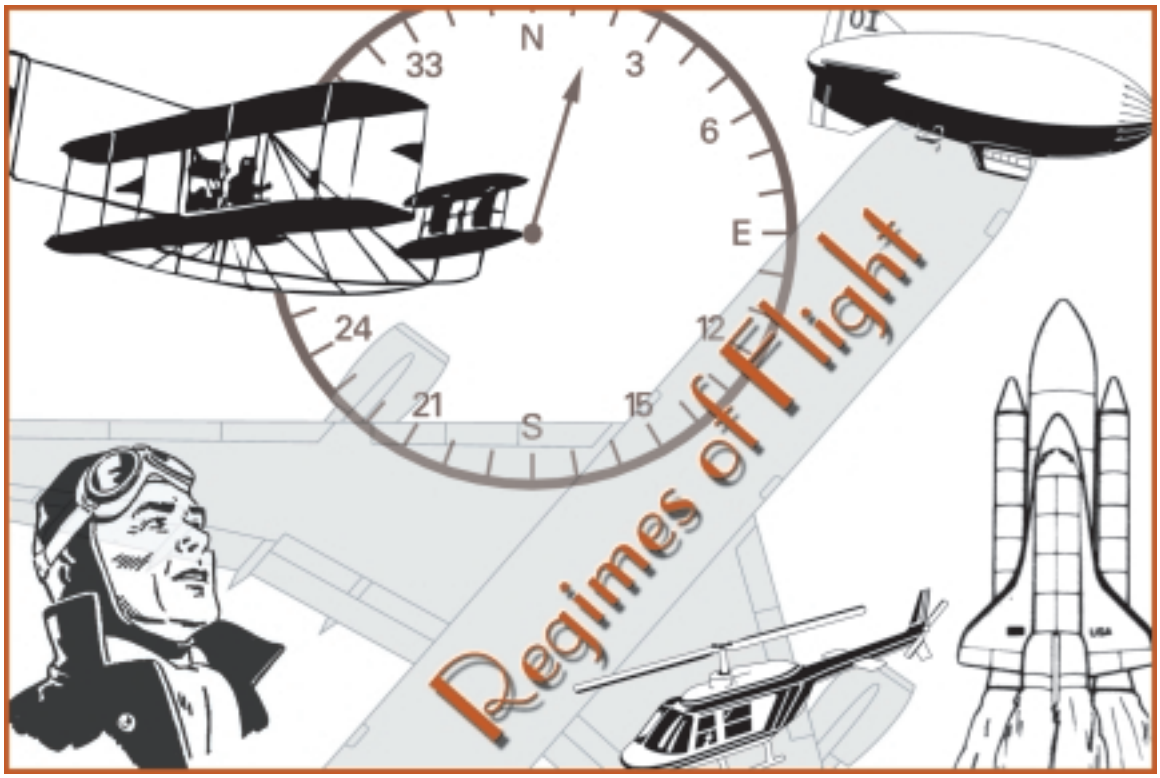
Mini-Literature Unit

for the Online Book A New Regime



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Overview

Using literature to integrate subjects through thematic instruction has become an effective methodology in the classroom. This section contains a mini-literature unit that correlates to the on-line literature book A New Regime found at the NASA Quest Web site given below.

http://quest.arc.nasa.gov

The literature selection A New Regime is also found in a black-and-white print version in this PDF file and can be printed and reproduced for classroom use only. The instructor can use either the on-line version (which offers Quicktime video of the event) or the print version, or make use of both as each document is unique in how it presents the story of supersonic flight.

This mini-literature unit is structured using the "Into, Through and Beyond" format. The "Into" section contains vocabulary exercises, introductory activities and discussion topics. These are meant to motivate students to "get into" the literature. The "Through" section contains reading comprehension questions with answers, a sequencing activity and an exploration of figurative language. These are intended to move students through the literature reading. The "Beyond" section offers writing experiences, oral language activities and a visual design activity. "Beyond" activities are meant to encourage the students to further explore the topic of Captain Yeager and the historic supersonic flight.

These materials do correlate to the National Standards for English/Language Arts and Reading.

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

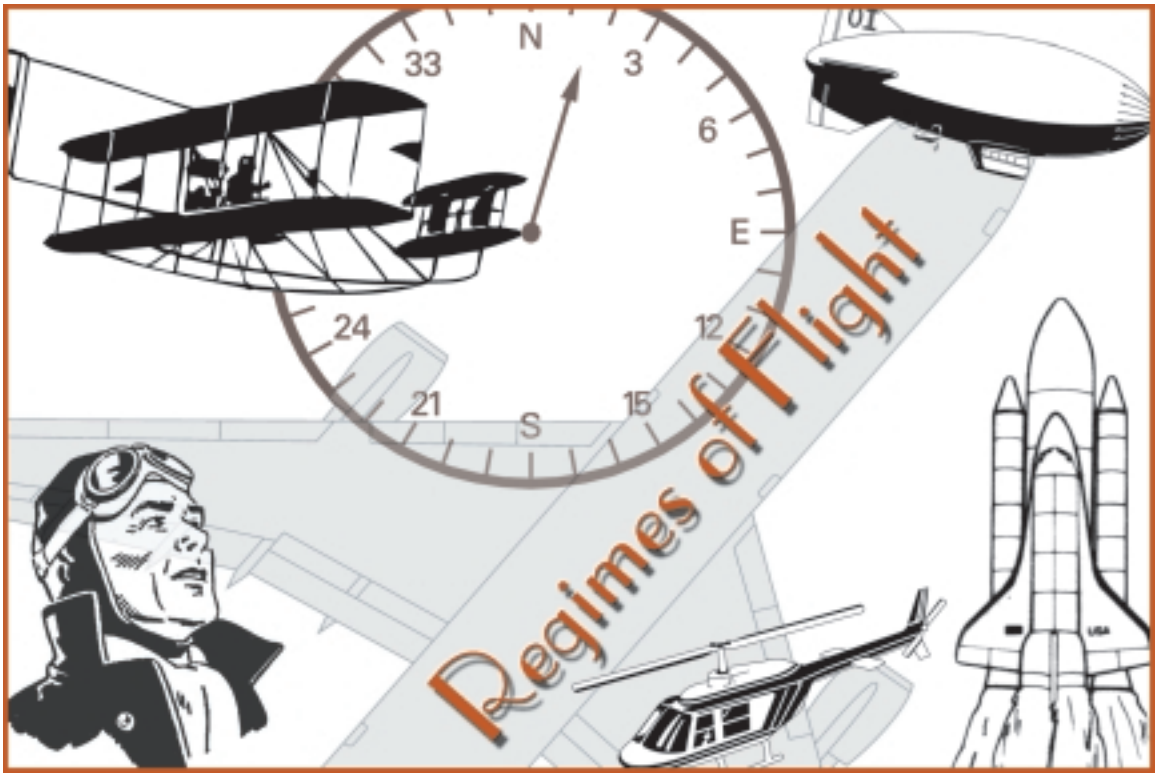
To read about and comprehend the events in a story.

