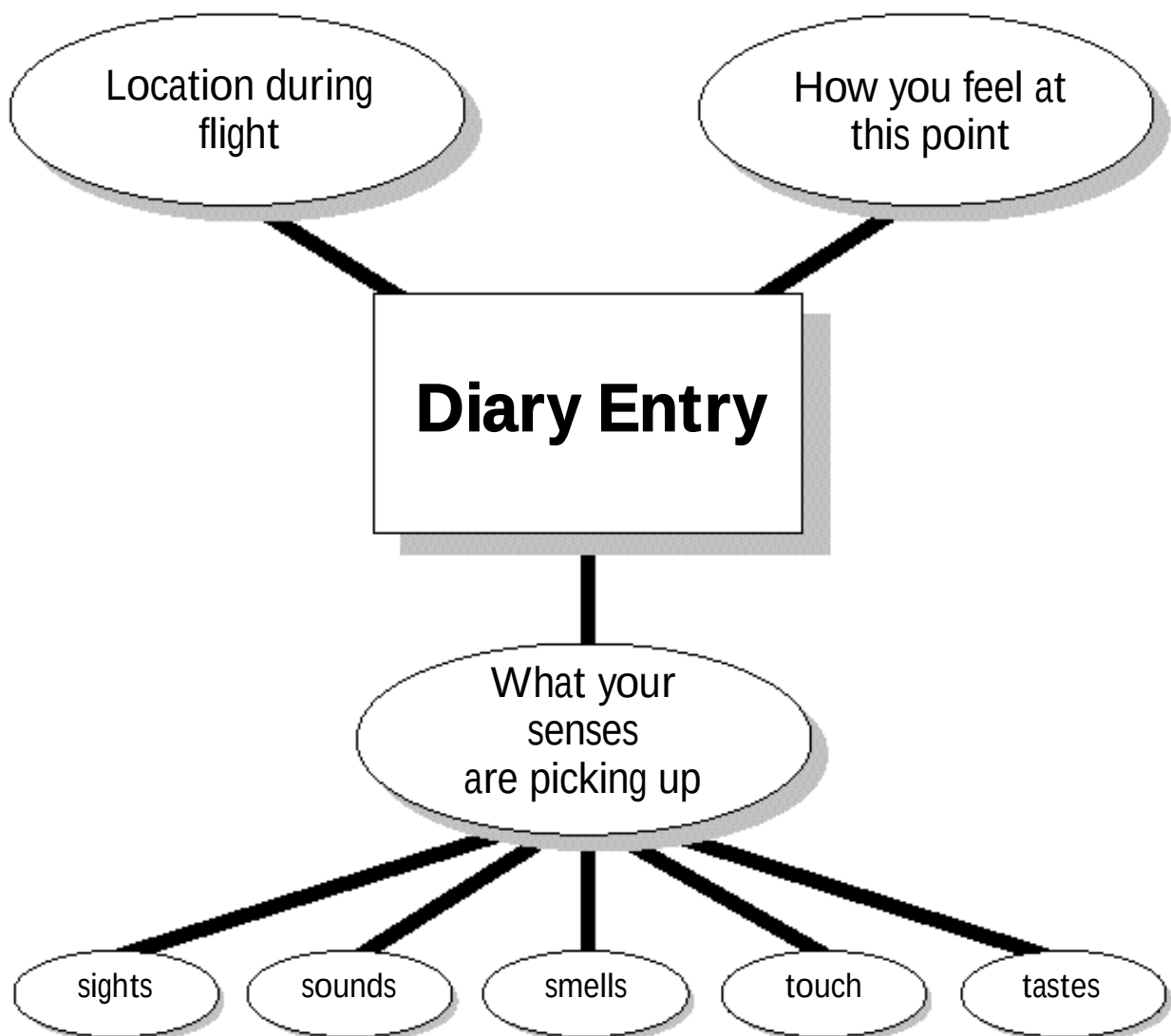
After both sides speak, the audience then decides which one presented their position the most persuasively.



Writing Experience: Writing a Diary Entry

Directions: Pretend you are Charles Lindbergh and write a diary entry describing your feelings as you are flying solo over the Atlantic Ocean during the darkness of the early morning hours. Include in your entry a brief description of where you are in your trip, what you are sensing (sight, sound, smell, touch, taste) and how you feel at this point in the flight.

