**Table of Contents**

For each chapter:

* write a title (specific enough to not be confused with other chapters--each given title should bring a mental picture of what that chapter included)
* one or more of the comprehension tools listed with each chapter

Introduction days

1. Chapter One p. 1-6 Alone in the Wilderness

*(Class)*

1. Chapter Two p. 7-10 Work, Work, Work

*(Pairs) Essentials in the wilderness*

*Bubble map listing the work Matt did--with subtopics*

1. Chapter Three p. 11-18 Stranger at the Door

*(Class) Bubble describing Ben using inferences*

1. Chapter Four p. 19-21 Trouble!

*(Pairs)*  *Words describing Matt—at beginning, middle & end*

1. Chapter Five p. 22-25 More Trouble!

*(Pairs)*  *Words describing the older Indian—with inferring*

1. Chapter Six p. 26-31 Face to Face

*(Volunteers) Descriptions of Attean*

1. Chapter Seven p. 32-35 A is for Arm

*(Pairs, then class) Read with expression*

1. Chapter Eight p. 36-38 Robinson Crusoe

*(Pairs) List Matt's roller coaster feelings*

1. Chapter Nine p. 39-44 Of Snares and Slaves

*(Pairs) Draw the snare*

1. Chapter Ten p. 45-50 The First Smile

*(Pairs) Draw the fish hook and bait*

1. Chapter Eleven p. 51-58 The Sign of the Beaver

*(Class) Categorized web of Attean's dog*

1. Chapter Twelve p. 59-62 The Bow

*(Class)* *Summary sentence and vocabulary test*

1. Chapter Thirteen p. 63-67 A Trapped Fox

*(Pairs)*  *Attean's thoughts and feelings*

1. Chapter Fourteen p. 68-70 The Flood—Two Versions

*(Alone) Cloze Procedure*

1. Chapter Fifteen p. 71-75 Meeting a Mother Bear

*(Volunteers—eagle eyes)*

1. Chapter Sixteen p.76-83 The Feast

*(Alone or pairs) Prepared comprehension sheet*

1. Chapter Seventeen p. 84-89 The Orphan's Story

*(Class) Reading between the lines statements*

1. Chapter Eighteen p. 90-98 Love Conquers Hate

*(Pairs) Influences—before and after*

*List ways Matt demonstrated fear/courage*

1. Chapter Nineteen p.99-105 Comradeship

*(Pairs) Table of Contents*

1. Chap Twenty p. 106-109 A Parting of Ways

*(Pairs) Table of Contents*

1. Chap Twenty-one p.110-114 To Go or to Stay

*(Pairs, then class) Read with expression*

1. Chap Twenty-two p.115-119 Final Goodbyes

*(Class) Reading between lines statements*

1. Chap Twenty-three p.120-126 Alone Once More

*(Volunteers or Alone) Spider Web (closed books) or Table of Contents*

1. Chap Twenty- four p.127-129 Snowshoes and Tea

*Sharon's cloze procedure*

1. Chapter Twenty-five p. 130-135 The Reunion

*Story Pyramid*

**Teacher goals in reading this book:**

* to begin understanding the differing thought processes behind the Indian vs. white men conflict
* to see how experiences help shape who we are
* to highlight the following comprehension skills: making inferences, visualizing, reading with expression, and summarizing

***Sign of the Beaver*: the student will be able to:**

1. utilize 5 Latin/Greek roots. Direct teaching of Latin/Greek roots will be introduced using multisensory methods; 5 presented at the beginning of the book, and reviewed regularly. Students will flesh out each root listing a minimum of five derivatives, with verbal encouragement to connect them to other subject matters (especially math and science terms). These will not be on the quizzes.
2. compare and contrast the thought processes of the Indian culture and the white men's culture, using both quotes and examples from the book of their differences and similarities. Included will be personal thoughts of the resulting conflict between the two cultures.
3. find and discuss in class themes in the book; then write an essay citing 3-4 examples from the book that highlight one of those themes. Three major themes of the book are:

* “ Love is stronger than hatred” *(Matt's love overcame Attean and the Grandmothers hatred)*
* “One person can make a difference.” *(Indians mistreated by many, but Matt as one made a difference)*
* “Experiences help shape our thoughts and feelings.”  *(Matt was changed by his friendship with Attean, it was a change his family couldn't understand, the reason behind Attean and Grandmother's hatred . . . )*

1. complete vocabulary quizzes based on words directly from the book (a minimum of 40 words) with 85% accuracy. The quizzes will be matching with one mismatch per section of 8; given every 8 weeks, minimum of 3 words put into sentences referring to the story.
2. apply the following types of comprehension skills in a variety of contexts:

* visualize what is read by drawing objects explicitly described in the book. Beside the drawing students will write the phrases that guided their drawing.
* make \_\_\_\_ inferences about the characters by reading between the lines, listing both the assigned characteristic and the actions or nuances that cause them to come to that conclusion
* interpret the passage by reading with expression highlighting whichever 2-3 of the following requested by the teacher: voice inflection, volume and speed variation, appropriate pauses, different tones, and body language.
* summarize and determine importance by writing a title for every chapter.

1. The final project is writing a table of contents for the book, complete with page numbers and 1-2 illustrations of the book.

There are different ways to read a book:

1. Like a 50 yard dash—the goal is to reach the end, and quickly. In the process you skim the top but never notice nature around you.
2. At a walk—noticing nature around—the big beautiful sky and the lovely song of the bird, a squirrel jumping from tree to tree.
3. On hands and knees, searching the ground for tracks and clues of what is or was or will be there that we can't see at the moment. One clue invites us to retrace our steps and look more intently at other signs. We stop and ponder, wonder and tell others what we found.

All three are valid ways to read. It depends on the purpose of the reading. In this reading class we will primarily read the walking way, sometimes the crawling way: read, reread, stop and ponder, discuss.

* Vocabulary words are an essential part of this study
  + Assign 2-3 vocabulary words per chapter and give quizzes every 8 chapters.
  + Many students found it very helpful to put meaningful gestures/motions to the vocabulary words. As a class we said the vocabulary word twice and the definition once—all while illustrating the meaning through motions. Saying the last three chapters worth of vocabulary words nearly every day provided a great ongoing review.
  + Illustrating the words in index cards is also a great learning tool
  + When doing reviews
    - ask students how the words were used in the book
    - give oral sentences and have them fill in the “blanks” using the proper vocabulary word
    - ask students to give oral sentences with “blanks”
  + At the end of the book, consider doing a vocabulary bee, run a bit like a spelling bee.
* Students
  + asked to not read ahead. If given the liberty, they would race through. Without sufficient background and “walking together” much of the richness of this book is lost.
  + all need a three-ring binder to organize their visuals and projects
  + invited to share personal copies of other Indian story books
* Reading methods:
  + As a class
  + In pairs
  + Silently—with this approach it works well to have them write a response paper after reading silently—or some other project to give a picture of what they are thinking.

COMPREHENSION SKILLS

* Each chapter has comprehension skills ideas for that chapter. Here are several longer term and ongoing projects that work well with this book:
* Longer term projects (more than just one-dayers).
  + make a divider sheet with the title, author's name, genre, and an illustration of the story *(could do all but the illustration at the beginning and later require that)*
  + The end project is to create a Table of Contents complete with titles, page numbers and some drawings depicting the story
* Some ongoing daily projects:
  + illustrate vocabulary words
  + this book has no chapter titles nor a Table of Contents. Each day they come up with a fitting title (must be specific enough to not be confused with other chapters. These titles should be on one paper, not scattered throughout the visuals in the binder

**Day one:**

**Go over requirements and procedures (part one)**

**Introduce monitoring the inner conversation (see individual lesson plan)**

**INTRODUCTION: (ONE to TWO DAYS)**

Objective: Student will be able to . . .

