

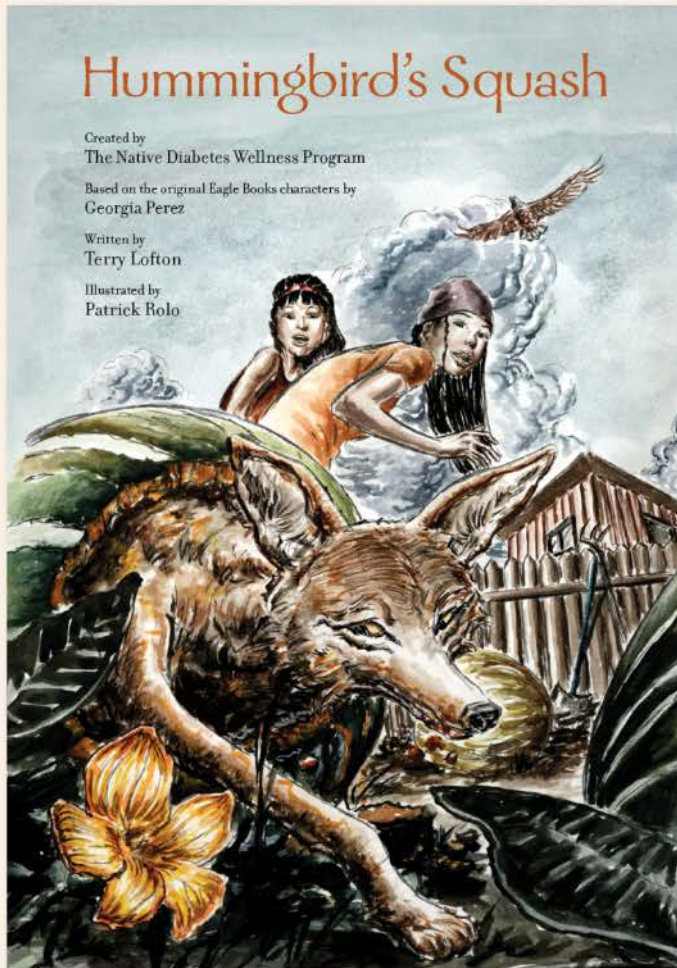


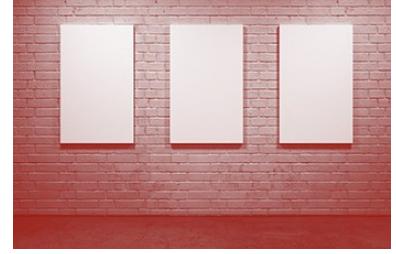
Eagle Books

Youth Novels: Educators and Community Guide



For Hummingbird's Squash





POSTERS AND FLYERS

OBJECTIVES

- 🎯 Learn about health promotion.
- 🎯 Design a poster or flyer.
- 🎯 Write persuasive or promotional health messages.

Background for Teachers

In the English/Language Arts section for *Coyote and the Turtle's Dream*, we wrote invitations to friends and family asking them to read the book. To convince them, we used a strategy called “persuasion writing.” We can also use poster art to persuade people—to go to a movie, to join a club, to vote for a candidate, to read a book, or to adopt a healthy behavior. Professional artists are often employed to create posters that display health messages. This is an important activity called “health promotion.” The goal of health promotion is to encourage people to take action by adopting healthy behaviors and creating healthy environments.



ACTIVITY

Making Posters and Flyers

Define the difference between a poster and a flyer for students. A poster is a piece of paper, displayed on a wall that usually includes pictures and text that are eye-catching and communicate a message. A flyer is smaller than a poster and is usually printed and distributed on inexpensive paper in large numbers. Flyers are displayed in public places and direct people to a service or contain a simple message. An example of a simple health message would be, “Eat Your Five Fruits and Vegetables Today!” or “Sign Up for Summer Swimming at the Recreation Center—Now!”