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.

“Into” Activities



Vocabulary Glossary for A New Regime

(denotes aeronautical vocabulary)*

Aa

ability	being able
activated	to make active or get started
adjustments	to make a change or to correct
aerodynamic*	having the characteristics that enable flight
aeronautical*	having to do with the science of flight
aeronautical design*	a drawing or plan for a flying machine
affectionately	a warm, loving feeling
aircraft*	any machine made for flying
airflow*	the motion of air molecules as they flow around an object
altitude*	the height above the Earth's surface
anxiously	feeling uneasy or worried

Bb

barrier	something that blocks the way
buffet	to strike repeatedly

Cc

calculations	to find out answers by reasoning
chambers	an enclosed space in a machine
climbed	to rise to a higher altitude
cockpit*	a compartment in front of an airplane where the flight crew performs their job of flying the aircraft
confidence	a strong belief or trust in something
considering	keeping in mind or taking into account
control	to have the power to guide or operate
cruise*	to fly smoothly at an efficient speed

Dd

data	facts and figures taken during tests which are used to improve an aircraft design
dawn	the first light of morning that appears when the sun rises
design	to intend for a certain use
dive*	to make a sudden, steep drop during flight
drag*	the force that resists the motion of an aircraft through the air

Vocabulary Glossary for A New Regime

Ee

elevator* Control surface located on the horizontal part of the tail that is used to control the airplane's pitch

encounter to come up against

engineer a person who is trained in the science or work of applying scientific knowledge for practical purposes

engines a machine that uses energy of some kind to give power to or propel something

equipment all the special tools needed for a specific purpose

era a long period of time

explorer a person who explores a little-known region or an unknown territory

Ff

flight test* a method of testing an aircraft by placing special data gathering instruments on it and monitoring its flight to collect information about how well the aircraft flies

Gg

Glamorous Glennis the nickname (named after his wife) of the X-1 aircraft that Captain Charles Yeager flew during the first supersonic flight

Hh

hammered to hit hard with repeated blows

historic a past event famous in history

horizontal stabilizer* the horizontal part of the tail that helps to keep the airplane stable during flight

hue a certain shade of a color

humankind all people

Vocabulary Glossary for A New Regime

Ii

ignited to set fire to or to make burn
imaginary not real
immediately at once, right away
impossible not capable of being done or happening
improve to make better
indifferent showing no interest in
invest to spend money on something hoping to get more money in return

Jj

Kk

Ll

leveled off after ascending or descending to fly a flat and even course
loping to move along easily

Mm

Mach number* a usually high speed (at or faster than the speed of sound)

meter an instrument that measure how much of something passes through it
midair a point in the air not immediately next to the ground
monarch a king or queen
mothership a large aircraft that has a smaller aircraft attached to it

Nn

NACA National Advisory Committee for Aeronautics, a US government agency started in 1917 to guide research in aeronautics

Vocabulary Glossary for A New Regime

Oo

obstacle anything that gets in the way or blocks the progress of something

observation the act of watching closely

obstruction anything that blocks or stops something

officially highly recognized

off-the-scale reading the amount measured by a meter that is greater than what the meter can measure

operation in action or in use

overcome to get the better of, to defeat, to surmount

Pp

pilot* a person who controls the flight of an aircraft

pressurized* to maintain nearly normal atmospheric pressure inside an aircraft during high altitude flights

propel to push or drive forward

pressure waves* a sound wave caused by an aircraft disturbing the air molecules as it flies through them

plummet to drop sharply and quickly

persuade to get someone to do or believe in something

Qq

Rr

radioed to send a message by radio

regime* an aircraft speed category

research careful study in order to find out important facts or principles about something

researcher someone who performs the careful studies that find out important facts or principles about something

righted to put back in a proper or upright position

rocket* a long, narrow, jet-propelled device

runway the paved strip at an airport used by airplanes for takeoff

Vocabulary Glossary for A New Regime

Ss

schedule the time at which something is supposed to happen

shock wave* the sound wave that forms in front of an aircraft while it is traveling at the supersonic speed

slightly just a little bit

sonic boom* a sound resembling a loud explosion caused by a shock wave (formed at the nose of an aircraft flying at supersonic speed) reaches the ground

sound barrier a sudden great increase in aerodynamic drag that is caused when an aircraft's speed approaches the speed of sound

speed of sound* the rate at which sound waves travel

similar almost the same

stabilizer* a control surface on an aircraft that enables stable flight

stress* the strain or pressure caused by aerodynamic forces on an aircraft

structure the way in which something is built

supersonic* moving faster than the speed of sound

supplies materials that are needed to make or do something

Tt

tachometer* a device for measuring the speed of rotation

tail section* the rear part of an airplane

test pilot* a specially trained pilot who flies experimental aircraft

theory an explanation for why or how something happens

tracking van a ground-based vehicle that follows an aircraft during flight tests

transonic* speeds slightly below the speed of sound during which the airflow around an aircraft becomes turbulent (speeds between .9 and 1.4 times the speed of sound)

