

# ***Courage Has No Color, The True Story of the Triple Nickles: America's First Black Paratroopers***

By Tanya Lee Stone

Grades 5 and up

## **Anchor Standards Reading**

### **Key Ideas and Details**

- Make inferences about the expectations of African-American men compared to white men as soldiers during the time frame the book covers and cite evidence from the text that supports the inference.
  - State the central idea of the book and explain how the changes that took place developed. Use key details to support your explanation as to why those changes came about so slowly.
  - Provide an analysis of how the deeds and interactions of the men in the 555<sup>th</sup> changed events over the course of the war and why those changes occurred.
- **CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### **Craft and Structure**

- Find examples of ways the author uses words and phrases to set the tone of the times in regard to black soldiers and the discrimination they faced. [Chapter Five has good examples.]
  - What is the relationship the first and last chapters and how they are written compared to the interior chapters? Explain how the chapters relate as a whole to the book.
  - From whose point of view is the story told and how did this shape the content and style of the book?
- **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

- How do the photographs support the ideas stated in the text? What is the value of visual images compared to the written explanation? Listen to an audio interview or watch a movie chosen from those listed in the back matter. How does this presentation compare or differ to the information read in the book?
  - The author presents the argument that African-American men were discriminated against in the army yet they proved to be equal in their training and contribution when allowed. What evidence is shown that speaks to the validity of this point and how does the author support this idea?
  - Read *Almost Astronauts: Thirteen Women Who Dared to Dream*. Compare the struggles and discrimination the women faced to the discrimination the men struggled with in *Courage Has No Color*. Analyze how the themes are addressed and the ways the information is presented. Did the author approach the topics in a similar manner or were there differences you noticed in the writing about a similar theme?
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
  - **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Anchor Standards Writing

### Research to Build and Present Knowledge

- Make a list of questions after reading the book that would direct your research to narrow the focus of this topic. Connect the ideas from the book with the value of writing about a narrowed topic on a related theme.
  - Compare this book with one or more sources on this topic. Integrate the ideas from the books by writing a summary of their ideas in an essay and giving an analysis of why authors present differing ideas on the same topic.
  - Explain the significance of the book and use evidence from it to support your explanation. Provide specific examples based on the documented research in it.
- **CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Anchor Standards Language**

### **Vocabulary Acquisition and Use**

- Identify vocabulary specific to the paratrooper units. Explain how the context supports the meaning and then look up the words in a reference book. What strengths did you notice from using the supporting context to explain the meaning?
  - Locate specific instances in the book that use figurative language or a passage in which the words are connected to provide a clearer idea or thought on that topic. How do the author's word choices add to the meaning of the paragraphs, page, or chapter?
  - Locate passages from the book that include several examples of grade level vocabulary. Explain the use of those words within the context of the narrative text.
- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Reading: Informational Text**

### **Key Ideas and Details**

- Choose a passage, section of the chapter, or chapter, and explain its meaning. Draw an inference from the material that was explained and support the inference using the text read.
  - **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - **CCSS.ELA-Literacy.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RI.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.
  - **CCSS.ELA-Literacy.RL.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.
  - **CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Summarize the main idea of the book and then state the theme. Use details to explain your ideas and how those details from the book support the main idea and theme statements.

- How is the central idea of the book developed through the text?
- Summarize the text in an objective manner.
- Analyze the development of the theme and its relationship to the characters, setting, and plot.
- **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.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.
- **CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Connect two or more relationships in the book and discuss why they are critical to parts of the information.
- Choose a specific, revealing detail and explain how it is introduced, illustrated, or elaborated in the book.
- Locate a series of events taking place and analyze the way the author introduced them and the effect they had by being positioned in this order.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **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.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **CCSS.ELA-Literacy.RL.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.
- **CCSS.ELA-Literacy.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **Craft and Structure**

- Cite examples of technical words or phrases from the book and explain them in context. How do those terms affect the meaning, information, or tone of the book?

