



Story Spinner<sup>™</sup>  
Native American Collection  
Turquoise

Introduction

Set Up Guide

Resources



APEL Education Consultancy  
2896 CR 225  
Durango, CO 81301  
[www.apelslice.com](http://www.apelslice.com)  
970-259-7313  
970-259-7312 (fax)

Dear Teacher,

Thank you for purchasing the Story Spinner™ Turquoise from our Native American Collection. We hope this innovative product, developed under the guidance of a veteran special education professional, provides your struggling readers with hours of enjoyment as they read and listen to the high quality books specially chosen for this collection.

Story Spinners™ utilize a multi-sensory approach by combining traditional print books with audio renditions of the text to help these students re-discover reading as a relaxing, entertaining experience. Students receive a print copy of all the books in the collection as well as an individual tablet pre-loaded with matching audio files of the stories. Then they simply follow along in the book while listening to the story being read aloud through headphones.

We offer Story Spinners™ for different age groups, cultural interests and educational needs. Our Native American and classic collections offer students grades 4-12 with supported and alternative access to high quality, age appropriate, culturally significant literature. The Aspen Story Spinner™ (RI) is a unique reading intervention for grades 3-6. Its creation was predicated on mounting evidence that using technology to support struggling readers improves their fluency, vocabulary and comprehension. Aspen also includes Student Assessment Booklets and a comprehensive Teacher Guide.

Read on!

[craig@apelslice.com](mailto:craig@apelslice.com)

[kayla@apelslice.com](mailto:kayla@apelslice.com)

[lynda@apelslice.com](mailto:lynda@apelslice.com)



## Set-Up Guide

This Set-up Guide outlines ten easy steps to get your students started with the Story Spinner™. The Resources that follow should be used to help spark their interest and deepen their appreciation of the stories they will be reading. Keep in mind that the ultimate goal of the Story Spinner™ is to foster—and restore—the love of reading for children with reading difficulties. And, your most important job is to delight in watching them embark on their very own independent reading adventure!

**Step 1: Select the students who will participate.**

- Due to copyright laws, some Story Spinners™ are restricted to students who qualify as having a “print disability.”

**Step 2: Decide the order in which the books will be read.**

- Have everyone read the same book at the same time if you want a “digital book club” with group discussions.
- Use a “buddy system” to pair or group students to reinforce instruction.
- Let students choose the book they want to help motivation.

**Step 3: Designate a re-charging station where tablets can be recharged.**

- A five port charger is included. Tablets come with usb cables for charging.\*
- You may make recharging the responsibility of the student.

**\*NOTE:** It is best to use the included five port charger. Tablets can be charged by plugging them into a running computer but will charge at a significantly slower rate.

**Step 4: Decide the “Rules of Use” for books and tablets.**

- How will students check out books and tablets?
- Can students take books and tablets out of your classroom?
- Can students take books and tablets outside the school?

**Step 5: Decide the reading schedule.**

- Students should read every day for at least 30 minutes per session.

- Commit 16–18 weeks for students to read, discuss and enjoy the books.

Step 6: **Decide whether or not students will be rewarded for reading.**

- Will students earn a reward for reading each day?
- Should students be rewarded for completing a book?
- Students can earn AR points for most Story Spinner books.

Step 7: **Review and sign the Story Spinner™ Student Agreement** (enclosed).

- Be clear with students about the decisions you've made in Steps 3–6.
- Have each student sign and date an agreement.

Step 8: **Book Orientation**

- Show student(s) the book they will be reading and tell them about it.
- Distribute the book and ask them to open to the first chapter.
- Demonstrate how you want them to FOLLOW along in the book **using either their finger or an index card** while listening to the story.
- Read the first page aloud and have students practice following along.

Step 9: **Tablet Orientation.**

- Distribute tablets.
- Familiarize students with how to start, stop, adjust volume, and locate the book and chapter on their tablets.
- Distribute headphones.
- Have students navigate to the book and first chapter on their tablets.

Step 10: **Start Reading!**

- Let students listen to the story and practice following along in their book using either their finger or an index card for one minute.
- Stop after one minute and check to see if students have successfully followed along with the audio file.
- Repeat practice if necessary.
- Have students return to the beginning of the first chapter in their book and navigate to the chapter on their tablet.
- Let the reading begin!

Tablets have a one year warranty. If any problems arise please contact us for basic troubleshooting. If a tablet is determined to be non functional we will send the tablet back to the manufacturer for repair or replacement.

Digital book files can be re-loaded by APEL Education Consultancy.



## Story Spinner™ Student Agreement

Student Name \_\_\_\_\_

Story Spinner™ is a learning tool that provides an assortment of Native American Books with a tablet that has been loaded with audio files of those books. It is a special privilege to be able to use the tablet and books provided. I agree to the following rules regarding the Story Spinner™;

1. I am responsible for keeping the books and tablet in GOOD condition.
2. I will store the tablet in the box provided when it is not in use.
3. I will not download or attempt to download other files onto the Story Spinner™ tablet.
4. I will return the tablet and books as agreed upon with my teacher.

\*\*Notes for return schedule \_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_



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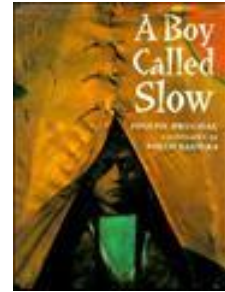
Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

## A Boy Called Slow

**Synopsis:** This is the story of the coming of age of a boy named Slon-he (SLOW) who grew up to become one of the greatest Lakota heroes – Sitting Bull. As a boy he was given the name Slow because that is how he did everything. Slow was determined to earn a new name and he knew he could only do so by earning the respect of his people by being brave and wise. At the age of 10 he had killed his first buffalo, and at his first war party at age 14, he struck a Crow warrior with his coup stick and spoiled his aim. For these powerful deeds he earned his name Tatan'ka Iyota'ke, Sitting Bull.



**Type:** Fiction

**Interest Level:** Middle Grades

**Quiz No.** 16870

**Book Level:** 4.3

**Lexile Score:** AD690L

**AR Pts:** 0.5

**Word Count:** 1318

**Author,** Bruchac, Joseph

Much of Joseph Bruchac's writing draws on that land and his Abenaki ancestry. He holds a B.A. from Cornell University, an M.A. in Literature and Creative Writing from Syracuse and a Ph.D. in Comparative Literature from the Union Institute of Ohio. He has been a storyteller-in-residence for Native American organizations and schools throughout the United States including the Institute of Alaska Native Arts and the Onondaga Nation School. He discusses Native culture and his books and does storytelling programs at dozens of elementary and secondary schools each year as a visiting author.

**Selected List of Awards include:**

American Book Award for Breaking Silence

Scientific American Children's Book Award for The Story of the Milky Way

Cherokee Nation Prose Award

2005 Virginia Hamilton Literary Award

2000 Parents Choice Gold Award for Crazy Horse's Vision

1999 Lifetime Achievement Award from the Native Writers Circle of the Americas

1998 Writer of the Year Award from the Native Writers Circle of the Americas

1998 Storyteller of the Year Award from the Native Writers Circle of the Americas

1997 Paterson Award for Dog People

1996 Boston Globe Book Award for The Boy Who Lived with the Bears

## Other Joseph Bruchac Books available through SLICE Classic

Crazy Horses Vision	Level 4.0
The Dark Pond	Level 5.3
The Great Ballgame	Level 3.1
Keepers of the Earth	Level ALL
Pocahontas	Level 6.3

## A Boy Called Slow – Ideas for class discussions and activities.

How did Slow (Slon-he) feel about his given name?