Uu

undisturbed not upset; not moved

Vv

violently acting with great force that causes damage

vast very great or very large

Vocabulary Glossary for A New Regime

Ww

wind tunnel* a tube, cylinder or tunnel in which the model of an aircraft or a part of an aircraft is placed for testing

withstand to stand strongly against

wrestle to struggle with

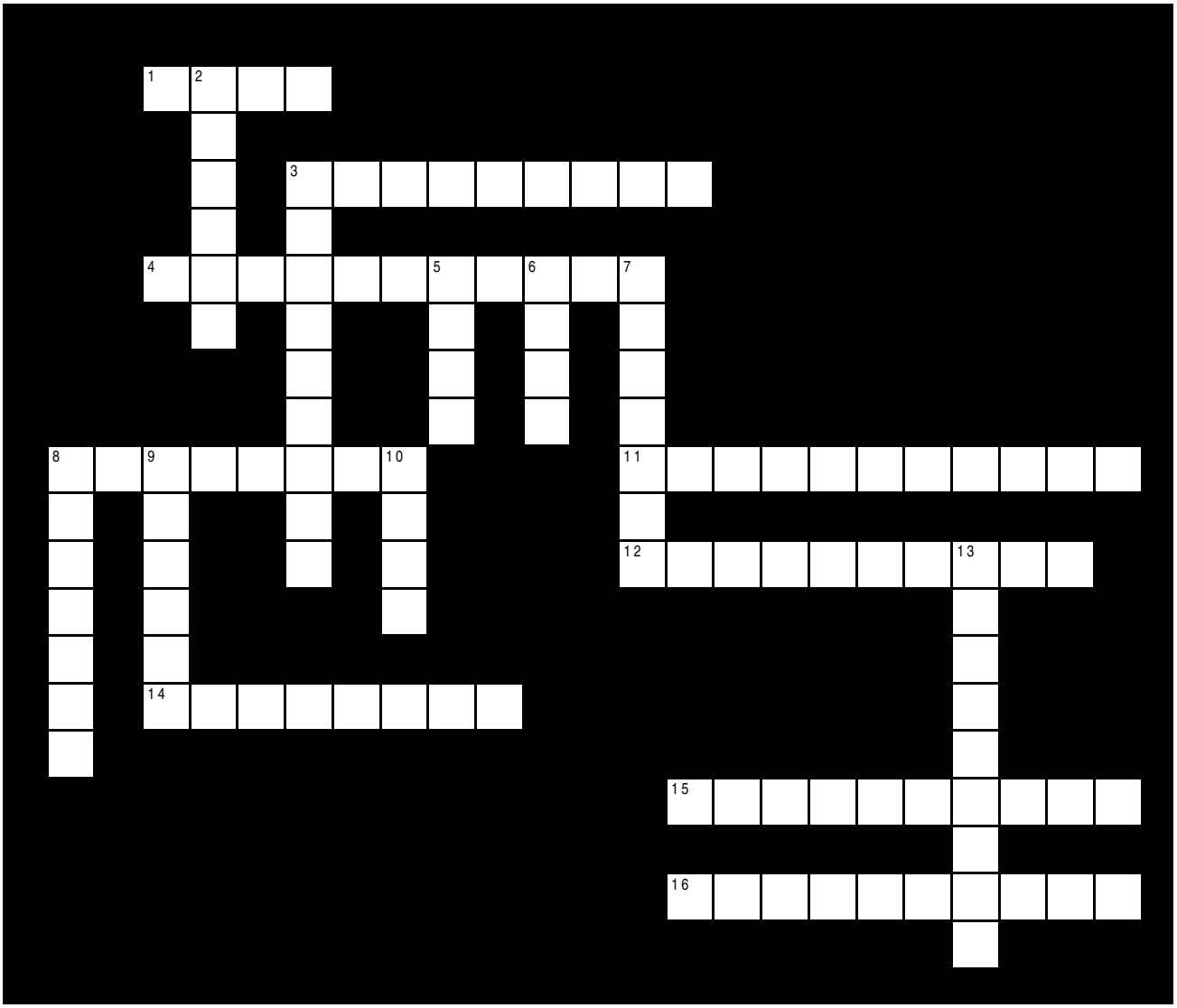
Xx

X-1* an experimental aircraft built in the late 1940s used for supersonic flight tests

