

**The Ballad of Mulan**

BUILD BACKGROUND  
Theme 1, Grade 3

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**California State Standards**

**Reading**

- Vocabulary and Concept Development 1.6
  - Use sentence and word context to find the meaning of unknown words.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.2
  - Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

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**California State Standards**

**Reading**

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.3
  - Demonstrate comprehension by identifying answers in the text.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.4
  - Recall major points in the text and make and modify predictions about forthcoming information.

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### California State Standards

**Reading**

- **Comprehension and Analysis of Grade-Level-Appropriate Text 2.6**
  - Extract appropriate and significant information from the text, including problems and solutions.
- **Structural Features of Literature 3.1**
  - Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

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### California State Standards

**Reading**

- **Narrative Analysis of Grade-Level-Appropriate Text 3.2**
  - Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- **Narrative Analysis of Grade-Level-Appropriate Text 3.3**
  - Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

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### California State Standards

**Listening and Speaking**

- **Organization and Delivery of Oral Communication 1.5**
  - Organize ideas chronologically or around major points of information.

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**Connecting to the Theme**  
**“The Ballad of Mulan”**

- The stories in this theme all deal with adventures.
- Now you will read “The Ballad of Mulan,” an exciting legend about a brave Chinese girl.



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**Connecting to the Theme**  
**“The Ballad of Mulan”**

Use Get Set to Read on pages 54-55 to introduce some background on the centuries-old story of Mulan and its setting in long-ago China.



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**Connecting to the Theme**  
**“The Ballad of Mulan”**

- Read “The Mulan Legend.”
- Look at the statues.
- They can give you an idea of how warriors and horses prepared for battle in long-ago China.



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 Connecting to the Theme  
**“The Ballad of Mulan”**

- Define the boldfaced Key Vocabulary words.
- Use the words to discuss what soldiers’ lives might have been like during the difficult times in which the character Mulan lived.



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 **Key Vocabulary**

- armor
- comrades
- endured
- farewell
- triumphant
- troops
- victorious

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 **armor**

- Brave knights wear **armor** in battle.
- **Armor** is body covering, often of metal, worn for protection in battle.
- The Spanish cognate of **armor** is *armadura*.



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 **comrades**

- Soldiers are **comrades** fighting for the same cause.
- **Comrades** are companions who share one's activities.
- The Spanish cognate of **comrades** is camaradas.



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 **endured**

- Izzy had **endured** her classmates teasing, and she couldn't take it anymore.
- **Endured** is put up with or lasted through.



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 **farewell**

- Sara waved **farewell** to her mother at the bus stop.
- A **farewell** is a good-bye.



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 **triumphant**

- Becky felt **triumphant** after winning her race.
- **Triumphant** is successful.
- The Spanish cognate of **triumphant** is triunfante.



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 **troops**

- The memorial honors the **troops** who gave their lives in battle.
- **Troops** are soldiers.
- The Spanish cognate of **troops** is tropas.



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 **victorious**

- After the battle, the army was **victorious**.
- **Victorious** is having won by defeating another.
- The Spanish cognate of **victorious** is victorioso.



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 Strategy Focus: Monitor/Clarify  
“The Ballad of Mulan”

- Turn to page 57 and read aloud the title and author of the selection.
- Volunteer to read aloud the Strategy Focus.



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 Strategy Focus: Monitor/Clarify  
“The Ballad of Mulan”

- Remember that to **monitor** means to check your understanding while you are reading to identify parts that you do not understand well.
- To **clarify** means to try to improve your understanding by rereading parts of the story and thinking about what you already know, or by reading ahead.

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 Making Inferences  
“The Ballad of Mulan”

As you read “The Ballad of Mulan,” you will be making inferences.



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**Making Inferences**  
**“The Ballad of Mulan”**

- You will use story clues, along with your own personal knowledge, to make reasonable guesses about Mulan’s feelings and experiences.
- To develop this skill, you will complete an Inference Chart from your Practice Book.



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**Focus Questions**  
**“The Ballad of Mulan”**

- Turn to Responding on page 86.
- Read the questions aloud.
- Keep these questions in mind as you read “The Ballad of Mulan.”



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**Purpose Setting**  
**“The Ballad of Mulan”**

- Preview the selection.
- Predict what might happen in the story and what Mulan might do.
- Confirm or change your predictions as you read the selection.



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 Supporting Comprehension  
“The Ballad of Mulan”

- Why might the author include the words “Click-Clack!” to describe the sound of the loom?
- Why do you think Mulan suddenly stops weaving?



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 Supporting Comprehension  
“The Ballad of Mulan”

How do you think Mulan’s mother can tell that something is bothering Mulan?