What plan did he make in order to earn a new name?

What steps did he take to make his plan successful?

Give examples of how Slow's mother and father taught him integrity.

Define the word integrity in relationship to Slow, Sitting Bull.

Give evidence of Slow's integrity.

Has the student experienced a coming-of-age event or ritual?

What is the significance of the student's own name?

Does the student have a nick-name? How was that earned?

What is a new name that the student would like to earn?

What plans and steps can the student take to earn his/her new name?

How does integrity fit into the student's plan?

What can the student do at school today, this week, or this month to demonstrate integrity?

How will acting with integrity help you, as you grow older?

## Kinaalda, A Navajo Girl Grows Up

**Synopsis:** Celinda McKelvey, a Navajo girl, participates in the Kinaalda, coming-of-age ceremony of her people at the family's traditional Hogan used mostly for ceremonies.

The book also touches on the rebirth of Navajo tradition after long decades during which the U.S. government forcibly removed Navajo children from the reservation and tried to teach them Western culture, language and job skills.

**Type:** Non-fiction

**Interest Level:** Middle Grades

**Quiz No.** 11023

**Book Level:** 5.0

**Lexile Score:** 810

**AR Pts:** 1.0

**Word Count:** 4164



**Author,** Roessel, Monty

Monty Roessel earned a journalism degree from the University of Northern Colorado. Roessel's work has appeared in *Geo*, *The New York Times Magazine*, *Newsweek*, *Time*, *Sports Illustrated*, and *Native Peoples*. He is a talented writer and photographer.

### Book Reviews on Kinaalda, A Navajo Girl Grows Up

My wife and I recently made friends with a Navajo woman with a thirteen year old daughter preparing for this major event in her life. I, like most, had never even heard of this ceremony. I was fascinated and wanted to find out more. This book, even though designed for young, preteen readers, was fun to read and very informative. After reading, I gave it to our friend to give to her daughter. They both enjoyed it as well. There are numerous pictures that follow along with the character in the book as she goes through different parts of the ceremony. Bottom line: a great book, just as described....

\_\_\_Preston Davis Flagstaff AZ

Other books by Monty Roessel;

Roessel, Monty. [Songs from the Loom : A Navajo Girl Learns to Weave](#)

**Genre:** Non-fiction

**Audience:** Youth



## Kinaalda, A Navajo Girl Grows Up Questions and Discussion

What is Kinaalda?

The Kinaalda is a Navajo coming of age ceremony for girls when they celebrate their ability to have children. All Navajo girls must also undergo the ceremony so that they will grow into strong women who can also have children.

What is the ceremony for boys as they come of age?

The Enemy Way, so they would not be haunted by the killing they may see in war.

Who are the Holy People?

They are the ones who made the world.

What did the Holy People give to the Navajo to help them prosper?

Ceremonies such as Kinaalda, The Enemy Way, The Blessing Way. Ceremonies are a way to heal the mind and the body and create harmony (Hozho).

Who was the first Kinaalda performed for?

Changing Woman

What is one of the most important parts of the sacredness of a Navajo ceremony?

The feeling of family closeness; by the time Celinda's Kinaalda is over, more than 30 family members and friends will have visited and participated.

Who is the most important person during this ceremony?

Celinda will be the most important person for the next couple of days.

Where did the People come up from the Underworld?

Dzilh-Na-O-Dithle (Huerfano Mountain), the site of the first Kinaalda.

What is the simple task that begins the Kinaalda Ceremony?

Celinda's mother fixes her hair with a grass brush into a traditional bun, leaving her bangs loose.

What is the meaning behind Celinda's mother "molding" her?

This will shape her into a beautiful, strong woman.

What direction does Celinda run each day during the Kinaalda?

East

What did the US government do in the 1950's & 60's that caused many of the Navajo and Native American ceremonies to ALMOST become extinct?

They sent many of the Native American children to boarding schools where they were punished for speaking their Native languages. They were in the schools most of the year so they could not spend time with their elders learning the ceremonies.

What positive changes have happened now that Navajo children are no longer sent to boarding schools?  
Now many schools on the reservation teach the Navajo language and culture. Today about three-fourths of Navajo people speak their native language. In recent years families started to hold ceremonies again. There has been a rebirth of Navajo pride.

What does Celinda prepare at Kinaalda which is a central part of the ceremony?  
She bakes a cake in the earth. Several women help her to stir the cake with sacred sticks they received during their own Kinaaldas, many years before. The women treasure their sticks for their whole lives.

What does a "gooey" cake signify?  
That the young girl will have a hard life.

What will happen during the night of the Kinaalda?  
Celinda has to make it through a night of prayers staying awake as the prayers are sung. These prayers introduce her to the Holy People so that they will protect her through her life's journey. These prayers are sacred and cannot be recited outside of the ceremony.

What does Celinda do shortly before dawn?  
Celinda leaves the hogan and begins to run. People, young and old, run after her shouting "ooyiiee".

What does the "emerging dawn" mean for Celinda?  
That her childhood is almost over

What are the two tasks that remain after Celinda's run on the second morning of her Kinaalda?  
The last "molding" and eating the cake. As Celinda stands in the doorway, her aunts and uncles lay the blankets and buckskin before her. Once again, keys and lucky charms are placed between the blankets. This will be the last chance to share in the blessing of the Kinaalda.

What does Celinda do with the cake at the end of the ceremony?  
Celinda hand delivers every piece of cake and says, "thank you for coming" to each of her guests.

How does Celinda look or feel different at the end of the Kinaalda?  
Celinda is filled with pride. When her aunts tease her, it isn't so bad because now she is one of them. She feels like a Navajo because she has finished the race.

## Ideas for Discussion

Discuss how ceremonies like the Kinaalda help young people understand what it is like to be Navajo?

How is it different to be a Navajo growing up on the reservation as opposed to growing up outside of the rez?  
Is it easier or more difficult?

Discuss how the students feel about the US government's policy of sending Native American children to boarding schools.

In what ways are the ceremonies different now than they were centuries ago?

Do other cultures have ceremonies similar to the Navajo Kinaalda?

## North American Indian Tales

**Synopsis:** Charming collection of 8 authentic Indian tales told by Iago the storyteller. Includes "The Little Boy and Girl in the Clouds," "The Child of the Evening Star," "The Boy Who Snared the Sun," "How the Summer Came," "Grasshopper," and 3 others.