* list two classic books not discussed in class (on back of the timeline)
* make a simple timeline of this era including 8 events, some before and some after the time of this story
* visualize a minimum of 4 facts about the Penobscot Indian tribe by doodling simple sketches while teacher reads from *North American Indians* book

1. Look at front cover. Observations from covers. Note

* the two boys and their weapons, the sky, the bear . . .
* the author
* the summary on the back of the book
* the Newberry Honor stamp
  + This book is considered a classic
    - A classic is one that can be read over and over and enjoyed each time
    - A classic is enjoyed by young and old alike
    - A classic endures for generations
    - Generally it addresses common human feelings; universal ideas and emotions like joy, sorrow, greed, forgiveness, love, and hatred
  + What classics do they know? *Heidi, Treasures of the Snow, Laura Ingalls Wilder books,*
  + Marks of a good writer:
    - write books you can enjoy again and again
    - makes you feel with the characters; draws you into the story
    - don't tell how the characters feel, but SHOW by describing actions (draw word pictures)
    - the story flows
    - you can hardly stop reading
* Note no Table of Contents; tell about coming up with titles and making a Table of Contents at the end of the book

1. Time in History – put a picture of the book on the class timeline 1768

* What can they know about the setting by reading the summary on the back? What can they tell about this part of the westward movement? (turn and talk)
  + Indian/white conflict
    - typical responses to each other
    - what each saw as important
  + whites pushing westward
  + wilderness, pioneers, hardships

1. Geography; simply find Maine on the map. More will be done later on this
2. Talk about the author: Elizabeth George Speare

* Give Sharon Yoder's information here
* Think about how an author has to be an authority on the subject she/he writes about. How do you think Elizabeth prepared to write this story? How long do you think she worked on writing the book?

1. Set out other books to read alongside this story

* Others by Elizabeth George Speare
* Other Indian stories like Calico Captive, Step-up book Meet the North American Indians, North American Indians
* Related books like Matchlock Gun, adult and children's version of Robinson Crusoe (several of these for easier reading), My Side of the Mountain

1. Talk about the Penobscot Indian tribe (Meet the North American Indians book is great for this—not heavy at all. Students doodle as I read the story to them. Hand in project (but do not grade) This project will forward the purpose of exposing students to a culture very different from ours

* Note that book talks about:
  + how the killer of an animal (if it was the first) did not eat of the meat—same as Attean
  + they had stockades
  + were hunters
  + lived in wigwams covered with bark
* map of Indians in America from my book of Atlas of the History of the US

1. As time allows students may begin the divider for the three-ring binder

* Must include title, author, and genre
* Encourage creativity—drawing, etc.

Chapter One p. 1-6

*Home Alone*

**Objective: the student will be able to:**

* summarize the chapter by writing 1-2 titles specific for this chapter on a separate piece of paper and put them behind the teal divider in their binder
* analyze and categorize Matt's character onto a bubble map, including a minimum of 3 phrases justifying 3 of the qualities chosen

**Materials**

* a teal divider for each student

**Background and Introduction**

* Find Maine on the map
* Teacher assign a class scribe(s)

**Vocabulary** *definitions are given according to how they are used in the book*

* puncheon [**PUHN** chuhn] *–a split log or heavy slab with the face smoothed*
* blunderbuss — *a kind of gun with a funnel-shaped barrel*
* rueful *— regretful, sad*

**Comprehension objectives fleshed out:**

* Setting
  + 1768, Quincy, Massachusetts to Maine
  + Up the Penobscot River
* Descriptions of Matt—make a web of this. Think about feelings, personality traits, and character qualities. Be ready to justify responses *(this is practicing inferences without knowing it.)*
  + Feelings and personality traits
* Scared/anxious
* Not talkative--
* Lonely
  + Qualities
* Very knowledgeable—helped build the house
* Dependable—his father trusted him to stay and take care of the place, he gave him his watch, he gave him his gun
* Brave—he stayed alone in the wilderness
* Good shot—or his father wouldn't have trusted him to live off the land with a gun
* Resourceful—
  + Other
* Oldest in family
* Alone in the wilderness

**Class discussion points:**

* Why would a person want to move out into the wilderness?
* How would you keep track of time in the wilderness without a calendar and means of communication with the outside world?
* Describe the knot in the stomach –other words, butterflies in the stomach
* Optional: summarize this chapter for the first section of story plot: **Chapter summary:** Twelve year old Matt stayed at the newly-built cabin in the Maine wilderness while his father went to bring back the rest of the family. *Use the questions: “Who did what?” and “And then what happened?”*

Chapter Two p. 7-10

*Work, Work, Work*

**Objective: the student will be able to:**

* summarize the chapter by writing 1-2 titles specific for this chapter on a separate piece of paper
* think deeply about wilderness living by listing a maximum of 8 items they would choose to take with them if moving into the wilderness in the mid 1700s as Matt and his father did. They will do this before reading the chapter and then also list the work Matt had to do (similar jobs grouped together), then compare the tools needed for that with the list they have made.

**Background and Introduction**

1. What would you take with you into the wilderness? Limit the list to 8. Possible answers--books, seeds, gun, tools, cookware, food, blankets, flint
2. Questions are crucial to the learning process. Before reading this chapter have students tell questions they are rolling around in their minds. Some ideas could be:

* How will he spend his days?
* Will he feel lonely?
* Will he be safe?
* What will he eat?
* Do Indians live close by? What kind? Are they friendly? If Matt and his father are the first white settlers, do they really KNOW if they are friendly?  *Read middle paragraph of p. 9 before they read in pairs.*

**Vocabulary** *definitions are given according to how they are used in the book.*

* flint p. 8  *a hard stone that produces a spark when hit with steel*
* proprietor p.9--[prə-**ˈprī-**ə-tər] *an owner, one who owns something*
* solitary p. 9 [**ˈsä**-lə-ˌter-ē] *all alone*
* quaver p. 10 [**ˈkwā**-vər] *tremble*
* hemlock p. 10 *an evergreen tree*

**Comprehension objectives fleshed out:**

* List eight essential items to take along to the wilderness (check with list in *Courage of Sarah Noble*)
  + knife, axe, pots/pans, flint, seeds, gun, blanket, food, (salt)

**Class discussion, other comments**

* List the work he had to do (*Make sure the subtopics are clear)*
  + Endless chinking the spaces between the logs with clay
  + Cut down more trees so the garden could grow better with the sunlight
  + Keep back the underbrush
  + Cook
    - * Keep a fire going—or start a new one
      * Hunt
  + Tend the corn patch
    - * Irrigate it
      * Weed it
      * Keep the birds and wild animals away
* Describe the various emotions of Matt in this chapter
  + busy p. 7-8, confident p. 8 (this word is used), uneasy or worried p. 9, satisfied, content p. 10, lonely p. 10
* Note ending sentence. Why do authors write like that?

**Optional: Chapter summary sentence:** Work, satisfying work filled Matt's days as he waited for his family to come

Chapter Three p. 11-18

*Stranger at the Door*

|  |
| --- |
| *Since students will summarize daily by coming up with a title for each chapter, starting with this lesson, they will no longer be listed under the objectives.* |

**Objective: the student will be able to:**

* use textual clues of pages 11-16 and draw a minimum of 5 conclusions about what kind of person Ben was and then, at the end of p. 16, to make an oral prediction of what might happen in the story
* tell orally in class things they can know about the Penobscot Indians from this chapter

**Background and Introduction**

* Note bad word on p. 16. Tell students, give permission to lightly cross it out, but just skip over it in reading
* Introduce more clearly the idea of inferring *(Since the author* ***shows*** *rather than tells, we look at the actions and read between the lines.)*
  + Jeremiah's story about selling cow bones and the insect collection. I infer that Jeremiah likes to learn, is determined, takes initiative, is creative and a hard worker.
  + Use the introduction prepared for reading-between-the-lines
  + Comic strips work well for teaching inference
* This chapter refers to the recent French and Indian War 1754-1763 French and Indian War (read about in Story of World)
* Jack the Giant Killer—a fairy tale somewhat akin to Jack and the Beanstalk. It refers to King Arthur so must have been an English tale.

**Vocabulary** *definitions are given according to how they are used in the book.*

* passel p. 13 [ˈ**pa**-səl] *a large number*
* Iroquois p. 16 [**ir**-uh-kwoi] (as in ear-uh-kwoi) *a* *fierce Indian tribe that lived nearby*
* begrudging p. 17 *to give reluctantly*
* lingo p. 15 *dialect, way of talking*
* popish p. 16 *having to do with the pope*

**Comprehension objectives fleshed out:**

* Words that describe the visitor. Look at his actions and use that to name qualities (admirable or not) that describe him. Go with “I infer that Ben \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 
  + a veteran – he wore an army coat
  + poor – his coat was ragged
  + Snoopy—peered over Matt's shoulder into the cabin
  + Ungrateful –he ate most of the meal and then asks for tobacco yet
  + Greedy—snatched the last bit of corn cake; was fat
  + Big talker and not honest –he told all kinds of stories in which he is a hero
  + Hard to live with –folks down by the river had it in for him
  + A troublemaker—had to leave the river town
  + Dishonest—he stole the gun
* The Penebscot Indians
  + hunt clams in the summer
  + move around a lot
  + do a big hunt in the fall (moose and caribou)
  + determined
  + hunt and trap

**Class discussion, other comments**

* After stopping at bottom of p. 16: What do they predict will happen? Did they think about it that Ben might take the gun? What made them think that?
* So was Ben the one who had given Matt a feeling of being watched?