Yy

Zz

Aeronautical Vocabulary Crossword #1



Aeronautical Vocabulary Crossword #1 Clues

ACROSS

1 force that resists the motion of an aircraft through the air

3 loud sound made when shock wave reaches the ground

4 characteristics that enable flight

8 machine made for flying

11 used to maintain normal atmospheric conditions inside a high flying aircraft

12 device that measures the speed of rotation

14 airplane control surface that enables pitch

15 moving faster than the speed of sound

16 airplane control surface that enables stable flight

DOWN

2 jet-propelled device

3 _ _ _ _ _ wave forms in front of an aircraft flying at supersonic speed

5 abbreviation for National Advisory Committee for Aeronautics

6 _ _ _ _ number that is a supersonic speed

7 compartment in front of airplane where crew works

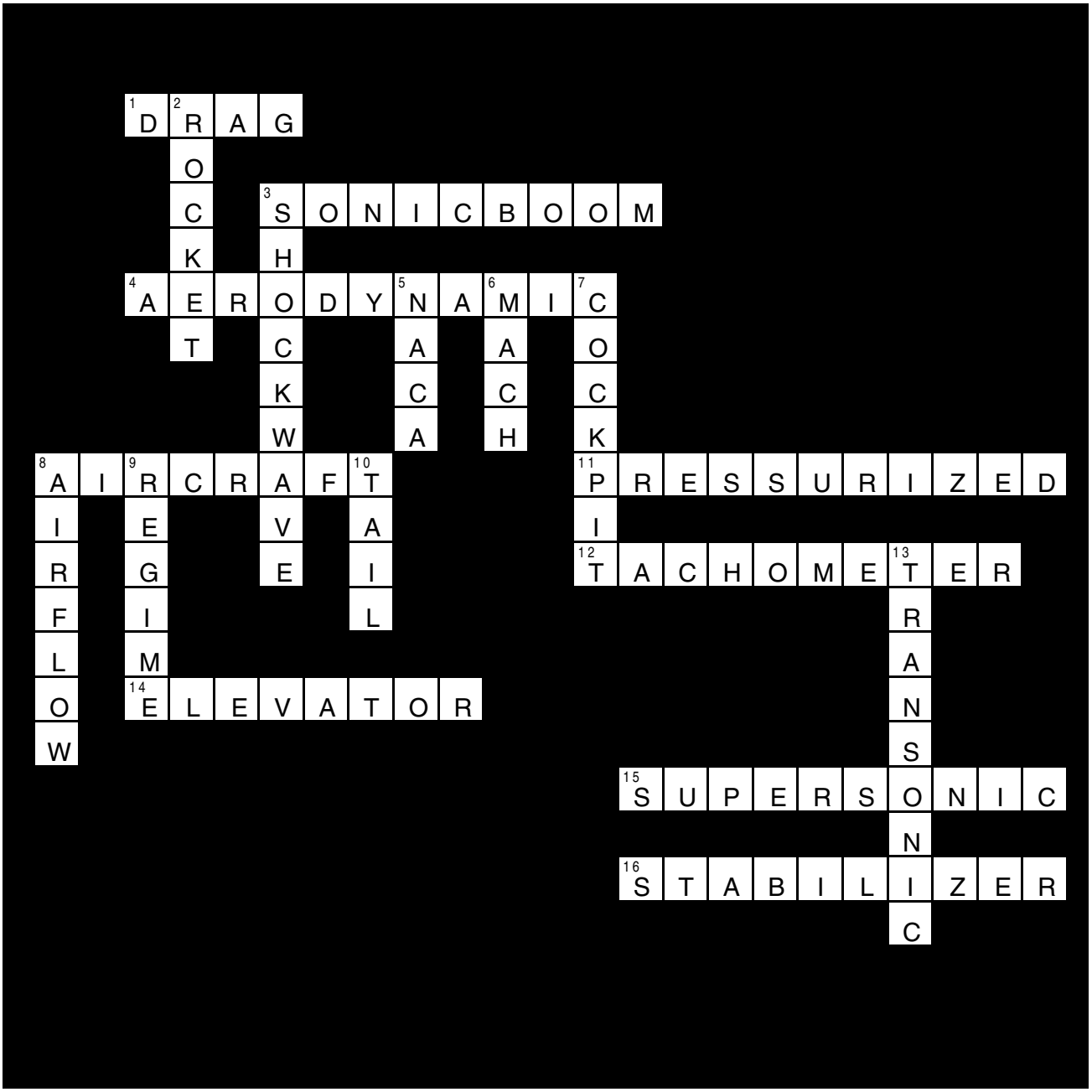
8 the motion of air molecules around an object

