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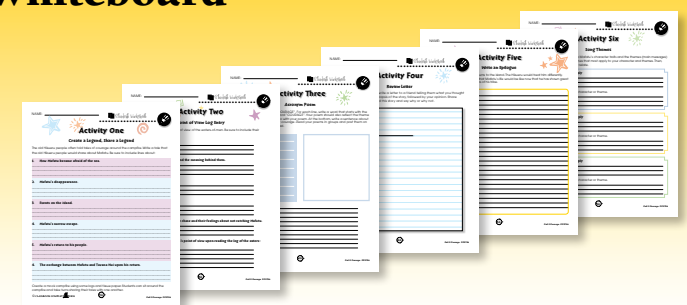
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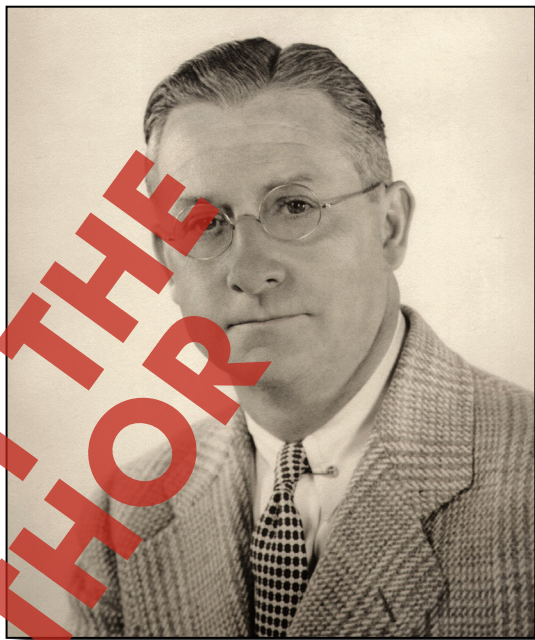


**FREE!**



# Armstrong Sperry

**A**rmstrong Sperry was born in Connecticut on November 7, 1897. His family was either farmers or they sailed the sea. Both these backgrounds influenced Sperry's stories. He found it easier to write books based on what he had personally experienced, rather than on what he had simply researched.



It was his grandfather's shipwreck story that prompted him to visit the island of Bora Bora, where he stayed for a year as a guest of the chief. The island's beauty lived up to all his expectations. When a hurricane hit, it showed him the courage of the Polynesians. His experiences on the island inspired his story *Call It Courage* and helped him to create one of the first authentic cultural stories for children. Sperry was surprised to find out that the idea of spiritual courage would be so widely accepted among children. He wrote other stories, like *All Sail Set*, that were also based on his experiences at sea.

Sperry not only writes of adventures on the sea, but also of life as a farmer. When not traveling, he wrote and illustrated from his home on a farm in Vermont. In 1976, Sperry died at the age of 78.

- In 1940, *Call It Courage* won the Newbery Medal for the most distinguished contribution to American books for children.
- Sperry both writes and illustrates his stories.
- Sperry's ancestors were some of the first settlers of Connecticut.

### Did You Know...?



# Chapter Two (Part One)

(To the paragraph that starts with "Kivi!" Mafatu cried hoarsely.)

Answer the questions in complete sentences.

1. Have you ever thought about running away? What caused you to think that you would be better off living somewhere else?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Mafatu grew up without the nurturing of his mother. How do you think his life would be different if his mother had not died when he was younger?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Use each of the following words in complete sentences.

Desolation \_\_\_\_\_

Limitless \_\_\_\_\_

Convulsively \_\_\_\_\_

Ominous \_\_\_\_\_

Oppressive \_\_\_\_\_

Submerged \_\_\_\_\_

Scarcely \_\_\_\_\_

Varnished \_\_\_\_\_

Intimacy \_\_\_\_\_

Sustaining \_\_\_\_\_

Mysterious \_\_\_\_\_

Savagely \_\_\_\_\_



# Chapter Two (Part One)

(To the paragraph that starts with "Kivi!" Mafatu cried hoarsely.)