**Optional: chapter summary:** A dishonest tramp invited himself for supper and the night then snuck away stealing the prized gun.

Chapter Four p.19-21

*A Second Visitor*

*Trouble!*

**Objective: the student will be able to:**

* analyze Matt's changing emotions and use thesauruses to list a minimum of 9 words other than those mentioned in the text – three words describing his emotions at the beginning of the chapter, three for in the middle, and three for at the end
* *teacher may want to combine chapters 4 & 5 and choose from the lists of stated objectives*

**Materials**

* plenty of thesauruses

**Background and Introduction**

* Name the foods Matt has to eat; which would be the hardest to do without?
  + molasses p. 13
  + flour p. 13
  + cornmeal p. 13
  + meat—rabbit, fish
  + probably salt
* Tell my story of Glenda and the African bees in El Salvador for practice seeing the three different sets of emotions in one story
  + (happy, satisfied, eager)
  + (alarmed, desperate, afraid)
  + (relieved, grateful, )

**Vocabulary** *definitions are given according to how they are used in the book.*

* mite p. 19 *a very little amount*
* salvage p. 20 *to rescue or save especially from wreckage or ruin*

**Comprehension objectives fleshed out:**

* Words to describe how Matt felt: *need to use words other than those used in the book, ie. not angry if anger is used, etc. Encourage use of thesaurus.*
  + Three words that describe him at the beginning of chapter:
    - happy, satisfied, confident, content, eager, carefree
  + Three words that describe him in middle of chapter:
    - furious alarmed, horrified, enraged, provoked
  + Three words that describe him at the end of the chapter:
    - discouraged, hopeless, helpless, anxious, unhappy

**Class discussion, other comments**

* Ask students to stop at bottom of first page and orally predict what will happen.
* Helplessness and anger often go hand in hand
* Who did they think the intruder was?

**Chapter summary:** A bear ravaged the cabin leaving Matt without molasses, flour, and salt. Matt felt helpless and angry.

Chapter Five p.22-25

*The Bee Hive*

*More Trouble!*

**Objective: the student will be able to:**

* use textual clues of pages 22-25 and draw a minimum of 3 conclusions about what kind of person the older Indian was
* practice making predictions by after reading the final sentence of p. 22 , turn to partner and tell what he thinks might happen

**Background and Introduction**

* I read first sentence of chapter, “Day after day he kept remembering the bee tree.” Can they infer as to why he was especially thinking about that bee tree? What happened last chapter that would influence this?
* What do they know about bees? Where did bees originate?
* Tell my Jeremiah and the insect collection story. Summary: “Things are not always as they appear on the surface.”

**Vocabulary** *definitions are given according to how they are used in the book.*

* boggy p. 23 —wet spongy ground
* wrenched p. 23 —move with a violent twist

**Comprehension objectives fleshed out:**

* Words to describe the Indian —and give a reason for the descriptions. Go with “I infer that the Indian was \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Kind —he rescued a stranger and cared for him
* Gentle —his hands carefully probed for the bee needles and removed them
* Wise —he took Matt to Matt's own cabin instead of the Indian dwelling, knew how to care for him
* Good —he came back and cared for Matt, brought him medicine
* *(Later he also brought him food, a crutch, and new moccasins )*

**Class discussion, other comments**

* At bottom of p. 22 it says, They stop and orally predict what will happen!

**Chapter summary:** Desperate for a change of diet, Matt foolishly decided to rob a bee's hive. He would have died if two Indians had not rescued him.

Chapter Six p.26-31

*Face to Face*

**Objective: the student will be able to:**

* find a minimum of five words that describe Attean, using inferences
* (optional) do a compare and contrast of Saknis and Attean

**Background and Introduction**

**Vocabulary** *definitions are given according to how they are used in the book.*

* defiance p. 31—*the act of defying, bold resistance*
* glowered p. 31 —*to stare at with anger*
* incomprehensible – *impossible to understand*
* Indian words: Nda (no), Seba (tomorrow) and Nkweniss (grandson)

**Comprehension objectives fleshed out:**

* Compare and contrast Saknis and Attean  *(do with chapter ten in mind)*
  + Saknis wants Attean to learn to read, doesn't hate whites, helped Matt willingly,
  + Attean hates whites, is proud, despises Matt, does NOT want to learn to read
  + Both watched Matt, were Indians have been hurt by whites

**Class discussion, other comments**

* What surprised them about this chapter?
  + *I was surprised that Attean spoke so defiantly to his grandfather. I thought Indians greatly respected elders.*
  + *I see that Saknis had been hurt by the white men and was thinking of self-protection in planning for Attean to learn to read.*
* Why would Saknis, the grandfather, force Attean to come meet Matt?
* Why did he want Attean to learn to read? His attitude toward the whites is very different from Attean's.
* What do they predict will happen tomorrow? Will Attean come?
* How could Matt tell Attean seemed to despise everything in the cabin?
* Body language told he had been brought against his will –what pictures does that give? Demonstrate!
* Look for words that describe Attean (use inference)
  + Not friendly—spoke no words to Matt, eyes expressionless
  + Scornful—nasty gleam in his eyes, stared—made Matt feel uncomfortable
  + Bitter—must have a big grudge against whites and everything they stood for
  + ADDED LATER: (these could also be considered to put on the class poster for things that typify the Penobscot Indians)
  + Proud—scornful of whites (chapter 8) and the thought of being a slave totally obnoxious to him (chapter 9)
  + Skillful—made ingenious traps (chapter 9), made new hook (chapter 10)
  + Honest—kept his grandfather's treaty (chapter 9)
  + Contemptuous—didn't see any value in white men's reading (chapter 9)
  + Alert—his eyes never missed anything (chapter ten)--the missing hook

**Chapter Summary:** Wanting to express gratitude to the Indians for saving his life, Matt offers them a book. Saknis then asks Matt to teach Attean to read.

Chapter Seven p.32-35

*A is for Arm*

**Objective: the student will be able to:**

* tell reading partner 4 elements of reading with good expression
* tell reading partner the implications of emphasizing specific words in a phrase or sentence
* read with good expression to teacher satisfaction p. 33 to the end of the chapter in their individual groups as well as in front of the class

**Background and Introduction**

* Teaching someone to read can be hard work. What things could make it even harder for Matt?
  + No proper teaching tools—books, paper or pencil
  + No prior experience
  + Unwilling student! --he didn't want to learn to read AND he didn't like his teacher!
* How would you use the book Robinson Crusoe to teach someone to read?

**Vocabulary** *definitions are given according to how they are used in the book.*

* finicky p. 33 —*extremely particular or picky*
* disdain p. 33—*scorn*

**Comprehension objectives fleshed out:**

* This is a a very descriptive chapter, perfect for practicing reading with expression. Read several times the section from p. 33 middle to end of chapter in two groups or individuals. Could read
  + as individuals at desks first
  + then as class (them as Attean and me as Matt; a third person for paragraph p. 33)
  + then in pairs once—have one pair do in front of class
* Reading with expression requires
  + feeling deeply with the characters
  + variation of speed—faster and slower
  + appropriate pauses
  + variation of volume—louder and softer
  + inflection—rising and falling of voice
  + emphasis on words that need to be emphasized (first graders trying to use good expression may end up emphasizing the wrong words . . . one must know the meaning)
  + body language (showing a Willow Tree figurine would be perfect for talking about body language)
* Reading with good expression does not necessarily mean reading the loudest!
* Could practice emphasizing the proper words by emphasizing in turn the words (and talking about the implications of each):
  + The Lord is my shepherd
  + Fear not: I am with you . . .

**Class discussion, other comments**

* The reference to the brown-backed primer—this was 1768, before Noah Webster's blue-backed speller
* How does it feel to know something bad is going to happen?
* Why did Indians smear grease on their bodies?
* talk about the meaning of the final great sentence in the chapter: “*Cheerfully* he begin to skin the rabbit”. What do they infer?

**Chapter summary:** Matt gives the first reading lesson to a resentful, glowering Attean who ends the lesson by storming out the door.

Chapter Eight p.36-38

*The Wooden Post*

**Objective: the student will be able to:**

* feel with Matt in his emotional ups and downs by identifying and listing the many emotions he experienced in this chapter
* find a metaphor in the story and then write one of their own describing something about Matt
* *(teacher may choose to combine this very short chapter with either chapters 7 or 9 and skip the comprehension tools/objectives for this chapter)*

**Background and Introduction**

* Metaphors compare by saying one thing **is** another
  + My dad is a bear.
  + My stomach twisted into knots
  + His face was frozen and rigid.
  + The bar of soap was a slippery eel.

