

English/Language Arts

Activity: Holding a Book Discussion

Objectives

- Describe and analyze characters and events in the book.
- Learn from different viewpoints.
- Behave respectfully when debating with others.

Background for Teachers

The major theme in *The Trickster of Two Rabbit Mountain* is “harmony” —the seeking of balance and accord among the many aspects of life. These may include health, economics, community, family, individual wellbeing and identity, and the relationship between people and the natural environment. When these different elements, like musical notes, blend together in the right proportion, a state of wellness is produced that results from a balance of physical, mental, emotional, and spiritual health. This is the Balance of Life concept that is emphasized in the *Coyote and the Turtle’s Dream* and *Hummingbird’s Squash* sections of the Guide.

In the novel, the harmony of the Little People is disrupted when a mysterious helicopter appears repeatedly over their towns. The elders of Turtletown send Sigigi to Taniba Springs to find out why the “whirling bird” is harassing them. There he meets Rain that Dances and his friend, Boomer, and their new friends, Hailey, and her brother, Marcus. From different communities and ethnic backgrounds (Native American and African American), these young people create their own harmony by joining forces to help Sigigi. In the adventure that follows, they are introduced by the Little People to Brother Rabbit, a great trickster, whose identity is a blend of story traditions from Native America and Africa. Brother Rabbit’s stories and his magical abilities help our young heroes to thwart an economic plan that would disrupt the forested home of the Little People and a scheme to capture them. As the story unfolds, they must help to make difficult decisions regarding the fate of Eugene Frimble, the author of the economic plan that would unintentionally harm the Little People’s towns, and Max Bigelow, the helicopter pilot whose plan is to make a fortune by capturing the Little People and selling the story to TV and the tabloid press. They also meet Lennie Blatch, the helicopter mechanic, whose conflicted feelings about his multi-ethnic background makes him vulnerable to supporting Max’s plot, and Myrtle Owl, an elder with knowledge about the Little People, who tries to help Lennie.

These story elements, along with Rain’s bringing the eagle’s messages about preventing type 2 diabetes to the Little People, offer many opportunities for an interesting book discussion with students. Classes may also enjoy discussing Thistle and Coyote’s success in convincing Brother Rabbit to join them in creating new stories about diabetes prevention that promote a Life in Balance.

The background information, activities, and questions found in “Holding a Book Discussion” in the English/Language Arts sections for both the *Coyote and the Turtle’s Dream* and the *Hummingbird’s*

Squash sections of the Guide, can be used to discuss the third novel. Here are some additional questions for *The Trickster of Two Rabbit Mountain*.

The children have American Indian and African American backgrounds. Lennie’s grandfather is a tribal member and the rest of his family is non-Native. What is your own cultural background? How does it affect your life? Do your parents, aunts and uncles, grandparents, or elders teach you about your culture?

Making good decisions can be difficult. Something positive, like a new business that brings jobs to a community can also be negative if it hurts the environment or disrupts the lives of the local people. Have you ever had to balance the good with the bad before you made a decision? Can you describe how you made your decision? Share this experience with the class and fellow students.

Rain, the main character, eats healthy food and gets lots of exercise because he knows these things will help protect him from type 2 diabetes. But sometimes just knowing what to do isn’t enough. What would help you and your friends get started?

Activity: The Trickster of Two Rabbit Mountain Jeopardy!™ Game

Objectives

- Encourage teamwork, collaboration and cooperation, and presentation skills.
- Reinforce reading and retention.
- Familiarize key elements of the novel.
- Emphasize that knowledge is fun.

Background for Teachers

Educational messages are more easily learned when readers are entertained. Games are a great way to invite students to participate in a book discussion, especially “reluctant readers.” Games also reinforce learning. For example, middle-school student Rain can still remember the game song about physical activity that he learned from the great eagle as a child. And, later in the book, Little People from all seven towns play on competitive stickball teams—another example of worthwhile game activity. Team games can help students develop essential organizational and negotiation skills, and learn how to work toward common goals.

Materials

- One clicker, bell, or buzzer per team
- Small prizes

Procedure

- Determine how many students are familiar with the game show Jeopardy!™
- Explain the premise of the game: Answers are provided and players are challenged to come up

with the applicable questions.

- Tip: Find out when Jeopardy!™ airs in your area and encourage students to watch it ahead of time, or watch it as a class.
- Divide the classroom into two or more teams.
- Assign an equal number of chapters from the novel to each team.
- Each team writes 15 or 20 answers and questions from their chapters.
- Each team selects a host.
 - Note: Keep the “questions” from each team separate. Do not mix all together. The team that wrote the “answers” does not play in that round.
- Classroom game: Each host acts as emcee and keeps score. Team members take turns reading answers to the opposing team or teams. If there are only two teams, students compete as individuals.
- Host calls on the team that clicks in first with the question.
- Teachers predetermine the amount of time for game play, act as referees or judges, and if needed, administer a final playoff question. Teachers may award small prizes (or privileges, such as personal reading time.)

Tip: Have the class hum aloud or record the “Final Jeopardy!™” theme music to speed the game along.

Extension: Games are a wonderful way to reenergize a classroom, both mentally and physically.

Understanding Languages and the Spoken Word

Objectives

- Appreciate the challenges of learning new languages.
- Increase understanding of regional dialects, accents, and pidgin languages.
- Identify contributions of Native American and African languages to English.

Activity: Learning Another Language

Background for Teachers

In the previous novels, Rain and his friends studied their native language with Joe Red Crane. Re-learning a native language or learning a new language can be a challenge. When we learn a new language we struggle to remember new words and grammar and will often pronounce words with vowel and consonant sounds that are like the language we speak most fluently. When Sigigi was learning to speak English, he was smart to listen to the radio as a way to learn the sounds and rhythms of the new language; he also listened to the radio to practice his listening comprehension. He was also lucky to have a native English speaker, Duffy, to help him with pronunciation and vocabulary.

Sigigi was not shy about trying to speak English. He was more interested in communicating than worrying about making grammatical mistakes. People who have this attitude learn to speak a language faster than those who are concerned about sounding foolish. It didn't bother Sigigi that he spoke in "broken English," often using the wrong diction and syntax. He spoke in short sentences, usually used present tense (not concerning himself about past and future tense), and rarely preceded nouns with articles like "the" and "a" or "an." Everyone who learns another language initially makes adaptations like these. Because his listeners understood him very well and he understood them, Sigigi would be considered a "basic English speaker."

Procedure

- Ask students to find Sigigi's dialogue in the novel. Ask if they had difficulty understanding what he was saying. Invite them to rewrite his dialogue in standard English.
- Have students discuss their own experiences learning to speak English in school or learning their own native language.

Activity: Accents and Dialects

Background for Teachers

Persons who speak more than one language will often have an accent. An *accent* is a way of pronouncing a language. For instance, a person who is a native French speaker will speak English with a French accent.

People who speak their native or mother tongue do not always sound alike. Groups of people who live in particular towns, in particular parts of a country, or who belong to different ethnic groups may speak in their own individual way. They may pronounce words differently, have different meanings for words, and use different grammar. This identifiable way of speaking is called a *dialect*.

Everybody speaks a dialect of their language. Dialects that are spoken by large numbers of people are considered to be more standard; that is, they are the most accepted version of the language. In the United States we have many different dialects.

Dialects can be a way to stereotype groups of people. For instance, many people in the southeastern and south central part of the United States speak with a drawl (a slow way of speaking that lengthens vowel sounds). Some people may assume that because a person speaks more slowly than others that he or she thinks slowly, too. This is a misconception about dialect and intelligence.

Procedure

- Select a passage from the novel that is familiar to the students.
- Read it aloud with an exaggerated upper-class British accent.
- See if the students can identify the accent.
- Ask them if hearing the accent caused them to think differently about the events or characters in the passage.
- Did they make assumptions about the speaker? Was this fair or unfair?

Online Resources

- Ask a linguist: What is an accent? <http://linguistlist.org/blog/2013/07/ask-a-linguist-what-is-an-accent/>
- “Do You Speak American?” Interactive quiz and information about regional dialects: <http://www.pbs.org/speak/>

Activity: Pidgins, Creoles, and New Languages

Background for Teachers

If people with different dialects live apart for a long period of time, they may eventually struggle to understand each other. In some cases, different dialects will develop into totally different languages.

New languages can also emerge when different languages come together and people start to share words. In *The Trickster of Two Rabbit Mountain*, different groups of Little People who represented different tribes came together near Taniba Springs. Although they spoke languages that were related to each other like the Muscogean language family (Muscogee Creek, Choctaw, Chickasaw, etc.), they could not understand each other. The towns of Little People who spoke a Muscogean language probably would not have understood their neighbors who spoke Cherokee (Iroquoian language family) or Quapaw (Siouan language family).

In this story, the Little People began to communicate by sharing words and phrases—probably so they could conduct trade—and were soon speaking a pidgin language. A *pidgin* is a simplified form of speech that is usually a mixture of two or more languages. It has an uncomplicated grammar and vocabulary and is never spoken as a first or native language. (Spanglish is an informal blend of two languages that may become a pidgin language.)

When children begin to speak the pidgin language, they may add more grammar rules and vocabulary from the parent languages as well as brand new grammar and words. Soon the children are speaking this language all the time. When this happens, a new language called a *creole* is born.

Procedure

Pidgin

Ask students to look for examples of pidgin languages online. Pidgin languages usually developed to meet trade needs. In fact, the word “pidgin” is believed to derive from the word for “business” in Chinese pidgin.