- How does the vocabulary and phrasing in the book make an impact on the tone of the text? Give specific examples from the book to support your explanation.
- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **CCSS.ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **CCSS.ELA-Literacy.RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **CCSS.ELA-Literacy.CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - How does the structure of the book contribute to the book’s impact and ideas presented in it? Cite an example.
  - Select a paragraph and analyze it in the context of how the sentences work together to develop and explain a key concept or refine it.
- **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **CCSS.ELA-Literacy.RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **CCSS.ELA-Literacy.RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **CCSS.ELA-Literacy.RI.9-10.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - Read other accounts of the 555<sup>th</sup> and WWII chosen from the back matter. Identify similarities and differences in the various accounts.
  - How does the author show her point of view on this topic? State evidence from the text supports or explains this view or decide if it is evident at all.
- **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.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

- **CCSS.ELA-Literacy.RI.7.6** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **CCSS.ELA-Literacy.RI.8.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **CCSS.ELA-Literacy.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### **Integration of Knowledge and Ideas**

- Look up information about the soldiers in the 555<sup>th</sup> in another media form and use that information to trace the events depicted in this book. Find an example of a detail or anecdote that differs or supports one from the book.
- After reading various other accounts in a variety of media, decide which version best provides the most and most accurate information and explain why.
- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-Literacy.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **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).
- **CCSS.ELA-Literacy.RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- **CCSS.ELA-Literacy.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
  - Use a second source and compare and contrast the authors’ style and information presentation of the two sources.
  - Give an analysis of the two sources and identify where, if any, they disagree on the interpretation of the information. Do they corroborate the same information exactly?
- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- **CCSS.ELA-Literacy.RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

- **CCSS.ELA-Literacy.RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## **History/Social Studies Grades 6-8**

### **Key Ideas and Details**

- Locate a passage in the book and analyze its content using specific details in the context of primary and secondary sources cited in the book's back matter.
  - Identify an idea based on a primary or secondary source and summarize the idea objectively.
  - Locate and identify the key steps involved in the change of attitudes about black men and their contributions to the military.
- **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
  - **CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - **CCSS.ELA-Literacy.RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **Craft and Structure**

- Locate examples of vocabulary related to military or paratrooper terms and explain their use in the text.
  - Describe the presentation of a specific piece of information in the context of cause/effect, sequentially, or comparatively.
  - Describe the author's point of view in telling this particular story and give examples of where she included certain facts to support her point of view. Explain why you think she did so and discuss why it seemed she wanted to tell this story.
- **CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
  - **CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **Integration of Knowledge and Ideas**

- Identify ways the visual information compares with other information on the topic and tell how the two work together to integrate the book's information.

- Find examples of fact, opinion, and reasoned judgment and give an explanation that supports your choices.
  - Explore the author’s use of primary and secondary sources. Locate a passage where both kinds of sources are used and explain that relationship they have in supporting the information.
- **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
  - **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

## English Language Arts Standards>>History/Social Studies>>Grade 9-10

### Key Ideas and Details

- Locate a passage in the text referencing a primary or secondary source. Analyze the source and comment on its validity and then state why it supports the point made.
  - Trace the development of the use of a particular source related to paratrooper training and tell how it noted key events in the paratrooper training program.
  - What relationship is there that events taking place earlier in the book influenced later events?
- **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  - **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  - **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

- Identify examples of words or phrases from the book that describe political, social, or economic situations of the times and discuss how their meanings contribute to the social standards that were undergoing change. Explain your thoughts about the author’s inclusion of these particular terms.
- How does the structure of the book emphasize key points in it or forward the explanation?
- Read another account of the integration of African-American men into the military. Compare the two points of view and identify the emphasis the author of each makes on some of the details included.



- **CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **CCSS.ELA-Literacy.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **Integration of Knowledge and Ideas**

- Determine if the author, in your opinion, uses reason and evidence to support her claims and points she emphasized. Defend your answer with specific examples.
- Locate one of the primary or secondary sources and find parallels and differences in the way the two authors treated the information. Write about your findings.
- **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.