

LOUD EMILY

LOUD EMILY, by Alexis O'Neill, illustrated by Nancy Carpenter. Simon & Schuster 1998. ISBN 0-689-81078-4

Teacher Idea Sheet

For use with *LOUD EMILY* or studies of tall tales, whales, American folk art or diversity.

Many other books could be coordinated with these suggestions. Questions or ideas? E-mail the author at AlexisInCA@aol.com

LITERATURE / LANGUAGE ARTS

Write — Strong stories use vibrant verbs. Make a list of the verbs you find in *LOUD EMILY*. Write a new sentence using one of these verbs.

Match — Many jobs have work-related words specific only to that job. Match the sailing words or phrases in *LOUD EMILY* with their definitions. For example, “Luff her up” means “Steer our ship into the wind so the sails flap.”

Read — Enjoy other books on related topics such as: whales, lighthouses, whaling, folk art, tall ships, tall tales and brave girls.

Dream - If Loud Emily lived in your town, dream up what kind of job she might have. Tell what she might say on the job.

Write — Loud Emily is a type of tall tale. It mixes reality with fantasy and exaggeration. Write a tall tale. Make the main character have one physical feature that is powerful and different from everyday people.

MUSIC

Sing - The musical rhythm of sea chanties helped Loud Emily and the sailors do their work in unison. Learn the short haul chantey, “Paddy Doyle,” the long haul chantey, “Cape Cod Girls,” the halyard chantey, “Blow the Man Down,” or the fo’c’sle ballad, “The Boston Come All Ye.”

Play - In spare moments, sailors enjoyed playing instruments. Try making music with a jaw harp, harmonica, spoons, and a penny whistle.



Art by Noel Gutierrez, Grade 4 Dondero School

DRAMA

Act — Perform Loud Emily in Reader’s Theater style. Assign the following parts: Emily, Father, Mother, Tutor, Cook, Errand Boy, First Mate, Captain Baroo, Narrator. You may want to use hats to indicate different characters.

ESOL - Have one person read the story of *LOUD EMILY* aloud. When the reader reaches the “Emily” words, have the reader whisper the words to the group and then have the group shout them back in unison.

SOCIAL STUDIES

Discover - Explore the following topics in your library: whales, lighthouses, children in Victorian times, whaling in America, tall ships, 19th century shipping routes, folk art, American folk artists, coopers, smithies, riggers, Mystic Seaport, New Bedford, Aimee Phillips.

Create - Form a team of three classmates. Choose three important scenes from *LOUD EMILY*. Then have each person make a diorama of his or her favorite scene in *LOUD EMILY*.

Observe - Loud Emily’s voice is distinctive. Make a list of students in your classroom. List the observable qualities that make each person distinctive in a positive way. Share ideas on the importance of diversity.

Find - Captains, like Captain Baroo, had to be good at geography. In *LOUD EMILY*, the whales come from Baja, Iceland, and Cape Horn. Find these places on a map.

Communicate - Before radios or telephones were invented, sailors developed a system for communicating from ship to ship using flags. Each flag stood for a letter of the alphabet. Sailors called them “semaphores.” Using no more than 5 colors, create flags that would spell out your name.

More ideas on the back!

ART

Stitch - Loud Emily’s mother loved to do embroidery and cross-stitching. Try cross-stitching your initials onto a piece of cloth.

Paint - Portraits painted by folk artists often had flat figures and dark backgrounds. The illustrator of LOUD EMILY painted two portraits on the back book jacket. Paint a portrait of a friend holding an object that is meaningful to her or him. Make sure that the background is dark.

Carve - Sailors on tall ships liked to decorate whale ivory with fancy designs and carvings called “scrimshaw.” To get a feel for this type of folk art, you can create “pretend” scrimshaw on a candle. With a sharp point, carve a nautical design into a small votive candle. Wipe dark shoe polish into the carved lines. Rub off the excess polish with a soft cloth. Now you have a piece of “faux” scrimshaw.

Design - On paper, design a figurehead for a tall ship. Form the figure out of clay.

Study - Find out more about American folk artists and the kind of art they made. Look for a painting called, “Girl in a Red Dress with Cat and Dog” by Ami Phillips. Match the figure in the Phillips painting with a figure on a page in LOUD EMILY.

SCIENCE

Experiment—Fog forms when tiny water droplets are suspended in mid-air. You can make fog by adding dry ice to hot water. (One gallon of hot water to every 2-4 pounds of dry ice.)

Discover - Whales travel along migratory routes. In LOUD EMILY, the whales come from Baja, Iceland, and Cape Horn. Find these places on a map. What kind of whales would you find in these places?

Cook - In LOUD EMILY, Cook makes crumpets and scones. Have fun making tea and scones and serving it to the class.

Telescope - Captain Baroo is holding a telescope when the storm arrives. Roll a sheet of paper into a tube about an inch in diameter. Tape it so it does not unroll. Look through the “scope.”

MATH

Calculate - On the playground, pace off the length of a humpback whale. How many students does it take to equal the length of the whale?

Compare - Compare the size of a humpback whale with other whales. Compare it with a known object: “The humpback whale is about the same size as a _____.” Compare the length of a whaling ship with the length of a humpback whale.