Creole

Have students also search for examples of different creole languages online. There are several creoles in the United States. One is Gullah, a creole language spoken by African Americans on the South Carolina and Georgia coasts. Another creole language is Afro-Seminole. Related to Gullah, Afro-Seminole is spoken in Florida, Oklahoma, and Mexico by the descendants of Seminole and African Americans who fought in the Seminole Wars during the 19th century.

Students will enjoy listening to the sounds of pidgin and creole languages on several of the websites listed below.

Online Sources

- Listen to “The Three Little Pigs in New Guinea Pidgin”:
<http://www.abc.net.au/local/stories/2007/09/18/2036578.htm>

- “Crossing East: Proud to Speak Pidgin, Brah.” Listen to Hawaiian pidgin: <http://www.npr.org/templates/story/story.php?storyId=4773414>
- Gullah Net: Explore Gullah Culture in South Carolina. This site has stories, lesson plans, and music: <http://www.knowitall.org/gullahnet/>
- Learn more about the Gullah language at “The Gullah: Rice, Slavery, and Sierra Leone Connection”: <http://www.yale.edu/glc/gullah/06.htm>
- English-based creoles: http://en.wikipedia.org/wiki/English-based_creole_languages Look up Afro-Seminole creole on this site.

Activity: Languages Enrichment

Background for Teachers

A language can be enriched by words and phrases from other languages. English has been greatly expanded by words and phrases from Native American and African languages and from different dialects spoken by Native Americans and African Americans.

Procedure

- Have students find Native names of towns and cities, rivers, mountains, and other natural features in their city, county, state, and in the country as a whole.
- Identify the states whose names have a Native origin.
- Define the meaning of these state names.
- Have students compile lists of words and phrases that were “borrowed” from various tribal languages in Native America and Africa.
- Go to these sites to see words, phrases, and meanings contributed from these sources.
- A list of words and origins is included for your use.
- Use the worksheet in Appendix C to have students unscramble words with Native American and African American origins.

Online Sources

- “The Impact of African Languages on American English” by Joseph E. Holloway, Ph.D., California State University Northridge: http://www.slave-studies.net/history/hs_lp_languages.html
- List of English words of African origin: http://en.wikipedia.org/wiki/List_of_English_words_of_African_origin
- List of English words from indigenous languages of the Americas: http://en.wikipedia.org/wiki/List_of_English_words_from_indigenous_languages_of_the_Americas

- Southern Poverty Law Center: Native American Influences in U.S. History and Culture: <http://www.tolerance.org/activity/native-american-influences-us-history-and-culture>

Activity: Writing in Dialect

Background for Teachers

In *The Trickster of Two Rabbit Mountain*, Brother Rabbit uses some phrases and grammar common to African American English and Southern English in general. The heavy dialect in the original Brother Rabbit (Brer Rabbit) stories is difficult to read. Many of the folktales have been rewritten using a more understandable dialect.

In this novel, Brother Rabbit uses certain expressions (“mighty fine,” “howdy-do,” “powerful hongry”), drops the “g” from words ending in “ing,” and employs double negatives. The purpose of using dialect for Brother Rabbit is to establish his unique character. It gives “flavor” to his speech without slowing down the reader.

Procedure

- Introduce the concepts of “dialect” and “standard English” to students.
- Read the following conversation between Marcus and Brother Rabbit aloud, twice—once using dialect as the novel is written, and once using standard English.
- Ask students why they think the author chose to use dialect. Would Brother Rabbit’s speech be as effective if it were written in standard English instead of dialect?

Excerpt from The Trickster of Two Rabbit Mountain

The rabbit dismissed Marcus’s worry with the wave of his paw. “Don’t you fret. You’ll be eatin’ a sammich with your daddy before you can say ‘Impty-Umpty.’” The trickster’s eyes began to twinkle. “Time is a real interestin’ thing, Marcus. There’s all kinds of time. Why there’s some time, anytime, daytime, nighttime, downtime, halftime, and the same time. Then there’s supper time, bedtime, summer time, winter time, meantime, overtime, and ah, let’s see, which ones did I leave out?”

“You didn’t say playtime.”

The rabbit slapped his knee again and shook his head in disbelief. “Why, how could I forget playtime? I declare! I must be losing my wits.” The trickster hadn’t entertained a child in a long time, and he was enjoying himself enormously. “Oh, indeedy, there’s all kinds of time...but there’s nothin’ like story time. Story time is real special—mostly ’cause it ain’t got no time at all!” Getting ready to commence his first tale, the rabbit thought to ask, “Oh, by the way, you got any brothers, Marcus?”

“No, just my sister, Hailey.”

“Well, then. I can be the brother you ain’t got. Why don’t you call me...Brother Rabbit?”

“I thought your name was the Two Rabbit.”

“Oh, it is, and for good reason,” the rabbit said. “But I got lots and lots of names.” Looking around as if it were a big secret, he whispered, “You wanna hear my favorite name?”

Marcus nodded. “What is it?”

“Ol’ Hoppum-Skippum Run and Jumpum.”

The boy laughed. “That’s funny!” Then he asked shyly, “Will you call me Brother Marcus?”

“Why, I surely will! When you come passing by, I’ll tip my hat and say, ‘How you doin’ this mornin’, Brother Marcus?’ And you’ll say, ‘Mighty fine, Brother Rabbit, and you?’”

Online Resource

- Middle school lesson plan: “Dialect Awareness in Literature and Life”:
<http://www.learnnc.org/lp/pages/3588>

Activity: Character Sketch Storytelling

Objectives

- Help students retain key messages from the story.
- Build oral language skills.
- Use body language to help convey messages.
- Improve self-confidence and problem-solving ability.
- Enhance communication, critical thinking, and creative thinking skills.
- Encourage students to be spontaneous and to “think on their feet.”
- Enable students to experience levity and self-expression in a safe environment.

Background for Teachers

In indigenous communities, long before any writing was used to preserve information, storytelling served as the primary method to teach, share, warn, and entertain. Native communities, particularly in the fall and winter months, would gather special firewood that burned quietly yet brightly and build fires around which the children and families would gather to hear elders and others tell their tales. These stories often taught valuable lessons—discipline, perseverance, family, and community history—and were often witty and wise. Even favorite recipes and food preparation information was passed down orally. Hearing the stories over and over helped listeners learn and remember them. As your students reenact scenes from *The Trickster of Two Rabbit Mountain*, they will re-experience the novel and its important health messages in an engaging way.

Materials

- Props as applicable
- Cast of Characters section from novel
- Staging and performing area

Procedure

- Have each student select or draw at random a character from the novel. Review the Cast of Characters if desired.
- Then, acting alone or in character along with others in their characters, perform skits of different scenarios.
- Select a scene from the book and perform it for others.
- Select a scene from the book and perform it creating a different ending.
- Perform your character interacting with another character(s) to create a scene not included in the book.
- Perform as a character from the book and have others guess the character's identity (charades).
- Perform impromptu skits as characters from the book with classmates suggesting scenes from the book or making up their own. These may be comical. (e.g., Max asks Myrtle for driving directions, Niska teaches Duffy to dance).
- Use your own ideas.

Extension: Trickster Tales

Tricksters are found in many Native American traditions as well as others around the world. Sometimes foolish and sometimes wise, the trickster figure is a master of creative deception who teaches valuable lessons. Among the characters in *The Trickster of Two Rabbit Mountain* are Coyote—a familiar figure to students who have read the earlier youth novels—and Brother Rabbit, a trickster figure popular in African American folklore. In this novel, Brother Rabbit is also called *Chufezomo*. This is the name given to him by Thistle's family of rabbits who are of Muscogean origin. The name combines the southeastern trickster Rabbit (*Chufe* in the Creek language) with *Zomo* (the African trickster hare). The name, Chufezomo, illustrates Brother Rabbit's origins in the storytelling traditions of the great tribes of the Southeast and of western Africa.

Procedure

- Have each of your students create a short story that may include Chufezomo (Brother Rabbit), Raven, Iktomi the Spider, Coyote, Zomo the Hare, Ananzi the Spider Boy or other tricksters as a key character.
- Encourage each writer to include a lesson to be learned within the story.

- Create a mock fire pit for the performance and gather listeners.
- Add crackling fire sound effects if possible.

Online Resources

- Native Languages of the Americas: Native American Indian Legends and Folklore: <http://www.native-languages.org/legends.htm>
- A Tale of Two Tricksters Communicating Science through Art and Interactive Storytelling: http://www.tcd.ufl.edu/Data/Sites/44/media/documents/workshops/Taleoftwotricksters_Dec_11.pdf
- Teaching suggestions: African and African American storytelling: <http://www.learnnc.org/lp/pages/6582>

Extension: African American and Caribbean Tales

In the United States and the Caribbean, Compere Lapin, Cunny Rabbit, and Brother Rabbit (Brer Rabbit) embody the rabbit trickster traditions from Native America and Africa. Aunt Nancy (Ananzi) is a spider trickster from Africa also found in African American and Caribbean folklore. Some of these spider stories are retold with Brer Rabbit as the trickster hero. Old John and John the Conqueror are human, not animal, tricksters that are found in the African American folklore.

