

## Instructor Notes

### **Anticipatory Set: About the Author** – before novel

Students take a day or two to create “thick” questions that they would like Roland Smith to answer by e-mail or letter. He also has a website that provides brief biographical information, as do the book jackets of his novels. This will be a great motivator, since much of Mr. Smith’s personality comes through in *Sasquatch*. Plan to do this assignment one or two weeks before you actually begin reading the novel so students will have time to receive Roland’s responses. As you begin reading the novel with your students, it will seem as though you are laughing with Roland as he is writing the novel: an inside joke, so to speak. (A description of “thick” and “thin” questions appears in the Student Pak.)

## Literature

### Characterization: The Mark of Character – throughout the novel

Students use a **bookmark** to keep track of all the characters. The names of characters are on the bookmark, but students will need to record the “**inside**” and “**outside**” character traits of each character. Students should also place a + sign next to the name of a character if they think he/she is a “good guy” and a – sign if they think he/she is a “bad guy” character. When you reach page 108, ask students if they would like to make any changes to the + and – signs given various characters; do the same at the end of the novel.

For student bookmark, copy pages 1 and 2 of Sasquatch Bookmark back to back, on colored card stock.

### Character Information:

- Mr. and Mrs. Hickock – pages 2-12
- Doug Groves – page 6
- Joe West – pages 15, 16
- Clyde Smithers and brothers – pages 17, 18
- Dr. Theodore Flagg – page 40
- Mr. Buckley Johnson – page 56
- Kurt Skipp – pages 94, 95, 96
- Agent Steven Crow – page 101

### Characterization: Can You Draw What I Say? – after page 51 and 181

After students read pages 18, 28-30, 50, and 51, they should use the detailed descriptions to try and draw a picture of how they believe a Sasquatch looks. Life-sized drawings are fun if you can find buff-colored butcher paper at the meat department of your local store. Students can add to or change their drawings when they come to pages 161 and 176-181. At the end of the novel, I like to have students create a personality profile for the Sasquatch. Students record the “**inside**” personality traits of the Sasquatch and explain their answers with excerpts from the novel. They can place their profiles next to their Sasquatch drawings.

### Setting and Plot: Mountain Plot - before and throughout the novel

Spend one day looking for pictures and information about Mount St. Helens on the internet or in texts and periodicals. It will help students to understand the setting of the novel if they can picture where the story takes place. Ask students to download or copy pictures to create a class collage. These pictures can also be used to create mountain peaks for the **Mountain Plot** described here. Draw, or ask a student to draw, a small mountain at the left side of a chalkboard-size sheet of white poster paper. This will be used to record the exposition of *Sasquatch*. Another peak can be drawn for the rising action, climax, resolution, and falling action as you read the novel with the class. As with any adventure story, there may be several peaks of different sizes. Remember to make the true climax the highest peak and the resolution and falling action plateau at the level of the exposition. I like to display the collage and the Mountain Plot at the front of the classroom as we read the novel.

### Style – throughout the novel

My students enjoy the way Roland Smith creates “Before” and “After” sections, the walking stick of Buckley Johnson that is given to Dylan at the end with his own face added, and all the references that Roland makes to himself. They especially like when this author talks about gathering information regarding Lewis and Clark, the subject of one of his newest novels. All of these characteristics denote the style of Roland’s writing. My favorite characteristic is his use of *Bible* scripture references in Part One (Genesis), Part Two (Psalms), and Part Three (Revelation). This organization mirrors the beginning, middle and end of the *Bible*. Of course, the rich descriptions are another characteristic of Ronald’s style. Help students keep a list of these and any other unique characteristics of Roland’s writing so that students can distinguish what the element of style is all about. Complete this list as a class or in small groups as you read the novel together.

### **Research** – soon after page 30

Pages 26-30 share just a few glimpses into how much research went into the creation of this novel. Students will experience the task of research by selecting a related topic of their own. A list of suggested topics is provided in the Student Pak. Students should have access to the internet and text resources. They should also be familiar with the KWL method of investigation.

### **Writing** – halfway through novel

Students have a great deal of fun creating tabloid stories regarding the Sasquatch, but they must also get serious and write a reputable news release and compare truth with fiction. Headlines and lead sentences are required, and students should use the 5W method displayed in the Student Pak for writing a newspaper article. This is a very structured activity.

### **Culminating Activity** – end of novel

#### Sasquatch Q and A

Students will practice a Jeopardy-like game before the class actually chooses teams and plays Sasquatch Q and A. This game is cooperatively competitive as students work in pairs and small teams, and then compete against other small teams. There is no stealing of questions by a team so bad feelings are minimized. I encourage my students to write some of their own question/answers, and then practice in pairs. (See Student Pak.) Please keep in mind that some, not all, of the questions will vary. It is for this reason that I place two of my students as judges to decide if the question a student offers is reasonable.

