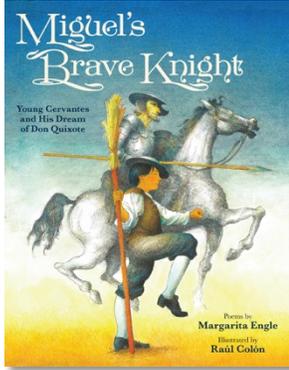


# TEACHER'S GUIDE



## Miguel's Brave Knight

### Young Cervantes and His Dream of Don Quixote

Written by Margarita Engle | Illustrated by Raúl Colón

HC: 978-1-56145-856-1

Ages 8–12 | Poetry

Lexile • F&P • GRL U; Gr 5

#### ABOUT THE BOOK

Young Miguel Cervantes's active imagination gave him inspiration and hope throughout his troubled childhood, later resulting in a timeless character known the world over as the comedic knight Don Quixote.

#### THEMES

Imagination | Creativity | Hope  
Education | Resilience

#### BEFORE YOU READ

As a group, use the following pre-reading discussion questions to spark interest in the book.

- Observe the boy featured in the illustration on the front cover. Describe his clothing. Identify the object he is holding on his hand and what he is wearing on his head. Explain why he is posed in the position featured there. Determine how the boy is feeling. Confident? Bold and brave? Explain your answer.
- Consider the illustration of the man seated on a horse in the background. Tell what he is wearing and what he is holding in his hand. Explain who the man might be and what he intends to do. Identify clues in the

illustration that link their intention, confidence, and focus.

- Examine the layout of the front cover. Identify similarities and differences between the boy and the man. Predict why the boy is depicted in bold colors while the man on the horse is illustrated in pale, shaded tones.
- The title of the book is *Miguel's Brave Knight: Young Cervantes and His Dream of Don Quixote*. Make a connection between the title and the illustration. Identify the characters. Which one is Miguel? How do you know?
- Tell all you know about knights and the battles they engage in.
- Using the title and illustration as clues, predict what this story is going to be about.

#### AFTER YOU READ

Use the following images and quotes from the book as post-reading discussion questions.

#### MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. For a complete list of the Common Core English Language Arts Standards addressed, please see pages 9–12.



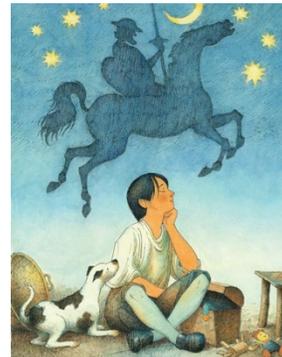
### Happiness

*When I close my eyes,  
I ride up high  
on a horse  
the color of moonrise.*

- Consider the spread featuring young Miguel with his eyes closed, dreaming, and two men standing beside a horse on the opposite spread.
  - Explain why, when Miguel closes his eyes, he imagines himself riding a horse up in the sky. Yet, when he opens his eyes, he sees a completely different situation involving a horse. Determine the connection between the two scenes.
  - The title of this poem is “Happiness.” Define the word happiness. Explain why Miguel finds happiness only when he closes his eyes.
  - Consider the image he sees when his eyes are closed. Make a connection between his dream and the sale of the “sweet old swaybacked nag.” Tell how the two scenes relate to one another.
  - Describe the “color of moonrise.” Where did the color come from? What does it look like? Predict how the color might cause Miguel to feel. How does it make you feel?

Explain why young Miguel is feeling happy in this scene.

- Make a connection between Miguel’s fantasy of being a “knight on a steed” and his earlier dream of riding “a horse the color of moonrise”. Discuss how and why stories such as these made Miguel happy.



### Comfort

*Our empty house looks  
so spooky  
and stark...  
But when I close my eyes,  
the spark of a story flares up*

- Observe the illustration of Miguel dreaming of a knight on horseback in the starry sky above him.
  - Tell why the brave knight in Miguel’s dreams brings him comfort.
  - Explain why Miguel’s world is “confusing.”
  - Knights are famous for righting the “wrongs” of the world. List some of the ways knights save the day and care for others. Describe how Miguel’s imaginary knight takes care of him, too.



### Stories

*I wear Papá’s barber bowl on  
my head  
and hold Mamá’s broom high.  
I am a knight on a steed,  
armed with a golden helmet  
and glowing lance.*

- Consider the illustration that features a woman watching a boy and two girls dramatizing a scene.
  - Observe the expressions of the characters in the illustration. Tell what they’re doing. Describe how they are feeling. How do you know?
  - Explore the phrase “happiness surrounds me”.