9 aircraft speed category

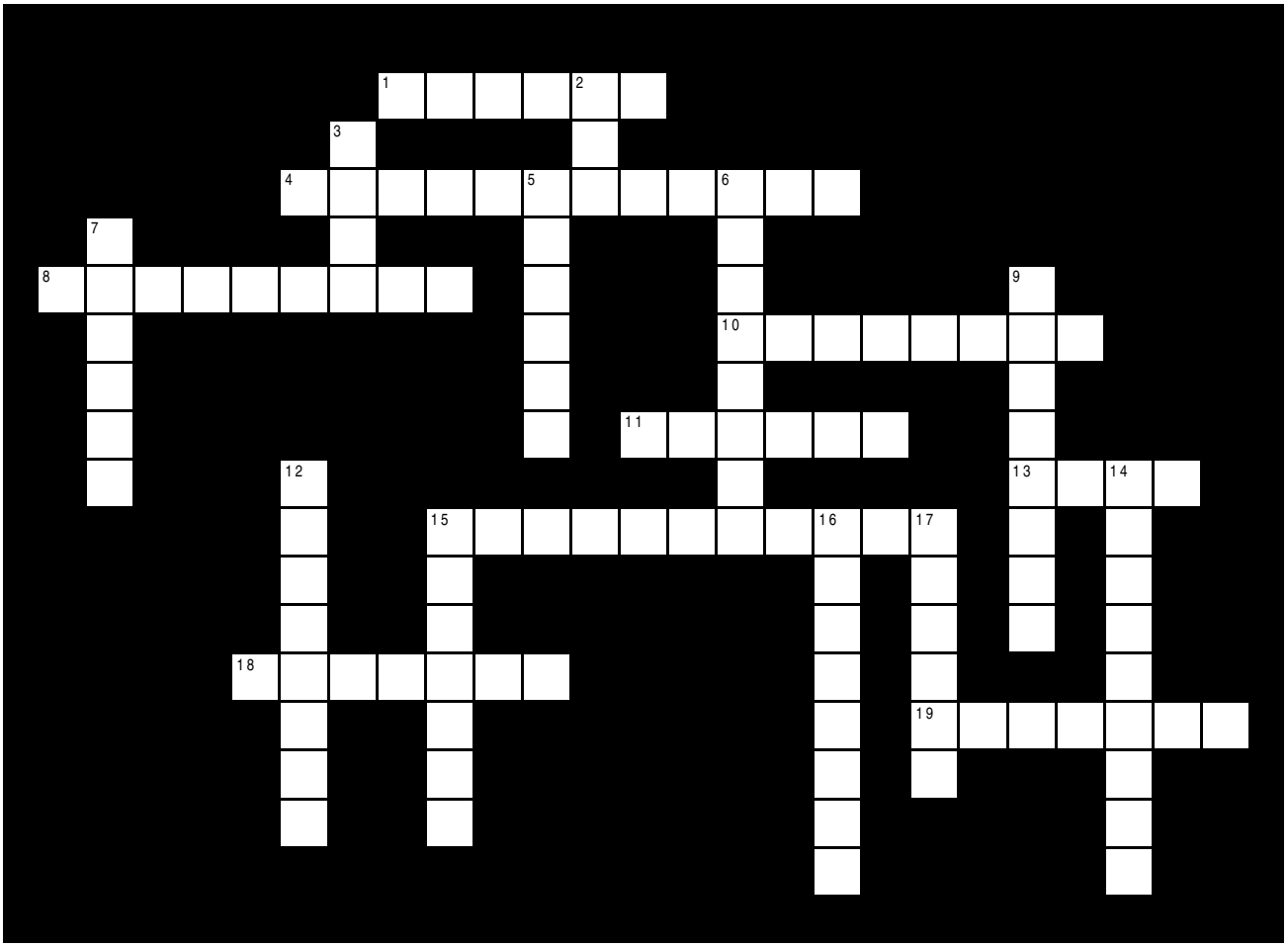
10 rear part of airplane

13 speeds between Mach .9 and Mach 1.4

Aeronautical Vocabulary Crossword #1- Key



Aeronautical Vocabulary Crossword #2



Aeronautical Vocabulary Crossword #2 clues

ACROSS

1 to strike again and again

4 to find out an answer by reasoning

8 to stand strongly against

10 careful study to gather information

11 to push or drive forward

13 very great or large

15 showing no interest

18 something that blocks the way

19 put back in proper position

DOWN

2 a long period of time

3 facts and figures taken during tests

5 to move easily along

6 to defeat

7 a point in the air not near the ground

9 to get started

12 something that blocks the progress of another

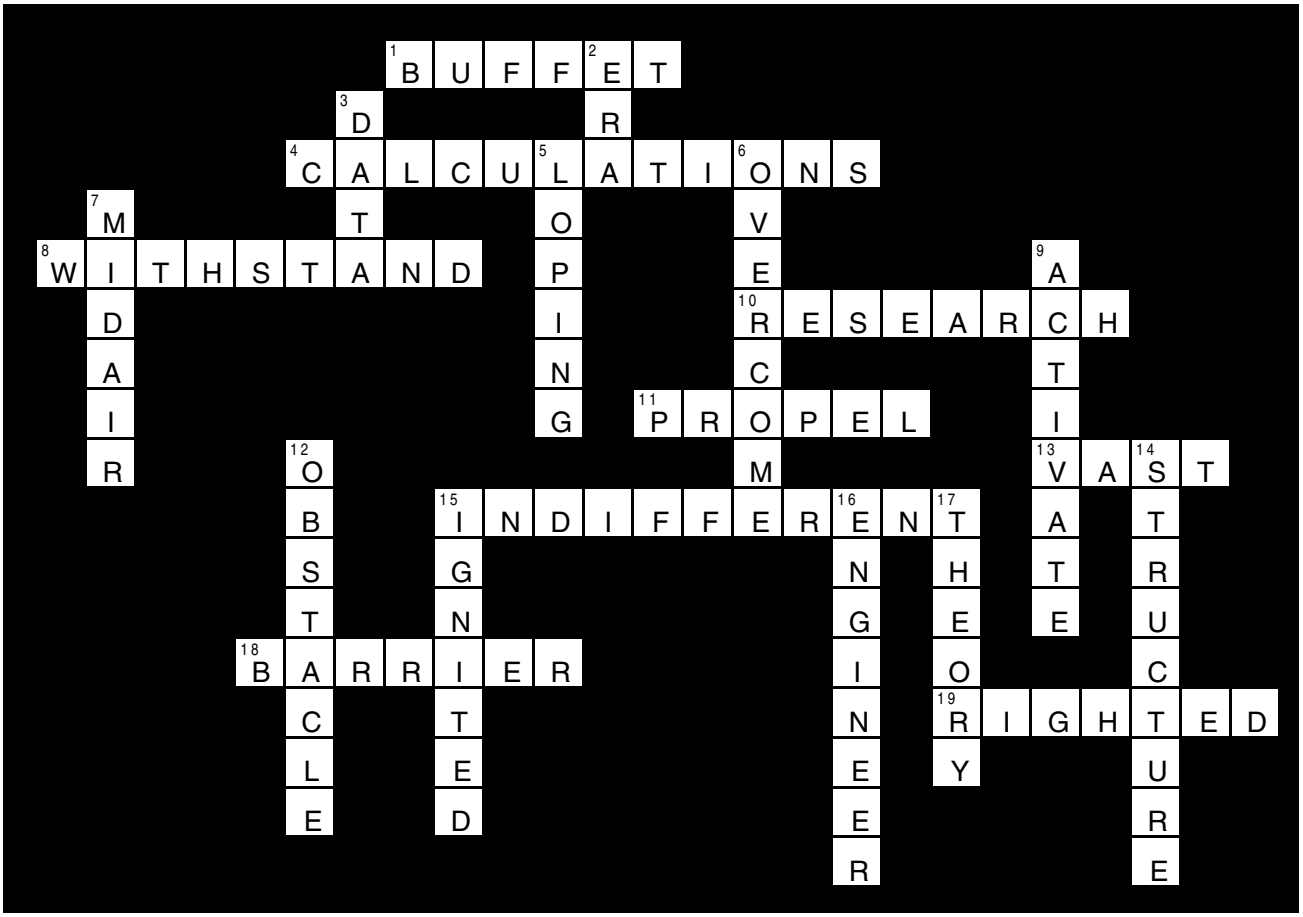
14 the way in which something is built

15 to make burn

16 person who applies scientific knowledge for practical purposes

17 an explanation for why or how something happens

Aeronautical Vocabulary Crossword #2 - Key



"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 Chuck Yeager had that helped to make his supersonic test flights 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 Chuck Yeager had that helped to make his supersonic test flights so successful.

- ***Eye for detail***
- ***Patience***
- ***Disciplined***
- ***Alertness***
- ***Team player / collaborative***
- ***Decisive / Quick Thinking***

- ***Pilot an airplane***
- ***Physical strength***
- ***Knowledge of Aeronautics***

Yeager Bio Scavenger Hunt

Directions: Using the resources listed below as well as other resources you might find in the library on or the Internet, find the information requested on the next page. You might not be able to find all the answers, but try to find as many as you can in the time your teacher gives you.