**Vocabulary** *definitions are given according to how they are used in the book.*

* adz p. 38—*an ax-like tool*

**Comprehension objectives fleshed out:**

* List Matt's roller coaster feelings throughout this chapter: (may use words used in the chapter) Could list them with up and down lines to highlight the roller-coaster effect.
  + half sorry
  + annoyed or relieved
  + wary--about boring Attean so he skipped pages
  + discouraged--lack of interest
  + delighted--when Attean showed a bit of interest
  + disappointment
  + cross—Attean's scorn
  + angry, happy, mad, glad, aggravated, sorry, half-sorry, surprised, delighted, proud, satisfied, scornful

**Class discussion, other comments**

Definitely need a (children's) copy of Robinson Crusoe—read for story time

* I like Attean described as a wooden post (expressionless)
* What else could be used to describe someone as expressionless as Attean (stone face, has to be something dead and unmoving)
* But Attean was NOT always expressionless! Recall his explosive comments and scornful expressions fueled by his hatred for whites in general. Is his expressionless attitude now coming from the same hatred?
* Why does Matt say that Robinson Crusoe lived like a king in comparison to Attean and himself? Compare/contrast Robinson Crusoe and Attean
  + Robinson: desert island, hammock, nails, axe, hatchets
  + Attean: forest, hemlock bough, no gun, no nails

**Chapter summary: During the second reading lesson, Matt's feelings resembled a roller coaster.**

Chapter Nine p.39-44

*The Snare*

*Of Snares and Slaves*

**Objective: the student will be able to:**

* work as a class to visualize the snare Attean made as explained on page \_\_\_ , by listing and then drawing each step. Each student draws it, but we work as a class to figure out how it was made.

**Materials**

* drawing paper

**Background and Introduction**

* In this chapter Attean hears about Friday in the book Robinson Crusoe—make sure students know this part of the Robinson Crusoe story.
* Bad word on p. 40; skip over it; see comments in *Where the Red Fern Grows*  on dealing with bad language
* Ask how Matt could catch game other than fish without a gun? Traps? How?

**Vocabulary** *definitions are given according to how they are used in the book.*

* splice p. 40 — *to join*
* stout p. 40 --*strong of character*
* nonchalant p. 41 [nahn shuh **ˈlänt]**—*having a confident and easy manner*
* contemptuous p. 41 —*expressing contempt or scorn*

**Comprehension objectives fleshed out:**

* Students read carefully the description of the rabbit snare and then draw it. Students who find it difficult to visualize the whole should
  + write out the step by step instructions
  + draw each step before moving on to the next small step

**Class discussion, other comments**

* What made Attean begin to be more friendly?
* Why do you think Attean didn't openly praise Matt's snare?
* Why would Attean stomp out of the cabin after Matt read about the slave?
* What is Attean's attitude toward white man?
* Do you think it was right that the “wild man” is white man's slave? Why had Matt never thought about it before?
* Predict: Will Attean come back? Does Matt want him to?
* Note that Attean felt duty bound to keep the terms of treaty

*Encourage students to make a replica of the snare and bring it to school—or this could be the comprehension skill, draw it and then make a miniature one of twigs and string at school*

**Chapter summary: Attean taught Matt how to make a snare, but later stormed out of the house protesting the idea of a dark man being a white man's slave.**

Chapter Ten p.45-50

*The First Smile*

*A Fishing Lesson*

*Switched Roles*

**Objective: the student will be able to:**

* work in pairs to visualize the fish hook and bait as explained on page 48, by listing each step and then drawing it, with minimal teacher assistance OR draw the fish cooking over the fire as explained on p. 49-50 (this last one is really hard)
* (optional) illustrate vocabulary words

**Materials**

* drawing material

**Background and Introduction**

* In this chapter Matt and Attean switch roles; Attean teaches – and Matt shows his anger!
* Bad word p. 50; just skip over it

**Vocabulary** *definitions are given according to how they are used in the book.*

* sapling p. 46 —a young tree
* groove p. 48—a narrow cut
* extract p. 48—to pull out

**Comprehension objectives fleshed out:**

* step by step of the fish hook:
  + cut a piece as long as his little finger
  + carved a groove around the middle
  + whittle both ends into sharp points
  + tied Matt's line around the groove
  + put on two worm covering up all the hook

**Class discussion, other comments**

* My questions, thoughts, comments as I read:
* I infer that Matt is lonely—he desperately wants Attean to come back. This is very different from when he “cheerfully skinned his rabbit” because he felt sure Attean wouldn't come back.
* When did Matt start liking him?
* Why did Attean speak to the fish? Remember the background from North American Indians
* Could the too small fish live after having been speared?
* Why was Matt willing to do something that made him look stupid? I'm sure Attean wouldn't have. What does that say about Matt? Was he more humble than Attean, or just more needy?
* Was this Attean's reaction to the Robinson Crusoe book that “heroized” white men?
* Why did the sticks they used to fry the fish need to be green?
* Why did Attean's laughter no longer hold scorn after they ate the fish together? Could it be that he saw Matt willing to learn from him, that he did not act proud?

**Chapter summary:**

Chapter Eleven p. 51-58

*Secrets of the Forest*

*Growing Friendship*

*The Sign of the Beaver*

**Objective: the student will be able to:**

* examine and list a minimum of eight characteristics of of Attean's dog, categorizing the words and phrases according to appearance, actions, and feelings. Taking evidence listed, students will then come up with a simple phrase think describes what Matt thinks of the dog (Matt thinks the dog is \_\_\_\_\_) and a single phrase that says how Attean feels about his dog (Attean \_\_\_\_\_\_\_ the dog). *This sets the stage to appreciate Matt's sacrifice in saving the dog later, just because he knew Attean loved him.*
* understand the changed teacher/student role by naming a minimum of 5 things Attean has taught Matt about life in the wilderness (including past chapters)

**Background and Introduction**

* Bad word on p. 53
* Look at how removing a conflict in the story potentially changes the whole story.
* What if Ben had not stolen the gun or the bear hadn't ravaged the cabin? How might the story be different?
* Today's story introduces a new character: Attean's dog—who ends up playing an important role in the story

**Vocabulary** *definitions are given according to how they are used in the book.*

* mangy p. 52--[ˈmān-jē] shabby; having many worn or bare spots—result of the disease called mange
* cascades p. 55—series of small waterfalls
* Indian words: aremus—dog; piz wat—good for nothing; kogw—porcupine; qwa bit--beaver

**Comprehension objectives fleshed out:**

* APPEARANCE
  + - scarred ears
    - long pointed mis-shapen nose
    - scruffy mangy tail
    - whitish patches on face
    - coat of coarse brown hair
* ACTIONS
  + - fought anything including porcupines
    - kept his distance from Matt
    - ruined the boys chances of hunting
    - watched Matt warily
    - leaped pranced around for Attean
    - never let Matt touch him
    - bit and scratched at his fleas
    - growled at Matt
    - wagged his tail at Attean
* FEELINGS
  + - liked Attean
    - did not like Matt

*Summary: He was ugly!*

**Class discussion, other comments**

* Note how Attean assumes role of teacher (contrasted to Matt teaching him to read)
* What bothered Matt about Attean? His superior attitude
* Why would Attean call his dog good for nothing and in the same breath show how proud he was of him for fighting anything? Did he hold the fighting spirit as the greatest virtue?
* How can you tell Attean likes Matt's company?
* So Matt trusted Attean p. 54 and I guess Attean trusts Matt too or he wouldn't teach him the secret signs of an Indian.
* What Indian tribe was this beaver family? Attean must be from the beaver tribe
* Indians respect each other more than white men.
* Amusement (mild form of scorn) and respect don't mix

**Chapter summary**

Chapter Twelve p. 59-62

*The Bow*

*Practice Makes Perfect*

**Objective: the student will be able to:**

* (optional) list five ways that show the teacher/student switch, five important skills Attean has taught Matt about survival in the wilderness
* read the chapter silently and individually write a one sentence summary. The summary must include 1)Attean making a bow for Matt and 2) Matt practicing regularly on his new bow
* *this short chapter will work well to then do the vocabulary test with this chapter*

**Background and Introduction**

**Vocabulary** *definitions are given according to how they are used in the book.*

* chagrin p. 60—*embarrassment due to failure*

**Comprehension objectives fleshed out:**

* To understand the changed teacher/student role by naming a minimum of 5 things Attean has taught Matt about life in the wilderness (including past chapters)
  + to make snares
  + to make fish hooks
  + to make a fire with a common stone
  + to leave secret trail blazing signs p. 56-57
  + to recognize Indian property signs p. 55-56
  + to chew the dried sap of spruce trees p. 58
  + to make a bow (chapter 12); lots more on p. 66
* (Optional) discuss steps listed in making the bow, string, and arrow:

**Bow**

* Choose dead ash branch
* Three inches thick
* as tall as Attean
* bark scraped off
* several inches in center keep the three fingers thickness, but then taper to 1 finger thickness on the ends
* make smooth as animal bone
* rub with oil/fat
* notch on both end
* bend to attach string

**String**

* long strands of spricue root
* twist till smooth and even
* attach to notches in bow

**Arrow**

* made of birch wood
* two feet long
* whittled to a point

*Encourage students to make a replica of the bow and bring it to school.*

**Chapter summary**

Chapter Thirteen p.63-67

*A Trapped Fox*

*Two Worldviews*

**Objective: the student will be able to:**

* show understanding of Indian and white men's differing worldviews by listing onto a main idea graphic organizer a minimum of six reasons Attean hates white men's ways

**Background and Introduction**

* Today's story gives insight into how Indians think and how whites think and how they differ. This different view lays the foundation for grave misunderstandings. It would be great to have a story to exemplify this—two ways of looking at the same situation—could use colored sunglasses or cellophane paper.
* Note the bad word on p. 67

**Vocabulary** *definitions are given according to how they are used in the book.*

* goad p. 65—to urge on (talk about ox goads in El Salvador)
* shrewd p. 66—clever, crafty (almost sly)
* improvise p. 66—invent with whatever is at hand

**Comprehension objectives fleshed out:**

* **Attean's thoughts and feelings—***that reflect Indian culture. May include things from other chapters.*
  + great respect for other clans and their rights
  + great respect for animals
  + pain is not to be avoided at all costs (the “fox's leg will mend soon”)
  + Doesn't seem to care of Matt likes him or not
  + Despises the thought of whites being masters and darks slaves
  + Attean hates white men's ways because they
    - use cruelty—iron traps
    - hunt animals for sport
    - bribe Indians to go against their own teachings
    - have made game scarce (remember what Ben said about game being scarce?)
    - they think they are better (remember the reaction to Friday being a slave)--superior attitudes
    - value reading and such trivial things above practical living
    - don't value nature
    - don't respect people
* **Matt's thoughts and feelings**
  + feels confused and angry
  + believes an animal shouldn't be left to suffer—help the animal above respecting that this is Turtle clan's claimed hunting grounds
  + lives by “First come, first served”
  + tired of Attean's superior attitude
  + wants desperately to win Attean's respect
  + hates Attean's superior attitude

**Class discussion, other comments**

* How can you tell Attean now likes Matt? teaches him things, comes almost every day, takes him along fishing, doesn't let dog get him
* But how does that make sense—they couldn't understand white men claiming land, yet they did. In contrast white men lived by “first come first served”
* Now I begin to see why Attean hates the white men's ways. I'm amazed he likes Matt. Somehow he must have seen that Matt was different
* I infer that Attean's grandfather must be the chief p. 65
* Explain the final sentence of the chapter? Will Matt ever see the fulfillment of his daydreaming?

Chapter Fourteen p.68- 70

*The Bible Story*

**Objective: the student will be able to:**

* enjoy reading the chapter and then check for accuracy of memory by filling out as many of the blanks Sharon's cloze procedure as they can

**Background and Introduction**

* Bad word p. 69
* Everyone likes stories; think about how Jesus used stories to teach. Here Attean and Matt are alike, both like stories. How does the fact that Attean's people are illiterate affect their story-telling? Think of the bards and minstrels in Medieval Times. Story-telling becomes more highly prized in illiterate cultures—their way of passing on values generation after generation.
* Give picture of how God provides an opening through legends, stories for cultures to understand His Story--tell story of Peace Child book and how deceit was honored so Judas was the hero . . .

**Vocabulary** *definitions are given according to how they are used in the book.*

* inspiration p. 68—new thought or idea

**Class discussion, other comments**

* The flood story alive in this tribe too! Did the author make this up? Think about the meticulous detail to historical study this author did.
* Look up stories in *Eternity in Their Hearts*

**Chapter summary**

Chapter 14

*Robinson Crusoe* had come to an 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Matt had 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more than half of it, choosing only the 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where there was plenty of action. Now he was 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it had not lasted longer. Attean also seemed 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

“Too bad,” he commented, copying one of Matt's frequent remarks. “I tell story to 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Every 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I tell more story. They like.”

Delighted, Matt tried to picture the 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sitting around the 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at night listening to Attean tell the story of Robinson Crusoe. He would give a good deal to hear Attean's version of it. Now suddenly he had an inspiration.

“If they want more 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I have lots of them,” he exclaimed.

He took his father's 11 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the 12 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Why hadn't he thought of this before? Why, there was Samson! David and Goliath! Joseph and his coat of many 13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

“They're even better than *Robinson Crusoe*,” he promised.

It really was true. The ancient Bible 14 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were filled with adventure. And they were told straight out in simple language that didn't need skipping.

He began with the story of Noah. How God warned Noah that a great 15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_was coming. How Noah 16 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the ark and took inside his family and two of every kind of 17 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. How they all lived in the 18 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_safely while it rained for forty days and forty nights. How Noah sent a 19 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out three times, and when it came back the third time with a twig of olive in its 20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Noah knew that the flood was over. Here Matt looked up to see a grin on Attean's 21 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

“Beaver people tell story like that,” he said. “Very old story. You want me tell?”

Matt 22 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ curiously.

“Very long time,” Attean began, scowling as he tried to translate from his own 23 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, “before animal, was great rain. Water came over all the land. One Indian go to a very high hill, climb very high 24 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Rain many 25 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Water come up to feet of Indian, but no more. Gluskabe bring three ducks to Indian. One day he let one 26 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go. It 27 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ away and not come back. Other day he let other duck go. It not come back. Then last duck come back with mud in 28 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Indian know water go 29 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When water all gone, he come down from tree. He make 30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Make bird and animal. Make man and beaver. Man and beaver make all other Indians.”

“It's almost like the 31 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ story. Where did the Indians get it?” Matt asked.

Attean shrugged. “Very old 32 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Indians take long time to tell. I not know white man's 33 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

“You told it fine. But who was this Glu—whatever you called him?”

“Gluskabe. Mighty 34 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Come from 35 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Very strong. He make 36 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ blow. Make thunder. He make all animal. Make Indian.”

Matt was puzzled. He had heard that the Indians 37 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Great Spirit. This Gluskabe did not sound like a Great Spirit. He sounded more like one of the heroes in the old folk 32 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his mother had told him when he was a 39 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He decided it would be impolite to ask more. He 40 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if the Indians had many stories like that. And how could it be that here in the forest they had learned about the flood?

Chapter Fifteen p.71-75

*The Mother Bear*

**Objective: the student will be able to:**

* compare the front cover picture with the description of the story in this chapter and find 2 things that do not match

**Background and Introduction**

* Teacher read the first paragraph and have students predict. (Tremendous beginning to chapter)
* This chapter again highlights the two boys different worldviews

**Vocabulary** *definitions are given according to how they are used in the book.*

* comical p. 72—funny

**Comprehension objectives fleshed out:**

* Look for what on the front cover isn't accurate according to this chapter:
  + Attean should be behind Matt
  + Matt shouldn't have knife in hand like that before Attean shoots
  + A couple comments: Where is the rabbit? Also think about why the sky is dark?

**Class discussion, other comments**

* How would this story be different if Matt hadn't picked up the rabbit and carried it along at the beginning of story?
* Twice in this chapter Matt picked up his dead rabbit. Once proudly, once reluctantly.
* Again you see the two distinct worldviews:
  + Note the different responses of the boys to the dead bear
  + Attean would not have considered leaving the dead rabbit. How does that reflect his culture?
* Finally Matt did something that earned genuine approval from Attean

Idea: ask eight volunteers to each read ½ page in front of class. They practice *their* section ahead of time, without reading the rest of the chapter.

