

Character Based Literacy Program

Independent Study Lesson Plan

Beardance, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the Weminuche Wilderness Area?

Why does helping others make us happy?

What changes at high altitude?

How do you track responsibly?

What are some Animals in the Alpine?

Word Wall Here are vocabulary words to add to the Word Wall.

quaky (1)	roan (2)	scabbarded (5)	endangered (7)	sorrel mare (2)
metal detector (11)	ore (12)	sheepishly (12)	stifling (14)	cache (12)
reclaimed (26)	cascaded (25)	irrigated (27)	drainage (26)	bleached (26)
skedaddled (38)	scat (40)	tundra (41)	imminent (41)	keenly (44)
crescent (55)	quiver (59)	swath (55)	binoculars (55)	misgivings (55)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 1- 69

RESPOND

Character Education at the Markkula Center for Applied Ethics

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Create an Open Mind Portrait of a Cloyd.

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Bubble Chart

Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

After reading this chapter, write down in the K column all the things we know about Cloyd's character, the setting and the plot. Then, in the next column (W), write down what you'd like to know. As the novel progresses and you find answers, add them to the 3rd column (L), about what you have learned. Continue adding new questions and information to the other two columns as well.

Bookmark

Create a bookmark of either the topography or a memorable scene from the book thus far.

Open Mind Portrait

OMP of Walter and his thoughts about the mine and that this could be his last trip to the Divide. On another sheet of paper draw an OMP of Cloyd. What is he thinking about? Both men are there for different reasons.

Setting Sketch

Read the passage on page 40 listed below. Draw your visual depiction of the setting. What do you think it looks like to be there with Cloyd and Walter?

Bookmark

Materials:

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Discussion

Character Education at the Markkula Center for Applied Ethics

Key Questions (p. 1-9)

1. Describe Cloyd's childhood.
2. Why does Cloyd feel a special connection to bears?
3. Why did Cloyd name himself Lone Bear?
4. Why is Cloyd in Colorado?
5. Why is he angry with the red-haired man?
6. Why is Cloyd mad at himself for not telling the truth about what happened?
7. Why do you think Rusty killed the bear?
8. Why do you think he lied about it?
9. Who is Walter? What does he do for a living?

Key Questions (p. 10-24)

1. Why is Walter excited to go into the mountains?
2. Does that fact the author states that Walter wants to get on a horse "one last time" foreshadow anything to the reader?
3. Why does Cloyd want to look for the bears?
4. What happens after Cloyd does the Bear Dance?
5. Do you think Rusty is telling the truth about seeing the grizzly and her cubs? Why or why not?
6. Why do you think Cloyd feels connected to bears?
7. Describe a bear's characteristics.
8. Do you think there is power in what we say to others and ourselves?
9. Why are the best gifts to give the ones that sometimes mean the most to us?

Key Questions (p. 25-37)

1. What did Cloyd see in the meadow?
2. Why was this strange?
3. How has Cloyd change since he has been working on the farm?
4. Who is Tony? What does he say about the shepherders?
5. Why do Cloyd and Walter decide to rest a few day?
6. Where are Cloyd and Walter going? Why?
7. What did we learn about Cloyd and his behavior at the group home?
8. What is Walter most excited about?
9. What is Cloyd wondering and wanting to pursue?

Key Questions (p. 38-54)

1. Why is Walter looking for? Why?
2. Why does Cloyd think there is bear activity?
3. Does Cloyd think there is gold?
4. Who is Ursa?
5. Where is she from?
6. Describe the weather in this chapter.
7. How do you think Cloyd feels meeting someone who has the same passion for bears?

Character Education at the Markkula Center for Applied Ethics

8. What did Cloyd learn from Ursa?
9. How is this important for the grizzly bears?

Key Questions (p. 55- 69)

1. What are other lessons Ursa teaches about bears?
2. What is the Bear Dance?
3. Describe the grizzlies' bluff.
4. How did the mother bear and cubs find Cloyd, Ursa, and Walter?
5. Were you surprised the author decided to let you know the mother bear was alive?
6. How did the mother bear provide food for her young?
7. How did Cloyd feel about seeing the bears?
8. Why is it important that they were able to find this family of bears?
What do you predict will happen next?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 7

"Cloyd knew now—he'd known for a long time—that he should have told what he saw. He should have told how the bear really died. This man would have lost his outfitting license, would have had to pay a huge fine, and maybe would have gone to jail for killing an animal that was endangered. But no one else had been there. It would have been his word against Rusty's. Would they have believed him, an Indian kid from Utah who didn't have a father or a mother? Now we would never really know if they would have believed him or not" (p. 7).