**Type:** Fiction

**Interest Level:** Middle Grades

**Quiz No.** n/a

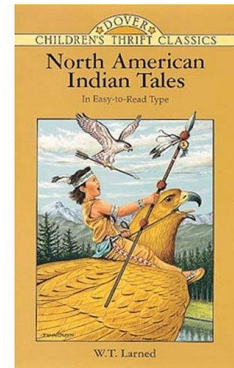
**Book Level:** 5.0

**Lexile Score:** 930

**AR Pts:** n/a

**Word Count:**

**Author,** Larned, W.T.



## North American Indian Tales Vocabulary Lists

### Iago, the Story Teller

cleverer

mischievous

nimble

timid

wigwam

### Shin-ge-bis Fools the North Wind

ancient

blusters

comrades

conquered

clever

dampen his spirits

despairing

feeble

flue

gnash

good humor

impudent

jeering

Ka-bib-on-okka – the North Wind

mischievous

plodding

prowling

savory

Sha-won-dasee – the South Wind

Shin-ge-bis – the diver

sufficient

### The Little Boy and Girl in the Clouds

accustomed  
anxious  
astonished  
cavern  
clambered  
conceit  
curious  
deceived  
dignity  
embers  
gravely  
lagoo, the Storyteller

impudence  
in vain  
interrupt  
Morning Glory  
offend  
particular  
patience  
peculiar  
perseverance  
roused  
Tu-tok-a-nu-la, the Measuring Worm

### The Child of the Evening Star

bison  
breakneck speed  
chattering  
conceited  
court (verb)  
crest-fallen  
descended  
despised  
devotion  
enchantment  
enviously  
finery  
fleet of foot  
Gitchee Gumee, lake  
gloriously  
mocked  
murmured

noose  
Oseseo, child of the evening star  
Oweenee, the youngest daughter  
plumage  
stirrup  
suits  
suspended  
swarming  
thrush  
transformed  
vapor  
vigorous  
virtue  
Wabeno, the magician  
wampum  
willful  
woed

### The Boy who Snared the Sun

Ad-ji-dau-mo, the squirrel  
Ahmeek, the beaver  
An-ne-mee-kee, the Thunder  
Bosh-kwa-dosh, the Mastadon  
cunning  
enormous  
garment  
impatient  
Kah-gah-gee, the raven  
Ken-eu, the war eagle  
Kug-e-been-gwa-kwa, the Dormouse  
Mon-da-min, the Indian Corn

Muk-wa, the bear  
muttered plaited  
quiver  
revenging  
severely  
snare  
strutted  
swoop  
teepee  
Wa-bun, the East Wind  
Wau-be-see, the wild swan

### How the Summer Came

assistance  
attempt  
awkward  
Constellation of the Plough  
cluster  
endurance  
fatal  
fortunate  
gnawing  
Manito, one who has magic powers  
morsel

obliged  
O-pee-chee, the robin  
O-jeeng An-nung, the fisher stars  
perfume  
shiver  
sky-dwellers  
totems  
venison  
Way-wass-i-mo, the Lightning  
Wa-wa, the wild goose

## Grasshopper

Ahmeek, the chief

amusing

beholders

captive

carcass

cautiously

conceited

croak

delicious

dunes

entertainment

ermine

excelled

familiar

foliage

glistening

gourds

grief

hesitated

hospitable

human whirlwind

idle

inhabit

Jee-bi, spirit

Man-a-bo-zho, the great Manito

Mud-ji-kee-wis, the Westwind

mischief

moccasins

mortal

obtained

ornamented

Pish-ne-kuh, his brothers

pious

pranks

probable

pursuit, pursuer

quantities

quoits

reckless

revolving

scampered

Shau-go-daya, a coward

sleek

smote

suspiciously

temptation

vengeance

vermillion

vex

wheeled

wrought

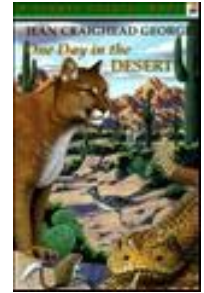
## Mish-o-sha, the Magician

absent  
astonished  
astride  
attired  
bade good-bye  
beckoned  
borne  
charred  
Chemaun Poll, magic words  
companions  
cured  
deceived  
doubtfully  
dwelt  
excursion  
famine  
gargoyle  
gleamed  
hastened  
haunches  
hyena  
island  
Ko-ko-ko-ho, the great owl  
Ioscoda, the younger brother  
lingered  
lodge  
malicious

miserably  
murmured  
Nin-i-mo-sha, the maiden  
O-ne-o-ta, the lynx  
particular  
peculiar  
perish  
persuaded  
pounce  
pretence  
repent  
rheumatism  
savage  
scarce  
Seegwan, the elder boy  
seizes  
shaft  
sheath  
skimming  
sought  
sympathy  
Twee-tweesh-ke-way, the Plover  
uttering  
vanish  
Wa-bo-se, the little white hare  
whittled  
wretch

## One Day in the Desert

**Synopsis:** Bird Wing, a young Papago girl, and her mother live in Arizona's Sonoran Desert. A terrible thunderstorm in this usually arid climate causes a flash flood. Bird Wing and all the animals of the desert struggle to find shelter before the flood reaches them. Who will survive? This is a beautiful story about the close bond between human beings and all living things and the unpredictable ways of nature.



**Type:** Fiction

**Interest Level:** Middle Grades

**Quiz No.** 14688

**Book Level:** 5.5

**Lexile Score:** 860

**AR Pts:** 1.0

**Word Count:** 3725

**Author,** Jean Craighead George [www.jeancraigheadgeorge.com](http://www.jeancraigheadgeorge.com)

**Jean Craighead George** was born in Washington D.C. on July 2, 1919. She graduated from Penn State University with a degree in Science and Literature. Born into a family of students of nature, they spent a great deal of time camping in the woods near their Washington, D.C. home. She grew up climbing trees to study owls, gathering edible plants and forging fish hooks from twigs. In third grade she began writing and hasn't stopped yet. She has written over 100 books.

Her book, **Julie of the Wolves** won the prestigious Newbery Medal, the American Julie of the Wolves Library Association's award for the most distinguished contribution to literature for children, 1973. **My Side of the Mountain**, the story of a boy and a falcon surviving on a mountain together, was a 1960 Newbery Honor Book. She has also received 20 other awards.

### Book Reviews on Jean Craighead George – One Day in the Desert

Yet another wonderful book by an author very much in tune with nature and ecological concerns. She teaches while she entertains. Having lived in the region portrayed in this book, it became a gift to young friends back in Minnesota to introduce them to a COMPLETELY different world. Yielded fun discussion and comparison. They wondered at and enjoyed it very much!

---Amazon Customer

This book teaches people about the desert plants and animals as well as the climate. The real life and death struggle for survival is most intense at the edge of where life can survive. The result is some evolutionary marvels like toads and cute kangaroo rats. As short and to the point as this book is, I liked it.

\_\_\_R. Bagula (Amazon Customer)

**Other books by Jean Craighead George Available on SLICE™ Classic;**

Julie of the Wolves

My Side of the Mountain



# One Day in the Desert

By Jean Craighead George

## Vocabularies

### Animal Vocabulary

bat  
cactus wrens  
cicadas  
cottontail rabbit  
coyote  
deer  
desert fox  
desert tortoise  
elf owl  
Gila woodpecker  
kangaroo rat  
kit fox  
mountain lion  
peccary  
pollywog  
raccoon  
rattlesnake  
ring-tailed cat (coacomistle)  
roadrunner  
spade-foot toad  
spiny-tailed lizard  
Texas banded Gecko

### Insect Vocabulary

cricket  
headstand beetle  
honey-pot ant  
tarantula

### Plant Vocabulary

agave  
cactus, cholla (teddy bear)  
cactus, ocotillo  
cactus, prickly pear  
cactus, saguaro  
mesquite tree  
paloverde tree  
yucca

### People/Landmarks

Gulf of Mexico  
Mount Scorpion  
Pacific Coast Mountains  
Papago Indians  
Desert, Chihuahuan  
Desert, Great Basin  
Desert, Mojave  
Desert, North American  
Desert, Sonoran

### Vocabulary Words/Terms

arroyo  
burrow  
cascaded  
chamber  
deluges  
embankment  
endure  
foraging  
huge clinker  
illuminated  
microclimate  
nourish  
quinonoid chemical  
raging torrent  
refuge  
ruthless  
secreted  
torrents  
vigorously  
wrath  
writhed

# One Day in the Desert

By Jean Craighead George

## Ideas for Discussion – Activities

What is the name of the native people who live in the area of the Sonoran Desert in this book?  
(Papago, Birdwing and her mother)

Name as many of the desert animals and plants you can think of in this book.