If categorized web is used:

Matt

* + APPEARANCE
    - cheeks turned red at the compliment
  + ACTIONS
    - scarcely breathed
    - almost laughed at the cub
    - stood frozen—did not run
    - stared with numb horror
    - hurled the dead rabbit at bear's head—and hit his nose
    - sank his knife into the dead bear's fur
    - knees shook with fear
    - grinned at Attean
  + FEELINGS
    - pleased that he'd killed the rabbit with a bow and arrow
    - a cold prickle of fear in his stomach
    - numb with fear in the presence of the bear
    - curious about what Attean was saying to the dead bear
    - pleased with Attean's compliment
    - resentful that Attean did not offer to share the bear meat with him

**Chapter summary**

Chapter Sixteen p.76-83

*The Feast*

**Objective: the student will be able to:**

* visualize Saknis as described on p. 79 and draw him, listing each phrase of the description in the book, with minimal teacher assistance OR
* complete the prepared traditional style questionaire

**Background and Introduction**

* Be sure to have read the background on the Penobscot Indians from the  *Step Up book Meet the North American Indians* before this lesson. Picture of stockade p. 58
* Our experiences change us. Think about how Matt is changing—his thoughts/views of life, of himself, and of Indians are changing.
* This chapter happens the same day as chapter fifteen. Read first two paragraphs to them . . . they look for word pictures
  + - pause for comments
    - Note some of the excellent word pictures--
      * ”a snake of worry, crawling about behind every other thought”,
      * “excitement jumping inside”
      * ”But the cold was inside. . .”

**Vocabulary** *definitions are given according to how they are used in the book.*

* hideous p. 76 *very ugly, horrible*
* pungent p. 78 [**pun** juhnt]--*a sharp smell or flavor*
* contortions p. 81—*contort is to twist or bend out of shape*
* medley p. 78 [ˈmed-lē\] *assortment or mixture, a hodgepodge*
* stockade *an enclosure for protection made with posts*

**Comprehension objectives fleshed out:**

* Do one of the below:
  + Write out questions, inferences or predictions)
  + Draw Saknis as described on p. 79. Need to add page # to drawing and a sentence or two describing what they drew—or label the different parts:
    - * paint-streaked face
      * long red coat with beaded collar
      * metal armbands
      * crown of feathers
      * beaded band around forehead
  + Complete a traditional comprehension sheet of questions on the chapter

**Class discussion, other comments**

Add to story plot: Matt and Attean kill a bear. Matt is invited to the village feast.

My comments and thoughts as I read:

* Bear claws were a trophy
* So Attean walked one hour each way each day he came to visit Matt. Wow. I infer that Indians are physically very fit. So this one day Attean walked four hours.
* If it was so far away then how could it be that Saknis and Attean were on hand the day Matt got into the bees? Were they the eyes he felt watching him regularly before that? They really must have been worried/curious/wondering about this new white face. I infer they had been coming and watching long before his father ever left and knew his father was gone. Saknis was not first of all out to watch out for the white boy alone in the wilderness.
* Why did his stomach CRAWL? The long walk would make him hungry.
* How did the Indians get a hold of the English men's coats and jackets? Whose side were they on in the French and Indian War? According to Ben they fought against the English.
* Great sentence: “He was one of them”
* What is Muster Day? *A* ***muster day*** *was a way to take a roll call of* [military](http://en.wikipedia.org/wiki/Military) *troops.*
* Why did the Indians mimic Matt throwing the rabbit—making fun of him? Think again of how Indians and whites think differently (different colored glasses on)--
  + making fun while being grateful
  + leave the fox to suffer--not release the fox because it was on turtle property
  + never hunt on other tribes property even though it was only marked by a crude tree sign—anyway how did the tribes decide who could claim what property?--was it first come, first served? I guess whites thought whoever is the best/smartest/most powerful gets to have it
  + Indians hide emotions—can't tell what they are thinking p. 114
  + don't easily speak loving words
  + speak harshly (chapter eighteen—Attean about the dog p. 98)
  + they share whatever they have (not hoarding) p. 113
  + their idea of women's work vs. men's work

**Chapter Summary**

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

Chapter Sixteen

Possible title(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Explain what the line, “a snake of worry crawling about behind every other thought” means on p. 76.
2. Name two things Matt worried might have happened to his father?
3. Why did Attean have a hideously painted face?
4. Why did Matt feel ashamed and self conscious when he first met the village people?
5. Why did Matt think Saknis looked like a king?
6. What did the Indians do before they ate their feast?
7. Name three adjectives the author used to describe the bear meat.
8. Do you think Matt feared sleeping in the wigwam? Why or why not?

What confused, relieved, . . . Attean?

Chapter Seventeen p. 84-89

*The Orphan's Story*

*Attean's hatred*

*Of Whites and Indians*

*Seeing Through Other Eyes*

**Objective: the student will be able to:**

* understand more deeply the reasons behind the deep misunderstandings between the whites and Indians by listing and explaining to the reading partner 4 things Attean mentions, and by participating in the class discussion of the subject
* use textual clues to accurately complete the T/F read-between-the-lines sheet and be ready to justify the conclusions reached

**Background and Introduction**

* Today will feel more keenly the depth of misunderstanding between the whites and Indians. You will also learn
  + a bit about the French and Indian War (what would the time frame have to be?) It began in 1754
  + some horrible things about how whites treated Indians during the French and Indian War
  + why Attean hates whites so intensely. *The question that begs to be asked is the struggle for him to like Matt in spite of that. What does the fact that they treat Matt well say about them?*
* The war referred to in this chapter is the French and Indian War. *Story of the World* Vol. 3 p. 202-206 good background for teacher, but too involved to read the whole of it to students. Summary: The French, English and Spanish all claimed land in the New World (show map from atlas of US History book). In the 1750s the French made moves to enlarge their claim of the rich wooded lands just east of what the English claimed. As a whole the French had treated the Indians with much more respect than the whites and so many Indians joined the French in the war that followed.
* Studying about wars without knowing people (with real emotions and personalities!) who lived through them leaves the stories feeling dry and boring. Today's story changes that when we read how Attean in this story was affected by the French and Indian War. This chapter allows us to look at this war through his eyes. And it changes how the war feels to us.
* May want to have a student help you read the conversation between Attean and Matt on page 87-88 to add emphasis to the significance here.

**Vocabulary** *definitions are given according to how they are used in the book.*

* wampum p.87 --[ˈwäm-pəm] –beads of polished shells strung together; used by Indians for money
* bounty p.88 –a reward offered by the government
* ramshackle p.85 rickety, tumble-down

**Comprehension objectives fleshed out:**

* Reading between the lines sheet—this worked great.
* List reasons Attean hates whites: not many beaver skins left, his mother (and father too??) killed by whites, Indian money no good now, whites killed for money

**Class discussion, other comments**

* Note how different Saknis' attitude is. How would this story be different if he only hated?
* How did Matt complicate Attean's life?

**Chapter summary**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chapter 17

Are these statements true or false? Be ready to (orally) give the basis for your response. Write T or F.

1. The wigwam Matt slept in was used only as storage. \_\_\_\_\_\_\_\_\_\_\_
2. Matt slept well. \_\_\_\_\_\_\_\_\_\_\_
3. Attean's tribe was poor. \_\_\_\_\_\_\_\_\_\_\_
4. Indian women mostly work in silence. \_\_\_\_\_\_\_\_\_\_\_
5. The Indian children liked Matt. \_\_\_\_\_\_\_\_
6. Attean hates ALL white man ways. \_\_\_\_\_\_\_\_
7. Indians' lives really depended on hunting. Scarcity of game affected them a lot.
8. Indian women had to submit to men's wishes. \_\_\_\_\_\_\_\_\_\_\_
9. Matt learned a lot about the Indians' point of view as they walked back to his cabin. \_\_\_\_\_\_\_\_\_\_\_
10. Matt was learning to find his way through the forest using Indian methods. \_\_\_\_\_\_\_\_\_\_\_

**Think deeper:**

A. Which of the above statements do you think the author wanted most to show us in this chapter? Circle that number.

**B. On the back of this paper write 4-5 sentences about the conflict between whites and Indians. You may write your personal thoughts, a first person story as Attean. For Attean you could start with “I hate all whites. My people have always lived on this land, loved to hunt the beaver and . . .**

Chapter Eighteen p. 90-98

Long chapter – may want to take two days

*Love Conquers Hate*

*Love's Payment*

**Objective: the student will be able to:**

* as a class compile a list of ways Matt showed both fear (minimum of 2) and courage (minimum of 5) in this chapter based on p. 90-93 as class reads together
* support the theme of “Love is stronger than hatred” by listing a minimum of 4 influences that moved Attean's grandmother from hatred to love, based on pages 94-98. Students will complete the prepared visual while working in pairs.

**Background and Introduction**

* Today's story pivotal in the story, a climax.
* Read first paragraph
  + they summarize in three words (“He was worried”)
  + listen for phrases they like in this paragraph
* (Second part intro) The idea of influence—what story could I tell of when I changed my mind? Tell the beginning and ending traits and they guess the influence
  + Walked in the dark mornings—now I don't (met with a skunk)
  + Loved to eat rinderwurst—for years couldn't stand it (ate too much one time)
  + Wanted to be a nurse—then knew I didn't want to be (gave a cow a shot)
* Look for a book theme in this chapter. What seems to be the author's purpose in writing this book?

