



VIVIAN AND
THE
LEGEND
OF THE
Hoodooos

**Teaching
Activity Guide**

Table of Contents

- 3 How to Use This Activity Guide (General)
- 4 What Do Children Already Know?
- 5 Pre-Reading Questions
- 6 Comprehension Questions & Writing Prompts
- 7 Observation Skills: Art Scavenger Hunt
- 8 Language Arts: Parts of Speech
- 9 Word Search
- 10 Match the Archeology Artifacts
- 11 Vocabulary Journal (Social Studies)
- 14 Vocabulary Journal (Science)
- 18 Math: Population Research
- 20 Map Activity
- 21 Answers
- 23 Appendix A—"What Children Know" Cards
- 24 Appendix B—U.S. Map

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How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

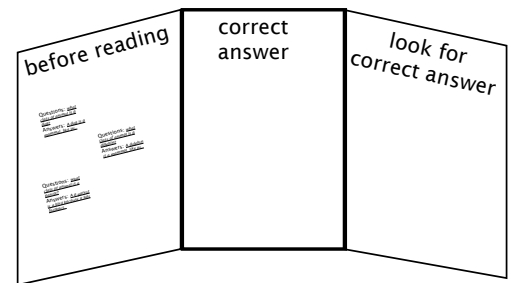
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



Pre-Reading Questions

1. What do you think a hoodoo is?
2. Have you ever seen unusual rock formations? If so, can you describe them?
3. How do you think rock formations are formed?
4. Can you name any Native American tribes and show where they are located in the US today?
5. Do you think a Native American child the same age you are would do the same things (play basketball, soccer or football) you do? Why or why not?
6. What are some stories your parents tell you to help you behave? Do you think the characters in those stories (like the bogymen) are real? Why or why not?

Comprehension Questions & Writing Prompts

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1. What were Vivian and her grandmother picking?
2. What was Vivian concerned about missing?
3. What stories have your parents told you to make you behave? How do these stories compare to the stories about Sinawav the trickster coyote?
4. What were some of the bad things the Old Ones, the *To-when-an-ung-wa*, had done that upset the other creatures?
5. To whom did the creatures turn for help?
6. What did the trickster do to the Old Ones?
7. What did Vivian's grandmother want Vivian to do that Vivian said she had done the previous year?
8. How was Vivian getting the pine nuts off the tree?
9. What did Grandma do when Vivian started shooting the pine nuts into her bucket like basketballs?
10. What were some things Vivian saw when they visited the spot where the Old Ones had lived?
11. Where did the Old Ones get their food?
12. What were some of the ways the Old Ones prepared the food and made things they needed?
13. What did Vivian do when they returned to pick pine nuts?

Observation Skills: Art Scavenger Hunt

Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Use illustrations and details in a story to describe its characters, setting, or events.

1. Based on the illustrations, describe the area where Vivian lives.
2. How does this area compare to where you live?
3. What type of plants do you think grow in the area where Vivian lives?
4. What animals do you see in this book?
5. Are there any other animals that you don't see, but you think might live in the same habitat?
6. How can you describe the old Paiute artifacts that Vivian finds?
7. If you found objects like these near where you live, would you recognize them as historical artifacts?
8. What does Vivian look like?
9. How can you describe Vivian's Grandma? Does she remind you of any of your relatives?
10. How can you describe the coyote that you see throughout the story? Is there anything different about his surroundings compared to Vivian's?
11. What do you think the coyote's presence in the illustrations means?

Language Arts: Parts of Speech

Objective: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

In the following sentences, circle all the nouns. Underline the verbs. What other parts of speech can you find?

1. Vivian always helped Grandma.
2. Vivian smiled.
3. They drank all the water.
4. The coyote punished them.
5. Now Vivian was older.
6. Vivian was impatient.
7. She wasn't happy with Vivian.
8. "But I have basketball," Vivian complained.
9. Our people depend on the land.
10. Thank you for giving your fruit so that we may live.

Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	P	I	N	E	N	U	T	A	M	A
2	A	N	I	T	L	A	K	S	A	T
3	I	C	E	W	E	D	G	I	N	G
4	U	H	R	O	G	R	A	N	U	E
5	T	S	O	V	E	Y	T	A	J	M
6	E	A	S	H	N	A	L	W	N	I
7	V	B	I	X	D	S	K	A	I	P
8	H	O	O	D	O	O	P	V	E	D
9	H	N	N	T	O	E	R	W	A	Y
10	I	R	Y	N	H	E	M	E	S	A

EROSION
HOODOO
ICE WEDGING
LEGEND
MESA
PAIUTE
PINE NUT
SINAWAV

Match the Archeology Artifacts

Match the artifacts with their descriptions.



