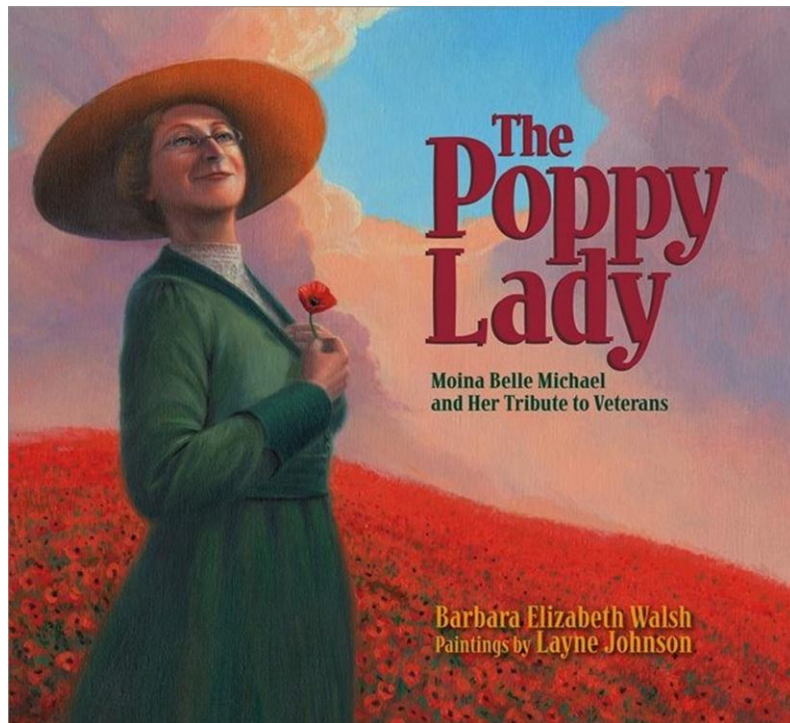


A CCSS Annotated Discussion and Activity Guide for
*The Poppy Lady: Moina Belle Michael
and Her Tribute to Veterans*

Written by Barbara Elizabeth Walsh

Paintings by Layne Johnson



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Guide Created by Debbie Gonzales



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Discussion Questions

- Study the front book cover. Observe the lady holding the flower.
 - a. Notice the lady's expression.
 - i. What sort of person do you think she is?
 - ii. How old is she?
 - iii. Would you like to get to know her? Talk to her a while?
 - iv. How do you think she is feeling at this moment?
 - b. What do you think she is going to do with that flower?
 - c. Do you know what a 'tribute' is? If not, can you make a good guess?
 - d. Do you know what a 'veteran' is? If not, can you make a good guess?

- In the Prologue it is stated that "...families who had lost everything in the Civil War were still unable to recover their losses and start over."
 - a. How do you think observing the hardships of others affected young Moina?
 - b. What did she do to help the children of her community?
 - c. What does this action say about Moina?
 - d. How do you think young Moina feels about the effects of war?
 - e. What is war?
 - f. What do you think about war?

- Observe the following illustration depicting a German U-boat bombing an American ship.
 - a. What is happening in this picture?
 - b. What are the men on the U-boat doing? Why?
 - c. What do you think happened to the people on the exploded ship?
 - d. As a result of this bombing, do you think that the president should call for war?

- Observe the illustration in which Moina is gazing at the beautifully lush European countryside.
 - a. What kinds of sounds do you think she might be hearing?
 - b. What sorts of smells do you think she might smell?
 - c. How do you think she is feeling at this moment?
 - d. How would you feel at this moment?

- Observe the illustration in which the European countryside is being bombed and destroyed by war.
 - a. What kinds of sounds do you think the soldiers are hearing?
 - b. What sorts of smells do you think the soldiers smell?
 - c. How do you think the soldiers are feeling at this moment?
 - d. How would you feel at this moment?



- The country has gone to war. Observe Moina in the picture set in the Red Cross office.
 - a. Notice her expression. How do you think she is feeling?
 - b. What is she doing with her hands?
 - c. Do you think she might be worried for the soldier whose wounds will be covered by her neatly rolled piece of gauze?
 - d. Earlier it was mentioned that Moina wished she could go to war in sacrifice for the young people who would die there.
 - i. What would cause a person to think such a thing?
 - ii. Do you think Moina's experience observing the devastation of the Civil War has anything to do with her worries now?
 - e. Why do you think there might be a reason for the illustrator to picture Moina wearing a vivid red dress?