How are they similar or different from the area where you live?

Name the most interesting nature/ecological fact that you learned from reading One Day in the Desert.

What was the hottest temperature reached at the bottom of Mount Scorpion on July 10<sup>th</sup>?  
(121° F)

Name some of the many ways the animals and plants adapt to the extreme heat of the desert. (conserving water, cooling themselves )

How many rainy seasons does the Sonoran Desert have making it different from the other 3 great North American Deserts (Great Basin, Mojave and Chihuahuan)?  
(2 – showers in March and deluges in July, (the time of year that the flash flood in this story happens) which help it support a wide variety of creatures.)

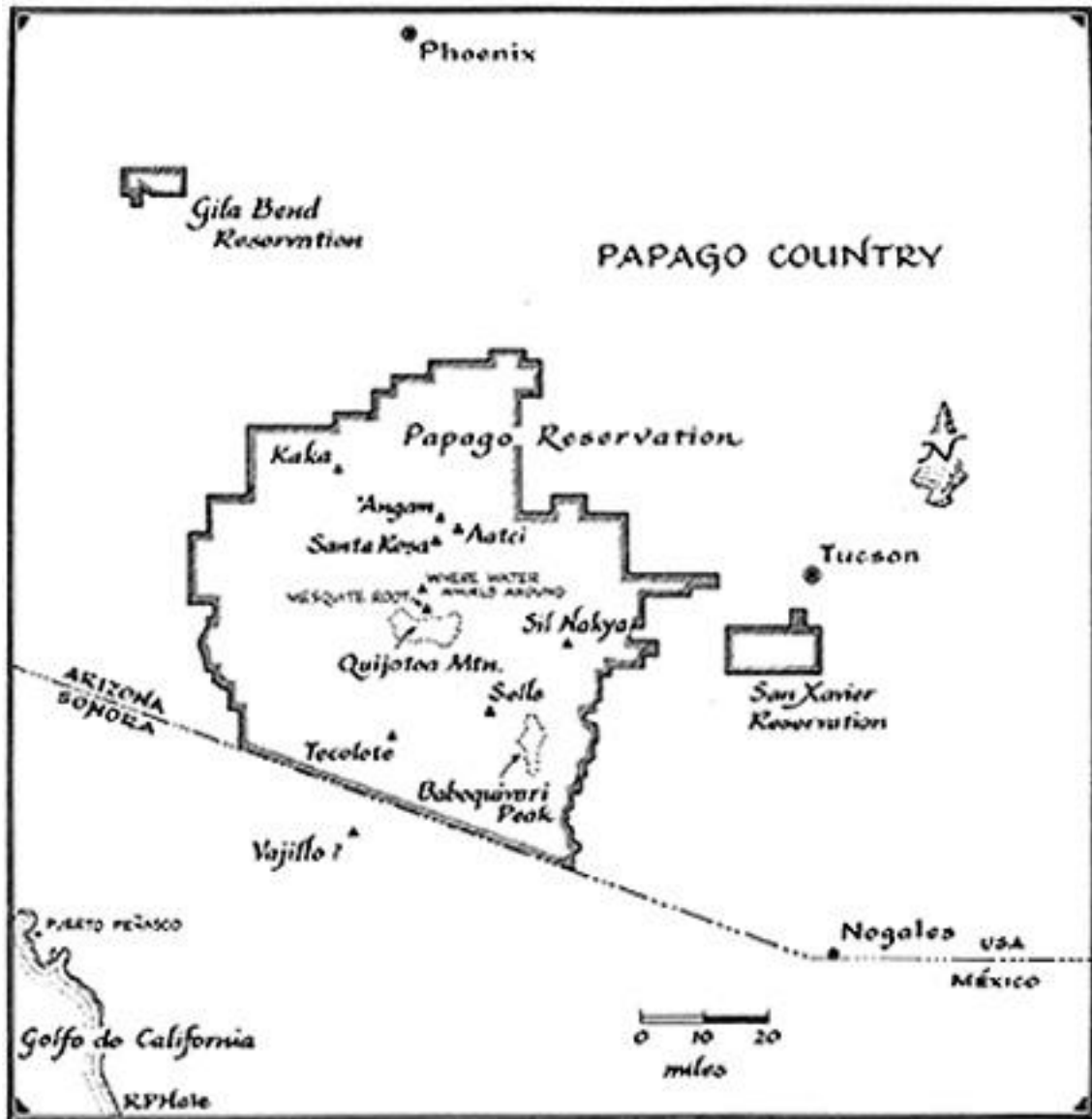
Name the things that did not survive the wrath of the desert?  
(the lion, cactus wren, rattlesnake, packrat and the elf owl-Birdwing's hut and the Saguaro)

Why did Birdwing and her mother thank the lion?  
(The injured lion came to their hut and was lying in the doorway which made them leave their home before it was washed away in the flash flood.)

Even though the raging torrent was devastating to some of the animals, it brought life to others in many more ways. Name some of the ways the rains helped the creatures and plants.  
It uprooted insects and spread seeds on the desert land. It greened up all the plants which support the animal life and provide much needed shade. Spadefoot toads were able to come to life to mate. Birdwing and her mother decided to build their new home above the flood line.

Websites to find out more about the Sonoran Desert:

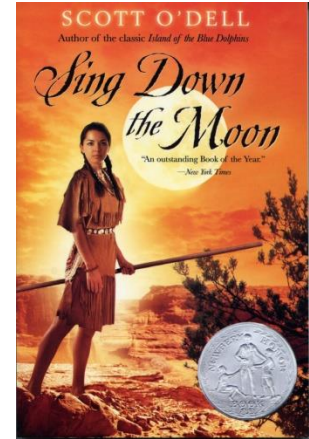
<http://www.nps.gov/cagr/forkids/the-sonoran-desert.htm>  
[http://www.blueplanetbiomes.org/sonoran\\_desert.htm](http://www.blueplanetbiomes.org/sonoran_desert.htm)  
[http://www.desertusa.com/du\\_sonoran.html](http://www.desertusa.com/du_sonoran.html)



## Sing Down the Moon

**Synopsis:** The Navajo tribe's forced march from their homeland to Fort Sumner by white soldiers and settlers is dramatically and courageously told by young Bright Morning.

The Spanish Slavers were an ever-present threat to the Navajo way of life. One lovely spring day, fourteen-year-old Bright Morning and her friend Running Bird took their sheep to pasture. The sky was clear blue against the red buttes of the Canyon de Chelly, and the fields and orchards of the Navahos promised a rich harvest. Bright Morning was happy as she gazed across the beautiful valley that was the home of her tribe. She turned when Black Dog barked, and it was then that she saw the Spanish slavers riding straight toward her.