**Vocabulary** *definitions are given according to how they are used in the book.*

* placid p. 93 [**pla**-səd]--serene, free of disturbance
* menace p. 93 [**me**-nəs] --a threat; show of intent to harm
* intricate p. 96—complex and detailed
* flaunt p.93 --show off

**Comprehension objectives fleshed out:**

* List how Matt showed fear and courage
  + Fear
    - He worried about his family
    - He worried about his friendship with Attean
  + Courage
    - walked farther into the forest
    - walked toward the sound of whining
    - tried to open the trap twice
    - walked to the Indian village
    - plunged into the river
    - didn't let the village dogs scare him away
    - insisted on seeing Attean's grandmothers
    - didn't talk about his wound

Traits at beginning (of Attean's grandmother):

* did not want him to come to the feast,
* did not allow him to sleep in her house
* lips set in forbidding line,
* eyes no hint of welcome,
* stared at him

Influences: (ask them to \* the most significant ones)

* Matt tried to save Attean's dog
* Matt got hurt trying to help
* Marie pleaded for him
* Matt was polite
* Matt was Attean's friend
* Matt saved Attean's dog

Traits at conclusion

* hurried to bandage his bloody hand
* gave him some cornbread
* in next reading class will find something else--invited him back to their village (next chapter, first half of page)

**Class discussion, other comments**

* Matt was worried about his family; note how author never says that, but it is the main theme of the first paragraph.
* This chapter reminds me of the daydreaming Matt did of doing something great that would leave Attean grateful to him. It happened in today's story, but it doesn't feel as glorious as he envisioned. There is the terrible weariness of it all, the pain of the bite . . . he didn't really feel like a hero in the midst. Is that how it usually is in life?
* This chapter is a great example of good writing. Matt worried, describes fall coming, all the hints of something is wrong . . .
* Oh, the first time I read this chapter (running) I thought the dog had bitten Matt and wondered about Attean's grandmother saying sometimes the traps had poison. Now I see he scraped it on the steel trap. No wonder. Rereading and slowly really makes a difference.
* Matt really loved Attean. He was like an Indian in his loyalty
* What was the name of the river?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chapter 18

1. In this chapter Matt both felt a lot of **fear** and acted with a lot of **courage**. List two big things he was worried about:
2. List ways in which Matt demonstrated courage:

Chapter Nineteen p. 99-105

*Comradeship*

**Objective: the student will be able to:**

* begin the final project of constructing a neat and thoughtful Table of Contents onto white copy paper. This Table of Contents will include well-chosen titles, page numbers, and an illustration that depicts a central part of the story.
* (optional) complete the teacher-created questionaire

**Background and Introduction**

* A book theme? What is the author's purpose in writing this book? Last chapter tells us a lot about what her purpose might be.
* Think about how Matt's separation from his family, all he has learned about living off the land, how his own thinking has changed since his friendship with Attean . .
* Something about Matt becoming one of the Indians—
* Look at several table of contents in other reading books

**Vocabulary** *definitions are given according to how they are used in the book.*

* forfeit p. 101 [ˈ**fȯr**-fət] surrender or give up
* wield p. 102 use effectively, handle actively
* retort p. 103 to answer sharply
* disc p. 100—a thin, flat, round piece

**Comprehension objectives fleshed out:**

* The page will have a proper heading, titles will be peculiar to the chapter, page numbers be accurate and lined up, and the illustration add to rather than distract from the rest.
* Putting lined paper behind the clean white copy paper enables students to write straight without making lines.

**Class discussion, other comments**

* Talk about Matt's feelings:
  + FEELINGS
* satisfied
  + - curious (about the women's work)
    - wished to wear breechcloth instead of tight English breeches
    - happy (as his side cheered the goal he'd made)
    - included (feeling like one of them)
    - embarrassed when Attean's grandmother eyed him so closely
    - resentful (when shirt was returned)
    - homesick to see his mother
    - pleased Attean's dog accepted him
    - anxious (about walking home alone)
    - complimented (that Attean believed he could go home alone)
    - sore from the day's activities
    - content (felt he had passed a test)
    - not alone
  + ACTIONS
    - carefully observed the squaw's work (making corn flour, drying berries, making baskets)
    - played a gambling game with the boys
    - gave up his only shirt
    - played a bat and ball game with the boys
    - made a goal
    - went swimming with the boys (floated face down, grabbed an Indian head and held it down)
    - petted Attean's dog
  + APPEARANCE
    - lump as big as an egg on the forehead
    - without a shirt
    - tight breeches
    - right eye turning black
    - eye almost swollen shut
* You can tell that Matt caring about the dog really made a difference. They were grateful
* How does one make friends? Think about Matt joining in their games an important part of being accepted by them, their friend
* Why did Matt pull the returned shirt over his head *resentfully?*
* Indians really did look at women as inferior, about like slaves.
  + Remember how Marie, Attean's sister, said he didn't think she was worth much (chapter 18)
  + The men did the hunting then women pretty much did all the rest of the work; scorned the idea of doing women's work –like when the bear was killed (reminds me of Bible times—Jesus was unusual; Col. says no difference between slaves and free, man and woman . . . where the Gospel is believed these things change)
  + Served the men and didn't eat until they were finished p. 99
* The description of the playing and swimming on p. 102-103 remind me of the sentence chapter sixteen “he was one of them”
* That was a compliment, for Attean to not accompany him home
* Pulled shirt over his head doesn't match with the front cover picture
* Great ending sentence

Example of project:

Table of Contents

1. Alone in the Wilderness ..................................................... 1
2. Work, Work, Work ............................................................... 7
3. Stranger at the Door ............................................................ 11
4. Trouble ................................................................................ 19
5. More Trouble ....................................................................... 22

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chapter 19

1. Read page 99 then simply sit and think about it. If you were the teacher picking out important things to take note of, what would you talk about?

* What surprising thing happens? What does that tell you?
* How is coming the second time time different than the first time?
* How was he treated? What does that tell you about how they feel about him?
* What you learn about Indian women here?

*Read the rest of the chapter and answer as many of the questions as you can. You will likely not have time to answer them all. They do not have to be done in order. Some are pretty difficult. Only those with good study skills and shorter “chains” will be able to get those. Write good, complete sentences.*

1. Why was Matt so interested in the squaw's work?
2. Page 100-101 describe a game the Indian boys played. Can you figure it out and illustrate it either on paper – maybe even with actual discs? This is a black belt question.

*If you can figure this one out, and want to illustrate it, use a separate piece of paper. Better yet actually make a game to show it.*

1. Why did Matt feel a bit guilty about playing the game?
2. What game did Matt think was the next game they were going to play with the sticks? How was it different from what he expected?
3. What does it mean that they were putting Matt “to the test”? p. 102
4. Why was Matt glad to float face down in the river for a while?
5. What made Matt say, “It was almost as good as being back in Quincy again.” p. 103
6. What made Matt suddenly feel homesick?
7. Both Attean and his dog gave Matt a compliment on the way to the river. What were they?
8. Think about the compliment Attean gives Matt. Why is that a compliment?
9. Explain the final sentence of the chapter.

Chapter Twenty p. 106-109

*On the Edge of Change*

*A Parting of Ways*

**Objective: the student will be able to:**

* continue the final project of constructing a neat and thoughtful Table of Contents onto white copy paper. This Table of Contents will include well-chosen titles, page numbers, and an illustration that depicts a central part of the story

**Background and Introduction**

* In this chapter we feel keenly the difference in culture – *look for things that strike you as contrary to Bible teaching*
* Begin a Table of Contents sheet (will have time to work on it today and again on chapter 24)
  + To encourage thoughtful titles, give of my titles in scattered order and see if they remember the story of that chapter. Each given title should bring a mental picture of what that chapter included.
  + Note the problem with starting most titles with THE
  + List the chapters as 1, 2, 3
  + Choose your favorite title for that chapter
  + Add the page numbers to go with the chapter

**Vocabulary** *definitions are given according to how they are used in the book.*

* manitou—Indian word for spirit guide—don't record

**Comprehension objectives fleshed out:**

**Class discussion, other comments**

* Here one keenly feels the difference in culture
* Book theme: What was author's purpose in writing this book?
  + Explain more the conflict between the Indians and whites?
  + Probably, but behind that the theme of Love being stronger than hate, of how friendship changes our perspectives

Chapter Twenty-one p. 110-114

*To Go or to Stay*

**Objective: the student will be able to:**

* Read with expression conversation from p. 111 “The old man's face was grave” through p. 113 second paragraph
* write a note of 3-4 sentences to Matt giving him advice on the question of where or not he should go with the Indians. Need to give reasons for the advice.