Instruct students to think about what they want their poster or flyer to communicate, and who they want to see them—that is, they should determine their “audience.” The audience is the group of people they want to influence with the message on their poster or flyer. The message may be to encourage others to read *Hummingbird's Squash*, convey the importance of growing gardens, protecting environments native to their area, or engaging in physical activity and eating fruits and vegetables. Ways to prevent bullying would make a good poster, too.

Next, have students select some exciting scenes from *Hummingbird's Squash* that convey their message(s). Remind students that it is important to select a scene that will grab the attention of people walking past their posters. Then, illustrate the scenes and write “copy”—the text that provides the information they want their audience to see. These posters could be displayed in the school library or lunchroom, or at the grocery store, a health clinic, or a local recreation center (with proper permission, of course). Telephone poles might work, too!

Materials

- Poster board of various sizes
- 8 x 11 paper (for small posters or flyers)
- Colored markers or tempera paints.

Cross-Curricular Connections

This activity would work best with collaboration between Art and English/Language Arts teachers.

Career Connections

Go to Career Connections in the Guide for information about public health professionals and artists who work together to promote healthy behaviors.



STORYTELLING WITH PICTURES

OBJECTIVES

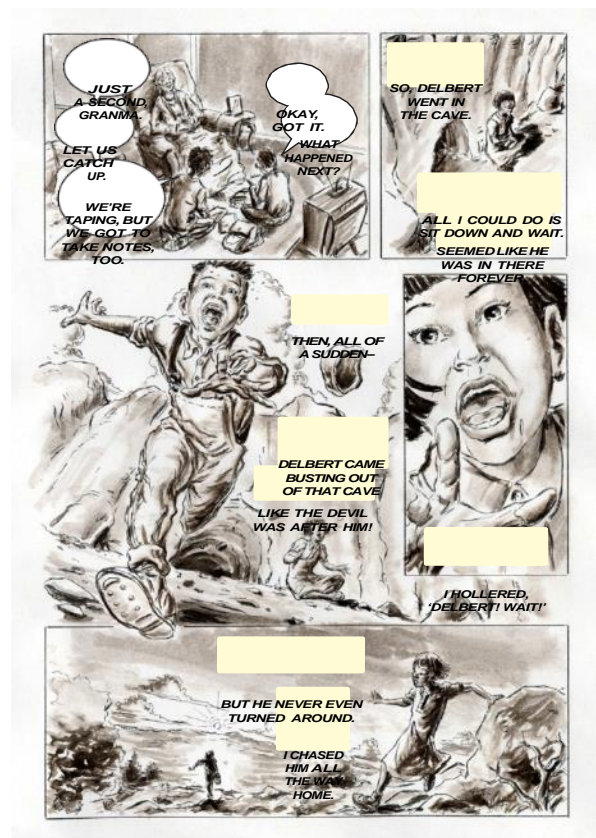
- 📍 Translate book text into pictures.
- 📍 Create “sequential art.”
- 📍 Learn what comic book artists do.

Background for Teachers

Many artists work as illustrators in the publishing industry, drawing the pictures in comic books and graphic novels. A comic book illustrates a short story in picture panels. Modern comics usually feature a set of popular superheroes like Superman or Spiderman. A graphic

novel is much longer and is usually a one-of-a-kind story. Many times a graphic novel is based on a written novel.

A whole team of artists works with a writer’s script to bring a story to life through the development of illustrated characters and background settings. Artists called “pencillers” draw the pictures of characters, and artists called “inkers” draw the black lines around the figures. There are also “painters” who put in the color and “letterers” who place text in the captions and dialogue bubbles on the pages.