"The very simplicity of the writing, at times almost terse, makes more vivid the tragedy of the eviction and the danger and triumph of the return." ~The Bulletin of the Center for Children's Books

**Type:** Fiction

**Interest Level:** Middle Grades

**Book Level:** 4.9

**Lexile Score:** 820

**AR Pts:** 4.0

**Word Count:** 27,257

**Author:** Scott O'Dell

Scott O'Dell's books have entertained and enlightened millions of readers around the world. Children with a thirst for adventure and a love of nature are drawn to his stories of young people, whose survival depends on their determination and self-reliance. He has been called "the foremost American writer of children's historical fiction." Although he is best known for stories set in the past, his books include gothic romances, nonfiction, and stories of contemporary life.

### *Sing Down the Moon's Awards*

- *Newbery Medal Honor Book, 1971*
- *Booklist Contemporary Classics for Young Adults, 1984*
- *Phoenix Award Honor Book, 1990 (Children's Literature Association)*

### *Internet Resources*

In the year of 1864, thousands of Navajos were forced to leave their land and travel on foot to a reservation at a place called Bosque Redondo. Some of them had to travel more than 450 miles by foot, and many died along the way from cold, starvation, or murder. This trip came to be known as "The Long Walk."

Learn more about the Long Walk in an online lesson at: <http://reta.nmsu.edu/modules/longwalk/default.htm>

*Sing Down the Moon*  
by Scott O'Dell

*Ideas for Discussion*

1. Sing Down the Moon is about the Navajo people. Name three things you learned about Navajo culture and history from this story.
2. At the beginning of the story Bright Morning learns an important lesson about tending sheep. How did the end of the story show that she remembered this lesson?
3. Compare the very different advice Nehana and Rosita gave Morning Star. Why can't Morning Star live happily where she is a servant after she is first captured?
4. What are some words you can use to describe Bright Morning's character traits?
5. How does Tall Boy change throughout the story? How does he remain the same?
6. What is Tall Boy's disability? Was he able to overcome it?
7. There are a number of different animals in the story. Name them and what each teaches or symbolizes. (For example: sheep—abundance; black dog—loyalty.)
8. Describe the settlement at Bosque Redondo in terms of the inhabitants, their homes, their food, their activities, and their feelings.
9. How does the forced move to Fort Sumner affect the Navajo people spiritually and physically?
10. What similarities and differences do you see between Bright Morning's first and second exiles?
11. Is the "Long Walk" to Fort Sumner that O'Dell describes in the story a factual or fictional event? What do you know about the "Long Walk"?

12. What does "oppression" mean? What are some examples of oppression in this story?
13. How do different characters in the story respond differently to oppression? What do you think makes one person respond differently to oppression than another? How do you think you would have responded to the oppression experienced by the characters in this story?

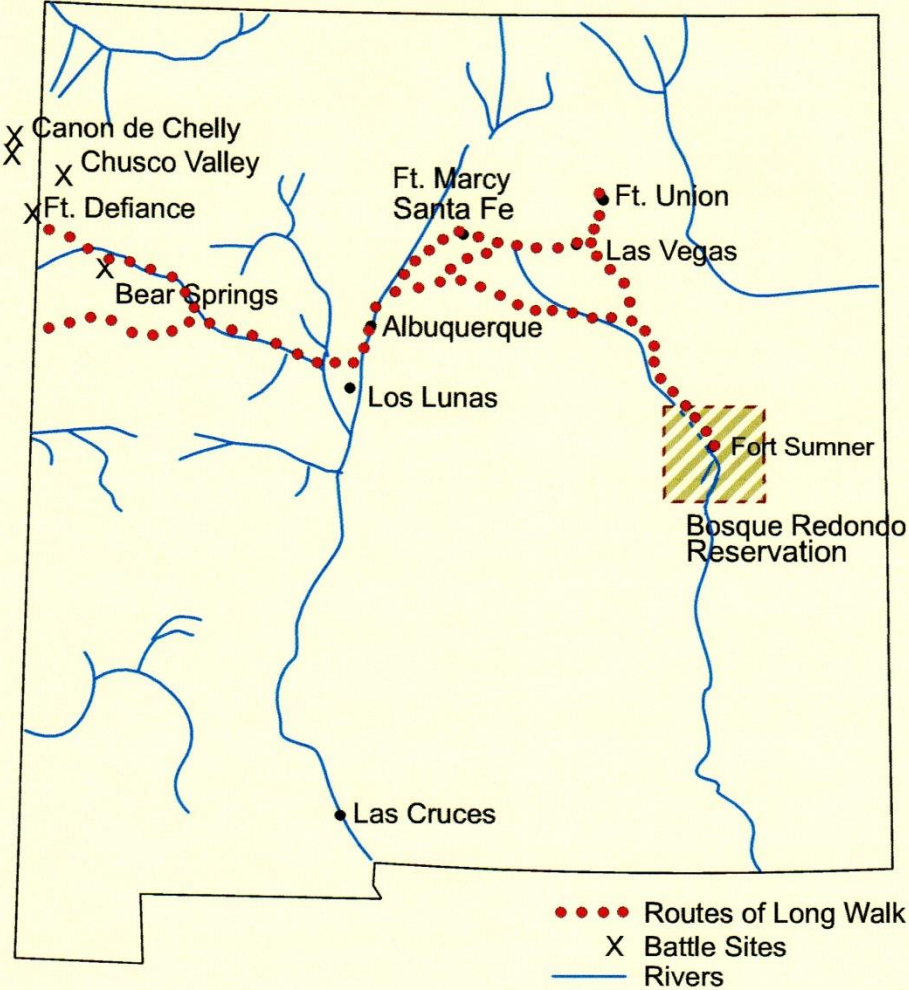
*Optional for further discussion:* What are some examples of oppression you have experienced in your own life? How have you responded? Have your responses been effective? Why or why not?

14. At the end of the story, Bright Morning breaks her son's toy spear. Why do you think she does this?
15. Why do you think the novel is called Sing Down the Moon?

**Challenge:**

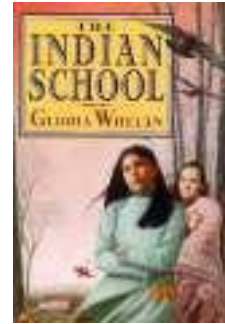
Scott O'Dell wrote Sing Down the Moon in 1970. In the final paragraph of the Postscript, he describes contemporary life in Canyon de Chelly. That was more than 40 years ago. If you were to write the last paragraph today, what would it say about contemporary life in Canyon de Chelly? What do you already know? What can you learn through research and talking to others?

# The Long Walk: New Mexico, 1863 - 1866



# The Indian School

**Synopsis:** It is the autumn of 1839 and Lucy, an orphan, has come to live with her aunt and uncle who run a mission school for Indian children. Aunt Emma is stern and has rules for everything. She gives the students American names and dresses them in drab mission clothes. Uncle Edward tells them that the old ways are gone, and now they must fit into the white man's world. Lucy cannot understand why the Indians are the ones who must do the changing.



In this story elements of the Native American experience at an Indian mission school are explored from the perspective a young white orphan girl. Students will learn important values of acceptance and overcoming difficult situations.