1. Number the events from 1 to 8 in the order they occurred in this section.

- a) Mafatu saw a whale surface, spout air and then dive back down into the water.
- b) Wherever Mafatu looked, all he could see was water.
- c) Mafatu could not tell if his albatross flew around with all of the thousand sea birds flying in the sky or if he vanished leaving him alone.
- d) Mafatu lowered his sail and gripped the steering paddle so tightly that his knuckles became white.
- e) When the wind howled above his head, Mafatu gripped his paddle so he could steer.
- f) After Kivi flies away, Mafatu only has Uli to keep him company.
- g) Mafatu's little canoe was carried forward by an ocean current across the Pacific.
- h) A monster wave rose higher until it seemed that it would reach the low-hanging clouds.

2. Complete each sentence with a word(s) from the list.

ominous    convulsively    sustaining    oppressive    mysterious

- a) But there seemed to be no need of a sail; the little canoe was riding one of the \_\_\_\_\_ ocean currents that flow in their courses through the length and breadth of the Pacific.
- b) His fingers gripped the paddle \_\_\_\_\_.
- c) It was an \_\_\_\_\_ world at this season of storm.
- d) More refreshing than spring water, cool on the hottest days and as \_\_\_\_\_ as food.



# Chapter Two (Part One)

(To the paragraph that starts with "Kivi!" Mafatu cried hoarsely.)

Answer the questions in complete sentences.

1. What caused desolation to flood Mafatu's heart?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. As Mafatu leaves home, what does he wonder about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe the sea creatures that Mafatu saw.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Describe what Mafatu had seen on other occasions in the sea.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What was the storm that Mafatu sailed in like?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What did Mafatu decide that he was right about? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Write about a time when you were experiencing something difficult and you felt that you were all alone. How did you feel? What did you experience? How did you overcome this?





# Chapter 3

## Collage

Collect some travel magazines or look at pictures on the internet. Cut out pictures that represent the setting on the island. Create a collage using the pictures and your own drawings.

Include the landscape, the food Mafatu ate, the water he drank, the animals he saw (including Uri and Kivi), the platform and idol.

Have a walkabout where students can write comments on a sheet of paper about other students' collages. Display the collages either in the classroom or on a hallway bulletin board.



# Chapter 4

## Character Analysis

Working in groups and using a large sheet of butcher paper, trace the outline of one of the people in your group. Each group will be assigned a character from the story (Mafatu, Tavana Nui, Kana...). Using colored pencils, draw clothing on your character.

Draw bubbles around your character and in the bubbles write the character traits. Near the head write their thoughts. Near the ears write what they know others say about them. Near their mouth write what they say. Near their hands and feet write their actions.

Then, choose several adjectives to describe your character and write them in bold, colorful letters around your character.

Hang your characters in the hallway. Cut out a symbol that represents your character and hang it with your character. Do a class walkabout to read the various character analyses.



# Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

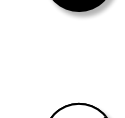
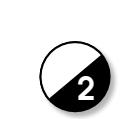
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b	m	z	l	e	a	n	t	o	e	k	m	j	o	f	f	l	e	u	y
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g	u	f	t	z	a	w	k	v	g	a	s	g	w	h	t	e	v	i	y
z	b	r	e	a	d	f	r	u	i	t	s	s	i	d	p	r	q	f	d
w	e	u	a	j	s	c	d	p	o	x	k	g	n	c	r	d	o	l	w
c	f	b	u	t	t	e	r	f	l	i	e	s	q	t	e	r	m	s	u
r	m	o	e	x	g	h	o	t	u	v	o	r	y	n	m	p	f	p	s

- albatross
- barrier-reef
- breadfruit
- butterflies
- campfire
- canoes
- courage
- fishhooks
- hammerhead
- island
- knife
- lagoon
- lean-to
- outrigger
- paddles
- pandanus
- plateau
- savages
- shark
- spear

# Comprehension Quiz

Answer each question in a complete sentence.