Writing Prompt

Cloyd is mad at himself that he didn't speak up sooner and tell the truth about what happened. Explain why it takes courage to tell the truth? Why do you think Cloyd hesitated? Provide three reasons. Have you ever been in a situation like Cloyd's?

Key Paragraph, p. 24

"'Live in a good way,' his grandmother liked to say. 'Give something back'" (p. 24).

Writing Prompt

This quote prompted Cloyd to give Walter his bearstone when Walter was hurt. What do you think about Cloyd's grandmother's quote? Do you think this quote is just about giving *things* to people? What about giving back to the environment? What might that mean? What did Cloyd *really* give besides the physical object? Have you ever given something to someone that meant a lot to you? **In an explanatory paragraph, describe a time when you helped someone or gave someone a gift. Develop the sequence of events. Conclude your paragraph with a reflection on how it felt to**

help another or to give something away. Reference the background information provided to support your reflection.

Key Paragraph, p. 26

“Cloyd steered them west up the next drainage, up the steep trail that led into the Rincon La Osa. At last they broke out into the meadow he remembered so well. They Made camp, can then he led the old man to the spot along the Rincon stream where he’d fished the big cutthroat out with his bare hands. All winter he’d thought about what had happened next” (p. 26).

Writing Prompt

Pretend you are Cloyd and write a journal entry to describe what is going through your mind as you visit the Corner of the Bear site for the 2nd time? Freeze that moment in time and explain what you are thinking and feeling in relevant details. How did you make sense of Walter’s response: “You can’t unscramble eggs.” ?

Key Paragraph, p. 40

“It began to rain every day, by two in the afternoon at the latest. Sometimes they were both back in camp, and through the fold in the door of the shepherd tent, they would watch the hail dance. Other times the weather would catch them away from camp, and they would wait it out before returning. The temperature would drop thirty degrees in less than thirty minutes, but Cloyd was ready for it. His cold-weather clothing and his rain gear were so much better than what he’d had the year before...later in the afternoon the sun would come back out, and they would dry their wet things on the big boulder, knee-high and flat like a table, out in the meadow half-way to the creek” (p. 40).

Writing Prompt

Cloyd seems at ease in nature and certainly having the right gear helps. If you had the right gear, would you like to live outside for an extended period of time? Why or why not? **Begin your paragraph with a strong topic sentence explaining your position. Describe three advantages or disadvantages? Conclude your paragraph by resetting your position.**

Key Paragraph, p. 53

“Grizzlies will bluff you into giving them the space they feel they need. The scary part is, their bluffs don’t look like bluffs in the least. It’s the scariest thing in your life. If the bear not only stands up, but woofs several times...if you hear a popping sound of the jaws, and the bear lays its ears back—look out” (p. 53).

Writing Prompt

In what way does Ursa have courage? She talks about growing up close to grizzlies as well as how her tribe related to bears. **Explain how she and her tribe embody the expression: “courage is risk for a reason.” Provide reasons why Ursa**

gets so close to bears? Is it for the thrill or is it responsible? Conclude your paragraph with a reflection on courage.

Character Based Literacy Program

Independent Study Lesson Plan

Beardance, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are contour lines on a topographic map?

What is a Game Warden?

What is a Hero's Journey?

What is the purpose of skinning and tanning animals?

Is it legal to feed bears?