Online Resources

- “The animal trickster – an essential character in African tales”: http://www.etonline.org/modules/newbb/dl_attachment.php?attachid=1266750631&post_id=211
- Tricksters Around the World: <http://www.learningace.com/doc/858644/1160b33e0763742072efa8dabbccf92b/tricksters>
- Storytelling Lesson Plans: <http://www.storyarts.org/lessonplans/lessonideas/>
- Three African Trickster Myths/Tales: <http://www.yale.edu/ynhti/curriculum/units/1998/2/98.02.04.x.html>

Social Studies

The Little People

Objectives

- Learn about the Little People and the lessons they teach
- Appreciate the widespread telling of Little People stories in the Americas
- Define the differences between folktales and memorates.
- Identify common themes among Little People stories

Stories of the Little People are found all over the world. Leprechauns, elves, fairies, dwarfs, trolls, and ogres populate the folklore of Europe, and Little People are found in the story traditions of the Americas, Asia and the Middle East. Little People are also part of our popular culture today---most children have seen the munchkins in the movie, *The Wizard of Oz* and the hobbits in the movies based on Tolkien's Lord of the Rings novels. The Oompa Loompas from Roald Dahl's *Charlie and the Chocolate Factory*, and the cartoon Smurfs demonstrate the continuing ability of the Little People to entertain us. They also continue to teach us important values and life lessons. The tiny population of Whoville in Dr. Seuss' *Horton Hears a Who* echo a common theme in the Little People stories from all over Native America—that we should help to protect the natural world in which they live from harm and that "a person's a person, no matter how small."

In Native America, Little People stories are told in the United States, Canada, and throughout the western hemisphere. Like some stories of leprechauns and fairies in Ireland and other parts of Europe, stories about Little People are usually told by American Indians and Alaska Natives as being true. These stories are called "memorates" (not folktales) because they derive from the memory of the storytellers or a person who told them the story.

Although Little People stories are told differently by different tribes, they usually have certain themes in common. Little People are a source of power and wisdom, despite their small size. They reinforce the message that being big and strong does not always make a person powerful. The small and weak in strength can be powerful, too. (This is also a common trickster message.) The Little People teach that anything is possible: disease can be overcome, the weather can be controlled, and nutritious food can be grown in great abundance. Most of all, they teach endurance and survival.

Among other commonalities are that some Little People are playful and mischievous. They enjoy playing tricks on people, but they can be helpful to people and bring them luck. Sometimes, however, Little People will punish people if they offend them. There are also traditions of wicked Little People among some tribes that do harm to people and should always be avoided. In most stories, the Little People live in the woods or in streams, lakes, or the sea. On land, they live in caves and rocky places that they like to keep secret. Some also build houses and structures where they come together to sing and dance. Many stories also describe them living in large groups with community members representing the same kinds of roles and dispositions as those found among Big People. Some are leaders and others are followers,

and some are pranksters, while others are thinkers, healers, and those who work hard to provide food to community. In appearance, they may be young and beautiful or they may be old. Most have very long hair, speak ancient forms of language, and dress themselves after the style of the tribes that tell their stories.

In *The Trickster of Two Rabbit Mountain*, the Little People do not represent the story tradition of any one tribe. Their behavior and way of living is a mixture of many traditions, just as the language they speak is a blend of many languages.

Instructor Notes

More Information about the Little People can be found in the online and book resources below. Included is an adaptable lesson plan for *The Cherokee Little People* by MariJo Moore. Students whose tribes tell Little People stories are encouraged to find out more about this important aspect of their traditional culture.

Online Resources

- Native American Little People of Myth and Legend. <http://www.native-languages.org/little-people.htm> This site lists tribes that tell Little People stories and includes links to Little People stories.
- Native American Tales from Appalachia: The Little People. <http://www2.ferrum.edu/applit/bibs/tales/littlepeople.htm> this site is a comprehensive list of resources.
- The Cherokee Little People by MariJo Moore. http://rigby.hmhco.com/HA/correlations/pdf/r/r104_2_people.pdf a lesson plan format that can be adapted to *The Trickster of Two Rabbit Mountain*.

Book Resources

The Deetkatoo: Native American Stories about Little People (1998). Edited by John Bierhorst and illustrated by Ron Hilbert Coy. William Morrow and Company, Inc., New York.

The Secrets and Mysteries of the Cherokee Little People (1998). Written and illustrated by Lynn King Lossiah. Cherokee Publications, Cherokee, North Carolina.

Kindness=Harmony

Background for Teachers

In the Social Studies section of the Guide there are several activities aimed at building healthier communities, including recommendations that address ways to prevent and stop bullying. In this novel, the Little People adopted the following activity to promote harmony between and within their community. In the Trickster, after Sigigi excuses himself to help an elderly man fix his roof, Duffy tells Rain and Boomer about the Little People's custom of "doing a kindness." In earlier times, many groups of Little People had followed their tribes to the lands near the Wetumka Mountains. Some tribes had

been enemies and there was much quarreling. Then the elders intervened, instructing the Little People to make harmony among themselves by performing a kindness for another each day—especially someone with beliefs different from their own. “Doing a kindness” helped to stop the trouble among the Little People.

Activity: Being Helpful, Not Hurtful

Duration: 2 weeks

This activity is based on activities promoted by the Random Acts of Kindness Foundation (see the website provided in the online resources section below). It is designed to allow students to better understand the effects of their positive behaviors on others, and importantly, how those behaviors affect their own feelings and attitudes.

Materials

- Daily journal

Procedure

- Brainstorm ideas for how to be helpful to others. These should be simple things that students can do for their classmates, teachers, and their school. The longer the list, the better. Label this list “Random Acts of Kindness.” The following list of 20 friendly acts is an example:
 - Smile at people.
 - Let someone in front of you in line.
 - Open a door for a classmate or a teacher other than your own.
 - Choose a classmate who is not a strong player to be on your team.
 - Study with a classmate.
 - Make a new friend. Speak to someone that you don’t talk to very much. (See Instructor Notes below.)
 - Read to a child in the elementary grades.
 - Listen to someone without interrupting. It is respectful and also kind because it is telling that person that he or she is important.
 - Share a healthy fruit or vegetable snack with someone at lunch.
 - Encourage someone. Tell them, “You can do it!”
 - Pick up trash in the halls or lunchroom.
 - Say “thank you.” When was the last time you heard a student say thanks to your bus driver?
 - Offer praise when someone does something well.

- Tell a classmate a joke. Laughing is fun and friendly.
 - Admit to a mistake; apologize for something you have done wrong; forgive those who apologize to you.
 - Cheer on a teammate.
 - Be kind to someone who has not been nice to you.
 - Be kind to yourself. Go running! (When we get physical activity, our brains produce special chemicals called endorphins that make us feel good. When we feel good, we usually have a better attitude toward other people.)
 - Be kind to yourself. Drink more water! (Water helps us digest our food and it helps our blood carry oxygen and the nutrients we need to our cells. We feel better when our bodies can do their job.)
- Students certainly don't have to do 20 acts of kindness every day, but they should choose several that they would like to do for 2 weeks. The acts can vary from day to day.
 - At the end of the first day, students should complete an entry in their daily journal. The entry should describe what they did, what happened, and how they about felt it. The journal should be filled out until the end of the second week.
 - At the end of each week, hold a group meeting so that students can discuss their experiences. Were all of their experiences positive? Did some students respond negatively to their attempts to be friendly? Were there any other difficulties? Ask the school counselor to attend the meetings. They can offer advice about unexpected responses.
 - Ask the participating students to discuss what they learned about themselves from this experience. What did they learn about other people? Discuss both positive and negative experiences.
 - Were people receptive to their efforts? Why or why not?
 - Did they make any new friends? Were there any classmates who they got to know better?
 - Did anything happen that they didn't expect? What surprised them?
 - Did being kind to others make them feel better about themselves? Why or why not?

Follow-Up Activities

- Repeat the Random Acts of Kindness activity at home for a week. Tell students not to tell their family what they are doing. At the end of the week, they can share their "secret" with the family. How did their family members respond? Also share the results with the class.
- Invite community elders to speak about how helping our relatives and friends connects our mind, body, and spirit.

Cross-Curricular Connections

Teachers choosing to do the Random Acts of Kindness activity may want to do some of the Being a Good Relative activities in the *Hummingbird's Squash* Social Studies section.

Instructor Notes

- In generating the list of kind acts the students may perform, try to get them to come up with most of the ideas by asking leading questions. If they miss acts that are obvious (like smiling, greeting people, letting someone go first, or giving someone a compliment), you should make sure those acts make it on the list.
- Be sure to discuss with students the possibility that some classmates may reject or be suspicious of their motives for “being nice.” They may not want to be friends or accept help. Assure students that they should not take the rejection personally. There can be reasons why a person is not being friendly. An act of kindness should not be forced. Tell students to just smile and withdraw in a nice way. It’s okay.
- Make sure you have ongoing discussions about how the activity is progressing. Check in to see that students know what to do and how to get help with any issues that they can’t resolve themselves.
- Make sure students’ journal responses are private unless they choose to share.

Online Resources

- Random Acts of Kindness: <http://www.randomactsofkindness.org/>
- The Relationship Between Physical and Mental Health: http://www.redorbit.com/news/health/117001/the_relationship_between_physical__mental_health__cooccurring_mental/
- Improving Emotional Health: http://www.helpguide.org/mental/mental_emotional_health.htm
- Bam! A Guide to Getting Along: http://www.bam.gov/sub_yourlife/yourlife_conflict.html

Extension Activities: Bursting Stereotypes

Adapted from a lesson plan by Gary Hopkins found on Education World.

Objectives

- Learn the meaning of the word stereotype.
- Work in groups to come up with stereotype statements.
- Discuss whether the statements are fair.
- Archive what was learned from the activity.