On the Web:

http://www.achievement.org/autodoc/page/yea0int-1

http://www.capstonestudio.com/supersonic/

At the library:

Chuck Yeager Breaks the Sound Barrier
Conrad R. Stein
ISBN: 0516261371

Chuck Yeager Breaks the Sound Barrier
Richard Conrad Stein
ISBN: 0516202944

Chuck Yeager: Fighter Pilot
Carter M. Ayres
ISBN: 0822504839

Across the High: The Story of a Test Pilot- Major Charles E. Yeager, USAF
William R. Lundgren
ISBN: 0553264516

Chuck Yeager: First Man to Fly Faster than Sound
Timothy Gaffney
ISBN: 0516032232

Chuck Yeager: The Man Who Broke the Sound Barrier
Nancy Levison
ISBN: 0802767990

Yeager Bio Scavenger Hunt (continued)

Directions: Using the resources given on the previous page as well as the other resources you might gather in the library or on the Internet, find the information requested below. You might not be able to find all the answers, but try to find as many as you can in the time your teacher gives you.

1. The year Charles Yeager was born.

2. The state in which Charles Yeager was reared.

3. One of Yeager's favorite subjects in high school.

4. One of the sports Yeager played in high school.

5. The armed forces in which Yeager enlisted.

6. One of the jobs Yeager was trained to do in the armed forces.

7. A special award or honor Yeager was given.

8. One aircraft Yeager flew as a pilot.

9. The year Yeager flew at supersonic speed.

10. The name of Yeager's wife.

11. One war or conflict in which Yeager served.

12. The highest rank he achieved while in the armed forces.

Yeager Bio Scavenger Hunt - Key

Directions: Using the resources given on the previous page as well as the other resources you might gather in the library or on the Internet, find the information requested below. You might not be able to find all the answers, but try to find as many as you can in the time your teacher gives you.

1. The year Charles Yeager was born.
   1923

2. The state in which Charles Yeager was reared.
   West Virginia

3. One of Yeager's favorite subjects in high school.
   Mathematics or Algebra or Typing

4. One of the sports Yeager played in high school.
   Basketball and football

5. The armed forces in which Yeager enlisted.
   Army Air Corps or Air Force

6. One of the jobs Yeager was trained to do in the armed forces.
   Mechanic or crew chief in aviation maintenance or fighter pilot or test pilot

7. A special award or honor Yeager was given.
   Congressional Medal of Honor or Purple Heart or Bronze Star or Air Force Commendation or Silver Star or Legion of Merit or Distinguished Service Medal or Distinguished Flying Cross or Harmon International Trophy or Collier Trophy or Mackay Trophy.

8. One aircraft Yeager flew as a pilot.
   X-1, Starfighter, F-15, bombers, WW II fighter aircraft

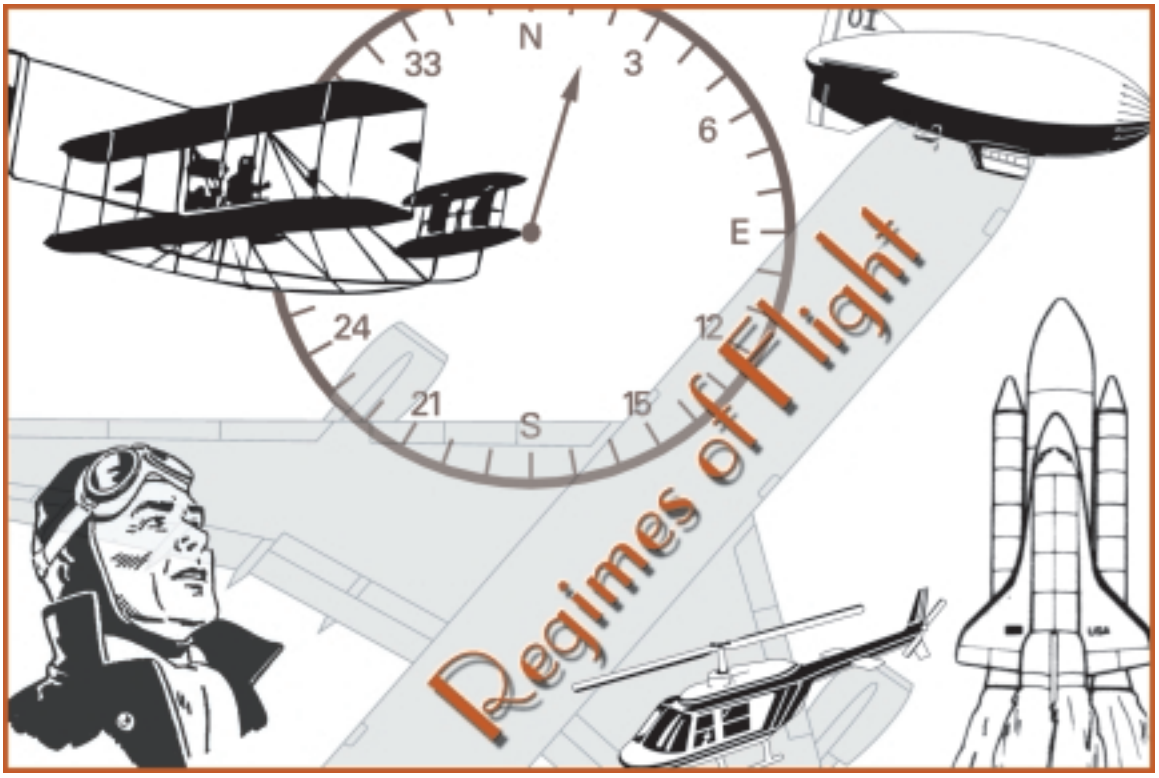
9. The year Yeager flew at supersonic speed.
   1947

10. The name of Yeager's wife.
    Glennis

11. One war or conflict in which Yeager served.
    WW II or Vietnam Conflict

12. The highest rank he achieved while in the armed forces.
    Brigadier General

“Through” Activities



A New Regime Reading Comprehension Questions

Directions: After reading the story A New Regime, answer the questions below using complete sentences.

1. The author compares Yeager and the research team to whom?

2. Why do you think the author makes this comparison?

3. Name the two aircraft that are in this story. Tell which one is the mothership and which one is the experimental aircraft.

4. What were these flight tests trying to accomplish?

5. As the aircraft flew closer to supersonic speed what did Yeager's aircraft experience?

6. Give the date that officially marks the beginning of supersonic flight.

7. Describe what happens aeronautically to an aircraft as flies through the transonic regime into the supersonic regime.

Reading Comprehension Questions A New Regime (continued)

8. What causes a sonic boom?

9. From what was the X-1's shape modeled?

10. Why did the aeronautical engineers use thin, straight wings on the X-1?

11. How did they improve the pilot's ability to control the X-1 during flight?

12. What does the author compare Yeager's X-1 flight to as it flies from the transonic speed through the supersonic speed?

