# The Cat and the Boy Who Lit Up the World

article by [Kate Walker](#) | illustrated by [Sylvia Morris](#)

worksheet: Language features of an historical article

## Understanding                                   EN3-3A

**Write** a biography poem about Nikola Tesla, using the information in the article and this [Write a Biography Poem worksheet](#).

Support: Brainstorm words and ideas prior to writing and scaffold sheets/links above.

Extension: Use rhyme, rap or prose.

**Complete** an article analysis to demonstrate student understanding of the text using this [Article Analysis worksheet.](#)

**Complete** a [Three Facts and a Fib thinking routine](#) to ascertain student understanding. This thinking routine gives students the chance to develop their skills in narrowing choices.

## Engaging personally                       EN3-5B & EN3-8D

**Complete** the [Think About It Personal Response worksheet](#), with written prompts, to elicit student responses to the text.

**Create** a poem about a dream. Ask students to imagine being a genius like Nikola. Ask what 'fires their imagination?'

**'Of all things I liked books best.'** For a man with so many ideas of his own, what does this quote reveal about Nikola Tesla? Discuss or write a paragraph response.

## Connecting                                      EN3-8D

Background reading: [Strategy explained: text-to-text, text-to-self, text-to-world](#)

- Text-to-text connections occur when we make connections between other texts in relation to the text we are reading.
- Text-to-self connections occur when we make connections between personal experiences and the text.
- Text-to-world connections occur when we relate the text with what we already know about

the world.

**Text-to-World:** How do the ideas in this text relate to the larger world—past, present and future.

- What I just read makes me think about (event from the past) because …
- What I just read makes me think about (event from today related to my own community, nation or world) because …
- What I just read makes me wonder about the future because …

Discuss as a class or use a [Think, Pair, Share worksheet](#).

# Engaging critically                                                    EN3-7B

**Create** a three-minute speech persuading an audience that Nikola Tesla was indeed a genius. This [Persuasion Map worksheet](#) is a useful tool to help students see the development of logical arguments in texts, build their own arguments or determine the merit of arguments. This map/scaffold could be used twice; once for content and once to list the techniques used at each stage to enhance the arguments.

**Complete** a fact or opinion chart to help students identify the information contained in 'The Cat and the Boy Who Lit Up the World'. Ask students to consider how objective/subjective is the author's portrayal of Tesla. Students should support the statement/topic 'Tesla was clearly a genius' using this [Fact and Opinion worksheet](#) and evidence from the text. Fact and opinion charts can also be used to help students understand the different positions represented in texts and look more closely at cultural factors.

**Character: Create** a character map or attribute web about the type of character you think Howard has been portrayed as in the story, using one of these Character Map and Attribute Web worksheets. Explore how the author constructed the article in such a way as to invite an emotional response, to invoke awe and empathy, and to inspire the reader. Explore further the [English Textual Concept 'Character'](#).

# Experimenting                                                          EN3-7C

**Create** a biography of Tesla's life using information from the article and informative websites, such as [Kiddle: Nikola Tesla Facts for Kids or](#)Easy Science for Kids' [Nikola Tesla Fun Facts for Kids Video](#). Option to create a PowerPoint or Google Slide or film using [iMovie](#) or [Microsoft Movie Maker](#)

**Create** an infographic, using [Canva](#), about one of Tesla's many inventions.

**Write** an ode to [Nikola Tesla](#), using this [Writing an Ode worksheet](#).

**Conduct a 'True for Who?'** thinking routine, which asks students to examine a claim from different points of view. Students look at various viewpoints people can form of a claim, then

look at the stance behind a viewpoint and the reasons behind that stance. Students can also identify how various situations might influence the stances people are likely to take. This routine can be used at any point when exploring truths once the truth-claim has been clarified. Students could use this True for Who? Viewpoints Circle worksheet.

## Reflecting                                                                    EN3-9E

**Conduct** an **I used to think ... But now I think ... routine**. This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as students identify their new understandings, opinions, and beliefs. Record responses on this I Used to Think ... Now I Think ... worksheet.

**Exit Slips** are a formative assessment that can be used to quickly check for understanding. The teacher poses one or two questions in the last couple minutes of class and asks student to fill out an 'exit slip' (e.g. on an index card) to ascertain student thinking and understanding. Here are Instructions on filling out an Exit Slip and two Exit Slip worksheets.

## Further reading

English Textual Concepts

## Resources

Harvard Thinking Routines

Think From the Middle: Strategy Toolbox