### Daydreams

*My daydreamed knight  
protects farmers and maidens  
from ogres, goblins, and trolls.*



- Examine the illustrations featuring a knight near a windmill, riding a horse amidst a herd of sheep, and speaking to a milkmaid.
  - The name of Miguel’s daydreamed knight is Don Quixote. He and his “chubby friend” Sancho are the primary characters in a romantic

comedy written by Miguel, *The Adventures of Don Quixote*. Examine how the themes of happiness, stories, and comfort served as inspiration to write an entertaining and timeless story such as this.

- Trace through the hardships Miguel endured. Discuss how he used his troubles as ideas for the “wrongs” Don Quixote made right.
- Explain how learning to read and write impacted Miguel's life and, ultimately, the lives of countless readers.

## ACTIVITY WORKSHEETS

The following activity worksheets are included with this guide:

- Vocabulary Word Puzzle
- Vocabulary Word Puzzle Answers
- Windmill Giants — An Illustration & Writing Project
- A Daydreamer's Poem

### ABOUT THE AUTHOR

Margarita Engle is the Cuban-American author of many books in verse, including a Newbery Honor winner, *The Surrender Tree*; a PEN USA Award winner, *The Lightning Dreamer*; and *Drum Dream Girl*, a Charlotte Zolotow Award winner. Her books have also received four Américas Awards and three Pura Belpré Awards. Engle grew up in Los Angeles, but developed a deep attachment to her mother's homeland during summers with her extended family in Cuba. In 2017, the Poetry Foundation named her the Young People's Poet Laureate.

### ABOUT THE ILLUSTRATOR

Raul Colón was born in New York City and moved with his parents in the 1960s to Caguas, Puerto Rico, where he studied commercial art. In 1988 the artist settled with his family in New City, New York, and began a freelance career. Today, Colón continues to be a versatile and acclaimed illustrator whose work has appeared in important national publications. An award-winning illustrator of more than thirty books for children, Colón has received a Golden Kite Award, a Pura Belpré Award, and both a gold and silver medal in The Original Art show. He is a two-time winner of the *New York Times* Best Illustrated Children's Books.

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Peachtree Teacher's Guide for  
**MIGUEL'S BRAVE KNIGHT**  
prepared by Debbie Gonzales

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## ACTIVITY SHEET 1 – Vocabulary Puzzle Game

1. \_\_\_\_\_ I \_\_\_\_\_
2. \_\_\_\_\_ M \_\_\_\_\_
3. \_\_\_\_\_ A \_\_\_\_\_
4. \_\_\_\_\_ G \_\_\_\_\_
5. \_\_\_\_\_ I \_\_\_\_\_
6. \_\_\_\_\_ N \_\_\_\_\_
7. \_\_\_\_\_ A \_\_\_\_\_
8. \_\_\_\_\_ T \_\_\_\_\_
9. \_\_\_\_\_ I \_\_\_\_\_
10. \_\_\_\_\_ O \_\_\_\_\_
11. \_\_\_\_\_ N \_\_\_\_\_

Read the following clues to solve the Word Puzzle above.

1. Don Quixote was a brave \_\_\_\_\_.
2. Take a chance on winning money
3. Armed battle, conflict
4. Disease that is widespread
5. Capital city of Spain
6. Ravenous, aching need for food
7. Fantasy thought when awake
8. Risky undertaking, exciting experience
9. Put language down on paper
10. Expressive, rhythmic literary work
11. Mythical monster like a reptile

## Miguel's Brave Knight

Young Cervantes  
and His Dream of Don Quixote



**ACTIVITY SHEET 1 – Vocabulary Puzzle Game Answers**

1. K N | I G H T
2. G A M B L E
3. W A R
4. P L A G U E
5. M A D R | D
6. H U N G E R
7. D A Y D R E A M
8. A D V E N T U R E
9. W R | T E
10. P O E T R Y
11. D R A G O N

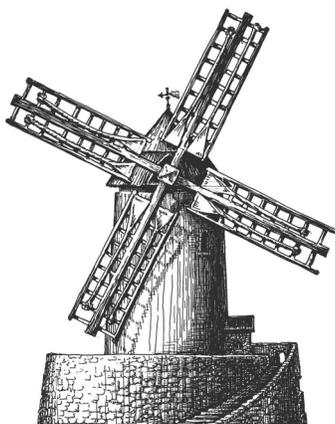
Miguel's  
Brave Knight

Young Cervantes  
and His Dream of Don Quixote



## ACTIVITY SHEET 2 – Windmill Giants: An Illustration & Writing Project

Use the illustration of a windmill and the quote from Cervantes' *Don Quixote* as inspiration to draw an imagined giant, one that is dangerous and must be slayed! Write a story about your windmill giant, a mythical tale filled with adventure, danger, and intrigue!