- As the story progresses, Moina is busy doing all that she can for the soldiers – giving them gifts, inviting them to dinner, seeing them off at the train station – anything and everything she can. She even tried to go overseas and help there.
 - a. Do you know what the word 'compassion' means? If not, can you take a guess?
 - b. In what ways is Moina demonstrating compassion for the soldiers?
 - c. Any one of the things she was doing for the soldiers was thoughtful enough. Why do you think she still wanted to do more?
 - d. Moina is getting older. How can one older lady make a difference in an effort to give soldiers the help and support they need and deserve?

- Observe the picture of Moina holding some tiny blue flowers in a room filled with happy, chatting soldiers.
 - a. What kinds of sounds do you think the soldiers are hearing?
 - b. What sorts of smells do you think the soldiers smell?
 - c. How do you think the soldiers are feeling at this moment?
 - d. How would you feel at this moment?
 - e. Do you think Moina's flowers had a positive effect on the mood in the room? On the soldiers' moods?

- The poem "In Flanders Fields" was written in 1915 early in the war, before the U. S. became actively involved. It is written in first person from the perspective of soldiers who have died in battle and are asking to be remembered.
 - a. Can you see how this poem would speak to Moina?
 - i. With her love for flowers?
 - ii. With her passion to help soldiers?



- iii. With her unrelenting desire to establish a way to remember those who have fought and paid the ultimate sacrifice for our country – death?
- b. Can you see how this poem gave Moina the inspiration needed to carry out her life's purpose?
 - Observe the illustration featuring Moina pinning a poppy on a soldier.
 - a. What kinds of sounds do you think the soldiers are hearing?
 - b. What sorts of smells do you think the soldiers smell?
 - c. How do you think the soldiers are feeling at this moment?
 - d. How would you feel at this moment?
 - e. Do you think Moina's flowers had a positive effect on the mood in the room? On the soldiers' moods?

Endnote: Moina Belle Michael made a lasting effect in the lives of soldiers of the past, the present and the future. These facts and more can be found on The American Legion Auxiliary website found at www.alaforveterans.org or The Veterans of Foreign Wars website at found at www.vfw.org.

*Almost a century has passed since that day at the Y when she first handed out 23 red silk poppies.
Still, their message lives on.*



A Tribute to Moina Belle Michael: An Autobiography

Moina believed anything was possible if you did your best and followed through.

Author Barbara Elizabeth Walsh has written this book as a tribute to an amazing woman who made a difference in many people's lives. After reading *The Poppy Lady* and engaging a discussion about the book, now it is your turn to write a piece honoring Moina Belle Michael and her Miracle Flower – the poppy.

In this lesson the students are asked to write in the **point of view of a soldier** who has been affected by Moina's generous spirit. Listed below are a few story starters, interview questions being asked of the soldier in regard to Moina's influence on their life. Have the student use one or all of these as a springboard to write their own tribute to Moina Belle Michael.

Interview Questions:

- What has Moina done to make you feel special? To make you feel appreciated?
- How has Moina Belle Michael made this world a better place?
- Do you consider Moina to be your friend? If so, describe your friendship.
- What are some reasons why Moina's life deserved to be honored? Respected? Celebrated?
- What does the poppy mean to you?
- What kind of a person was Moina Belle Michael?
- What kind of a person does Moina Belle Michael inspire you to become?



A Cinquain for a Soldier

“And I felt privileged to give my best welcome to these lads in my countries uniform.”

Materials:

- Pencil
- Printed pages 7 & 9.

Procedure:

- Engage the students in a discussion about soldiers.
 - What do they know about soldiers?
 - Who are soldiers?
 - What do soldiers do?
 - How do soldiers keep us safe?
 - What are their feelings about soldiers?
- Recall some of the vivid language used by the students in this discussion.
- Using the form printed on page 9, have the students classify their active words in the various grammar classifications. Work to get a fairly rich list as it will help in drafting the cinquain.
 - What are some nouns that describe soldiers?
 - Verbs? To make the poem active and lively, it is best to use –ing verbs for this lesson.
 - Adverbs?
 - Adjectives?