Background for Teachers

On their drive through Taniba Springs, Rain and Boomer notice a “Big Brave Motel” and wonder if its restaurant sells “Big Chief Burgers.” Rain’s dad, Gerald, informs the boys that a motel in their home town is about to be renamed the “Wigwam Motor Inn.” Rain and Boomer think “that corny Indian stuff” is hilarious. But Gerald understands that stereotypes can be damaging and resolves to talk to the boys about them. He knows that stereotypes can disrupt harmony between and within communities. In this activity, balloons serve as a conduit by which students “burst” stereotypes that unfairly label individuals or groups.

Materials Needed

- 2 dozen multicolored balloons, inflated
- 2 dozen paper or tag board sentence strips, 2 inches wide by 12 inches long
- Crayons or markers
- Common pin or tack

Procedure

Before the lesson: Cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store balloons in a plastic trash bag in a closet.

Introduce the lesson: To begin the lesson, write the words *man* and *woman* side-by-side at the top of the chalkboard or on a piece of chart paper. Draw a vertical line between the two words to create a two-column chart. Have students set up a piece of writing paper in the same way. Then ask students to write words or phrases that describe the qualities or characteristics of a man under the word *man* and words or phrases that describe a woman under the word *woman*. To get the ball rolling, you might ask students to share a few ideas with their classmates. Following are some typical students’ responses:

Man: active, sports-lover, hardworking, truck driver, breadwinner, strong

Woman: loving, nurse, shop, likes flowers, cries easily, long hair

Give students a few minutes to compile their lists.

Next, arrange students into small groups and ask them to share their lists with group members. Then give each group two minutes to brainstorm additional words or phrases describing a man, and two minutes to brainstorm additional words or phrases describing a woman.

Bring the groups together to create a class list of words and phrases about men and women. Write them on the chalkboard as students share them. Then ask some of the following questions:

- Are you happy with the lists you have created? Do you see any changes you would like to make to them?
- Are there terms that do not belong under the heading they're under? Are there terms that might fit under both headings?

- Is it fair to say that all men _____ or that all women _____?

What is a Stereotype?

Write the word *stereotype* on the chalkboard or chart. Ask students if they know what the word means. Write down the dictionary definition of the word. For example, Scholastic Children's Dictionary defines the term this way:

Noun: An overly simple picture or opinion of a person, group, or thing. It is a stereotype to say all old people are forgetful.

Expand the Lesson

Write on the chalkboard or chart the following phrases:

All old people are forgetful.

Men are better at math than women are.

Give students a few moments to consider those phrases. Then ask them to share their reactions. Lead students to the conclusion that the statements are too general to be true; encourage them to recognize that it is unfair to make such sweeping statements. Help students make the connection between the phrases and the term *stereotype*.

Have students return to their small brainstorming groups and ask them to come up with additional stereotypes they might have heard or thought about. Tell them keep a written record of the stereotypes they think of. When the flow of stereotype statements seems to be slowing down, ask students in each group to take a final look at their lists and mark with an asterisk 6 to 10 of the most interesting stereotypes. Bring the class back together so they can share their ideas. Each time a student shares a stereotype, hand that student a sentence strip so he or she can write the stereotype on a sentence strip. Instruct students to write large and bold; markers or crayons work best.

Some stereotypes that students might have thought of include:

- Kids who are into computers are geeky.
- Young kids are noisy.
- People who wear glasses are smart.
- Poor people are lazy.
- Women are better cooks than men.
- Girls are not as athletic as boys.
- All politicians are crooks.
- Everyone believes in God.
- Indians live in teepees.
- All doctors are rich.

- All Americans like to watch baseball.
- All tall people are good basketball players.

Now it is time to grab from the closet the bag of inflated balloons. Call students holding sentence strips to come one at a time to the front of the classroom. Have each student read aloud the statement on his or her strip and hold the strip up for classmates to see. Hold up a balloon as the strip holder calls on classmates to explain why that stereotype on the strip is not true. Once satisfied that the stereotype has been blasted, pop the balloon.

Follow-up Activities

Ask students to discuss how bursting stereotypes can promote respect and more harmonious relationships. Ask them to share how they felt about the lesson. What did they learn? Were there times during the lesson when they felt angry or sad? Why?

Games: Games can also promote harmony by bringing communities together through friendly competition. They are a great way to have fun as well encourage community spirit and physical health. Social dancing serves the same purpose. In the novel, *Sigigi* describes the way that the Little People towns build community through stickball games, foot races, as well as dancing, singing and holding feasts. Students will enjoy learning how to play stickball and learning about the history of traditional Native ball games on the websites below.

Games are also a good way to reenergize the classroom by introducing some welcome physical activity. The following websites include some great ideas for classroom activities that get the muscles moving!

Online Resources

- Keep it moving in childcare: Activity across the Curriculum. 10 Simple Activities to Encourage Physical Activity in the Classroom.
http://msue.anr.msu.edu/news/keep_it_moving_in_childcare_activity_across_the_curriculum
- Igniting the Power of Public Education, The Colorado Legacy Foundation. Take a Break: Teacher Toolbox for Physical Activity Breaks in the Secondary Classroom (6th – 12th).
<http://colegacy.org/resources/movemore/>

What is Ecotourism?

Objectives

- Build understanding about ecotourism.
- Introduce students to the concept of unintended consequences.
- Heighten student awareness about local environmental issues.

Background for Teachers

Ecotourism is an increasingly popular form of tourism in which tourists seek out relatively undisturbed, pristine areas such as rainforests or mountains for socially responsible, low-impact educational trips. In the novel, the kids' fathers go to Taniba Springs to attend a conference about developing the economy of reservation communities. Eugene Frimble believes that ecotourism may be a way to enhance their economic welfare. Ecotourism can indeed have many positive effects on a local economy and the environment; however, it may also have negative effects—on the local people, their culture, and the environment. In these activities, your students will learn how ecotourism is related to economic development and its relationships to indigenous culture and the land.

Definition

Ecotourism is defined as travel to specific nature and outdoor areas that not only conserves the environment by leaving it the way you found it, but also improves the well-being of local people.

Principles of Ecotourism

Ecotourism is about uniting conservation, communities, and sustainable travel. This means that those who implement and participate in ecotourism activities should follow the following ecotourism principles:

- Minimize impact.
- Build environmental and cultural awareness and respect.
- Provide positive experiences for both visitors and hosts.
- Provide direct financial benefits for conservation.
- Provide financial benefits and empowerment for local people.
- Raise sensitivity to host countries' political, environmental, and social climate.

Activity: Letters to Leaders

Tribal leaders all over the country are looking for good ideas to promote tourism without harming the environment or tribal culture. Introduce your students to the concepts of ecotourism and, working in small groups, have them conduct research using the sources listed below. Invite students to write their ideas on the board until the class has generated as large a list as possible. As a class, discuss and

evaluate the list. Then ask each student to write a letter to a tribal leader that explains his or her favorite ideas.

Online Resources

- Ecotourism: What is it? Background information: <http://en.wikipedia.org/wiki/Ecotourism>
- What is Ecotourism: <http://www.ecotourism.org/what-is-ecotourism>
- Amazon Interactive: The Ecotourism Game: <http://www.eduweb.com/ecotourism/eco1.html>
- Impact of Ecotourism from an Alaska Native Perspective: <http://www.nativescience.org/html/eco-tourism.html>
- Ecotourism and its Impact on Forest Conservation: <http://www.actionbioscience.org/environment/lowman.html>

Extension: Follow Your Nose

In this activity, students use the sense of smell to increase understanding about local environmental issues. Many times we can find things that are out of place in the environment. This exercise will help the students understand where some of the “unnatural objects” in our environment are coming from.

Materials

- Small jars or plastic containers with lids
- Notebooks or note cards
- Road map or forest map, if available
- Blindfold

Procedure

Take a walk with your students along a nature trail or through nearby streets. Instruct the students to “follow their noses” and stop when they encounter a smell. Identify the source: trees, brush, litter, moist earth, gasoline, pollution, sea air, acorns, crushed leaves, etc. Have students note location and record smells and sources. Where practical, have students collect samples, place in jars or bags, and label each jar. Note: Do not touch items such as broken glass, animal droppings, or spoiled food that could be dangerous or unsanitary. These items can be identified and noted, but not collected.

Keep the items separated and enclosed in containers so that the odors do not mix. Put blindfolds on students or have students close their eyes and ask them to:

- Identify the item by smell.
- Rate the odor (strong, pleasant, neutral).
- Tell about any memories associated with these smells, and with any others noted on the trip.

Have the students plot the source of each smell on a map. Conduct a class discussion. What can we

learn about the local environment by examining the map? Can we connect the smells to environmental issues? Was any smell collected in an unnatural location? Was this interpreted as a positive or negative impact?

Activity: Unintended Consequences

Background for Teachers

Ecosystems like the Wetumka National Forest near Taniba Springs are complicated and interconnected. If you make changes to one part—for example, by building a road through the trees—you are almost certain to cause unpredictable changes somewhere else. Perhaps your road will interfere with the migration patterns of local wildlife and their numbers will dwindle in the years to come. Perhaps it will force secret residents like the Little People to pick up stakes and move. Introduce your students to the concept of unintended consequences. Define this concept from positive and negative point of view. In the social sciences, there is a “law of unintended consequences” that serves as a warning against the false belief that humans can fully control the world. Unintended consequences can be roughly grouped into three types:

- A positive, unexpected benefit (usually referred to as luck, serendipity, or a windfall).
- A negative, unexpected detriment occurring in addition to the desired effect of the policy (e.g., while irrigation schemes provide people with water for agriculture, they can increase waterborne diseases that have devastating health effects).
- A perverse effect contrary to what was originally intended (i.e., when an intended solution makes a problem worse).