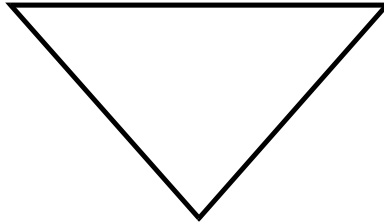
Use the pre-write below to help you organize your thoughts for the diary entry.





Writing Experience: Writing a Newspaper Article

Newspaper articles require a completely different style of writing from what is used when writing a story. When writing a newspaper article, picture a triangle like the one shown.



The newspaper article has all of the important information in the opening paragraph. This information includes **who, what, when, where, why** and **how**. It is written this way because most people do not read an entire newspaper article all the way through. So, newspaper writers put the most important information at the beginning.

A typical newspaper article contains five (5) parts:

- | | |
|--------------------------------|--|
| Headline: | This is a short, attention-getting statement about the event. |
| Byline: | This tells who wrote the story. |
| Lead paragraph: | This has ALL the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article. |
| Explanation: | After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders. |
| Additional Information: | This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event. |



Below is an example of a newspaper article:

Headline: High flying escape ends in death

Byline: By Susanne Ashby

Lead paragraph: Icarus, son of the famous inventor, Daedalus, plunged into the Aegean Sea and drowned while attempting to escape from the island of Crete early yesterday afternoon. His body has yet to be recovered.

Explanation: Icarus and his father had made wings from wax and bird feathers they had collected over the years while imprisoned on the island of Crete. They attached the homemade wings to their arms and, using a flapping motion, lifted off from the island shortly before noon. While making their escape, Icarus flew too close to the sun. As a result, the heat had melted the wax on his wings which caused the feathers to drop off. The wings collapsed and Icarus fell into the sea and drowned.

Additional Information: Daedalus, sobbing from the distant shore where he had landed safely, said, "My last words to Icarus before we left the island was to stay close and not fly too high! He just didn't listen! Why didn't he listen to me?" Daedalus and Icarus had been held prisoner by King Minos on the island of Crete, and had been forced to build a labyrinth at the palace of Knossos. It was known to be the most difficult maze in the world to navigate successfully.



Writing Experience: Write Your Own Newspaper Article

Directions: Write a newspaper article about Lindbergh's aeronautical feat of crossing the Atlantic Ocean solo. Use the guidesheet below to help you plan the information you will include for your article.

Headline:

Byline: By:

Lead Paragraph: Who:

What:

When:

Where:

Why:

How:

Explanation:

Additional Information:

Writing Experience: Writing Concrete Poetry

Concrete poetry is an artistic expression of written language. Concrete poets make designs out of letters and words. Even though the visual pattern (shape) can really catch our eye, it is the language itself that makes a poem poetic.

There are different kinds of concrete poetry. We will try a type of concrete poetry that combines two couplets with a visual image. A couplet has two lines in which each line ends with words that rhyme. Read the two couplets below:

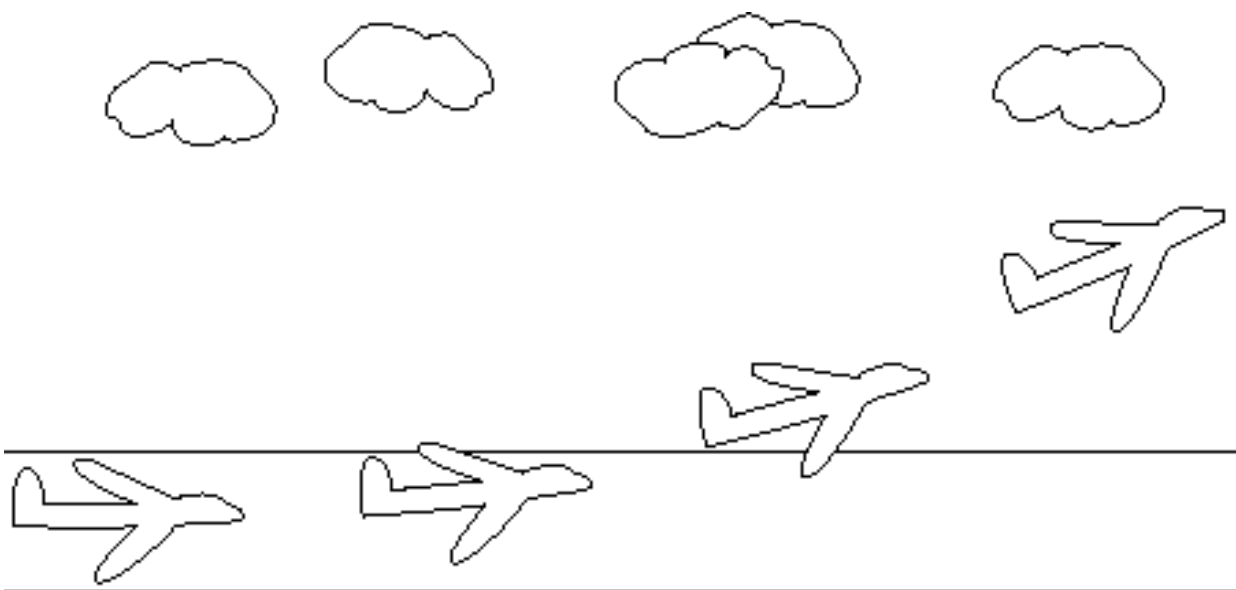
A click, a sputter, a whoosh— to **roar!** *line 1*