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 Legend  
“The Ballad of Mulan”

- Remember that this is a retelling of an old Chinese legend.
- **Legends** are stories passed down and retold over many years.



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 Legend  
**“The Ballad of Mulan”**

- Legends are usually told without a lot of details for a storyteller to remember.
- There may be different versions of one story.



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 Legend  
**“The Ballad of Mulan”**

- In a legend, story elements may seem true to life or made up.
- At times, characters may act like real people facing realistic problems.
- At other times, they may act “larger than life,” facing problems and finding solutions that are impossible in real life.
- Details of plot, setting, and character are often less important than the point of the story.

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 Legend  
**“The Ballad of Mulan”**

- The story is written as if it were being told out loud.
- So far the characters are realistic and they face a realistic problem.
- As you read, use the graphic organizer on the next slide to list examples of how Mulan is like a real person and how she is like a legendary character.



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**Legend**  
**“The Ballad of Mulan”**

Real	Legendary

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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- Why do you think Mulan's mother asks again and again what is troubling Mulan?
- Why might Mulan not want to tell her mother what's wrong?



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- Why is the Emperor calling for troops?
- Why might the author include the detail about Mulan's father's name being on every scroll in the market?



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 Cross-Curricular Connection  
**“The Ballad of Mulan”**

- The country we know as China has not always been under a central government.
- For many years, warring states fought one another for control of land.
- In 221 B.C., the First Emperor united China, by A.D. 221, various states once again began to struggle for power.



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 Cross-Curricular Connection  
**“The Ballad of Mulan”**

- Since A.D. 589, China has mostly been one country.
- However, three times during that period, it has been invaded by foreign armies.



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 Cross-Curricular Connection  
**“The Ballad of Mulan”**

- In the 13th century, the Mongols conquered China.
- In the 17th century, it was the Manchus, under whose rule the Chinese empire ended.
- From 1931 to 1945, Japan occupied areas of China.



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**Artist's Style**  
**"The Ballad of Mulan"**

- What are some ways that the illustrations can help a reader understand the story?
- The artist has used many of the elements of traditional Chinese painting in his illustrations.



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**Artist's Style**  
**"The Ballad of Mulan"**

- Notice the rich use of visual detail.
- This helps readers become involved with the time and place in which the story takes place.
- The opening two pages (58-59) are a good example of a detailed indoor scene.



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**Artist's Style**  
**"The Ballad of Mulan"**

- Pages 60-61 provide a good example of an outdoor scene with many people.
- Note the details of everyday life.



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**Artist's Style**  
**"The Ballad of Mulan"**

- Pages 66-67 show the first landscape in the story.
- Notice the size of the river and land compared to the soldiers.
- Why might the artist have chosen to depict the scene this way?



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**Artist's Style**  
**"The Ballad of Mulan"**

- Notice the panels of Chinese characters on each page.
- They not only add to the decorative look of the painting, but also allow the book to be read in Chinese.



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**Artist's Style**  
**"The Ballad of Mulan"**

- Choose the art on one spread of two pages to write about.
- In list form, write what the details in the illustration help you understand about the story and its setting.



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- How do Mulan’s words about her father make the news of the draft even worse?
- What is the importance of the fact that Mulan’s father has no grown son?
- What does Mulan’s decision to fight reveal about her character?



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**Strategy Focus: Monitor/Clarify**  
**“The Ballad of Mulan”**

- As you read you should check to make sure you understand what is going on.
- If you are unclear about something, you should try to reread parts of the story to improve your understanding.
- If details remain unclear, you may gather more information by continuing to read ahead.

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**Strategy Focus: Monitor/Clarify**  
**“The Ballad of Mulan”**

- Reread page 65.
- Do you understand why Mulan’s brother isn’t going to fight?
- By rereading page 62, a reader would be reminded that Mulan’s brother is too young to fight.



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- What might the author suggest by having Mulan go to four different markets to buy what she needs?
- Why is it important that Mulan dresses in her armor before she rides off with the soldiers?



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**Cross-Curricular Connection**  
**“The Ballad of Mulan”**

- Mulan goes to four markets-east, west, north, and south.
- In the Chinese tradition, each of the four directions is connected with an “element.”
- East is wood; south is fire; west is metal; north is water.



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**Cross-Curricular Connection**  
**“The Ballad of Mulan”**

- The fifth traditional element, earth, is found in the center between the other four.
- Mulan, as a child of the earth, may be drawing power from the other elements to prepare herself for her ordeal.



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**Making Judgments**  
**“The Ballad of Mulan”**

- As you read, by looking at specific story details and using your own knowledge, you can form opinions about story characters and events.
- There is no single correct opinion for a given situation, and any opinion can be challenged as long as evidence is provided.