Examples of Unintended Consequences

Provide students with the examples below. Ask them to summarize them and describe the commonalities. Conduct a class discussion about unintended consequences related to agricultural and environmental policies.

The Great Sparrow Campaign: The Chinese in 1958 tried to exterminate the entire sparrow population to keep them from eating crops. The next year, the locust population exploded and ate all the crops. Thousands of people starved to death.

The Great Dustbowl: Homesteading and farming practices helped to bring about one of the biggest ecological disasters in American history. Removal of indigenous animals and plants played a large role.

The Cotton Gin: Eli Whitney’s cotton gin was intended to make it easier to separate the seeds from the cotton, a task that consumed many hours of slave labor. The cotton gin was very successful in reducing the amount of labor to remove the seeds, but the resulting explosion of the cotton market and increase in the slave labor population was unintended.

Laws protecting coastlines: In North Carolina, laws banning hard structures along the coastline are preserving natural beauty but leaving homes and businesses unprotected from the ocean.

Online Resources

- Additional information about unintended consequences can be found at two websites:
<http://legal-planet.org/2010/04/16/unintended-consequences-and-environmental-policy/>
http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Unintended_consequence.html
- Great Sparrow campaign summary:
<http://www.crisiswatch.net/environment/GreatSparrowCampaign.html>
- America's 10 worst man-made environmental disasters:
<http://www.crisiswatch.net/environment/GreatSparrowCampaign.html>
- The Dust Bowl: http://library.thinkquest.org/26026/History/the_dust_bowl.html
- The Cotton Gin: <http://centuryofprogress.org/p/unintended-consequences-eli-whitney-and-cotton-gin>
- Coastline Laws: <http://www.learnnc.org/lp/editions/nchist-recent/6374>

Art and Music

Activity: Unintended Consequences

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- The Cotton Gin: <http://centuryofprogress.org/p/unintended-consequences-eli-whitney-and-cotton-gin>
- Coastline Laws: <http://www.learnnc.org/lp/editions/nchist-recent/6374>

Art and Music

Activity: Friendship Round Dance

Group size: Any

Time: 40-50 minutes

Objectives

- Teach students about American Indian and Alaska Native dance, music, and history.
- Help students understand the values of tradition, recreation, and friendship.
- Help students understand the concept of teamwork and community when dancing together.

Background for Teachers

In *The Trickster of Two Rabbit Mountain*, Rain and Boomer look forward to dancing in the powwow at Taniba Springs. Music and dance are very important to American Indian and Alaska Native people. Today, as in the past, songs and dances are performed at powwows and other social gatherings. Each American Indian and Alaska Native ceremony and special occasion is accompanied by chanted songs that explain that event's purpose.

Songs are traditionally from that tribe or borrowed from other tribes and used in the specific tribe's customs. There are powwow songs, friendship songs, love songs, family songs, sacred songs, honor songs, and war dance songs. There are also specific dances for each special event. Friendship dances are performed for fellowship and pure enjoyment. One type of friendship dance is called the Round Dance.

In the Round Dance, all of the powwow dancers and audience, old, young, male, female, relatives, and friends—regardless of their tribal affiliation—are invited to dance together. Round Dance participants form a circle around the drum and drummers. The Round Dance is similar to other American Indian dances today, because the dancers move left, or clockwise, around the circle. This dance is different from other American Indian dances because of the sidestep pattern in which all dance together. In other American Indian dances, the performers act as individuals. In the old days, women used to let the men start the singing and dancing. The men went one way, while the women went the opposite direction. Today a few women still let the men go first, but most begin to dance and sing together. As with all people, ways of doing things eventually change.

Most American Indian song and dance is accompanied by the beat of the drum. The rhythm of the pounding drum in each tribe's music sounds like the rhythmic heartbeat of an animal. It sets the pace for the speed at which the dance is performed. A change of the drum beat, or rhythm, tells the dancers when to dance backwards or forwards. Round dances go on for hours, as long as the singers can sing, the drummers drum, and the dancers can still dance. Rest breaks are taken by the singers and drummers, while the dancers can leave or join the Round Dance line as they wish.

This activity can be performed in the gym, on the playground, or as an afterschool activity.

Preparation

- Provide large open space with room for students to dance.
- Make sure you have selected a Round Dance drumming song from YouTube to play during the dancing or have ready the other source from American Indian Drumming Music.

Materials

- Computer or audio device player
- Audio tape or CD player with drumming music

Procedure

- Arrange the students standing in one big circle.
- Show the students how to take their own pulse with their wrist or jugular vein, and feel their pulse (1 minute). Remind students that the drum beat is like the rhythmic heartbeat. Have the students softly tap their own heartbeat.
- Turn on the audio file or YouTube video, Round Dance songs.
- Ask students to close their eyes and listen to the drum beat (1 minute).
- Have the dancers stand in place and bend their knees in tune to the drum beat.
- Ask for a student volunteer to stand in the middle of the circle and point to the left.
- Ask the student in the middle of the circle to demonstrate the sidestep to the other dancers.
- Have the dancers lift their left foot first and place it further to their left, to start the dancing in a clockwise fashion around the circle.
- Let the dance go on until the end of the first song, or until the dancers get tired. Stop and take a break.
- Turn off the audio tape and play the remainder of the video tape during this break. Turn off the video as desired.
- Start another Round Dance again while the audio tape is on.
- Continue to Round Dance as time provides. Stop audio anytime.
- Dancers can leave the Round Dance and join or rejoin it at will.

Follow-up Questions

- Why do you think the Round Dance is called a friendship dance?
- Why do you think that music is an important part of American Indian culture?

Follow-up Activities

- Attend a powwow or cultural event to see the different kinds of dances and songs.

- Have each student write a story about a song, dance, or musical instrument that was special to them or their family.
- Have an American Indian or Alaska Native visitor come to the class to demonstrate singing, dancing, drumming, or other musical instruments like rattles and flutes.
- Have the students ask their parents what kind of group or circle dances are part of their cultural tradition.

Online Resources

- Wild Horse “Round Dance” Hand Drum Song: <http://www.youtube.com/watch?v=p9UuRUI6F9Q>
- Round Dance song: <http://www.youtube.com/watch?v=U-F2XYNb9DM>

Extension Activities

The Trickster of Two Rabbit Mountain provides plenty of dancing, music-making, and singing. In the novel, Brother Rabbit, Coyote and Thistle engage in a round of lively dancing and fiddle playing; the Little People demonstrate their talents as singers and dancers; and even Marcus sings the song that Brother Rabbit taught him about the wonderful foods that originated in Africa and the Americas. Invite students to go to the websites below to learn about African American and Native American contributions to music and dance in the United States and to hear some bouncy tunes and beautiful harmonies.

Online Resources

- Music of the Southwest. <http://msw.arizona.edu/content/native-american-music> See photos of an Apache fiddle and learn tradition of Native American fiddling and Waila music of the Tohono O’odham and Yaqui peoples.
- Waila: Music of the Tohono O’odham. http://anthrofilm.onlinefilm.org/en_EN/film/47403 Includes a film of Gertie Lopez and the Tohono O’odham Boyz.
- From the Tennessee River to A History of Cherokee Fiddling.
- http://www.academia.edu/1067754/From_the_Tennessee_River_to_Tahlequah_A_Brief_History_of_Cherokee_Fiddling
- Folkstreams.net: Films about Fiddle Traditions. <http://www.folkstreams.net/film,271> The Life and Time of Joe Johnson: the last black traditional fiddle player in North Carolina; and Medicine Fiddle: Musical and dancing traditions of Native and Metis families in Canada and the United States.
- Jazzbows: The Soul of Jazz Strings. <http://www.jazzbows.com/blackfiddlelinks.html> This site offers many links to recordings of African American fiddling. It also includes numerous links which describe the influence of early African American music and instruments on the development of modern music in America, including rock, jazz, and country music.

- Imagine how the Little People Sound When They Sing. The Cricket Chorus.
<http://www.wishadoo.org/video/95/gods-cricket-chorus-sample> Listen to the choir-like singing of crickets when their chirping is slowed down. One can imagine the sound of Little People singing and the enchanting voice of Sigigi’s sister, Cricket.

Activity: From Found to Fabulous

Objectives

- Reinforce environmental awareness.
- Encourage children to be resourceful.
- Enable self-expression and creativity.
- Promote problem-solving skills.
- Promote art exploration.

Background for Teachers

In the novel, Lennie makes “tinkers” from various kinds of found objects—mostly scraps of metal, wood, and plastic. Lennie was making art from “found objects.” Sigigi also found materials in the campgrounds that he and his friends brought back to Turtletown. They collected pieces of glass, bottle caps, and made fishing lures from pieces of see-through plastic. All around the world, artists repurpose natural and human-made materials into objects of beauty, interest, and cultural significance.

Materials

- Found objects: cleaned tossed household items, shells, stones, sticks, acorns, pine cones, etc.
- Glue, hot glue, sticky tack, etc. (Use of a hot glue gun may require supervision.)
- Construction paper, fabric, or string
- Open work space

Directions

Either as a class outing or as a homework assignment, challenge the students to visit the beach, walk along a trail, meander the woods, or simply rummage the recycle pile for household materials of interest. Have them collect an assortment of objects. During class time, have each student create a work of art using these found objects. Students can make mosaics, collages, mobiles, pebble pictures, sculptures, or jewelry.

Extension: Host an Art Exhibit

Host an exhibit event for parents and community to view the student artworks. Serve healthy treats or even a meal featuring traditional foods. Invite elders to come and provide a storytelling session. Welcome a local drum or dance group to perform.