*Just then they came in sight of thirty or forty windmills that rise from that plain. And no sooner did Don Quixote see them that he said to his squire, "Fortune is guiding our affairs better than we ourselves could have wished. Do you see over yonder, friend Sancho, thirty or forty hulking giants? I intend to do battle with them and slay them. With their spoils we shall begin to be rich for this is a righteous war and the removal of so foul a brood from off the face of the earth is a service God will bless."*

*"What giants?" asked Sancho Panza.*

*"Those you see over there," replied his master, "with their long arms. Some of them have arms well nigh two leagues in length."*

*"Take care, sir," cried Sancho. "Those over there are not giants but windmills. Those things that seem to be their arms are sails which, when they are whirled around by the wind, turn the millstone."*

Part 1, Chapter VIII. Of the valourous Don Quixote's success in the dreadful and never before imagined Adventure of the Windmills, with other events worthy of happy record.

Photo credit: 123rft.com

Reference: en.wikipedia.org

## ACTIVITY SHEET 3 – A Daydreamer's Poem

Young Miquel Cervantes was a daydreamer. Throughout his life, his vivid imagination kept him inspired, hopeful, and eager to write the timeless story of Don Quixote.

What about your daydreams? Where does your imagination lead you? Do you slay dragons or climb mountains of gold? Do you climb a rainbow ladder high to the heavens? What sorts of things make you happy, comfortable, or interested? If you only had one magical experience, what would that be? If you were certain that your dreams could come true, what would you imagine could happen?

Miquel Cervantes dreamed that he would become a writer someday. What about you? Write about your daydreams on the worksheet printed on the following page. Respond to each phrase 'In my daydreams' by describing images of the dreams you hold inside. The descriptions may be real or imaginary. Illustrate your work.

Consider the sample poem below, and then use your imagination to craft a Daydreamer's Poem of your own!

### In My Daydreams – A Sample Poem

In my daydreams,

*I am an important person.*

*I wander through strange lands and, oftentimes, fly over the clouds.*

In my daydreams,

*I live in a castle built on golden sand.*

*And, sometimes, monsters wait for me in the shadows.*

In my daydreams,

*I travel to far off, dangerous places*

*Where people and places appear, then melt away forever.*

Reference: Hooked on Writing by Carol H. Behrman (The Center for Applied Research in Education, 1990)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### In My Daydreams

In my daydreams,

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In my daydreams,

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In my daydreams,

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## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Reading: Literature

		Discussion Questions	Word Puzzle	A Windmill Giant	A Daydreamer's Poem
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓		
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	✓	✓		
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓	✓		
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓			
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓		
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓			
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓		
CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	✓	✓	✓	
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓			
CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	✓			
CCSS.ELA-Literacy.RL.6.2	Determine a theme or 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.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓			

## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Writing

		Discussion Questions	Word Puzzle	A Windmill Giant	A Daydreamer's Poem
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓	✓
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			✓	✓
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				✓
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓	✓
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			✓	✓
CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				✓
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓	✓
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			✓	✓
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.				✓
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			✓	✓
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✓	✓
CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	

## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Reading: Informational Text

		Discussion Questions	Word Puzzle	A Windmill Giant	A Daydreamer's Poem
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓		
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓			
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✓			
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓	✓	
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	✓	✓	✓	✓
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓		
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓			
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓			
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	✓			
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.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).	✓			

## COMMON CORE STATE STANDARDS ALIGNMENT

### English Language Arts Standards » Speaking & Listening

		Discussion Questions	Word Puzzle	A Windmill Giant	A Daydreamer's Poem
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓		✓	✓
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓		✓	
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			✓	✓
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓		✓	✓
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			✓	✓
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓		✓	✓
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓		✓	✓
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓			✓
CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