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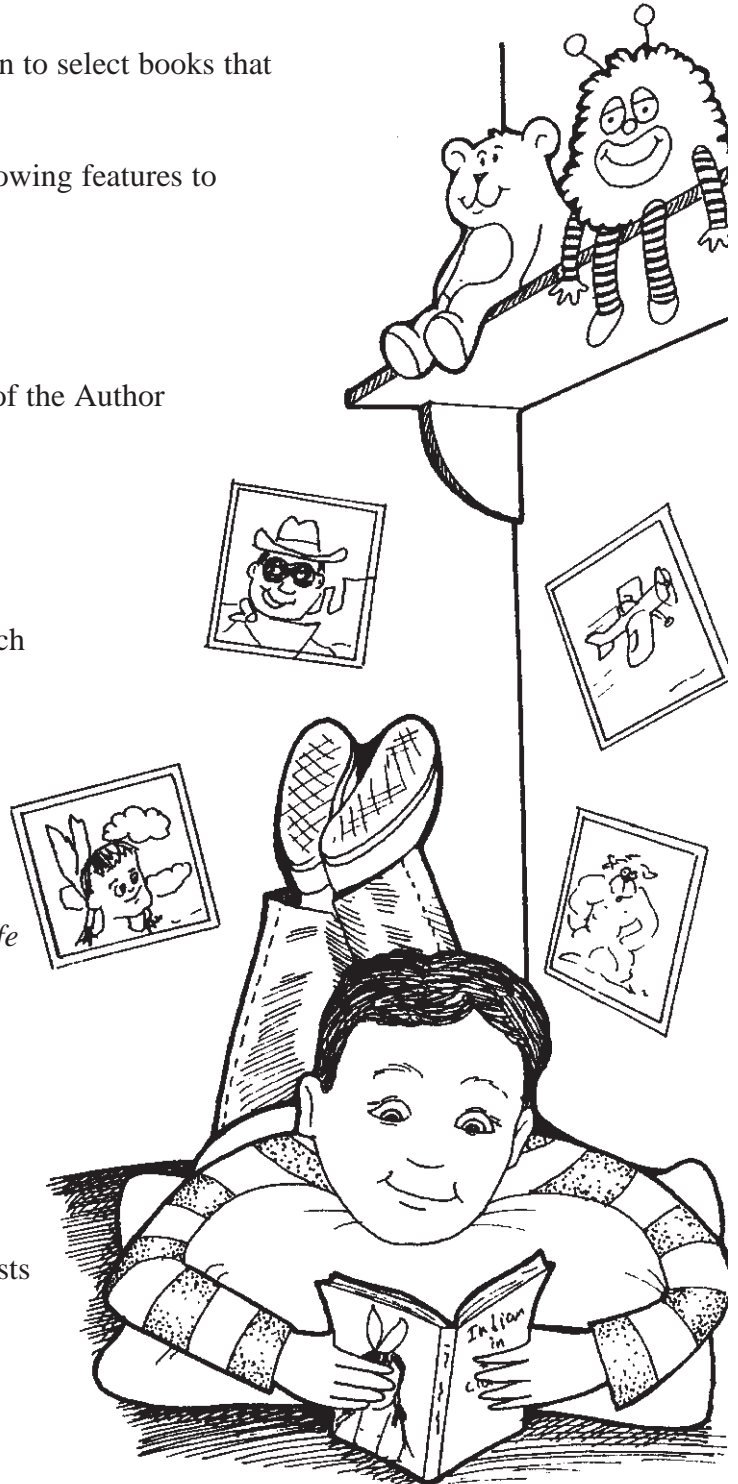
# Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It also gives us a cherished story to hold in our hearts forever.

In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample lesson plans
- Pre-reading activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study, with each section including:
  - quizzes
  - hands-on projects
  - cooperative learning activities
  - cross - curriculum connections
  - extensions into the reader's own life
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident that this unit will be a valuable addition to your planning, and hope that as you use our ideas, your students will increase the circle of “friends” that they can have in books!

# The Indian in the Cupboard

by *Lynne Reid Banks*

Avon, 1982

*(Available in Australia from Transworld Publishers.)*

The story takes place in England. It begins innocently enough, with a boy, Omri, celebrating his birthday and opening his presents with his family. He receives many gifts, including the one he had hoped for... a skateboard complete with kryptonite wheels, and an old cupboard in which he could arrange his "treasures." However, the present with which he is least impressed becomes the focal point of the story. For when Omri places the second-hand plastic Indian, given to him by his friend Patrick, into the cupboard and locks it with his great-grandmother's old key, the cupboard and the key work a powerful magic.