- What do the Hikueru worship?  
\_\_\_\_\_
- Why do the Hikueru reject Mafatu?  
\_\_\_\_\_
- Why does Mafatu's mother take him out to the barrier-reef?  
\_\_\_\_\_
- What would Mafatu never forget?  
\_\_\_\_\_
- How did Mafatu and his mother get through the night?  
\_\_\_\_\_
- What happened to Mafatu when he went out to the glassy swells where the ocean lifted and dropped the small canoe?  
\_\_\_\_\_
- What did the old Hikueru sing about?  
\_\_\_\_\_



SUBTOTAL: /14

# Theme

Call It Courage tells the story of Mafatu's journey to overcome his fears. What are the two main messages of the story? Find three quotations that show this message.

1st Quotation

2nd Quotation

3rd Quotation

1st message

2nd message

1st Quotation

2nd Quotation

3rd Quotation

NAME: \_\_\_\_\_

After You Read 

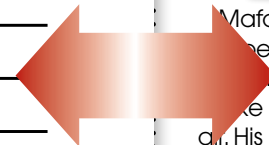


# Chapter Three (Part One)

(To the paragraph that starts with "Mafatu decided that before he retraced his steps...")

Answer each question with a complete sentence.

1. What could Mafatu scarcely believe?  
\_\_\_\_\_
2. What does Mafatu believe brought him to safety?  
\_\_\_\_\_
3. What did Mafatu need for his pained leg?  
\_\_\_\_\_
4. What did Mafatu see from the platform off to the southwest? What was his concern?  
\_\_\_\_\_
5. How does Mafatu plan to return home to the Hikueru?  
\_\_\_\_\_
6. What does Mafatu daydream that his homecoming will look like?  
\_\_\_\_\_



# EASY MARKING

**1.**  
Mafatu could scarcely believe that there was solid earth beneath him, and that Moana, the Sea God, had been cheated.

**2.**  
Mafatu believes Maui, the God of Fisherman, had carried him safely across the ocean currents.

**3.**  
Mafatu needed the juice of limes to cauterize the coral wound and purau leaves to make a healing bandage.

**4.**  
Mafatu saw a cone-shaped island fifty miles away with a column of smoke lifting high into the air. His concern was that they were the dark islands of the eaters-of-men.

**5.**  
Mafatu plans to return home by finding a tamanu, burn it out, then make an adze of basalt to finish it. He'll plait a sail of pandanus and make a wonderful canoe.

**6.**  
Mafatu dreams that he will be rid of his demons and return home. At his homecoming, he will no longer be known as the Boy Who Was Afraid, and his father will be filled with pride.



## Vocabulary

1. descended
2. extricated
3. uncertain
4. premonition
5. overpowering
6. involuntarily
7. glistened
8. dreaded

**1.**  
Answers will vary.

**2.**  
Answers will vary.



**1.**  
a)  C

b)  A

c)  B

d)  C

e)  B

f)  A



**1.**  
The old tale Mafatu remembers is how the youths of Tahati would slide down the lava slide on giant leaves. In response, he made a toboggan and slid down the natural slide.

**2.**  
The distant island could be the home of the savages who used this motu tabu for their place of sacrifice.

**3.**  
Mafatu thinks he has made a mistake in believing it was Maui—the God of Fisherman—who sent him to this island. Instead, he thinks it was Moana—the Sea God.

**4.**  
The warm fire makes Mafatu think about home, food, warmth, and companionship. It also makes him think about the faces around the evening circle, and of old men's voices telling tales.

**5.**  
Mafatu's food tasted so good because he was starving and because he made it himself.

**6.**  
Mafatu has a new confidence about himself because he built a fire, made food and shelter, faced Moana the sea God, and took the spear from the motu tabu.





## Call It Courage

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.