**Background and Introduction**

* What time of the year do they think it might be by now?
* Why might Matt's father not have come back yet?

**Vocabulary** *definitions are given according to how they are used in the book.*

* topknot *tuft of hair on the top of the head*
* boisterous p. 114 *rough and noisy*
* comradeship p. 114 (**kom** rad ship) *friendship*

**Comprehension objectives fleshed out:**

*mark p. 111 top to end as was done on chapter seven*

**Class discussion, other comments –** students listening be looking for these things

* List how his heart now felt about the Indians
  + He no longer distrusted themselves
  + He knew they would be kind—even Attean's grandmother would welcome him
  + They would share with him whatever they had no matter how little
  + He had envied Attean's free, unhampered life in the forest
  + He envied the boisterous comradeship of the village
* List (with arrows) the different directions Matt felt pulled in
  + He longed for companionship
  + He knew he belonged to his family
  + He was afraid he'd offended Attean
* Why did Matt become angry on p. 111? (His fear prompted the anger) Sometimes our fear comes out in anger, or we speak too confidently, like Matt's p. 111
* What would you have done?
* That was a hard decision!
  + He was very afraid, but did what he knew he had to do
  + Matt felt lots of mixed up feelings
  + Family ties are very strong
* What had changed?

Chapter Twenty-two p. 115-119

*Final Goodbyes*

**Objective: the student will be able to:**

* use textual clues to accurately complete the T/F read-between-the-lines sheet and be ready to justify the conclusions reached

**Background and Introduction**

* What themes have they seen in this book?--Think about how Attean and his grandmother have changed. Also about how Matt has changed
  + Love is stronger than hate
  + Friendship changes one's perspective
  + Different cultures look through different lenses (not this one)

**Vocabulary** *definitions are given according to how they are used in the book.*

* fragile p. 118 *easily broken*

**Comprehension objectives fleshed out:**

* Great exchange p. 116-117; suggestion: read with one of them as Matt and the rest of class as Attean
* Reading between the lines statements

**Class discussion, other comments**

* Eyes really talk
* So choosing to stay was the brave deed Matt did and gained Attean's respect
* So which is God's way of looking at the land—the Indian way or white man's way—or another way?
* Wow. They really loved each other.
* Now what will happen to Matt?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chapter 22

Are these statements true or false? Be ready to (orally) give the basis for your response. Write True or False and the page number where you found the basis for your answer.

1. Attean wanted Matt to go north with them. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
2. Attean's grandparents sent trivial gifts with Attean for Matt. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
3. Saknis was a wise leader. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
4. Availability of game dictated where the Indians lived. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
5. Matt thought the Indians' perspective on land being like the air was foolish. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
6. Matt really treasured the watch his father had given him. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
7. Matt and Attean loved each other. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_
8. Love is stronger than hate. \_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_

* *Is it true that Matt's father would never understand why Matt gave the treasured watch away? Why or why not?*
* *Which of the above statements do you think Elizabeth George Speare most wanted her readers to understand from this chapter?*
* What does this chapter/book tell you about the author?

Chapter Twenty-three p. 120-126

*Alone Once More*

*Waiting*

**Objective: the student will be able to:**

* Spider web; Read alone, then after everyone has finished, close books and see if as a class they can list all the different work Matt filled his days with.

**Materials**

**Background and Introduction**

* Read first sentence and ask why they think Matt again filled his days with work (trying to push back the worry)

**Vocabulary** *definitions are given according to how they are used in the book.*

* meager p. 120 *scant, not much*
* beseech p.121 *beg eagerly*
* prowess p122 [prou-is] *skill or strength*
* gingerly p. 124 *very carefully*
* trenchers p. 125 *flat piece of wood on which meat or other food is served*
* lustrous p. 124

**Comprehension objectives fleshed out:**

* May want to give these categories:
  + Made more clothes
    - fur hat (deadfall—fisher)
    - mittens (rabbits)
    - breeches (blanket)
    - stockings (feathers, moss, blanket scraps)
  + Special items for family members
    - cradle for the baby
    - cornhusk doll for his sister
  + Food preparation for the winter and daily survival
    - shucked corn
    - hung strips of pumpkin
    - gathered nuts (hickory, acorns, butternuts)
    - dried berries and cranberries
    - meat (duck, muskrat, fish)
  + Miscellaneous
    - chinked every tiny crack of the cabin
    - replenished wood pile
    - made a broom, trenchers, and bowls
    - brush to clean the bowls and trenchers

**Class discussion, other comments**

* He could not have survived without the things Attean had taught him
* Note how he kept up his hope of the family coming p.125
* So girls couldn't go to school
* What do they think the author's purpose is in listing all this stuff? *(perhaps to give a picture of life as a pioneer in the 1700s)*

Chapter Twenty-four p. 127-129

*Snowshoes and Tea*

**Objective: the student will be able to:**

* Cloze procedure (from Sharon Yoder)
* Copy 2-3 phrases they like in this chapter and explain to partner what they liked about it.
* Or work on the Table of Contents sheet

**Background and Introduction**

* Look for significant sentences – ones that say so much in so few words and that give such mental pictures. I found two I especially liked
  + His axe would be as much use as a teaspoon p. 128
  + The snowshoes had set him free. p. 129

**Vocabulary** *definitions are given according to how they are used in the book.*

* poised p. 128

**Comprehension objectives fleshed out:**

**Class discussion, other comments**

* Grandfather knew the snowshoes would be a great help.
* Would his family never come; the book is almost ended so it has to happen soon

Chapter Twenty-five p. 130-135

*The Reunion*

**Objective: the student will be able to:**

* discuss the story as a class thinking of how the author chose specific (and some seemingly insignificant) events to alter or shape the whole story, and then to compare that with their lives and God. Each students needs to contribute at least once to the discussion.

**Background and Introduction**

**Vocabulary** *definitions are given according to how they are used in the book.*

* typhus p. 131 *a serious sickness*
* aught p. 132 *anything at all*

**Comprehension objectives fleshed out:**

* Have students think together about how the story would be different if some seemingly insignificant things hadn't happened.

1. if Ben hadn't come (Matt experienced wrong at the hands of whites too),

* how would his interactions with Attean have been different if he had had a gun?
* would Attean have resented his gun? Did knowing Matt had also been wronged by whites open a door for Attean to accept Matt?
* if he'd have had a gun, would Matt have wanted as much to learn Indian things?
* could it be that Ben taking the gun was actually better for Matt?

1. If Matt hadn't climbed the bee tree?

* Would he ever have met Attean and Saknis?
* How would his life have been different?

1. If Matt hadn't tried to give the Robinson Crusoe book—this feels like a small thing, but changed the entire story

* Attean's reading lessons
* Our lives are stories too. God is the Author, but we co-author with Him. He chooses the initial settings: parents, brothers and sisters, state born in, farm or country, time in life, giftings, but we choose many things too. We choose how to respond to life . . .how would our stories be different if certain things would be different?

**Class discussion, other comments**

* Now he's a bit of a stranger to his family. Will they ever be able to appreciate his stories about Attean?
* I wonder if he will ever tell his family about how he almost went with the Indians?
* Matt feels kind of like in two worlds now. He is almost part Indian, certainly has a greater capacity to appreciate and think like they do and a greater understanding of the anger they felt against the whites than his family does. Will they be able to listen to his perspective?
* So Grandfather Saknis was right, the woods were filling up with whites. Matt feels the tug of war inside, he is white, but not all white anymore
* What was the author's perspective on Indians? What was her purpose in writing? Could the same story be written and given a different slant?

**I think I learned**

* that a couple longer range project that allows for creativity is needed. Examples: Divider sheet with title and author and Table of Contents (gives purpose to the constant giving of titles to the chapters)
* that sheets like “reading between the lines” invite active participation; they are looking with something definite in mind and it gives them a chance to develop skills needed to choose a position and prepare to defend it. They did very well with this and there was lots of good thinking and debating going on.
* too much writing (visuals) wearies them, but they participate much better when required to write things down. Otherwise some space out.
* they like to draw, but it must be something described with a lot of detail and they need to include some explanation—page # and a couple sentences or short paragraph describing what they drew

**More Ideas for comprehension**

* Copy three phrases they like (from a well-written book like this one) and explain them
* Read chapter, close book and write all you can remember—10 min of straight writing in complete sentences