**Type:** Fiction

**Interest Level:** Middle Grades

**Quiz No.** 16914

**Book Level:** 4.3

**Lexile Score:** 650

**AR Pts:** 2.0

**Word Count:** 12,698

**Author,** Whelan, Gloria [www.gloriawhelan.com](http://www.gloriawhelan.com)

Gloria Whelan lived with her husband for 30 years in the woods of northern Michigan in a cabin on Oxbow Lake where her children and grandchildren often visited. The things she saw as she walked in the woods or looked out of the cabin window found their way into her books. She began making up stories before she could even write, telling her stories to her baby sitter who would type them out. In elementary school she began writing poetry and in high school was the editor of the school paper. She feels that her writing is influenced by all the books she has read.

The subjects for her books come from her favorite places in Michigan, faraway lands or earlier times. "The research for these books is like a treasure hunt, I never know what I'm going to find. I've made imaginary trips to China, India, and Vietnam and imaginary and real trips to Russia and Africa."

## Book Reviews on Gloria Whelan – The Indian School

THE INDIAN SCHOOL is ideal for young readers who want a story with real depth and genuine focus, but can't yet navigate hundreds of pages of an adult history book.

----Kelly Milner Halls

---THIS BOOK IS SO AWESOME!! I LOVE IT SOME MUCH I LOVE THE WAY THE AUTHER IS SO PATIONIT (passionate) ABOUT HER WRITING... I APSOLUTLY LOVE IT!

----Sara B (11 years old)

**A few more books by Gloria Whelan (among many more);**

Summer of the War

Mackinac Bridge: The Five Mile Poem

Listening For Lions

The Shadow of the Wolf



## The Indian School Ideas for Discussion

What happened to Lucy's parents?

They were both killed in a terrible wagon accident.

How did the letter that Aunt Emma sent to Lucy make her feel?

She felt the letter was cold. She didn't find any comfort or welcoming in her aunt's words, but she did appreciate that she had a place to go.

How were the Indian children at the mission school different than the Indian people that Lucy saw in Detroit where she grew up?

Lucy noticed the children were dressed all the same, their hair was cut short. In Detroit the Indians she saw were dressed in colorful clothes with beads and beautiful jewelry.

How did Lucy, the orphaned main character in this book, feel about the way the children were treated at the Indian school?

She thought it was pity that so much of the change must come from the Indians and so little from the white man.

Why did Lost Owl bring his children Star Face and Raven to the Indian school?

There had been a smallpox outbreak in his village and half of their people had died including his wife. Others moved away so they wouldn't get sick. Lost Owl heard that his children would be welcomed at the school.

How did Aunt Emma and Uncle Edward react differently to what each of them saw as a lack of manners?

Aunt Emma would not have let them stay at the school; Uncle Edward said that they would never turn away someone in need.

Was Aunt Emma unmoved by Lost Owl's story?

No, but her words were harsh.

What happened to Star Face that caused a terrible commotion the next morning between Raven and Aunt Emma?

Aunt Emma had cut Star Face's hair and given him the name Matthew.

What did Raven say when Aunt Emma tried to change her name and make her dress like everyone else?

Raven refused to change into the school dress. "I cannot tell who I am if I look like everyone else," she insisted.

What did Lucy think about the way her Aunt and Uncle gained respect from the students at the Indian School?

The students minded her uncle out of love, her aunt out of fear. Lucy felt that her uncle's ways were much better.

How did Raven help out at the school?

She was allowed to gather butternuts, hickory nuts, hazelnuts, and walnuts from the woods.

How did being in the woods affect Raven?

As they went deeper into the woods, Raven seemed a different person. She would smile talk to Lucy and teach her the ways of the forest.

What did Lucy feel was happening between Aunt Emma and Raven?

She felt a rivalry for Matthew's affections had grown up between Raven and Aunt Emma. Aunt Emma would frown when he put his arms around Raven. Raven scowled when he climbed onto Aunt Emma's lap.

When Raven left the Indian School she left a note that said, "I will not stay in this prison. I go north to my father." Did she really go to her father?

No, she stayed in the woods to be near her brother.

What are the secrets that Lucy keeps from her Aunt and Uncle?

That Raven was living in the woods and did not go back to her father, and Lucy is helping her.

What happened that made Lucy tell her Aunt and Uncle that Raven did not go back to her father?

Matthew became very ill and cried for his sister.

Did Matthew's illness bring about tolerance between Raven and Aunt Emma?

Yes, because they both cared about him so much. They were not friends, but they were no longer enemies.

How did Raven help the Indian School make it through the harsh winter when food was scarce?

She made a special snowshoe for Mr. Jones (who had a wooden leg), so he could get through the snow to hunt.

What does Lucy ask Aunt Lucy to give her for her 12<sup>th</sup> birthday?

She asks for her book of poems that Aunt Lucy had taken from her when she first arrived at the Indian School.

How does Lost Owl repay the Indian School for caring for his children?

He stays at the school and teaches them to take sap from the maple trees.

## Discussion Ideas

How does the student feel about the way the children were treated when they arrived at the Indian School, having to cut their hair and dress alike?

How have Aunt Emma's feelings changed toward Raven?

Think of all the ways that Raven helped the Indian School.

How did Lucy help Raven?

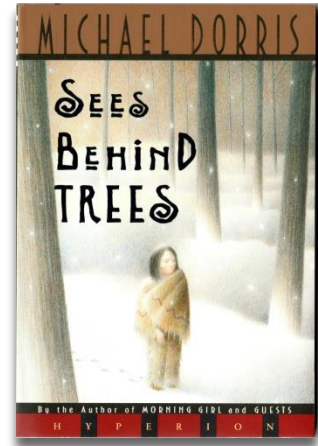
Talk about the last paragraph in the book:

"I thought of all Raven had taught me. She had shown me where to gather nuts in the forest and how to make maple syrup. I had seen her stand up to my aunt. Living in the lightning tree, she had shown me how you can survive on your own. Raven had been to the school for Indians, but I had been to Indian school."

## Sees Behind Trees

**Synopsis:** *Sees Behind Trees* is the name given to a young Indian boy when he passes the test for young men. He is given the name due to his not being able to see as well as the rest of his tribe. *Sees Behind* uses his heightened sense of hearing to help an elder member of the tribe to find a mysterious land of water, proving to himself that he is truly worthy of his new name and becoming a man.

"Dorris takes on some meaty existential issues here; he does so with grace, bighearted empathy, and always with crystal-clear vision".--"School Library Journal" (starred review). A "School Library Journal" and "Publishers Weekly"



Go online to introduce this book to your students  
[www.youtube.com/watch?v=MMciKscdp4](http://www.youtube.com/watch?v=MMciKscdp4)

**Type:** Fiction

**Interest Level:** Middle Grades

**Book Level:** 5.2

**Lexile Score:** 840

**AR Pts:** 4.0

**Word Count:** 24275

**Author:** Michael Dorris

Michael Dorris was born in 1945 in Louisville, KY and died in 1997. He received his Master of Philosophy degree in 1970 from Yale University and in 1972 helped form [Dartmouth College Native American Studies department](#). He was praised for his sensitive and intelligent treatment of Native American concerns. He also published under the pseudonym Milou North. Dorris was a novelist, short story writer, poet, nonfiction writer, author of children's books, essayist, scriptwriter and songwriter.