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**Making Judgments**  
**“The Ballad of Mulan”**

- Use story evidence to decide whether or not you think Mulan knows anything about being a soldier.
- Discuss whether you think Mulan’s decision to fight in her father’s place is a good idea.
- Work in groups to list the “Pros” and “Cons” of Mulan’s decision using story evidence.



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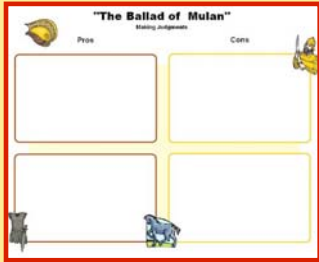
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**Making Judgments**  
**“The Ballad of Mulan”**



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- Why do you think the soldiers camp at night fall?
- How does the author show that Mulan is homesick?
- What does the author mean by “the sound of the river crying?”



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**Making Inferences**  
**“The Ballad of Mulan”**

- Authors do not always tell everything they want their readers to know.
- By leaving some information out, authors allow readers to become active participants in the story.
- You need to use your own personal experience as well as clues in the story to make inferences about story characters, events, or settings.

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**Making Inferences**  
**“The Ballad of Mulan”**

- Read pages 66-67 to find details that help you infer how Mulan feels.
- Using the graphic organizer on the next slide, answer the question, “Will Mulan feel less sad as time passes?”



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**Making Inferences**  
**“The Ballad of Mulan”**

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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- What might you conclude about Mulan’s activities between sunrise and dusk?
- How does the author show that Mulan is still homesick?
- How does the author let you know that Mulan still hasn’t reached the battlefield?

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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- What does the author suggest by comparing Mulan to a flying bird?
- Why do you think the author mentions that Mulan endured every hardship?
- How does thinking of her father help Mulan?

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 **Comprehension/Critical Thinking**  
**“The Ballad of Mulan”**

- Do you think the hardships that Mulan has to endure will get easier?
- Why do you think the soldiers do not figure out that Mulan is a woman?



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**The Ballad of Mulan**

SEGMENT 2

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 **Purpose Setting**  
**“The Ballad of Mulan”**

- Summarize the story so far and check anything unclear by rereading any pages you need to.
- Make further predictions about what will happen in the second half of the story.
- Read pages 72-85 to find out what happens to Mulan and to check your understanding of the story events.

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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- What is life at the palace like?
- How does it contrast with Mulan’s life at home and as a soldier?



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- How might Mulan feel when the Emperor calls her to the palace?
- How does the fact that Mulan is a woman make this part of the story more suspenseful or exciting?



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**Strategy Focus: Monitor/Clarify**  
**“The Ballad of Mulan”**

Use what you know about Mulan to explain how it is not surprising that she won’t accept any special gifts or rewards from the Emperor.



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- What does Mulan mean when she says, “I have no need for honors or gold”?
  - Why might she not want rewards?
- Why do you think the Emperor sends an entire troop to escort Mulan home when she asks only for one camel?



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- How might Mulan’s actions seem even more heroic to her parents and the people in her village than they did to the Emperor and her comrades?
- Why do Mulan’s parents hold each other while walking to the village gate?
- Why might the author mention that Mulan’s sister beautifies herself?

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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- How does the author show that Mulan is happy to be home?
- What symbols does the author give that Mulan’s soldier days are over?
- How does the author show that Mulan is happy to be wearing her own clothes once again?



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 Supporting Comprehension  
“The Ballad of Mulan”

- When Mulan reappears dressed in her own clothes, how might her comrades have known who she was?
- What do you think Mulan’s comrades mean when they ask, “How is this possible?”
- Why might Mulan reveal that she is a woman?

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 Sequence of Events  
“The Ballad of Mulan”

- Most stories have events that follow a certain correct order through time.
- Order words such as *first*, *next*, *then*, and *finally* may sometimes give clues.
- Describe the order of events on page 82.
- Next, describe the order of events leading up to the question on page 83.



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 Sequence of Events  
“The Ballad of Mulan”

- The order in which events are mentioned in the story is sometimes different than how they happen.
- In pairs, review six pages from the story, and list the events
  - in the order in which they are mentioned or discussed, and
  - in the order in which they actually happen.



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- What is Mulan really talking about when she describes the behavior of rabbits during times of danger?
- Why might Mulan explain her own brave actions by talking about rabbits instead of people?



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**Supporting Comprehension**  
**“The Ballad of Mulan”**

- Why might Mulan use this story to try to explain why her comrades never discovered she was a woman?
- How does the author show that Mulan was admired for what she did?



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**Comprehension/Critical Thinking**  
**“The Ballad of Mulan”**

- Would you say that a story such as Mulan’s could really happen? Explain your answer.
- What would you expect Mulan to do now that she is home?



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