A flick, a shudder, a push— to **soar!** *line 2*

The wings held steady; the nose held **high**; *line 3*

The plane is ready to touch the **sky!** *line 4*

In the first two lines, the words **roar** and **soar** rhyme. In the second two lines, the words **high** and **sky** rhyme. Lines one and two form the first couplet. Lines three and four form the second couplet. These are then grouped on the page in such a way that it appears the plane is starting its engines, moving down the runway and then lifting up into the sky. See the concrete poem on the next page.





Writing Experience: Concrete Poem Takeoff

the sky
the plane
is ready
to touch

the wings
held high
steady
the nose

a shudder
a flick
to soar
a push

a sputter
a click
to roar
a whoosh



Writing Experience: Writing Your Own Concrete Poem

1. Draw a sketch of a simple image that comes to your mind when you think of Lindbergh's flight.

2. Write the first couplet about the early part of his flight. If you want, you can use the pairs of rhyming words listed on the next page.

3. Write the second couplet about the last part of his flight. If you want, you can use the pairs of rhyming words listed on the next page.

4. Now combine your two couplets (four lines) and shape it like your sketch.



Writing Experience: Writing Your Own Concrete Poem Rhyming Pairs List

light - night

high - sky

day - way

star - far

plane - wane

course - remorse

ahead - instead

air - care

rise - eyes

land - stand

hope - scope

cold - hold

dry - fly

ice - slice

flight - sight

wave - crave

hour - power

ocean - motion

crazily - lazily

blue - new

near - here

out - about

wing - sing

low - slow

navigate - debate

awake - make

slowly - lowly

cloud - loud

roar - more

sleep - deep

bright - fight

dream - stream

twilight - by night

Add some rhyming pairs of your own below:



Writing Experience: Writing Your Own Ballad

Songs have been used for many years and are actually poetry put to music. This combination can produce a very pleasant or meaningful experience. Most songs are made up of **stanzas**. A **stanza** is a group of lines with a pattern that is repeated throughout the song. Each stanza has the same rhyme pattern.

Songs often use a very simple rhyme pattern like couplets. A ballad is a song that uses a pattern called a **ballad stanza**. The stanza has four lines in which the second and fourth lines share the rhyme, but the first and the third lines do not share a rhyme with any line in that stanza. Each line also uses a specific amount of syllables. The first line and the third line use 8 syllables and the second and fourth lines use 6 syllables.

Line 1 - 8 syllables

The engine makes the thrust to go.

Line 2 - 6 syllables/last word rhymes with line 4

Wings make lift, pulling high!

Line 3 - 8 syllables

My fuselage is sleek and strong.

Line 4 - 6 syllables/last word rhymes with line 2

Rise above weight - I fly!