A Cinquain for a Soldier: Word Study Chart

Nouns	Verbs	Adverbs	Adjectives



Cinquain Basics

This poetic form takes its name from the word *quinque*, “five.” The cinquain (SING-kane) is like the haiku in that it is composed of a set number of syllables and a per line syllable count (2-4-6-8-2). A good cinquain will flow from beginning to end rather than sounding like five separate lines.

Oh, cat
are you grinning
curled in the window seat
as sun warms you this December
morning?
-Paul B. Janesczko

Using the Word Study and the form printed on page 9, create a cinquain. Either structure the poem using the parts of speech approach printed on the form or simply follow the syllabic structure modeled in the cinquain above.



A Cinquain for a Soldier Worksheet

Poem Title _____

Line 1: (1 word noun-2 syllables)

Line 2: (2 adjectives-4 syllables)

Line 3: (3 action words-6 syllables)

Line 4: (4 feeling words-8 syllables)

Line 5: (1 word referring to Line 1-2 syllables)



Life and Times of Moina Belle Michael: A historical timeline

*She would not stop until every American wore a poppy to remember the soldiers.
Always.*

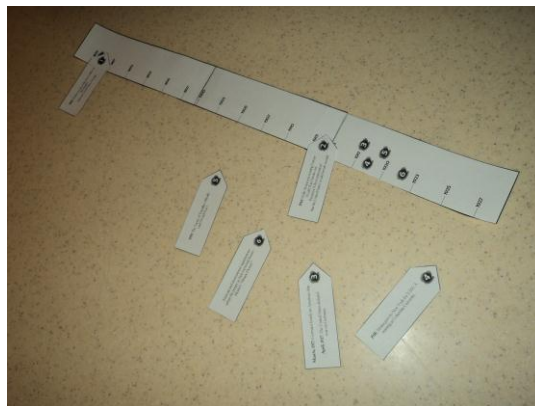


Materials:

- Scissors
- Tape
- Timeline (page 11)
- Event Cards (page 12)
- The book *The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans*

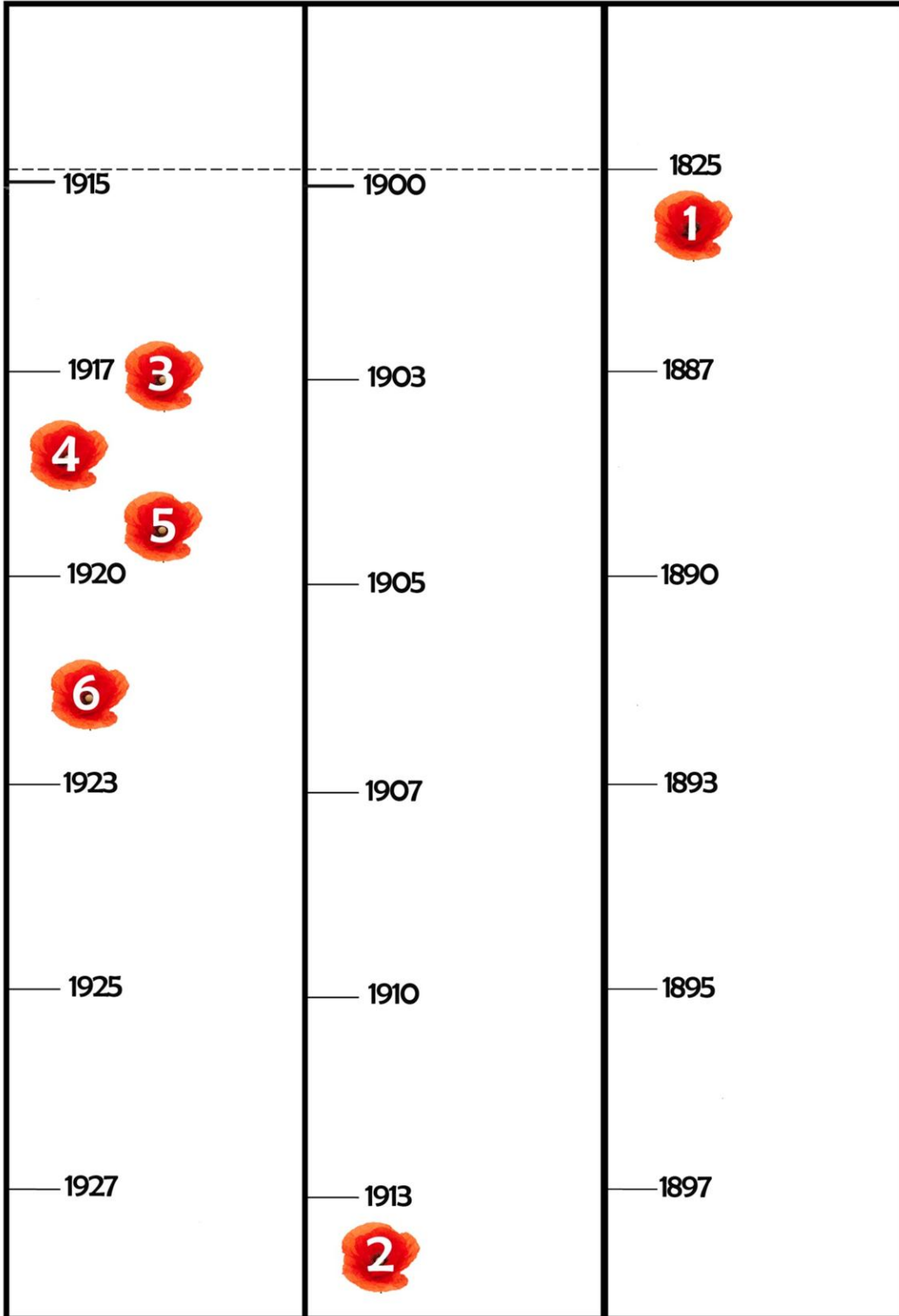
Procedure:

- Give *The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans* a close read, including the Prologue and Epilogue.
- Print Timeline and Event Cards.
- Cut out Timeline strips and Event Cards.
- Overlap Timeline strips using the dotted line as a guide and tape together (See picture below).
- Lay out Timeline on a flat surface.
- Read Event Cards.
- Note the numbers inside the poppies printed on each Event Card and on the Timeline.
- Match the numbers on each Event Card to the appropriate number on the Timeline (See picture below).
- Flip through the pages of *The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans* to check your work.



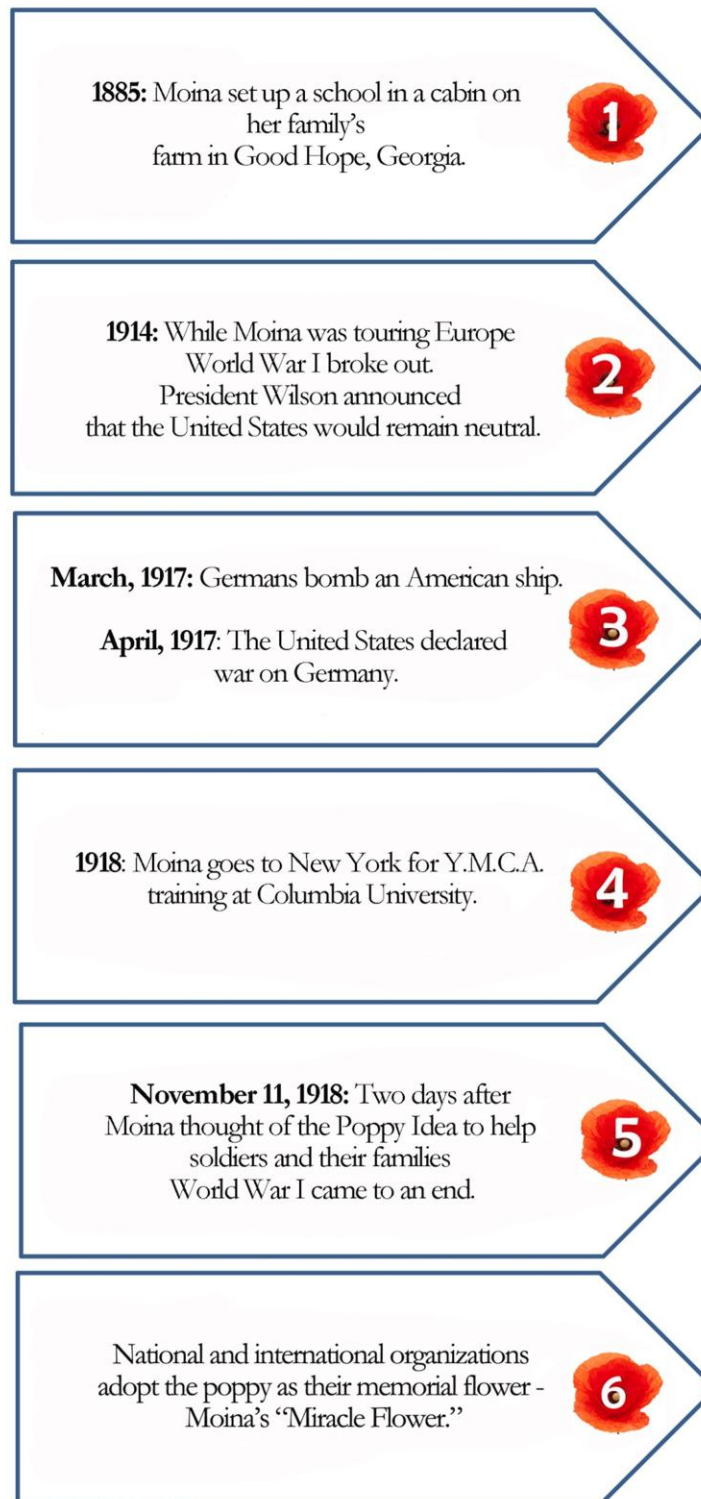


Time Line Strips





Time Line Markers





Flanders Field: A Cloze Word Reading Game

A Study of In Flanders Fields – The Poem

Moina Belle Michael's promise to soldiers of the past, present, and future:

*And now the Torch and Poppy red
We wear in honor of our dead.
Fear not that ye have died for naught;
We'll teach the lesson that ye wrought
In Flanders Fields.*

Materials:

- Pages 14, 15, and 16
- Pencil or pen
- Markers or crayons

Procedure:

- Have the students read “In Flanders Fields” printed on page 14 and illustrate their interpretation of the poem on the box provided below.
- Using page 15, ask the students to read the lines printed and write the missing words missing on the correct space. They may use the words printed on page 14 as a reference, if need be.
- When complete, check their work on the answer sheet found on page 19.



In Flanders Fields

By: Lieutenant Colonel John McCrae, MD (1872-1918) Canadian Army

In Flanders Fields the poppies blow