SharedPDF.com

"Sees Behind Trees"

1. What is the MAIN purpose of Indian boys learning to shoot a bow?

- A. To help decide where to hunt. (incorrect effect)
- B. To be ready to enter contests. (incorrect effect)
- C. To be ready to become a man. \*
- D. To teach younger boys the skill. (incorrect effect)

2. In what way did Walnut's mother change her mind about teaching him to shoot a bow?

- A. At first she thought it was important, but later she thought it was silly. (incorrect contrast)

- B. At first she thought it was exciting, but later she thought it was boring. (incorrect contrast)
- C. At first she thought it was possible, but later she realized there was a problem. \*
- D. At first she thought it was unnecessary, but later she learned it was necessary. (incorrect contrast)
3. What problem did Walnut expect to have when he participated in the target contest?
- A. He would not please his father. (plausible but incorrect based on text)
- B. He would not be able to hit the target. \*
- C. The other boys would be jealous of him. (inference/conclusion not appropriate to the text)
- D. The weroance would criticize his mother. (plausible but incorrect based on text)
4. When the author writes, "The weroance went on steady as the beat of a large bird's wings" he means that the weroance was
- A. talking very quickly (plausible but incorrect response based on text)
- B. moving while she spoke (incorrect meaning of phrase)
- C. talking without interruptions\*
- D. changing her voice from high to low (incorrect meaning of phrase)
5. Which words BEST describe the reaction of Walnut's parents when they realize he can "see behind trees"?
- A. surprised but proud \*
- B. disappointed but patient (incorrect contrast)
- C. unhappy but determined (incorrect contrast)
- D. concerned but supportive (plausible but incorrect response based on text)
6. Why did the author write "Sees Behind Trees?"
- A. To tell readers about a Native American boy's problem. \*
- B. To teach readers how they can learn how to see behind trees. (incorrect interpretation of author's purpose)
- C. To entertain readers with an amusing story about the use of the senses. (incorrect interpretation of author's perception)

D. To persuade readers that Native Americans feel eyesight is the most important sense. (incorrect interpretation of author's purpose)

7. What is the MOST important lesson that Walnut and his people learn?

- A. It is always important to try your best. (detail drawn from passage, not significant.)
- B. What you can do is more important than what you can't do. \*
- C. The sense of hearing is more important than the sense of sight. (inference not supported by text)
- D. When a boy passes the test, he no longer wears a boy's name. (fact/detail from passage, but not main idea.)

8. If the story "Sees Behind Trees" needed a new title, which would be best?

- A. "A Young Boy's Life" (plausible but incorrect based on text)
- B. "A Mother's Patience" (fact/detail drawn from the passage but not main idea)
- C. "Walnut's Special Skill" \*
- D. "Weroance to the Rescue"

## The Contest

**Synopsis:** Rosy Taylor is almost twelve years old and lives in the north end of Hamilton, Ontario. The Contest is the story of her attempt to win a set of books by entering an Anne of Green Gables look-alike contest. Rosy's problem is twofold: she doesn't have any way of getting to Westfield Village in Rockton, where the event is being held, and being Native-Canadian, she doesn't look the least little bit like Anne.

Life has not been easy for the Taylor family. Although Robin works hard to support Rosy and her three brothers, she is a single mother and finds it difficult at times. The five of them often have to depend upon a food bank for their meals, and Rosy's asthma is a constant worry.

Lydia Parker would also like to win the contest. She is wealthy, lives in a mansion on Hamilton Mountain, and looks exactly like Anne of Green Gables. Her reason for wanting to win is quite different from Rosy's: she wants to do something that will make her father proud. Because he is a busy heart surgeon, he has little time for his daughter, and Lydia lives a very lonely life.

While Rosy must work hard just to get a costume together and a ride to Rockton, Lydia is offered everything from a professional singing coach to a custom-made costume to make things easier for her. And yet it is Rosy who gives up everything so that Lydia can achieve her ultimate wish.

Rosy learns that although she has little in the way of material things, she has the love and support of family and friends, and is in many ways richer than Lydia.

### Reviews:

"An engaging story about a young determined girl who has been brought up to think of others even though she has very little herself...Readers will enjoy Rosy's spunk, the colourful cast of additional characters, and the funny mishaps as the story of selflessness unfolds... Recommended." -- The Manitoba Library Association

*CM Magazine - October 2, 2009*

### Awards

2009 ForeWord Reviews' Book of the Year Awards  
Juvenile Fiction - Gold

**Type:** Fiction

**Interest Level:** Middle Grades

**Book Level:** 5

**Lexile Score:** 930

**AR Pts:** 4.0

**Word Count:** 24545

**Author:** Caroline Stelling is an author and illustrator of children's books who lives in Waterdown, Ontario. She is a professional artist who loves to paint the many birds and animals that inhabit the wetland area near her studio, which is surrounded by thousands of pine trees. She and her parents planted these trees to help protect the land and create a buffer for wildlife.

Caroline studied at McMaster University in Hamilton, Ontario, and after earning a Masters degree, decided to write and paint full time. It was when she started to write stories about her dog, a Schipperke, that she knew she



had found exactly what she wanted to do. Schipperkes are little black dogs from Belgium; the word means 'little skipper' or 'little captain,' and her stories describe the dogs' adventures as they sail all over the world. Her first published book was *Skippers at Cape Spear*, and her second, *Skippers Save the Stone*, was translated into Gaelic. Caroline has also written and illustrated books about the 'Malagawatch Mice,' which take place in Cape Breton, Nova Scotia, and has an ongoing series of articles about Nancy Drew mysteries in an American magazine called *The Sleuth*.

Like her parents and grandparents, Caroline grew up in Hamilton. During her years as a graduate student at McMaster, she worked as a volunteer at various urban missions in the city and was a big sister to a ten-year-old girl with severe asthma. This volunteer experience has given her a deep understanding of life in the city, and an appreciation for the warmth that many Hamiltonians have for one another. She hopes that *The Contest* will be enjoyed by those who read it, and that Rosy will be seen as a strong girl whose courage and self-esteem enable her to not only enter the contest in the first place, but also give up winning the glory and the prize for the sake of her new friend, Lydia.

### Discussion Questions (from Second Story Press)

#### CHAPTER 1

1. Rosy has asthma. Do you have asthma? Do you know anyone who does? Describe what you think it would be like to have this condition.
2. Rosy comes from a poor family. Her mother works very hard to support her and her brothers. Rosy would love to own a boxed set of *Anne of Green Gables* books, but cannot afford to buy the set. Have you ever wanted something this much? What did it feel like? What did you do about it?
3. Do you agree or disagree with Rosy when she says that reading a book is better than watching a DVD because it offers more scope for the imagination?
4. Do you know what is meant by the barter system? Have you ever bartered with someone? Why do you think Rosy's neighbors use this system?

#### CHAPTER 2

1. Have you ever been to a look-alike contest? Besides *Anne of Green Gables*, what other famous characters would suit such an event?
2. Operation Santa Claus is a charity that has been running for many years in the city of Hamilton. During the month of December, toys and gifts are distributed to children and seniors who would otherwise go without. Is there a charity like this in your town? Choose a charity with which you are familiar, and describe how it works.
3. Rosy says that she doesn't always feel that giving is better than receiving. Do you agree with her? Why or why not?
4. Rosy decides to enter the contest despite being Native-Canadian and not looking at all like Anne. What do you think of her decision?
5. What, other than Rosy, would have been a good name for the main character in this book? Why?

