**Vocabulary**

Ask students to jot down unfamiliar works and try to define them by taking clues from the context.

Such words may include:
- **theory** (p. 2)
- **momentum** (p. 4)
- **pressurized** (p. 5)
- **scoffed** (p. 6)
- **scrutiny** (p. 19)
- **blatant** (p. 20)
- **tyrant** (p. 31)
- **relics** (p. 33)
- **clamor** (p. 39)
- **sparse** (p. 76)
- **meandered** (p. 79)
- **stupor** (p. 111)
- **mottled** (p. 136)
- **immune** (p. 159)
- **scavenge** (p. 188)
- **hypothermia** (p. 191)
- **crevice** (p. 250)
- **haggard** (p. 253)

Correlates to Common Core Standard:

**Vocabulary and Language Acquisition:**

Literacy. L.5.4

**Internet Resources**

- **U.S. History**
  - ushistory.org/us/51f.asp
  - Information about the Manhattan Project
- **Museum of Science and Industry**
  - msichicago.org/fileadmin/Activities/Games/simple_machines
  - Games to learn about simple machines
- **Women and Children’s Health Network**
  - Information page for kids about antibiotics

**About the Book**

Twelve-year-old Hope lives in White Rock, a town struggling to recover from the green bombs of World War III. The bombs destroyed almost everything that came before, so the skill that matters most in White Rock is the ability to invent so that the world can regain some of what’s lost. But Hope is terrible at inventing and would much rather sneak off to sky jump into the Bomb’s Breath—the deadly band of compressed air that covers the crater the town was built in—than fail at yet another invention. When bandits discover that White Rock has invented priceless antibiotics, they invade and take everyone hostage. The town must choose whether to hand over the medicine and die from disease in the coming months, or die fighting the bandits now. Hope and her friends, Aaron and Brock, might be the only ones who can escape through the Bomb’s Breath and make the dangerous trek over the snow-covered mountains to get help. For once, inventing won’t help them . . . but the risk-taking that usually gets Hope into trouble just might save them all.

**About the Author**

Peggy Eddleman lives at the foot of the Rocky Mountains in Utah with her husband and their three hilarious and fun kids. Sky Jumpers is her first novel. You can visit Peggy at PeggyEddleman.com.
Vocabulary

Ask students to jot down unfamiliar words and try to define them by taking clues from the context. Such words may include: theory (p. 2), momentum (p. 4), scrutinize (p. 15), blatan (p. 20), tyrant (p. 31), clow (p. 35), monarch (p. 70), maudland (p. 79), spow (p. 112), street (p. 119), manors (p. 160), hypocrite (p. 190), core (p. 200), and haggard (p. 253).

Correlates to Common Core Standard:
Vocabulary and Language Acquisition: Literacy. L.5.4

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Includes Connections to Common Core State Standards

Grades 3–7
HC: 978-0-307-98127-1
GLB: 978-0-307-98128-8
EL: 978-0-307-98129-5

Educator Guide
Pre-reading activity

Lead students in a discussion about those products and devices they use in their daily lives that they most value. Students will most certainly list products such as cellular phones, iPods, computers, and digital tablets. Encourage students to think more critically to include items that are not as ubiquitous, such as GPS mapping technology, flash drives, and digital video recorders and services such as Netflix and TiVo. Challenge students to write a short essay about one item of technology that they would miss most should it no longer exist. Give them time to share their writing with the class.

Questions for group discussion

Students will devise, plan, and create an original invention and present their work to the class. Students will need to include a written component containing the following:

- A brief history of the invention
- The inspiration for the invention
- How the invention improves your life or does something for others
- How the invention overcame challenges to get to market

Students will present their invention to their classmates. As students present their inventions, encourage them to make presentations interesting and engaging. For example, students might begin their presentations with a video, song, or other creative presentation. The audience will have time to comment on the presentations. It is important to have a clear time limit for each presentation. After the presentations, discuss the following questions:

- How did the invention solve a problem?
- How did the invention make your life easier?
- What was the inspiration for the invention?
- What was the problem that the invention solved?

In chapter 5, Inventions Day describes the biggest day of the year in the town of White Rock when every person four years or older shares his or her invention with the community. Plan and implement a school Inventions Day similar to the one described in Sky Jumpers. Students will devise, plan, and create an original invention and present their work to the class.

Language arts

Sky Jumpers contains many examples of figurative language, including simile. An example of simile from chapter 1 is: “The excitement of the jump filled my chest with a crazy humming, like dozens of miniature birds blowing off the ground.” (p. 3)

As students read the text, bookmark examples of similes. After reading is completed, have students choose one example to illustrate. Write the example as a caption below the illustration.

Correlates to Common Core Standards: Reading Literature: Key Ideas and Details. 5.4.4 and Vocabulary and Language Acquisition: Literary. L.5.5a

On page 43, Hope describes the Harvest Festival as “a celebration of how much a single person could contribute.” Why does inventing matter so much to the people of White Rock? Think about some of the inventions that are described in chapter 5 and discuss some of the basic machines and products that the White Rock community is so excited about, and what your life would be like should such things no longer exist. On page 304-305, Hope observes that Brock’s mother and sister make clothing as a trade product. Discuss how the people of Browning and White Rock work as individuals for the good of the larger community. Think about members of your own community and discuss how others work to make your life easier. On page 270, Mr. Hudson tells the crowd, “We can accomplish great things when we come together. But we can’t forget the difference one person can make.” Discuss why the council decided to add Hope’s name to the Difference of One stone, even though she did not invent something of importance to the community?

Activities

Social studies—In chapter 4, Hope’s history teacher, Mr. Allen, explains how in 1869 those fighting against General Shadel made a decision to move a group of scientists to an isolated location to develop a “green tool.” Have students do a Web quest of the Manhattan Project, drawing parallels to this time in history that led to the development of the atomic bomb. For older students, challenge them to draw additional parallels between the fictional events leading up to the destruction in Sky Jumpers, and actual events from World War II.

In chapter 4, “Relax,” Hope’s class is looking at artifacts from the 20th and 21st centuries. The students are fascinated by a camera, a flashlight, and even a square of carpet. Create a classroom gallery of items that represent contemporary technology and products from the past century that would be considered useful to modern living. Instruct each student to write a description of their item, as if Hope and her classmates were discovering it for the first time.

Correlates to Common Core Standard: Writing. Literary. W.5.4.e

Science—Amoxicillin is a proven antibiotic that the people of White Rock rely on to cure them from the deadly disease Shadel’s Sickness. Like actual antibiotics, it is developed from mold. Give students time to research the development and uses of antibiotics and share their findings with the class. Students might also research common diseases, such as strep throat, that are easily cured by antibiotics.

Correlates to Common Core Standards: Anchor Standards. Speaking and Listening. Literacy. CCRA.SL.4, CCRA.SL.5

Chapter 5, Inventions Day describes the biggest day of the year in the town of White Rock when every person four years or older shares his or her invention with the community. Plan and implement a school Inventions Day similar to the one described in Sky Jumpers. Students will devise, plan, and create an original invention and present their work to the class.
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INTERNET RESOURCES

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simple_machines
Games to learn about simple machines

Women and Children’s Health Network
chb.com/HealthTopics/HealthTopicDetailsKids.
apid=351&apid=285id=256
Information page for kids about antibiotics

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