Word Wall Here are vocabulary words to add to the Word Wall.

shamans (75)	hibernation (76)	hesitantly (76)	ambling (82)	scree (79)
bewildered (84)	game warden (88)	assumed (85)	denning (86)	wearily (89)
hoisting (100)	wheezing (100)	conviction (101)	imposing (105)	obliged (105)
tinged (120)	lure (110)	muskier (122)	bristles (112)	whetstone (115)
foraged (125)	quest (125)	relished (125)	larvae (124)	avalanche (133)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 70- 134

Character Education at the Markkula Center for Applied Ethics

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Variations of this Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You can use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Watching the bears die must have been really difficult for both Ursa and Cloyd. Draw an OMP of each character and your thoughts about what they were thinking and feeling.

Storyboard

Storyboard the main events of the reading.

Character Education at the Markkula Center for Applied Ethics

Simulated Journal

Pretend you are Cloyd writing in your journal. How did it feel to finally get to the top of the Window and be given back your bearstone? How does it make you feel to have it?

Reader's Theater

Act out Chapter 17.

Props

Investigate further the meaning of the Cloyd's special items: the arrowhead, amber claw and tooth (both from mother bear) and the bearstone. Have the student either draw or make a 3-dimensional object that resembles one or more of Cloyd's items.

Discussion

Key Questions (p. 70-83)

1. Describe Cloyd's dream about bears.
2. Describe the Continental Divide.
3. What does Cloyd learn about the grizzly spirits?
4. Describe how a dam works.
5. What have you as the reader learned about how bears survive in the wilderness?
6. What dangers exist for them?
7. What dramatic event happens at the end of the chapter?
8. What does this mean for the rest of grizzly bears?
9. What do you predict will happen next?

Key Questions (p. 84-98)

1. What is a game warden?
2. What is a government trapper?
3. Who is Haverford?
4. What is Haverford's position on removing the bears?
5. Why does he feel that way?
6. How are the wardens able to cage the bears?
7. How do Ursa and Cloyd feel about that?
8. How did Cloyd save the bears?
9. What is your prediction about what might happen next in the story?

Key Questions (p. 99-109)

1. What is Cloyd worried about in regards to the cubs?
2. Do you think "Fights for Bears" is a good nickname for Cloyd? Why or why not?
3. Describe Walter's return.
4. How did the author create a sense of suspense when Walter and Cloyd were climbing the mountain?

Character Education at the Markkula Center for Applied Ethics

5. Do you find Cloyd a credible character?
6. Why does Cloyd decided to catch fish?
7. How does Cloyd show courage in this chapter?
8. Why is Cloyd all alone?
9. What do you predict will happen next?

Key Questions (p. 110-123)

1. Why were the cubs not eating?
2. Discuss some ways Cloyd is very resourceful in these two chapters.
3. How does the author share Cloyd's gratefulness for the gift of her hide?
4. What does he use it for?
5. How is Cloyd able to befriend the cubs?
6. What is skinning and tanning?
7. What were the brains used for?
8. How does Cloyd show respect for the fish he is killing?
9. Describe how the weather is changing.

Key Questions (p. 124- 134)

1. What new strategies are the bears learning in terms of gathering food?
2. How have they adapted to having a human as their mother?
3. Why does Cloyd need more time with the cubs?
4. What things does Cloyd collect?
5. How does Cloyd keep them safe from humans?
6. What happens to the bears at the end of the chapter?
7. How does the author continue to create suspense within the chapter?
8. What are you most concerned about as a reader?
9. What should Cloyd do next?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 83

"Helplessly, Cloyd saw it happen. In a moment the grizzly's life was snuffed out, and the life of her gray-black cub as well" (p. 83).

Writing Prompt

Life is fragile and sometimes accidents happen. In what way can we apply that philosophy to our lives? **Explain what it means to live fully and responsibly every day because you do not know when your life will end? Provide three examples of how you can live more fully and responsibly.**

Key Paragraph, p. 89

"Why doesn't he care?' Ursa was asking Simpson. The man scratched his chin, and then he bit his lip, but finally he decided to speak.

'Please don't quote me on any of this,' he said.

Character Education at the Markkula Center for Applied Ethics

‘You can talk to Tom until you’re blue in the face. Before he was with the Division he worked fifteen years as a government trapper. Rifle, trap, and poison are where he’s coming from’” (p. 89).

Writing Prompt

Using print and digital sources, research *game warden* and *government trapper*. Based on your research, describe the irony that Haverford was a government trapper and now is a game warden? What are the conflicting points of view around what should be done with bears? Conclude your paragraph with a reflection on what you think should be done with the bears.