When Omri goes to bed that birthday evening, the plastic Indian comes to life. He is a real person, transported from a real time in history. His name is Little Bear, the son of an Iroquois chief. Together, Omri and Little Bear develop a unique and touching relationship. Omri discovers very quickly that Little Bear is very proud, courageous, and demanding. He insists that Omri recreate a familiar and natural environment, to include wild animals for the hunt, suitable weapons, food and shelter, and a wife. Omri decides to share the magic of the cupboard with Patrick. Against Omri's wishes, Patrick brings a horse and a gun-toting cowboy named Boone to life, creating immediate conflict and some rather dangerous and exciting adventures. When Omri decides to bring his new friends to school for the day, he encounters problems with students, teachers, the headmaster, and his best friend, Patrick.

As time passes, both Patrick and Omri realise that their small men are truly real. The boys develop a growing respect and appreciation for their new friends. Boone and Little Bear develop a better understanding of each other. It becomes obvious to Patrick and Omri that as much as they would like to keep Boone and Little Bear, they cannot. The boys decide to help make their charges happy at all cost, and, with an unselfish love, return them to their time in history.



# Study of Society

Little Bear is the son of an Iroquois chief. The Iroquois Nation was formed in the 1400s in what is today called the Finger Lakes Region of New York state. Five tribes, the Cayuga, Seneca, Mohawk, Oneida, and Onondaga, formed a Confederation, or group of societies that came together to work cooperatively toward the common goals of peace and survival. By the 1500s, the Confederation of Five Nations became very powerful and controlled territory from New York to the Mississippi.

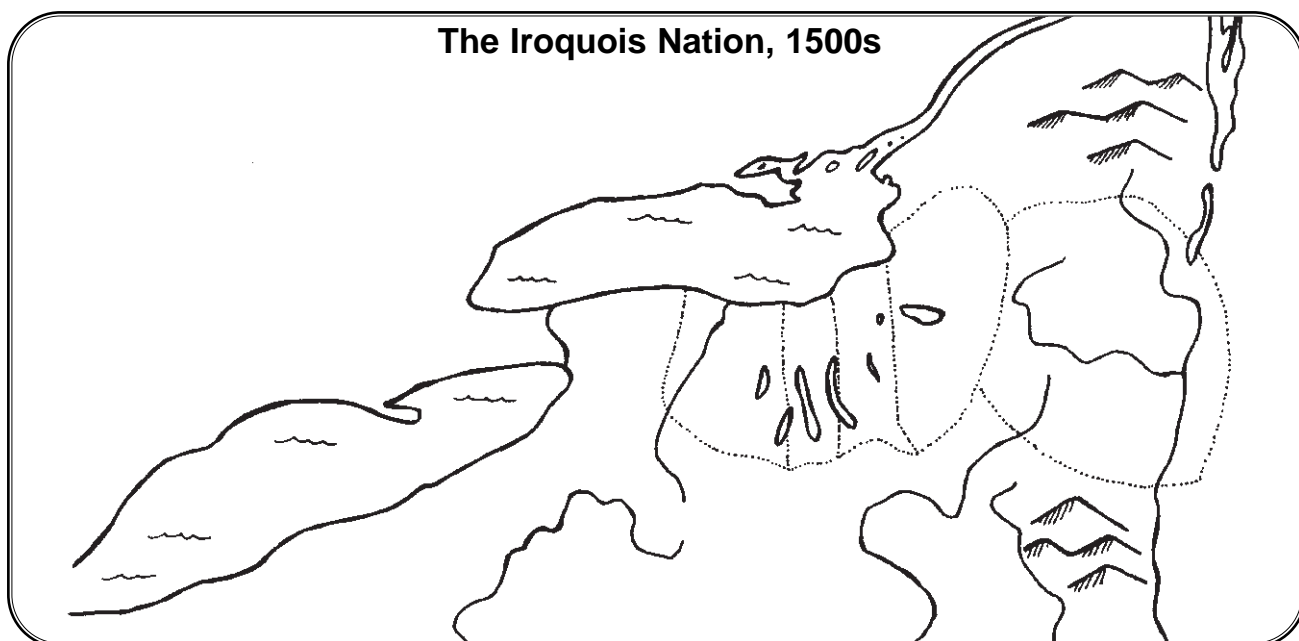
Native American history is rich in culture, tradition, and legacy. It is estimated that today, about 50,000 Iroquois are citizens of the United States or Canada. Learn more about the Iroquois Nation by researching and sharing information you discover about the Iroquois tribes.

Choose from among the following topics, or expand your research into an area of interest you may develop as you study the Iroquois Nation:

- The Council of 49
- The Legend of Hiawatha
- The Tuscarora Indians
- The role of the Iroquois League in the American Revolution
- Fur trade among the Iroquois
- The Iroquois role in the French and Indian War
- The Iroquoian language

When you have completed your report, present it to the class. Provide a visual display, such as a map, pictures, charts, or overhead transparencies to add more interest to your information.

