

**Book: The Flight of Red Bird**

Author: Doreen Rappaport  
Subject: Nonfiction/Biography  
Suggested Grade Levels: 5-7

**Common Core Links**

**Reading:**

CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**Writing:**

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Language:**

CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**Teaching Links**

Ideas to extend the learning with Common Core links:

Q- Student Generated: Ask the reader what he or she would like to know about Native Americans. What do they wonder? Use prompts like: If you could ask Zitkala-Sa a question about life at her boarding school, what would you ask? If you could research more on this topic, what would your guiding question be?

Q- Depth of Knowledge (Level 2): Can you explain how being taken from her family at age 8 affected Zitkala-Sa's cultural identity?

Q- Text Dependent: Turn to page 165. What does the word "anchor" mean in this context? "She was slipping-she had no anchor, nothing to hold on to." Use details from the text to support your answer.

Ask students to prepare a visual representation of this selection, which illustrates and cites the most important ideas and events from the text. They may create a PowerPoint, poster or other visual in order to present their learning to a small group or class.

After reading The Flight of Red Bird, ask students to search the internet to find an audio or video of Zitkala-Sa's (also known as Gertrude Bonnin) life. Have students compare and contrast the written biography to the audio, video or other multimedia. Talk with students about how a nonverbal message accompanies every oral communication. Facial expressions, body movements, gestures, tone of voice, rate of speech, and voice inflection all add meaning to the words actually spoken, and helps the receiver interpret the emotional significance of the message. Then have students work with a thinking partner to create a written argument for a strength for one type of media. (Text, audio, video etc.) The argument should include a statement of opinion, followed by a series of statements offering support and citing specific reference to the text or the visuals. The argument should end with a restatement of the opinion as a conclusion.