Online Resources

- Recycling Crafts for Kids: Art on a Shoestring: <http://www.kinderart.com/recycle/>

Activity: Hocus Pocus: Putting on a Magic Show

Objectives

- Develop creativity and dexterity
- Create a written script with entertaining “patter”
- Learn about optical illusions
- Develop presentation skills

Background for Teachers

Brother Rabbit and the Little People (assisted by our young adventurers) play lots of tricks in *The Trickster of Two Rabbit Mountain*. Coyote and Thistle even play a “now you see me, now you don’t” trick on motorists as they travel across the country to Taniba Springs. Invite students to play their own tricks by putting on a magic show. These shows are fun examples of performance art. They catch and focus the attention of students, both performers and audience members. Shape-shifting may be beyond skill level of your students, but some sleight of hand with coins and cards, plus the old rope trick may be right up their alley. Go to the websites below for tricks and lesson plans.

Online Resources

- Magic Tricks! <http://www.kidzone.ws/magic/>
- A Magical Mystery Tour. <http://www.taconichills.k12.ny.us/webquests/magic/>
- Cool Card Tricks: <http://www.goodtricks.net/frameset6.html>

Science

Activity: Rain's Homemade Energy Bars

Duration: 30-50 minutes

Objectives

- Teach students which foods can be used for nutritious energy.
- Provide students the ability to create a healthy snack option.

Background for Teachers

To live a healthy life, students must provide their bodies with nutritious foods. Remember when Rain and Boomer were camping out in the tent with Sigigi? Rain shared some energy bars, made by his mother, that were both tasty and high in proteins and complex carbohydrates.

American Indians have known how to make “energy bars” for generations. In fact, they invented the first known transportable nutrition-packed energy bar. It is called pemmican and is made of dried meat (protein), dried berries (for vitamins and tangy flavor), and melted fat to bind the mixture together and provide energy. Many varieties of fruit are used in pemmican, depending on the availability of fruits that grow in various regions of the country. Cranberries have always been the choice among the New England tribes, and chokecherries are popular on the plains. In California, tribes used acorn flour in their pemmican.

This is a healthy food activity that all of the characters in the Eagle Books novels would have enjoyed. It gives directions for making energy bars with beans, grains, fruits, and nuts, and is packed with macronutrients and micronutrients. Students can also make energy bars using recipes from their own tribe. This activity would be suitable for an after-school activity at a community center or church with a kitchen. It could also be done as a special project by students at home.

Procedure

- Have each pair or group of students select beans, grains, fruits, nuts, sweetener, spices, and a binding agent that they think would make a tasty and nutritious treat.
- Each group should pick a different combination of ingredients so it will be more interesting to compare results.
- Ask students to identify how many colors are in their mixture before mixing it.
- What kinds of macronutrients and micronutrients can be found in their energy bars?
 - Sample the bars from each group and rate them in order of preference. Share recipes and discuss what seemed to work well and what did not.

Recipe

Most energy bars are approximately 20–40% protein, 15–30% carbohydrates, 15–30% fat, 15–20% fiber by weight. The recipe below offers several ingredients that are ingredients in traditional Native dishes: beans, pumpkin, cranberries, cocoa, maple syrup, honey, and various nuts.

This energy bar recipe is found at: <http://www.nomeatathlete.com/homemade-energy-bar-recipe/>

- 1.5 cups cooked beans
- ½ cup binder (see recommended binder ingredients below)
- ¼ cup sweetener (see recommended sweeteners below)
- ¼ cup fresh or frozen fruit
- 1 teaspoon of flavoring extract (optional)
- 1 teaspoon of dry spice (optional)
- ¼ teaspoon sea salt
- 1.5 cups of oats
- 1 cup dry base ingredient
- 1 cup stir-ins

Instructions

In a blender or food processor, combine beans, binder, sweetener, soft fruit, extract, spice, and salt until smooth. Add the oats and dry base ingredients and pulse just to combine. Add stir-ins and pulse again just to combine. If the consistency seems spreadable, you're good. If it's too dry, add 1/4 cup of water; if it's too runny, add an additional 1/4 cup of the dry base ingredient.

Grease the 13×9-inch pan with baking spray or rub with 1 tablespoon vegetable oil, then spread mixture into the pan. Bake at 350 degrees for 15-18 minutes. Note: Use unsalted, unsweetened versions of the ingredients.

Food Suggestions

Beans

White beans
Black beans
Pinto beans
Chickpeas

Binders

Peanut butter
¼ cup of ground flax seed
mixed with ¼ cup water
Pureed pumpkin
Pureed sweet potato
Maple syrup
Honey

Soft, Sweet Fruits

Unsweetened applesauce
Mashed banana (about half
of one)
Chopped dates (remove the
pits!)
Crushed pineapple
Mashed persimmon

Recommended Optional Flavorings

Vanilla
Almond
Lemon
Coconut

Dry Spices

Cinnamon
Ginger
Nutmeg*
Allspice
Cardamom*

*For stronger spices like nutmeg and cardamom, use just ¼ to ½ teaspoon and combine with less intense spices like cinnamon.

Dry Base Ingredients

(A combination is usually best)

Protein powder
Cocoa powder (no more than ½ cup)
Whole wheat flour
Buckwheat flour

Stir-Ins

Dried cranberries or blueberries
Raisins
Dried apricots
Chopped nuts
Dry cereal

Follow-Up Activities

Students may also enjoy making granola, varying the composition of the same dried fruits, nuts, and whole grains: <http://cookingmatters.org/recipes/homemade-granola>

Students should recognize that many of the ingredients used in the energy bar recipe are traditional plant foods. In many Native communities, people are actively promoting the understanding that their way to health is through a return to their traditional diets and gardening methods. This is an important message in the Eagle Books that is being followed by Myrtle in *The Trickster of Two Rabbit Mountain*. Help students use the websites provided to understand how tribes are reclaiming their heritage of nutritious foods that can help to prevent obesity, type 2 diabetes, and other chronic diseases.

Activity: A Conversation About Diabetes Prevention

Objectives

- Learn the type 2 diabetes risk factors.
- Understand the difference between prediabetes and diabetes.
- Learn which actions and activities can reduce the chances of developing diabetes.
- Develop research skills.
- Develop presentation skills.

Background for Teachers

Type 2 diabetes is a disease that affects how the body uses glucose, the main type of sugar in the blood. Glucose, which comes from the foods we eat, is the major source of energy needed to fuel the body's functions. To use glucose, the body needs the hormone insulin. But in people with diabetes, the body either can't make insulin or the insulin doesn't work in the body like it should.

Type 2 diabetes can sometimes be prevented. Excessive weight gain, obesity, and a sedentary lifestyle are all factors that put a person at risk for type 2 diabetes. In the past, type 2 diabetes almost exclusively affected adults, usually those who were overweight. Doctors even referred to type 2 diabetes as adult-onset diabetes. But now, more children and teens are being diagnosed with type 2 diabetes which experts say is related to the rapidly increasing number of overweight kids.

Although kids and teens may be able to prevent or delay the onset of type 2 diabetes by managing their weight and increasing physical activity, other risk factors for type 2 diabetes can't be changed. Kids with one or more family members with type 2 diabetes have an increased risk of developing the disease.

Don Johnson, the father of Hailey and Marcus, has been told he has prediabetes. This alarms his daughter, who fears for his health. But Rain and Boomer reassure her that people with prediabetes can reduce their chances of developing the disease by eating nutritious food and becoming active. In this activity, your students will research type 2 diabetes risk factors and actions that can help prevent it.

Materials

- DETS curriculum or computer access for online research
- Props and costumes as needed (optional)

Procedure

- Assign students to work in pairs.
- Ask them to conduct research about diabetes prevention, using online sources or the DETS curriculum.
- Tell the students to prepare a script of a conversation between two people.
 - One student should pretend to be a doctor, nurse, or community health representative.

- The other should pretend to be a person who doesn't know much about diabetes and has lots of questions.
- Have the students rehearse and then perform their conversation in front of the class. They should be prepared to cover the following questions:
 - What is type 2 diabetes?
 - What is prediabetes?
 - Does a person with prediabetes always get diabetes?
 - What are the risk factors for diabetes?
 - Do people with these risk factors always get diabetes?
 - How can a person reduce the chances of diabetes?
 - Where can a person get more information about diabetes?

Online Resources

- State of Rhode Island Department of Health: <http://www.health.ri.gov/chronicconditions/diabetes/index.php/children.php>
- Diabetes Education in Tribal Schools: <http://kbocc.org/index/2011-12-24-18-54-16/dets-downloads>
- The History of Diabetes: <http://www.med.uni-giessen.de/itr/history/diabhis.html>.
- In the story, Toloowa, the healer, learns about type 2 diabetes from Rain and Boomer. She described the young men at Turtletown who developed type 2 diabetes as being “stung by the bee.” Other doctors and healers in the past who observed the effects of type 2 diabetes on the body noted how insects were attracted to the sugar in the urine of those with the disease. This website provides information about the main events in the history of diabetes mellitus, which means “honey sweet urine.”

Extension: Diabetes Talking Circles

Background for Teachers

Since 2005, the Native Diabetes Wellness Program, in partnership with the Seva Foundation, supported diabetes talking circles throughout Indian Country, conducted by Lorelei DeCora, RN, BSN (Ho-Chunk/Winnebago Nation, Nebraska). Inspired by the power of talking circles and the Eagle Books messages and characters, the Native Diabetes Wellness Program is developing new stories, which talking circles with youth have helped to inform. Go to the online resources below for ideas regarding a Diabetes Talking Circles activity in the classroom or as an afterschool activity.