### CHAPTER 3

1. Because her clothes are second-hand, and were purchased locally, Rosy worries that someone will recognize what she's wearing. Besides worry, what other emotions might Rosy be feeling?
2. Draw a sketch of Lydia and Rosy as you imagine them to look.
3. Rosy claims that she is self-confident because she is a Leo, her mother is brave because she is an Aries, and Lydia is practical because she is born under the sign of Virgo. Do you agree with this? Do you think that a person develops a certain trait because of the time of year at which he or she is born?
4. Why do you think Rosy looks to the stars to define her personality?
5. Whether or not it is because she is a Leo, Rosy is certainly self-confident. How would you describe Lydia's personality?

### CHAPTER 4

1. Have you read *Anne of Green Gables*? What is your favorite scene in the book?
2. Lydia says she is an only child, then discloses that her mother has remarried and has twins. Do you think this mistake was intentional, or do you believe that Lydia thinks of herself as having no siblings? Why?
3. When Lydia revealed that she is wealthy and attends a private school, did your opinion of her change? In what way?
4. Rosy says that Lydia could never be a kindred spirit. In other words, she could never feel close to Lydia. Why do you think she feels this way?
5. Create a heading for this chapter.

### CHAPTER 5

1. Rosy gives her mother a list of seventeen reasons why she can't come to the phone. One is that she has joined the army. Can you think of what else might be on Rosy's list?
2. Are you a vegetarian? Do you know anyone who is? What, if anything, does the fact that Rosy is a vegetarian say about her personality?
3. When Rosy arrives at Lydia's mansion, she notices that the paintings in the hallway are quite different from those at her place. Describe a painting or print that hangs in your home, or draw a sketch of a painting you'd like to see there.
4. Have you ever been jealous of something that someone else had? What did you do about it?
5. Try writing a scene from this chapter in your own words, or acting it out, adding your own brand of humour to the situation.

### CHAPTER 6

1. Rosy thinks that Lydia's father must be an astronaut because he has little time to spend with his daughter. What other job might he have that could make him that busy?



2. Rosy lies and says her father is an Indian Chief. Why do you think she resorts to this?
3. What was your initial reaction to Tiffany? Did you like her? Why or why not? Did your first impression change after her remarks about Rosy having lice?
4. Can you think of any reason why Tiffany would imagine that Rosy had TB?
5. When Tiffany first enters the room, she asks if the girls have been talking about boys. Rosy tries to be funny by responding that they were going over the plans of the National Bank. In a few sentences, try to write a different response for Rosy.

## CHAPTER 7

1. In one word, describe how Dr. Parker makes Lydia feel.
2. Is this the same word you would use to describe how Lydia's mother makes her feel? If not, what word would you use?
3. Lydia's mother thinks that her daughter would like a doll for her birthday. What does this say about the relationship between the two of them?
4. How is the relationship between Rosy and Robin different from that of Lydia and her mother?
5. Write a chapter heading for this chapter.

## CHAPTER 8

1. Whose birthday party would you rather go to: Lydia's or Rosy's? Why?
2. Write a short story about the best party you can imagine, describing in detail what it would be like.

## CHAPTER 9

1. Helen, the librarian, has been helping Rosy prepare for the contest by asking her questions about Anne of Green Gables. Choose a book that has inspired you in some way, or that you enjoyed more than any other book. Now write 5 questions about that book.
2. Create a humorous drawing of Mr. Spinelli's car. Be creative!

## CHAPTER 10

1. Have you ever painted anything before? Did you wind up with paint all over your clothing? In a few sentences, recount the experience. If you have never painted, recount the experience of helping an adult with another task (e.g. gardening, fixing a car, etc.)
2. Ben tells Rosy that their father may regret not getting a chance to know his only daughter. Then he says that sometimes life makes choices for us. Can you think of an example from this story where life has made choices for Rosy?
3. Ben also tells Rosy that their father said he would play baseball in the big leagues one day.

Why do you think he said this to Ben? How does Ben feel about this now?

## CHAPTER 11

When Rosy overhears Tiffany telling the manicurist that there is no way she could ever win the contest, she begins to have second thoughts about entering the competition. Can you imagine a Native-Canadian Anne? Why or why not?

## CHAPTER 12

Which do you think was the funniest scene in this chapter?

- (a) Mr. Spinelli forgetting to buy a cake for his wife, and Rosy digging his wife's name into Lydia's cake?
- (b) Mr. Spinelli throwing Lydia into the air and calling her "a real life-saver".
- (c) Mr. Spinelli 'conducting' Lydia's song, while everyone else had brain-freeze.

Choose one, and try rewriting the scene in your own words, adding whatever changes you think are necessary to make the scene even funnier.

## CHAPTER 13

1. Were you surprised that Rosy ended up in the hospital? Why or why not?
2. How does Dr. Parker make Lydia feel when he hands her the twenty-dollar bill?
3. Dr. Levy wants to help Ben by looking into scholarships for aboriginal students. Neither Ben nor Robin want to trouble the doctor in this way, so Rosy jumps in and accepts the help. What does this say about Rosy?
4. Rosy takes it upon herself to let Dr. Parker know he's going to break Lydia's heart if he doesn't make it to the contest. What does this say about Rosy? How does your answer to this question compare to your response to the previous question? If your answers are different, explain the reason.

## CHAPTER 14

1. Did your opinion of John change when he brought the stolen book to Rosy? Why do you think he did this? Is he justified in taking the book?
2. When the cheese slices didn't scan at the cash register, Rosy's mother thought for a second before pointing out the mistake. If she hadn't said anything, is this the same as stealing? Why or why not? Does the fact that she hesitated before mentioning the mistake say anything about Robin's character?
3. How does Rosy feel about her father? Do you think she regrets not getting to know him?
4. Write a chapter heading for this chapter.

## CHAPTER 15

Robin is proud of the fact that Rosy has the courage to face a crowd as Anne of Green Gables. What are some of the circumstances in Rosy's life that have helped her develop this strength?

## CHAPTER 16

Is there a heritage village in your community? Or buildings that are protected because of their historical value? Choose one building, and research its history. Describe why it was important to the development of your community, and why it is vital that its history be preserved. If there are no buildings like this in your area, research a famous structure and explain why it should be maintained for future generations.

## CHAPTER 17

1. Why is this chapter the most important one in the book?
2. Were you surprised when Rosy decided that it was Lydia who needed to win the contest?
3. Were you glad that Rosy sacrificed herself in this way? What does it say about her character?
4. Would you be able to do this for the sake of another person?
5. Why do you think that Rosy chose not to tell anyone what she had done for Lydia?

## CHAPTER 18

1. Write a journal entry about Rosy from Lydia's point of view.
2. Write a journal entry about Lydia from Rosy's point of view.
3. To what historic event is Lydia referring when she says that changing flavors is "one small step" for her, and "one giant leap" for Virgoes everywhere?
4. Rosy says that life is something that happens to you while you're making other plans. Do you think this is true?
5. Now that you have finished reading the book, what do you think could be an alternative title for *The Contest*?