**Example:** If Bigfoot International is the answer, the **question** could be:

*What is BFI?*

*What is the organization that Dylan and his Dad tried to stop from hurting the Sasquatch?*

*What is the organization that Dylan's Dad joined?*

All of these responses are reasonable and correct. One response is no better than another. Everything you need to play the game is included in this appendix.

**Note:** I enjoy having a principal, parent, custodian, or another outside individual as the master of ceremonies. It is helpful to give them the answers before the actual Q and A game so they can practice any difficult names or words. I reserve the right to be the scorekeeper/timekeeper. It is helpful to play **Sasquatch Q and A** for practice before the actual final contest. Winners are awarded “peppermint patty” medallions.

#### **Materials needed for “Peppermint Patty” Medallions:**

Enough large peppermint patties for the winning team and small ones for the remaining teams, blue ribbon, plastic coated paper clips, foil.

Instructions: Wrap patty with foil. Cut ribbon to neck size. Loop ribbon through paper clip then push paper clip through patty.

### **Extension** – end of novel

Students could take the Hickock family on another adventure depending on the time planned for the unit. They could go back to the cabin Dylan now owns and help the Sasquatch, or they could go in search of another of the “unsolved mysterious phenomena” they researched. Have students use the writing process from webbing information to drafting to revising to editing. Collect students’ “polished” copies and put them into a class book of adventure stories. Place these stories in local businesses such as the offices of doctors and dentists, pharmacies, the catalog desk of a retail store: any location where people have to sit and wait.

## Sasquatch Q and A

### Materials:

- ? Sasquatch answer sheet
- ? Chalkboard, whiteboard, or poster paper
- ? Stopwatch or egg timer
- ? Paper tablet or large construction paper

### Directions:

- ? Split class into four heterogeneous teams.
- ? Each team is given a corner of the room and desks are arranged accordingly.
- ? The master of ceremonies is given a central location to these teams with the student judges to the left, and the scorekeeper/timekeeper to the right.
- ? Each team will have a turn creating a question for the answer read by the master of ceremonies. There is no stealing of turns if a team responds incorrectly. If a team states the wrong question, it goes back into the stack; it is now the next team's turn.
- ? Students in a team take turns responding in pairs. The pair of students may have one minute to confer and discuss their response; however, only one of the pair may actually voice the response. Each correct question is worth five points during Round 1 and ten points during Round 2.
- ? Team members must decide how many points to risk during the final round. The same question is given to each team, and they must write out the question on a tablet or large sheet of paper. If the team's response is correct, the points risked are added to their accumulated total for their final score. If their response is incorrect, their accumulated total remains the same.
- ? Points are tallied and the winning team proclaimed.
- ? Medallions are awarded to all.

## Sasquatch Q and A - Answer Sheet

### Round 1 Answers

1. She's working for a Ph. D. in Archeology.
2. This happened while eating homemade pancakes.
3. They call him mild Bill Hickock.
4. It had the face of a Sasquatch, a woman, a boy, and a mountain in it.
5. This happened to Northwest Airlines Flight 305
6. This equipment was found in Agent Crow's house.
7. Egypt
8. This was given to Dylan by Mr. Johnson at the end of the novel.
9. Teter's Restaurant
10. What was traded for the Volkswagen Bug.
11. This was found in Pandora's Box.
12. This culture calls the Sasquatch, Yeti.
13. Cryptozoology
14. This is the major setting of the novel.
15. These formations, underground, save Dylan's life.
16. Dr. Flagg
17. Amount of money to buy a share and go on the expedition.
18. Auburn or black sometimes beige, white, and silver.
19. He was the expedition's tracker.
20. The season this novel took place.

### Round 2 Answers

1. Thousands of timber workers would lose their jobs if this happened.
2. This is similar to detonating the Hiroshima atom bomb every second for 7 and ½ minutes.
3. This man is also known as DB Cooper.
4. This is hidden at the ravine between roads 626 and 628.
5. This sound scares Dylan while waiting in the cabin with Buckley Johnson.
6. The year Mt. Saint Helens last erupted.
7. This had large branches leaning against the trunk of a tree with pitch on them and a pile of small fir boughs.
8. This is what Dr. Flagg intended to do with the Sasquatch if he captured it.
9. These characters made up the Unit Three Squad.
10. He owned the real estate office.
11. This is where Dylan gets most of his information about Sasquatch.
12. These are powerful, intelligent, and incredibly perceptive.
13. He is the author of this novel.
14. Dylan's ticket to the Sasquatch expedition on Mt. Saint Helens.
15. The box Dylan was warned not to open.
16. He was the Spanish naturalist Jose Mozino.
17. He was the expedition's technical advisor.
18. The planet of Zona.
19. Buckley Johnson likes to munch on these.
20. The significance of the waterfall.

**Final Round Question – This is the only thing that keeps the Sasquatch alive.**

## Sasquatch Appendix

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