Online Resource

- Diabetes Talking Circles Online Tutorial:

http://www.seva.org/site/PageServer?pagename=Diabetes_Tutorial

Activity: Better-Than-Max's Video (Cross-Curricular: Science, Social Studies, and Arts)

Objectives

- Gain understanding about ways to prevent type 2 diabetes.
- Reinforce the connection between traditional culture and healthy living.
- Develop problem solving, storytelling, critical thinking, media production, and decision making skills.

Background for Teachers

Max is determined to cash in on a pile of money by making a video of the Little People that's just as sensational as "I had a Date with Bigfoot." Fortunately, Max's plan doesn't succeed and his video of the Little People is a blurry mess. Your students can do better than Max in making a video! New technologies have made video creation much easier than it used to be. But with or without access to the latest and greatest, your students can create a product they are proud to show to others. This activity invites students to reinforce learning about type 2 diabetes prevention, explore storytelling techniques, and practice teamwork. Please note that we are not providing a complete set of instructions here. For additional information, please consult the online sources listed below and seek out experienced colleagues, parents, and tech-savvy students.

Materials

- Digital camera
- TV or computer for playback
- Video editing software
- Microphone (optional)
- Lights (optional)
- Props and costumes

Procedure

- As a class, view this 9-minute video narrated by famous actor Wes Studi (an elder from the Cherokee Nation who has appeared on TV and in movies such as Avatar, Dances with Wolves, and The Last of the Mohicans). "Our Cultures are our Source of Health"
<http://www.cdc.gov/CDCTV/OurCultures/index.html>
- Instruct the class to look for diabetes prevention messages, such as learning from elders and traditions, staying physically active, and eating healthy foods. (See if you can spot the youth reading one of the original Eagle Books!)

- Conduct a class discussion or another learning activity about the video.
- Then, follow these steps to make your class video.
- **Outline:**
 - Lead the class in developing a script outline that tells a digital story. Of all the steps in a video, creating a good outline is the most important. The video can be humorous or serious but, like the Wes Studi video, should include type 2 diabetes prevention messages that tie to culture.
 - Your video can be an interview, documentary, play, music video, or even a simple animation. Refer to the storytelling activities in the *Hummingbird's Squash* English/Language Arts section of the Guide for inspiration.
- **Script:** Students need to know what to say, and having a script will make filming go more quickly.
- **Storyboard and list of shots:** The storyboard can be as simple as a series of stick figure drawings. (Refer students to the Art storyboard activity in the *Coyote and the Turtle's Dream* section of the Guide.)
- **Filming:**
 - This will go more smoothly with a complete script, storyboard, and shot list.
 - Students learn the most when they take full ownership of a project, but in the interest of time you may wish to operate the camera and editing equipment yourself, or enlist a knowledgeable ally.
- **Editing:** This includes removing unwanted footage, arranging footage in the desired order, adding music, titles, and transitions, and if necessary converting the video into the correct format.
- **Publishing:** Before publishing a student video, make sure that you have checked your school's Acceptable Use Policy with regard to student privacy, and also made sure that copyright infringement has not occurred.

Instructor Notes

Equipment and other resources. Become familiar with available equipment. Some schools own the latest cameras, software, and presentation devices, but many do not. But you can make a good video with older equipment.

- **Scheduling:** Your class can make a short, simple video over the course of a few days. A more elaborate video is a longer-term project.
- **Format:** Will you post the video online? Play it on a DVD at a school assembly or health fair? Watch it in the classroom on your laptop? Determine the correct digital format to use.
- **Length:** Short (5 minutes or less) makes for a simpler project. A short video can be very

effective.

- **Music:** Will you use music at the beginning, end, or throughout the video? Consider having students sing or play instruments, and record the soundtrack.
- **Assignments:** Decide which of the following roles will be needed and make assignments or ask for volunteers:
 - Writer(s)
 - Director
 - Photographer
 - Actors
 - Voice-over announcer
 - Editor
 - Audio recorder
 - Sound effects manager
 - Lighting
 - Wardrobe
 - Music
 - Props

Online Resources

- Using video in the classroom: “Lights, Camera...Engagement!”:
<http://www.edutopia.org/blog/using-video-in-classroom-ron-peck>
- Video in the Classroom: <http://edtechteacher.org/index.php/teaching-technology/presentation-multimedia/112-video>
- Learning Through Video Production:
<http://www.pbslearningmedia.org/resource/avd09.pd.tavidprod/learning-through-video-production/>
- How to Make a Video: <http://www.mediacollege.com/video/tutorial/>

Activity: Glucose Glossary Race

Objectives

- Increase knowledge about diabetes and type 2 diabetes prevention
- Experience physical activity
- Build diabetes-related vocabulary

Background for Teachers

As students read the novel, they will encounter words associated with diabetes. This activity is designed to help them retain these words and their meanings, and to experience physical activity. It can be conducted as part of a science, physical education, or language arts class.

Materials

- Diabetes glossary list (see Appendix D)
- White board or chalk board (optional)
- Card stock or blank note cards (optional)
- Printer
- Microphone (if played in big venue)

Preparation

In Appendix D, you will find a list of diabetes-related terms taken from the glossary of the novel. Print one copy per student, increasing the size as much as possible. Cut each term into strips, separating the word from its definition. For durability, tape or glue the pieces to card stock or note cards. You may make multiple copies of each word or just one, depending upon how you wish to play the game.

Procedure

The teacher or game host keeps the word cards. Distribute definition cards equally to the students. You may give each student all definitions or a random set of definitions to each. The host announces and posts one word for the class to see. Each student reads through the definition cards. As soon as the definition is found, that student runs to the front of the class. The student reads the word, and then the definition. If correct, the student must then use the word in a sentence. If incorrect, the play continues until the correct answer is presented. To increase exertion levels, hold this activity in the gym or outdoors requiring students to run far and fast to get their answers in.

Note: You can also use this game to follow other themes such as the environment, tricksters, etc., and play a different set each time the game is played. To do this, copy and print the glossary pages from the book.

Appendix A: Career Connections

One of the objectives of the youth novels is the promotion of interest in careers that advance the health and well-being of Native communities. There are many careers that relate to the major themes in the youth novels. These themes are:

- The prevention and control of type 2 diabetes through physical activity, healthy diet, the support of family and friends, and respect for Native traditions.
- The control of type 1 diabetes through physical activity, healthy diet, the support of family and friends, and continuous commitment to the maintenance of good health.
- The building of healthy families, schools, and communities through promotion of positive lifestyles and respectful relationships.
- The protecting of the earth's past and assuring its healthy future via deep understanding of its relational dynamics.
- The contributions of Native Science to our modern world and the continuation of that great tradition. and
- The power of young people to make a positive difference in the health of their communities.

The Web sites provided in this section offer a wealth of ideas that teachers and communities can use to stimulate students' thinking about what they want to be when they grow up. These sites offer not only practical information but fun activities as well.

Career Zone Pennsylvania: Job Families

<http://www.pacareerzone.org/clusters>.

This wonderful site is well suited to the needs of middle schoolers. It offers information, slide shows, and videos on career clusters that include medicine, science, community and social services, education, architecture and engineering, and many other job families.

EEK! Get a Job

<http://dnr.wi.gov/org/caer/ce/EEK/job/index.htm>

EEK means Environmental Education for Kids at this career Web site. Find out what park naturalists, fish biologists, and hydrogeologists do!

U. S. Bureau of the Interior

http://www.blm.gov/wo/st/en/res/blm_jobs/our_careers/career_cards/career_cards__natural.html

Provides a "career cards" Web site that describes 20 different careers that are necessary to management of lands and natural resources.

Careers in Soil Science

<http://soils.usda.gov/education/facts/careers.html>

Soil careers at the U. S. Department of Agriculture

Discover Science Careers

<http://library.thinkquest.org/11465/careersinfo.html>

Explore science careers and scientific interests.

The Science Spot

<http://sciencespot.net/Pages/career.html>

A great Web site for fun activities that introduce middle schoolers to various career choices. The activities include "Name that Career" and "Career Clusters."

Ask a Scientist

<http://www.askascientist.org/>

This Web site has many science activities for kids, including exploring science careers.

Web Adventures

<http://webadventures.rice.edu/>

Students enthusiastic about science may want to check out the "Cool Science Career" games on this site.

Native Access to Engineering

<http://www.nativeaccess.com/>

This Web site, developed by Queens University in Canada, offers an interactive educational activity called Bear Paw Trail. Visitors can walk down several trails learning about science and engineering.

There are also features called "A Day in the Life of an Engineer" and "Ancestral Engineering."

Educational requirements for engineers are clearly defined.

American Indian Science and Engineering Society: A Universe of Opportunities

<http://www.aises.org/who/board#bod>

Students can go online to meet the Board of Directors, Native scientists and engineers from many tribes, and the Council of Elders that advises the society. The site features the Department of Energy's Intertribal Middle School Science Bowl, hosted by the society. Each year, ten teams from tribes across the country take part in this science and engineering tournament. The Web site also features the biggest science fair for American Indian/Alaska Native students in the country: the National American Indian Science & Engineering Fair and EXPO.

Association of American Indian Physicians

<http://www.aaip.org/?page=NNAYISTUDENT>

The site provides information about the Patty Iron Cloud National Native American Youth Initiative which brings youth together to promote interest in health careers.