Between the crosses row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.





In Flanders Fields: Cloze Game

By: Lieutenant Colonel John _____, MD (1872-1918) Canadian Army

In _____ fields the _____ blow
Between the _____ row on row,
That mark our place; and in the sky
The larks, still _____ singing, fly
Scarce heard amid the _____ below.

We are the _____. Short days ago
We lived, felt dawn, saw _____ glow,
_____ and were loved, and now we lie
In Flanders _____.

Take up our _____ with the foe:
To you from failing hands we throw
The _____; be yours to hold it high.
If ye break _____ with us who die
We shall not sleep, though _____ grow
In _____ fields.



Moina's Favorite Motto: A Fallen Phrase Game

Materials:

- The book, *The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans*
- Pencil
- A print out of page 17

Procedure:

- The scrambled words printed beside the rows of boxes reflect key concepts in Moina Belle Michael's story.
- Study the letters to derive the letter sequencing of the featured word.
- Use the numeric clues to discover Moina Belle Michael's favorite motto.
- Hint – Moina's motto can be found in the Prologue.
- Answers for Moina's Favorite Motto: Fallen Word Phrase Game can be found on page 20.



Moina's Favorite Motto: Fallen Word Phrase Game

RELCAIM ROWLEF
 31
 5 25

EOPSPIP
 21 17 4

RALSNDFE
 16 13 14 11

CERAIMAN
 6 30 23 27 18

MAINO
 22 26 2

VETNARE
 3

LEABISDEFTLT
 20 24 29 8 32 19 15

RAW
 1

PECEA
 12

SECREIV
 9

LOEV
 28 10 7

H
 1 2 3 4 5 6 7 8 9

y **U**
 10 11

H
 12 13 14 15

16 17 18 19

20 21

14 22

14 10

23 24

H
 25 26 3

27 28 29

y **U**
 10 30

G**H**
 31 32 3

.