ACTIVITY

Making a Storyboard

Have students choose a scene in *Hummingbird's Squash* that shows some action. There are many scenes that are exciting and have a health message about preventing type 2 diabetes. Make sure that the scene can be shown as sequential art—that is, the characters are doing something that can be illustrated in a series of panels. Give students the following instructions so they can take on all the illustration tasks or share the tasks with a partner:

- Have students write what their characters are saying to each other.
- Then sketch what is happening in the series of panels. These drawings are called “a storyboard.” Students may want to play around with several ideas, so don't spend too much time on these drawings. Choose the storyboard that seems to work the best.
- Sketch speech bubbles in the panels. Then insert the dialogue. Do the words fit in the bubble?
- Now students should redraw their figures, add speech bubbles, and color the panels (if students draw their storyboard in blue pencil, they can redraw on top of the blue pencil sketches, then photocopy the sheet of paper and apply color. The blue pencil sketch will not show through). Remind students to put in some background that shows the setting.
- Teachers can print examples of speech bubbles from the online resource provided. The bubbles show whispers, thinking, sounds of a phone ringing, a radio broadcast, etc.

If students would like to see how it's done, compare the novel, *Coyote and the Turtle's Dream*, to *Coyote and the Turtle's Dream: the Graphic Novel*. They will notice that Patrick Rolo, the artist, sometimes changed the story. If a graphic novel is different from the book on which it is based, it is called an adaptation.



Students may also want to make up their own stories or choose a favorite comic book character for their sequential art.

Materials

- Construction paper or typing paper
- Pencils
- Blue pencils (optional)
- Colored markers, water colors, or tempera paints.

Online Resources

Comic Book Grammar and Tradition.
<http://www.blambot.com/grammar.shtml>

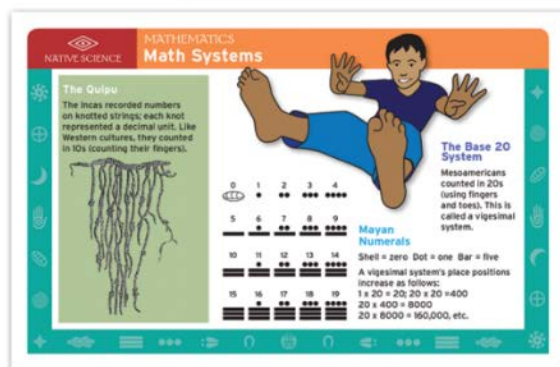
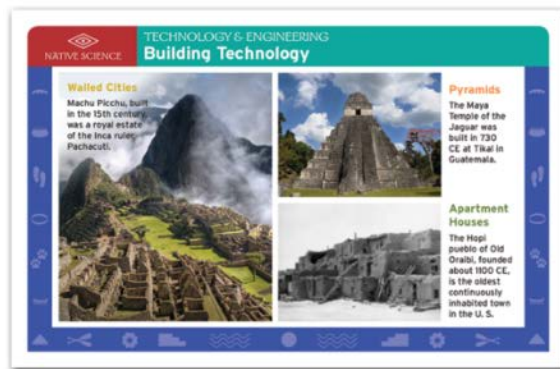
NATIVE SCIENCE CARDS

OBJECTIVES

- 📌 Select and research an invention or discovery made by Native peoples in North, Central, or South America.
- 📌 Design, draw, and write a description for a “Science Card” using a selected science/technology theme.

Background for Teachers

This set of activities is very cross-curricular. It is included in Art and Music because the activities can best be done in art class. However, English/ Language Arts, Social Studies, and Science are heavily involved. Twelve Native Science and Technology Cards are provided on the Native Diabetes Wellness Program Web site. They show many inventions and scientific discoveries of the indigenous peoples of North, Central, and South America. The cards feature math, astronomy, time keeping (calendars), water engineering, plant-growing techniques, food preservation, building technology, and transportation. The cards, however, cannot possibly display all of the important contributions that American Indians and Alaska Natives have made to the world.



ACTIVITY 1

Making Native Science Cards

Materials

- 8 x 11 card stock
- Colored pencils or fine-point colored markers

Procedure

Print copies of the Science and Technology Cards from the Native Diabetes Wellness Program Web site: <http://www.cdc.gov/diabetes/projects/diabetes-wellness.htm> for students to review. Have them look at the way the cards are designed with pictures of the inventions and discoveries on one side of the folded card stock, and a written description on the other side. The graphics side of the card includes a border with symbols that show the card's theme, such as math/astronomy, growing techniques, etc. and several pictures that portray the specific scientific contribution.