A



B



C



D



E



F

Obsidian is a hard, black glass formed by rapidly-cooling lava. Because it was plentiful in their area, Paiutes used stone and deer antler tools to carve off **obsidian chips** and shape arrow points.

The Paiute were famous for their **baskets**. They made them out of willow and squaw bush and lined them with pitch. These woven baskets could carry water without leaking.

Clay pots were usually red or grey, depending on where the clay came from. Some pots had decorative patterns. Broken pieces of old pottery are called **sherds**, or **potsherds**.

The Paiute used animal skins to make clothes. But tough animal skin is hard to pierce with a needle! **Awls** carved out of bone or obsidian poked through the skins to sew them together.

The Paiute hunted with **bows** made of juniper or locust wood. They strung the bows with strings made of yucca fiber and sinew.

A **metate** is a large, flat rock for grinding. The Paiute crushed nuts and grains against the **metate** with another rock called a **mano**. Over time, the flat rock developed a dip from the grinding.

Vocabulary Journal (Social Studies)

Paiute

my definition

my drawing

wikiup

my definition

my drawing

legend

my definition

my drawing

tribe

my definition

my drawing

elders

my definition

my drawing

reservation

my definition

my drawing

Vocabulary Journal (Science)

archeologist

my definition

my drawing

ice wedging

my definition

my drawing

erosion

my definition

my drawing

weathering

my definition

my drawing

plateau

my definition

my drawing

fin

my definition

my drawing

window

my definition

my drawing

hoodoo

my definition

my drawing

Math: Population Research

Objective Core Mathematics Measurement:

Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Paiute Tribal Membership (12-31-2015)

Bands	Members
Shivwits	305
Cedar	288
Kanosh	145
Koosharem	132
Indian Peaks	48
Total	918

(Source: <http://www.utahpaiutes.org/about/departments/tribalmemberservices/enrollment/>)

Refer to the Paiute Indian Tribe of Utah population information on the previous page to answer the following questions.

1. How many people are in the smallest band of Paiute?
2. How many people are in the largest band?
3. How many people do you know who are related to you?
4. Is your family bigger or smaller than the smallest band of Paiute.
5. Do you think everyone has the same family size that you do?
6. How many people do you think live in your neighborhood or on your block?
7. How can you make an educated guess about how many people live near you? (hint: what is the average household size in your town? How many houses or apartments are near you?)
8. How many people live in your town?
9. How does the population of your town relate to the population of the Paiute Indian Tribe of Utah?

Map Activity

Objective: reading maps, geography, know that people live in different locations

Use this map of Native American nations as a reference to answer the following questions.



1. What Native American tribe lived closest to where you live now?
2. Use the internet to research a tribe that lived near you. Where do they live now? Do they live in the same place? Why or why not?
3. Can you find out how many people used to be part of that tribe? How many members does the tribe have today?
4. What tribes lived near the Paiute?
5. How can you describe the geography of the area where the Paiute live?

Answers

Parts of Speech

In the following sentences, circle all the nouns. Underline the verbs. What other parts of speech can you find?

1. Vivian always helped Grandma.
2. Vivian smiled.
3. They drank all the water.
4. The coyote punished them.
5. Now Vivian was older.
6. Vivian was impatient.
7. She wasn't happy with Vivian.
8. "But I have basketball," Vivian complained.
9. Our people depend on the land.
10. Thank you for giving your fruit so that we may live.

Word Search

EROSION 3, C
 HOODOO 8, A
 ICE WEDGING 3, A
 LEGEND 2, E
 MESA 10, G
 PAIUTE 1, A
 PINE NUT 1, A
 SINAWAV 2, H

	A	B	C	D	E	F	G	H	I	J
1	P	I	N	E	N	U	T			
2	A				L			S		
3	I	C	E	W	E	D	G	I	N	G
4	U		R		G			N		
5	T		O		E			A		
6	E		S		N			W		
7			I		D			A		
8	H	O	O	D	O	O		V		
9			N							
10							M	E	S	A

Appendix A—“What Children Know” Cards

<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>

Appendix B—U.S. Map