Crepe Paper Poppies

The knowledge of what the Flanders Fields Memorial Poppy has done...gives me the greatest thrill of consolation and gratification.

~ Moina Belle Michael

Materials:

- Red crepe paper
- Black crepe paper
- Scissors
- Green pipe cleaner
- Corsage pin (optional)



Procedure:

- Cut red crepe paper into several strips measuring approximately 3 inches long.
- Cut one strip of black crepe paper measuring approximately 3 inches long.
- Layer the strips upon one another in a stack, placing the black strip of crepe paper on top.
- At the midpoint of the stack, pinch the piece together forming a bow-like shape.
- Fold pipe cleaner in half over the pinched place and twist the wire forming a stem for crepe paper flower.
- Fluff and fix the crepe paper, shaping it to form the poppy.
- Take care to trim the black crepe paper stamens to proportionally match a fresh poppy.
- Pin the poppy to your lapel in tribute to the men and women who have given so much for our country's freedom – The Veterans!





Answers

In Flanders Fields: Cloze Game

In Flanders Fields: Cloze Game

By: Lieutenant Colonel John McCrae, MD (1872-1918) Canadian Army

In Flanders fields the poppies blow
Between the crosses row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.



Moina's Favorite Motto: Fallen Word Game

RELCAIM ROWLEF **MIRACLE** **FLOWER**
31 5 25

EOPSPIP **POPIES**
21 17 4

RALSNDFE **FLANDERS**
16 13 14 11

CERAIMAN **AMERICAN**
6 30 23 27 18

MAINO **MOINA**
22 26 2

VETNARE **VETERAN**
3

LEABISDEFTLT **BATTLEFIELDS**
20 24 29 8 32 19 15

RAW **WAR**
1

PECEA **PEACE**
12

SECREIV **SERVICE**
9

LOEV **LOVE**
28 10 7

WHATSOEVER **YOUR** **HANDS** **FIND** **TO** **DO**,
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 14 22
DO **IT** **WITH** **ALL** **YOUR** **MIGHT**.
14 10 23 24 25 26 3 27 28 29 10 30 31 32 3



Common Core State Standards Lesson Annotations

Reading Standards for Literature

		Discussion Questions	Autobiography	Cinquian	Time Line	Cloze Game
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓			✓	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓			✓	
RL.1.1	Ask and answer questions about key details in a text.	✓			✓	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓			✓	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓			✓	
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓				
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓			
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.	✓	✓			
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	✓		✓	✓	
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).	✓				
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓				
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).	✓			✓	



Reading Standards for Informational Texts

		Discussion Questions	Autobiography	Cinquian	Time Line	Cloze Game
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓		✓	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	✓			✓	
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓			✓	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	✓				
RI.1.1	Ask and answer questions about key details in a text.	✓	✓		✓	
RI.1.2	Identify the main topic and retell key details of a text.	✓	✓	✓	✓	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓			✓	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	✓				
RI.1.8	Identify the reasons an author gives to support points in a text.	✓				
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓			✓	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓			✓	✓
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓			✓	
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✓			✓	✓



Writing Standards

		Discussion Questions	Autobiography	Cinquian	Time Line	Cloze Game
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		✓	✓		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	✓		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		✓	✓		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓	✓		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		✓	✓		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		✓	✓		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓	✓		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		✓	✓		
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓	✓		

Language Standards

		Discussion Questions	Autobiography	Cinquian	Time Line	Cloze Game
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			✓		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			✓		
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓		



Speaking and Listening

		Discussion Questions	Autobiography	Cinquian	Time Line	Cloze Game
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓				
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓				
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓				
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	✓
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					✓
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓				
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓				
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓	✓
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					✓
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓				
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓				
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓		
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓		



Acknowledgements

Author: Barbara Elizabeth Walsh

www.barbaraelizabethwalsh.com

Illustrator: Layne Johnson

www.laynejohnson.com

Guide Creator: Debbie Gonzales

www.debbiegonzales.com

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