Ask students to go online and research Native contributions from the suggested Web sites provided. They can print information about the inventions and discoveries and any illustrations or photos available. Students will then be prepared to design and draw their own cards, choosing to 1) expand on the current Science Card topics, or 2) develop cards with new themes.

Health and Medicine

Students may choose to select medicinal plants (pharmaceuticals); dentistry and surgery; and mental health therapies. Or class members may want to investigate Native medicines that their own Tribe uses.

Writing Systems

The peoples of Central America had a variety of writing systems, some of which were phonetic, meaning that symbols represented sounds in their languages. Look for facts about the first writing discovered in the Americas (the best guess by archeologists is that it was developed by the Olmecs). Also check out indigenous writing systems in North America like the Wiigwaasabak birch bark scrolls of the Ojibwa and the Mi'kmaq writing system. The Cherokee syllabary (developed by Sequoyah) is also a fascinating invention which allowed the Cherokees to print materials and communicate in their own language in post-European contact times. Students may find it interesting to see what a written phrase looks like in Maya writing— just go to the listed Web site and type in 240 characters for immediate translation.



“Eat your fruits and vegetables.”

Translated from English into Maya script.

Textile and Basket Manufacture

Examine loom and weaving technology and the uses of textiles for ceremonial, artistic, and, increasingly, commercial purposes. Also research basket-making techniques and water-proofing methods.

Ceramics

Pottery from the Americas is known for its utility and artistic decoration.

More Foods That Feed the World

Review the many fruits, vegetables and spices that grew on the Miraculous Tree in *Hummingbird's Squash*. A most interesting card would be on the history of maize (corn). Students might also be interested in creating a card for the many kinds of squashes and gourds grown in the Americas. Of course, nobody has ever really seen a squash 9 feet tall like Hummingbird's squash! The stinking buffalo gourd, otherwise known as "coyote squash," may make a very attractive card, too. Coyote would think so.



Online Resources

Free Online Translator of Your Language into Mayan Glyphs.
http://www.event12.com/mayan_glyphs/index.html

Ojibwa Writing.
<http://en.wikipedia.org/wiki/Wiigwaasabak>

Mi'kmaq Hieroglyphic Writing.
http://en.wikipedia.org/wiki/Mi%27kmaq_hieroglyphic_writing

Overcoming Challenges: Sequoyah's Syllabary.
<http://www.sequoyahmuseum.org/index.cfm/m/6>

ACTIVITY 2

Coyote Cards: Wild Facts and Fun Stuff From the Native Peoples of the Americas

Students may also enjoy making some “Coyote Cards” that describe other inventions, including some of the fun ones below:

- **Chewing gum and bubble gum!** (Central America) Make a Coyote Card. Just don't stick it under your desk.
- **Laundry Detergent.** (North America) Check out coyote squash root. The Cahuilla and Diegueno people in California did, and they found a “combo” stain remover, bleach, and laundry detergent. It works as an insecticide, too.
- **Toboggans!** (North America) Originally designed for transportation, now an Olympic sport!
- **Popcorn!** (North, Central and South America) What would the movies be without it?
- **Blowguns.** (North, Central, South America) Very useful in hunting small game—silently!
- **Float suits and water proof suits.** (North America: Inuit) If an Inuit hunter fell out of his kayak, he just might be wearing an invention that would save his life.
- **Snow Goggles.** (North America: Inuit) Who needs sunglasses? The Inuit used the goggles to protect their eyes from snow blindness.
- **Hammocks.** (South America) Two trees and a summer day is all you need for a comfortable snooze, thanks to the people of Amazonia.
- **Toys.** (Central America) Stilts, kites, wheeled animals; (North America) Tops, board games and “buzzers.”