13. What speed did the X-1 reach on this historic flight?

Reading Comprehension Questions A New Regime Key

Directions: After reading the story A New Regime, answer the questions below using complete sentences.

1. The author compares Yeager and the research team to whom?
   Explorers of the New World centuries ago.

2. Why do you think the author makes this comparison?
   Because these people were exploring new territories just like the explorers of old and were breaking a barrier (the sound barrier) just like the explorers broke the barrier of crossing a huge ocean (the Atlantic Ocean).

3. Name the two aircraft that are in this story. Tell which one is the mothership and which one is the experimental aircraft.
   B-29 bomber was the mothership and the X-1 was the experimental aircraft.

4. What were these flight tests trying to accomplish?
   They were testing an aircraft and the theories they had about supersonic flight to see if an aircraft could safely fly at supersonic speeds.

5. As the aircraft flew closer to supersonic speed what did Yeager's aircraft experience?
   The aircraft was buffeted by pressure waves.

6. Give the date that officially marks the beginning of supersonic flight.
   October 14, 1947 officially marks the beginning of supersonic flight.

7. Describe what happens aeronautically to an aircraft as flies through the transonic regime into the supersonic regime.
   At Mach 1 or during transonic flight, the aircraft actually catches up with its own pressure waves. These pressure waves turn into one big shock wave that buffets the aircraft. The shock wave also creates high drag on the aircraft and slows the aircraft's speed. As the aircraft passes through the shock wave it is moving faster than the sound it makes. The shock wave forms an invisible cone shape. When the shock wave hits the ground it causes a sonic boom.

Reading Comprehension Questions A New Regime Key (continued)

8. What causes a sonic boom?
   Pressure waves turn into one big shock wave that buffets the aircraft. The shock wave also creates high drag on the aircraft and slows the aircraft's speed. As the aircraft passes through the shock wave it is moving faster than the sound it makes. The shock wave forms an invisible cone shape. When the shock wave hits the ground it causes a sonic boom.

9. From what was the X-1's shape modeled?
   The X-1 got its shape from a .50 caliber machine gun bullet.

10. Why did the aeronautical engineers use thin, straight wings on the X-1?
    Thin, straight wings lower the amount of drag the aircraft would encounter at transonic speed.

11. How did they improve the pilot's ability to control the X-1 during flight?
    Engineers and researchers designed a new tail section that improved the ability of the stabilizer and the elevator to control the aircraft.

12. What does the author compare Yeager's X-1 flight to as it flies from the transonic speed through the supersonic speed?
    The author compares the flight to riding a bucking bronco that turns into a loping Arabian. The flight goes from a rough ride to a smooth ride.

13. What speed did the X-1 reach on this historic flight?
    The X-1 reached the speed of 1.07 Mach or about 700 miles per hour.

14. What did this flight prove?
    This flight proved that flying at supersonic speeds could be safely done.

"Through" Activity: Ten Important Questions

Directions: If you had been alive when Yeager made his historic flight, what kind of questions would you have wanted to ask him about his experience? Below, write down 10 questions that you would have liked Yeager 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.

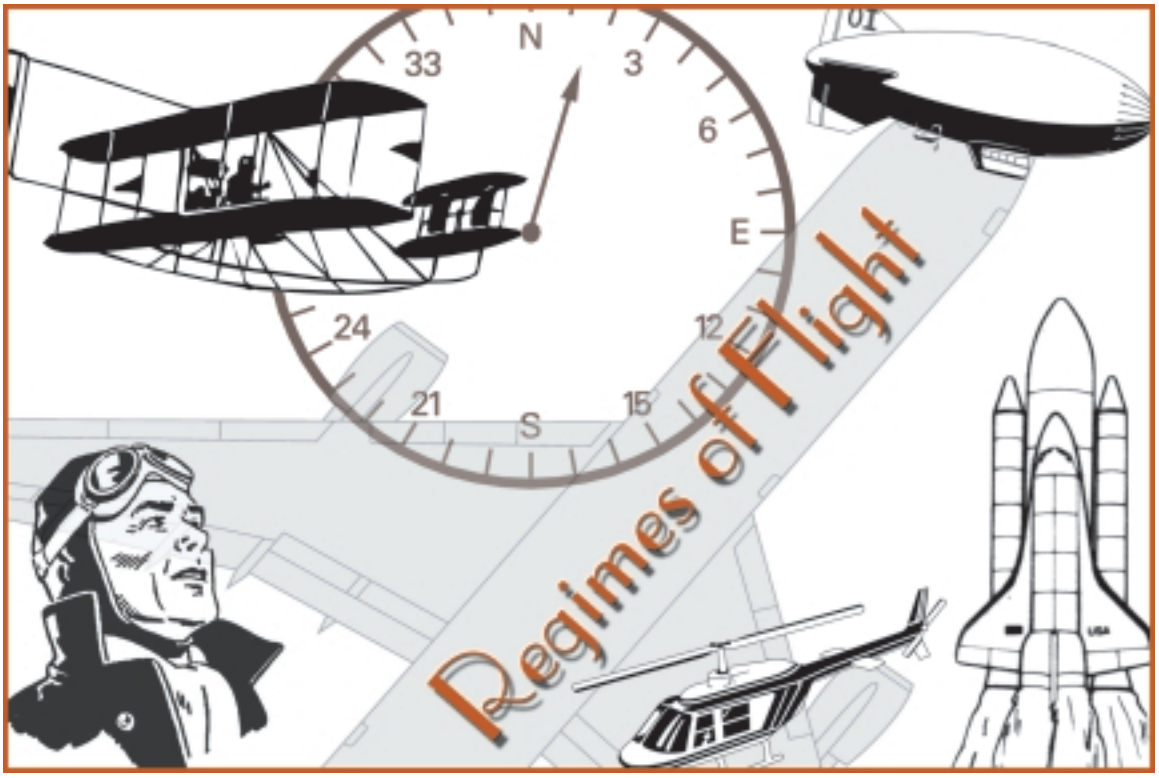
7.