Below is a partial map of New York state. For the following activity you will locate the five original members of the Iroquois Nation in the 1500s as well as certain map features. Consult an atlas or similar reference source to help you fill in the significant geographic landmarks that are necessary to effectively chart the area ruled by this powerful league. The boundaries of each league member's area have been provided. Lightly colour each section and label the tribe that controlled that area. Include a map key and symbol guide for easy reference. Be sure to identify the lakes, rivers, and mountains.

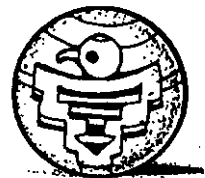


# Native American Games

What kinds of games do you think Little Bear might have played in his own time? In addition to having fun, the games we play often improve our agility and endurance. Many of the games enjoyed by Native American children are both fun and purposeful. Try some of the following Native American kicking and throwing games.

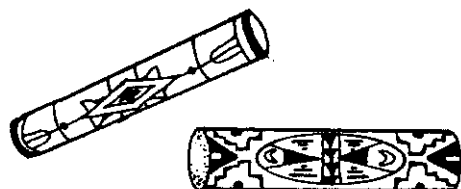
## Kickball Races

These races were very popular especially with Southwestern tribes. They varied in length from 2 to 50 kilometres. The balls ranged from 6 centimetres to 11 centimetres in diameter. They were made of many different materials depending on what was available in the tribe's region. The Pueblo People often stuffed the balls with the hair from fast animals—the horse, the rabbit, and hair from the big toe of a fast runner from the tribe!



The ball for this activity may be a softball or you may make your own. Start with a 2.5 cm diameter rock, add hair from a fast animal if desired, cover with newspaper, and wrap with masking tape. Designate someone to be chief. As chief, he or she will design the race. Native Americans ran this race over all types of terrain. They were never allowed to touch the ball with their hands—even if it landed in a river! Have races with your friends. Plot a course for your race. Line up at a starting point and have each player kick his or her ball to a finish line.

## Kick Stick Race



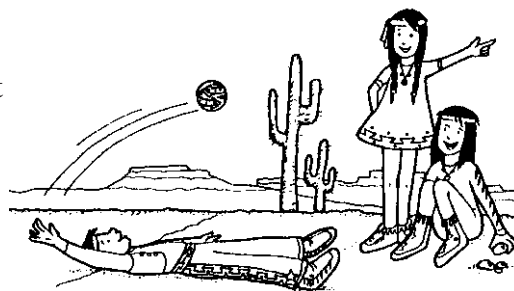
This was a popular and strenuous game played by Native Americans. It was played the same way as kickball (above), but used a stick instead. The stick varied from 6 centimetres to 25 centimetres long and 2 centimetres to 4 centimetres in diameter. A 2 centimetre dowel about 13 centimetres long will work very well for this game.

The Zuni believed that the stick contained magic that drew the runner along. Each stick was decorated and an owner would never part with a successful stick.

Have fun racing from a start to a finish line while kicking a stick similar to the Zuni stick.

## Toss Ball Game

This is a very simple game to play. You will need an old tennis ball that has lost its bounce, or a softball. Draw a straight line in the dirt with a stick. Each player in turn must place him or herself flat on his or her back, with shoulders on this line. Place the ball in the palm of the hand and outstretch the arm above the head, touching the ground. The player then throws the ball as far as possible. (You may be surprised at the results!) the spot where the ball lands is marked with a stone. The player who throws the ball the farthest is the winner.



# Research Ideas

Describe three things you read in *The Indian in the Cupboard* that you want to learn more about.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

As you read *The Indian in the Cupboard*, you encountered geographical locations, historical events, culturally diverse people, and prejudices. To increase your understanding of the characters and events in the story as well as more fully recognise Lynne Reid Banks' craft as a writer, research to find out more about these people, places and things!

Work in groups to research one or more of the areas you named above, or the areas that are mentioned below. Share your findings with the rest of the class in any appropriate form of oral presentation.

## The French and Indian War

- The causes
- The expansion to North America
- The geographic regions involved
- Native American, French, and British involvement
- Famous French and English officers
- Significant Battles
- Types of weaponry
- Outcome of the war

## American West in 1800's

- Settlements
- Native Americans in western regions
- Cowboys' lifestyle and famous names
- U.S. Cavalry

## The Iroquois Nation

- members of
- geographical area
- tribal beliefs
- arts/crafts
- religion
- famous leaders
- weapons of war
- enemies
- relationships with settlers
- myths and legends