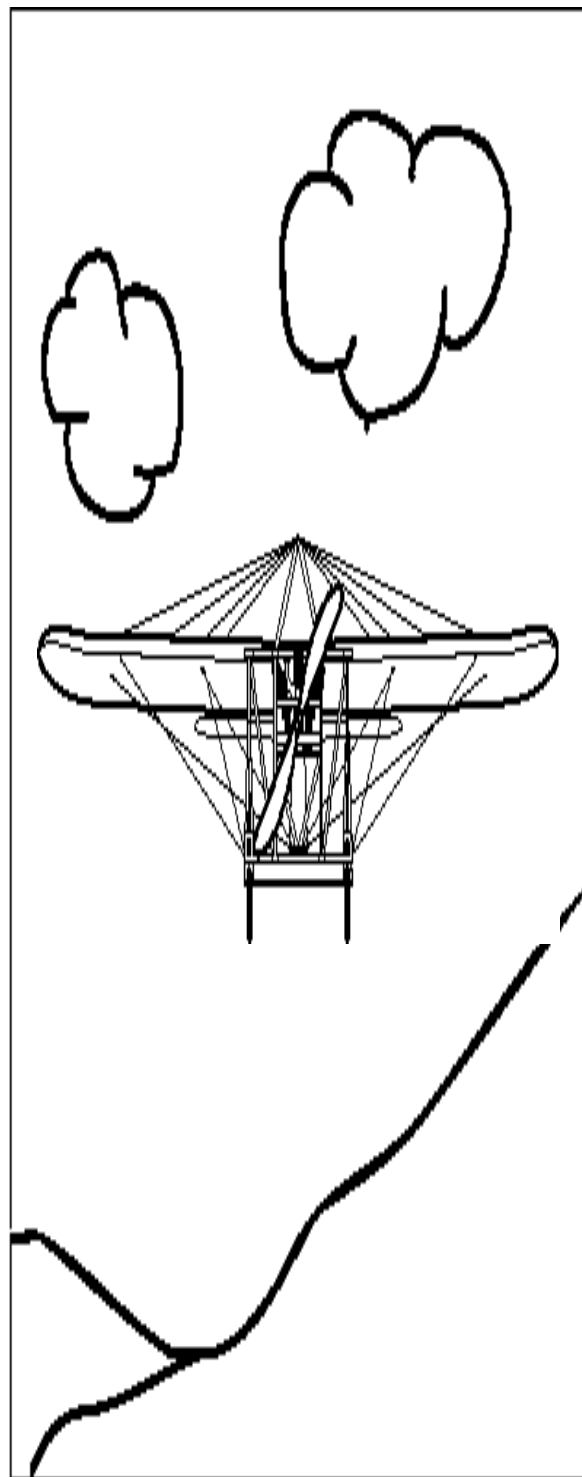
Read the ballad on the next page which uses ballad stanzas.



Writing Experience: Bleriot's Dream

By SUSANNE ASHBY

For years he toiled on the ground
over a crazy scheme.
He yearned to make a machine fly;
that was his absurd dream.
He drew, he built, he flew, he crashed;
'times he went round and round.
No matter the bruises, breaks, sprains;
his hope was still profound.
Then came that morning in July
when his craft was ready.
To prove how good it really was
must fly true and steady.
Twenty miles wide, the Channel was
a daring flight to make.
From France to England by airplane
there was a lot at stake.
The motor coughed, the prop did roar,
down the field it did speed.
Quickly climbing into the sky
Pegasus, winged steed!
The French coast disappeared beneath
as swirling mist embraced.
The waves reached up as he flew by
and clouds tried to give chase.
Alone in the sky he flew on
to make his vision true.
White Cliffs of Dover flashed below;
O'er England's coast he flew!
Landing was rough — a broken prop —
loud shouts came from the crowd!
Thirty-seven hours in flight —
the people were quite wowed!
Louis went down in history
as the first one to fly
Across the Channel in a plane;
his dream flight ne'er to die!





Writing Experience: Writing a Ballad Guidesheet

Directions: Follow the steps below to guide you in creating your own three stanzas about Lindbergh's flight.

Step 1: The beginning of the flight

This stanza will set the scene and help the reader to visualize the initial part of his flight. You could describe any combination of these ideas:

- what his plane looked like
- the takeoff
- the weather conditions
- the flight path he took
- his feelings at the time

Step 2: The middle of the flight

This stanza will describe the loneliest part of his journey, flying at night across the Atlantic Ocean. You could describe any combination of these ideas:

- leaving land behind
- watching the sun setting and being left in darkness with mist and stars
- crossing two oceans: night and water
- ice on wings
- storms
- cold
- endless fog
- his feeling of being completely alone in the world

Step 3: The last leg of the flight

This stanza will describe the daylight hours as he crossed over England and the English Channel and then saw, in the evening hours, the lights of France. You could describe any combination of these ideas:

- no alternative, but death and failure
- sun rising and the colors of the sky changing
- he flies closer to the water and what he sees
- how he longs for a wave from someone
- seeing land and people
- the greeting from the crowd upon landing