8.

9.

10.

“Beyond” Activities



Writing Experience: Writing a Newspaper Article

Newspaper articles require a different style of writing from what is used when writing a story. 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.

Writing Experience:
Writing a Newspaper Article – Example

Below is an example of a newspaper article:

Headline: High flying escape ends in death

Byline: By Robin Sloan

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 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 Chuck Yeager's aeronautical feat of "breaking the sound barrier". 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:

TV News Report

Background

Had the supersonic flight tests for the X-1 not been top secret research work, the television news media might have been invited to witness this event. This historic event was witnessed by a fairly small group of people mostly on the ground at Muroc (Now known as a NASA research facility Dryden Flight Research Center at Edwards Air Force Base near Lancaster, CA.).

Use the following Web sites to view film footage of the supersonic flight:

http://www.dfrc.nasa.gov/gallery/movie/X-1/index.html

Use the following Websites to do research on the actual flight as well as gather more information about the pilot then Captain Charles Yeager.

http://www.achievement.org/autodoc/page/yea0int-1

http://www.capstonestudio.com/supersonic/

Pretend you were a television news reporter who witnessed this event. Write a two to three minute monologue describing the entire event. Make sure your report contains the following information:

- Location
- Purpose of event
- Who is involved
- Description of the supersonic event as it happens
- Wrap-up (Some kind of conclusion that tells people why this event was important and what kind of impact or effect it will have on their lives.)

"Beyond" Activity: Historical Interview

Directions: You and a partner research Captain Yeager and the first supersonic flight and write an interview that will cover the important parts of that event. Make sure your information is historically accurate. Use the note taking guidesheet to help you organize your research on this supersonic event. Then use the information to write an interview. One of you will be Yeager, the other will be the interviewer.

Note Taking Guidesheet

Event:

Date:

People involved:

Special preparations (training, research) for event:

Weather during event:

Any particular problems encountered before and during the event:

A brief description of what this event was like for the people involved:

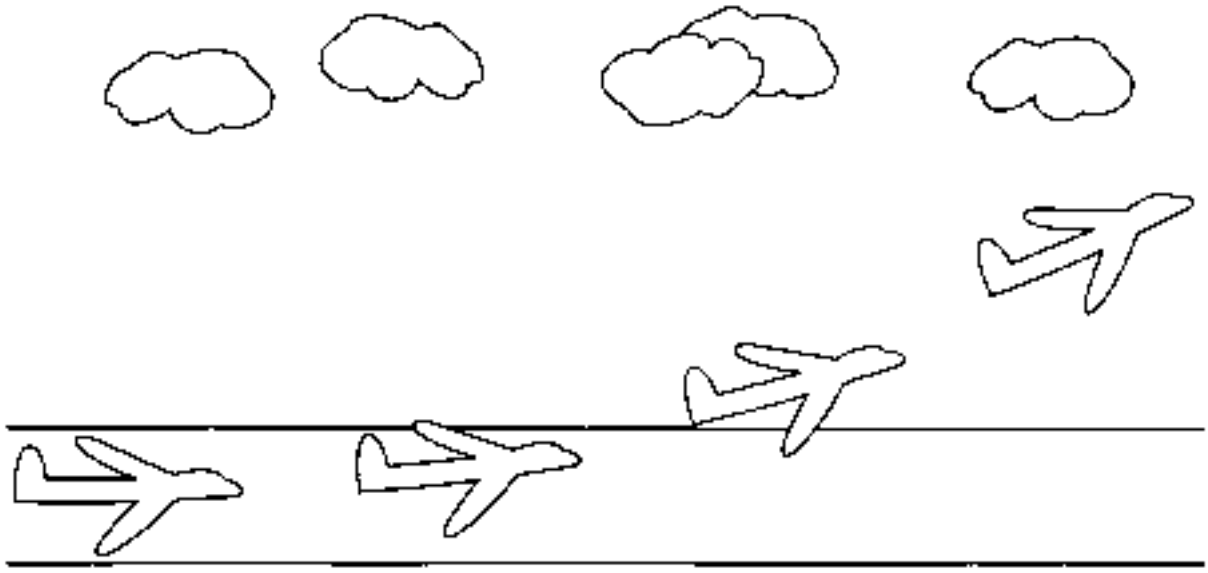
Writing Experience:
Writing Concrete Poetry

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

the plane
to touch the sky
is ready

the nose hold high
the wings steady

a push
a flick to soar
a shudder

a whoosh
a click to roar
a sputter

Writing Experience: Writing Your Own Concrete Poem

1. Draw a sketch of a simple image that comes to your mind when you think of Yeager's supersonic 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
turbulence - ebullience

cold - hold
dry - fly
ice - slice
flight - sight
wave - crave
hour - power
ocean - motion
crazily - lazily
blue - new
near - here
out - about
buffet - tough it

wing - sing
low - slow
navigate - debate
awake - make
slowly - lowly
cloud - loud
roar - more
sleep - deep
bright - fight
dream - stream
twilight - by night
sound - bound

Add some rhyming pairs of your own below:

Beyond Activity: Commemorative Poster

Background

Posters have been used throughout history to inform people of events. From crude handmade signs posted on outside walls of buildings announcing a meeting or a yard sale to artistically rendered works commemorating special occasions or historical events, posters are forms of visual communication.

Commemorative posters are used to communicate a message of remembrance about a special occasion or historical event. These types of posters are designed in a variety of styles with special lettering that matches the style of art used in the graphic. The words and graphics are well balanced in their placement on the paper. Too many words or too many graphics will make the poster appear crowded. It will then be too difficult to read or understand. Make sure that the graphic represents the message the words are sending.

Directions

Design a poster commemorating the 100th anniversary of the first supersonic flight which will take place on October 14, 2047. Make sure the words convey that remembrance message and that the graphic is historically accurate. Use the planning chart below to help you decide what words and graphics will appear on the poster.

Name of Historical Event	
Date Special Event Happened	
Anniversary Year	
Who was involved	
Where it happened	
Possible pictures that could be used	