Key Paragraph, p. 107

“In the morning, the old man and the grizzly woman heard him out. He would return to the Roell Creek Basin, and he would try to feed the cubs for a little while. He could leave fish around for them. He had no doubt he could accomplish this” (p. 107).

Writing Prompt

Reread the entire definition of Courage Requires Fortitude: Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their wants and needs. **Pretend you are Cloyd writing in your journal. In a 2-3 paragraph journal entry describe the journey you are beginning to embark. What is the larger purpose? How does your mission require courage? What are the risks? Conclude your entry with a personal reflection.**

Key Paragraph, p. 116

“He would use the biggest of the aluminum pots and mash the brains until they became a paste. Her brains would make just the right amount for tanning her hide. His grandmother had said that it was an example of the fittingness of things: a mouse’s brain was just the right amount for tanning a mouse, the same went for a ship or a goat. Or a bear, Cloyd thought” (p. 116).

Writing Prompt

Research ways to survive in the wilderness. Compare and contrast a Cloyd’s fictional portrayal of a surviving in the wilderness with your research. **In an explanatory paragraph, provide evidence that Cloyd’s experience is similar or different to true experience of living in the wilderness.**

Key Paragraph, p. 127

“He recalled his grandmother’s words from when he was little. In the very earliest time, she’d said, a person could become an animal if he wanted to and an animal could become a person. Sometimes they were animals and sometimes people, and it made no difference” (p. 127)

Writing Prompt

Character Education at the Markkula Center for Applied Ethics

Cloyd believes that animals and humans should be treated relatively equally. What is your opinion? In an explanatory paragraph, describe whether or not humans deserve to have more rights than animals? Begin your paragraph with a strong topic sentence stating your position. Provide three reasons to support your position. Conclude your paragraph by reflecting on your personal experience and restating your position.

Character Based Literacy Program

Independent Study Lesson Plan

Beardance, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you predict weather?

When do bears den? When will they come out in the spring?

What is an Avalanche?

How do you make a bow and arrow?

How do you put others first?

Word Wall Here are vocabulary words to add to the Word Wall.

gnarled (139)	grizzled (136)	unkempt (137)	baleful (139)	scudding (143)
ominous (151)	buffeting (144)	woolly (144)	timbers (152)	murky (150)
sentry (161)	drenching (156)	snowshoes (160)	grouse (157)	inventoried (158)
vandals (173)	marveling (169)	abashed (172)	salvage (173)	raving (169)
confines (181)	resonating (183)	trance (183)	sagebrush (182)	sustain (186)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 135- 197

Character Education at the Markkula Center for Applied Ethics

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Bubbles

Add bubbles as you learn new things about the character. Create and place additional bubbles. Read the story further and identify new things you have learned about the character, or ways the character has changed.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

2g6 Chart

Beginning-Middle-End. Recount the activities of the chapter.

Story Prop

(Possible prop ideas: tent, stove, food, and/or mine shaft.)

Materials

- construction paper, or other stiff paper
- pencils, pens, crayons, markers
- scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

3g6 Plot Profile Chart

Use this graph to chart the exciting events of this chapter. Only use 1/3 of the chart, we will use it again in the next 2 days.

Character Education at the Markkula Center for Applied Ethics

Discussion

Key Questions (p. 135- 143)

1. How does Sixto catch Cloyd?
2. Describe the dinner between Cloyd and Sixto?
3. Describe Sixto's past experiences with bears.
4. Did Sixto's behavior surprise you?
5. Why didn't Sixto tell anyone he had seen grizzlies in the area?
6. Why do you think the hole the cubs fell in is bad news?
7. What predictions can you make about how Sixto might help Cloyd?
8. How has Cloyd changed from the beginning of the novel?
9. How do you think these cubs feel?

Key Questions (p. 144-155)

1. What caused Sixto's sheep and goats to scatter?
2. How does Sixto respond?
3. What do you think it felt like for Cloyd to confront his fears and continue traveling on in the mine?
4. Why doesn't Sixto think the mine is an evil place?
5. What do Cloyd and Sixto find in the mine?
6. What would you have done?
7. Would you have saved the cubs?
8. Would you have kept Sixto's secret?
9. Why does Cloyd want to stay with the cubs?