Learning About Careers

The careers below are organized by the job families on the Career Zone Pennsylvania Web site. Some of these careers are specifically mentioned in the youth novels; others are related to the themes in the novels or to the activities in the *Youth Novels: Educators and Community Guide*.

Students can go to Career Zone Pennsylvania to find careers that may interest them. Of course, not every career is represented on the Web site. If there is a career that students can't find on Career Zone Pennsylvania, have them look up the career online. Once students have settled on some careers of interest, have them make "career cards" that summarize key information about the careers. These cards should include the type of work done, the education required, the most interesting aspects of the work, and how the careers contribute to society.

Health Care Practitioner and Technical Occupations

There are many health care professions. Some specifically address the control of type 1 diabetes and prevention and control of type 2 diabetes. Not all of these, however, are listed on the Career Zone Pennsylvania site. Some of the health professions listed below include Web sites that provide more information about these very important health care providers:

- Physician (Endocrinologist) A specialist in the management of type 1 and type 2 diabetes.
Diabetes and Endocrinologists. <http://diabetes.about.com/b/2007/03/07/diabetes-and-endocrinologists.htm>
- Certified Diabetes Educator (CDE) A CDE may be a nurse, dietitian, exercise physiologist, pharmacist, or social worker who has specialized in diabetes education and care management.
American Association of Diabetes Educators.
<http://www.diabeteseducator.org/ProfessionalResources/Certification/>
- Registered Nurse and Diabetes Specialist Nurse.
The Role of a Specialist Diabetes Nurse. http://www.ehow.com/about_5201899_role-diabetes-specialist-nurse.html
- Medical Nutritionist. http://www.ehow.com/facts_5579755_medical-nutritionist_.html
- Community Health Worker (Indian Health Service Community Health Representative)
<http://www.ihs.gov/nonmedicalprograms/chr/>
- Dietician
- Physical Therapist
- Emergency Medical Technician
- Fitness Trainer
- Exercise Physiologist

Community and Social Services Occupations

- Community Organizer
- County Extension Service Manager
- Economic Developer
- Neighborhood Watch Officer
- School or Clinical Counselor
- Social Worker

Life, Physical, and Social Science Occupations

- Archeologist
- Paleontologist
- Botanist
- Biochemist
- Geologist
- Oceanographer
- Hydrologist
- Meteorologist
- Ecologist
- Environmental Scientist
- Laboratory Scientist
- Zoologists and Wild Life Managers
- Soil Scientist
- Horticulturalist
- Psychologist
- Urban and Regional Planners
- Geographer

Education, Training, and Library Occupations

- Elementary, Middle School, and High School Teachers
- English/Language Arts
- Health
- Math
- Science
- Art and Music
- Librarian
- Physical Education (Coaches)
- Ethnic and Cultural Studies
- School Administration

Architecture and Engineering

- Architect
- Landscape Architect
- Environmental Engineer
- Biochemical Engineer

Protective Service Occupations

- Police Chief
- Tribal Law Enforcement Officers

Transportation and Materials Moving

- Light Truck and Heavy Tractor Trailer Drivers

Public Health

This career category is not listed on the Career Zone Pennsylvania Web site. Public health brings people together from all kinds of job families. Public health addresses the health of the whole community, not just the health of individuals. Some public health careers are listed above. Find out more about public health careers at Excite! Careers in Public Health. <http://www.cdc.gov/excite/careers/index.htm>

- Public Health Physicians and Nurses
- Epidemiologist (A Disease Detective)
- Health Educators
- Environmentalists

Public Health and Health Communication

Creative people like writers, graphic artists, photographers, and videographers are essential to public health campaigns. They make videos, design brochures, create characters, and generally provide the imaginative concepts and imagery that makes health messages come alive.

Find out more about health communication at <http://www.cdc.gov/healthcommunication/>

Appendix B: Words with Native American Origins

Taken from *Talk the Talk: English Speech Is Within Your Reach*:

http://www.istudentcity.com/feature/091900_native.asp

- Avocado: Nahuatl, also called Aztec
- Barbecue: Taino, a language of the West Indies
- Canoe: Taino
- Caribou: Micmac
- Chipmunk: Algonkian group of languages
- Chocolate: Nahuatl/Aztec
- Coca: Qeuchua, also called Inca
- Condor: Qeuchua
- Cougar: Tupi, a language still spoken in Brazil
- Coyote: Nahuatl
- Guano: Qeuchua
- Hammock: Taino
- Hogan: Navajo
- Hominy: Algonkian
- Hurricane: Taino
- Igloo: Inuit
- Jaguar: Tupi
- Kayak: Inuit
- Kiva: Pueblo peoples
- Llama: Qeuchua
- Maize: Taino
- Moccasins: Virginia Algonkian
- Moose: Algonkian group of languages
- Mukluks: Inuit
- Persimmon: Algonkian group of languages,
- Petunia: Tupi
- Potato: Taino
- Potlatch: Chinook
- Powwow: Narraganset or Massachuset
- Puma: Qeuchua
- Quinine: Qeuchua
- Raccoon: Algonkian group of languages,
- Opossum, possum: Algonkian group of languages
- Skunk: Algonkian group of languages
- Squash: Algonkian group of languages
- Squash: Narraganset
- Succotash: Narraganset
- Tapioca: Tupi
- Tapir: Tupi
- Tepee, tipi, teepee: Dakota
- Terrapin: Algonkian group of languages
- Tobacco: Spanish tabaco from Taino
- Toboggan: Micmac
- Tomahawk: Virginia Algonkian
- Tomato: Nahuatl/Aztec
- Vicuña: Qeuchua
- Wampum: Naraganset
- Wigwam: Algonkian group of languages

Appendix C: Word Scrambler

Unscramble the words!

English Words with Native American Origins

- uksnk
- osoem
- gauraj
- pihckunm
- oocnarc
- sumosp
- uoriba
- necap
- ckihory
- ccotbao
- hsuaqs
- ovcdao
- mtotao
- ottpao
- caurhiaen
- akyak

English Words with African American Origins

- naabna
- obogn
- ebogoi
- igerhcg
- nmcpheezi
- loca
- ihp
- zjaz
- ijev
- mbmao
- oomj
- rkao
- gnato
- toet
- doovoo
- mya

Answers: English Words with Native American Origins

- | | | | |
|------------|----------|-------------|-----------|
| • uksnk | skunk | • ckihory | hickory |
| • osoem | moose | • ccotbao | tobacco |
| • gauraj | jaguar | • hsuaqs | squash |
| • pihckunm | chipmunk | • ovcdao | avocado |
| • oocnarc | raccoon | • mtotao | tomato |
| • sumosp | possum | • ottpao | potato |
| • uoriba | caribou | • caurhiaen | hurricane |
| • necap | pecan | • akyak | kayak |

English Words with African American Origins

- naabna banana
- obogn bongo
- ebogoi boogie
- igerhcg chigger
- nmcpeeazi chimpanzee
- loca cola
- ihp hip
- zjaz jazz
- ijev jive
- mbmao mambo
- oomj mojo
- rkao okra
- gnato tango
- toet tote
- doovoo voodoo
- mya yam

Appendix D: Diabetes Glossary Terms

Term	Definition
Blood sugar	A substance in the blood that rises after eating. People with diabetes have blood sugar levels that are too high.
Carbohydrate	A compound (usually represented by sugars, fiber, and starches) that supplies energy to the body. Carbohydrates are found in dairy products, fruits and vegetables, and grains.
Complex carbohydrates	Carbohydrates that the body breaks down slowly. This slow digestion creates a constant release of energy. Complex carbohydrates are found in foods like whole grains, beans, oatmeal, brown rice, and vegetables like broccoli and spinach. The less healthy simple carbohydrates like table sugar, honey, candy, sodas, and some fruit juices enter the blood stream immediately, causing blood sugar levels to rise and fall rapidly.
Glucose	Blood sugar that provides energy to the body's cells.
Imbalance	A state of disproportion that causes problems. In this story, "imbalance" refers to different parts of the body not working together to produce a state of health.
Immune system	The set of tissues within one's body that work together to resist infections.
Insulin	A hormone, produced by the pancreas, which helps the body use carbohydrates and fats for the energy it needs. It helps the cells in the liver, muscle, and fat tissue to take up glucose (blood sugar) from the blood and store it as energy.
Nutrition	Foods that form a diet promoting health and growth.
Pancreas	A large gland near the stomach that produces insulin and other substances that help in the digestion of food.
Prediabetes	A condition in which a person's blood glucose levels are higher than normal but not high enough to be type 2 diabetes. People with prediabetes are more likely to develop type 2 diabetes. However, type 2 diabetes may be prevented or delayed in persons with prediabetes if they adopt a healthy diet, lose weight, and increase physical activity.

Term	Definition
Type 1 diabetes	A form of diabetes in which the body does not produce insulin. People with type 1 diabetes must inject insulin so their bodies can process glucose. The disease usually starts in childhood or the teenage years, but can also develop in adults. Type 1 diabetes is much less common than type 2 diabetes.
Type 2 diabetes	A form of diabetes in which the body does not respond properly to insulin. It usually develops in overweight adults, but can also start in children or teenagers. People with type 2 diabetes are asked to manage the disease with weight loss, healthy diets, regular exercise, medicine, and sometimes by injecting insulin. Type 2 diabetes is much more common than type 1 diabetes.
Sting by Bee disease	In the novel, the name used by the Little People to describe the disease we know as diabetes. In ancient times, healers noticed that people with untreated diabetes had sweet-smelling urine—a product of too much blood sugar—that could attract bees and other insects.