Key Questions (p. 156-168)

1. How does Cloyd stay warm?
2. What kinds of clothes does he need to wear?
3. Who was flying the aircraft?
4. Who is tracking Cloyd and the cubs?
5. Describe the obstacle of the weather conditions.
6. Describe how Cloyd feels trapped under the snow.
7. How do the cubs save Cloyd?
8. What do the game warden and Rusty Owens think happened to Cloyd and the cubs?
9. What predictions can you make about what might happen next?

Key Questions (p. 169-180)

1. Describe Cloyd's relationship with the bears.
2. Does it seem plausible to you?
3. How would you have felt when you found Sixto's destroyed tent site?
4. What does Cloyd gather from Sixto's tent?
5. What does Cloyd make to help him survive?
6. What does Cloyd hung for?

Character Education at the Markkula Center for Applied Ethics

7. Describe what the den looks like?
8. Why is Cloyd trying to teach the cubs?
9. Why is it important for bears to hibernate in the winter?

Key Questions (p. 181-197)

1. Describe why Cloyd is suffering.
2. Explain his spiritual experiences.
3. When does Cloyd finally leave the mountains?
4. Describe Cloyd's visit to the cubs in the spring.
5. What does Rusty do to make up for killing the male grizzly?
6. Do you think this will help Colorado?
7. Why does Cloyd cut himself off from the cub's lives?
8. How did you like the novel?
9. What do you think might happen in the prequel?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 142

"When I was young I killed too many bears," Sixto said. "I was a tonto, a stupid. Everyone was young and stupid back then, even the old people" (p. 142).

Writing Prompt

If Sixto had had 'courage that required moderation', he would not have killed the bears when he was younger. **Describe a time when you took a risk for the sake of a thrill and done something you wished you had not done? Explain how your experience corresponds to Sixto's. Conclude your paragraph on what you could have done instead to be more courageous?**

Key Paragraph, p. 151-152

"His fright had a smell to it, an ominous sour smell suddenly coming out of his skin. He turned and fled...he told himself it was okay to give up...no matter which way he turned it over in his mind, he just couldn't. He couldn't leave the bears behind... He told himself to stay calm. The beam would hold for a while. He was going to keep going. Nothing could stop them now unless he was buried with rock" (p. 151-152).

Writing Prompt

What do you think Cloyd was thinking as he faced his fears about going further into the mine? **In an explanatory paragraph, use sensory language to capture the relevant thoughts, emotions, sights, and sounds Cloyd was experiencing. What would you have done? In what way is he showing his courage and continuing on his heroic journey?**

Key Paragraph, p. 166

"Then all was still. He knew he hadn't ended up on the surface. It felt like he was encased in concrete. He was breathing, he knew that, and he was spitting out the snow that had been imbedded in his mouth. He was buried alive" (p. 166).

Writing Prompt

Pretend you are Cloyd and write a journal entry to describe what is going through your mind when you thought you were going to die? Name 2-3 events in your life flashed before your eyes? Conclude your entry by describing how you will live differently after this life-threatening experience.

Key Paragraph, p. 178

"Late the third day the work was done. The den extended fourteen feet into the mountain. Strong roots in the ceiling convinced Cloyd he'd made a den that couldn't collapse on the cubs. The sleeping chamber was round, six feet across and four feet high" (p. 178).

Writing Prompt

In an explanatory paragraph, describe the ways in which Cloyd's love and respect for the bears, as well as his courage, influence his actions and behaviors. Provide three examples.

Key Paragraph, p. 197

"They were going to grow wild and large and powerful, and go about their ancient ways. If he ever came across them again, they might stand and pause and wonder. But then they would turn and go. They had known him in a bear's dream, and he had known them in his" (p. 197).

Writing Prompt

Using print and digital sources, research bear activity around humans. Draw evidence from your research and determine whether or not it is possible to have a human and bear relationship similar to Cloyd and the bear cubs. Is this reasonable. Support your position with three facts from your internet research.