

Crawdad Creek

Book by Scott Russell Sanders

Unit study by Celia Hartmann

Printables by Ami

Social Studies

Geography: At the end of the book, a note from the author states that the creek in this story was based on one that ran through the woods behind his house in Ohio. Make a story disk for *Crawdad Creek* (a crayfish in water), find Ohio on a map or globe, and place the disk on Ohio. Color a flag and/or outline map of Ohio.

Relationships - Brother and Sister: If your student has a sibling, discuss sibling relationships. How did the brother and the sister exhibit that they loved one another? (helping each other find things, they didn't fight, they didn't use ugly words with one another, they were like a team!) Does your student realize that God specifically chose to give him the siblings he has? The author's note gives a bit of description of the relationship Scott Russell Sanders has with his own sister and that his sister once saved his life! Read the note with your student.

History – *Native American Tribes of Ohio*

The Adena Indians lived in central and southern Ohio from about 800 BC to about the birth of Jesus. They are famous for the mounds they built over top of their graves. These mounds range in size from 2-3 feet in height to structures nearly 70 feet tall and 300 feet in diameter.

The Hopewell Indians lived in southern Ohio from about 100 BC - 500 AD. The Hopewell Indians were also "mound builders" like the Adena. They created complex earthworks enclosing hundreds of acres of land. Some of the earthworks were geometric in shape--circles, squares, octagons, etc. The largest of these sites, the Newark Earthworks on the Licking River near central Ohio, covers four square miles. They also built created rings of earth on top of high hills.

No one knows why the Mound Builders left Ohio, they just seem to have disappeared.

It was many, many years before other Native Americans came to Ohio: the Fort Ancient tribe was here briefly. Then, by 1700, several tribes had moved to Ohio after being pushed out of their lands by the Europeans. The main tribes were the Delaware (Lenape), Wyandot, Miami, Ottawa, Shawnee, and Mingo (Seneca).

The Delaware tribe was part of the Algonquin Nation and originally lived along the Delaware River in New Jersey and southern New York state. They settled in the lower Muskingum River area in eastern Ohio. They were also known as the Lenape Indians.

The Wyandot (also spelled as Wyandotte or Wendat) tribe was part of the Iroquois Nation and originally from Canada. They were a very small tribe that lived near the Sandusky River and the upper Muskingum River area in north central Ohio. They were also known as the Huron Indians.

The Miami (also known as Maumee) tribe was part of the Algonquian nation and originally from the Lake Michigan area. They settled near the Miami River in southwestern Ohio.

The Ottawa tribe was also part of the Algonquian nation and was originally from Canada. They settled along the Maumee River and the Cuyahoga River in northern Ohio.

The Shawnee tribe was part of the Algonquian nation. They are believed to be descendants of the Fort Ancient people and lived in southern Ohio. They were the fiercest of all the Ohio tribes.

The Mingo were probably part of the Iroquois nation and had originally lived in New York. They lived in northeastern Ohio along the Tuscarawas River. They were a small tribe and were also known as the Seneca.

Early Ohio was covered with forests, which were filled with animals. It was good hunting grounds. They hunted buffalo, deer, elk and more. They trapped smaller animals. They fished along the banks of rivers. In general, the hunting grounds were shared by all the tribes and they lived in peace before the first white men settled in Ohio.

Each tribe dressed differently and had their own rules and customs and languages. They lived in wigwams or longhouses. Wigwams were formed from poles or saplings with layers of bark on top. They were usually circular in shape, but could also be oblong. Longhouses were similar but much longer. Some tribes used cattail mats to cover the poles.

Because each tribe spoke a different language, they would use sign language to speak to other tribes. They had no alphabet, so they were unable to write their language. Instead they used pictographs.

Art project idea: Make a salt dough map of Ohio. Draw in the rivers. Make "flags" on toothpicks and label each flag with river names and tribes mentioned in the Native American Tribes of Ohio lesson. Place in their appropriate places. Bake or allow the map to dry.

Language Arts

Personification: Personification gives human traits to a non-human object. "The creek talks all the time....It whispers....it murmurs....shouts." What other examples can your student find in the story? Encourage your student to use personification in his own writing.

Simile: Compares two things using the words "like," "as," "seems."

"When the air is like an oven"

"like green bowls laid out to dry"

"Like a flag in the breeze"

"Like a hand brushing over silky cloth"

Descriptive Words/Imagery: the author's careful choice of words allows the reader to better imagine or see the story. Point these phrases out to your student and explain that descriptive words give readers pictures in their minds. Encourage your student to use imagery in his own writing.

Examples: curvy outlines, feathery shapes, slinky tunnels, salamander all rosy and quick, crayfish all jerky and pale, and whiskery catfish.

Vocabulary:

murmur-a low, indistinct, continuous sound

rustle-to move with soft fluttering or crackling sounds

muggy-warm and extremely humid

burble-a gurgling or bubbling sound, as of running water

nabbed-to grab; snatch

darted-to move suddenly and rapidly

loafed-to pass time at leisure (in your own way, in your own time)

swoop-to move in a sudden sweep

gobble-to eat quickly

waver-to move freely back and forth

Writing Assignment: An older child might enjoy writing or a younger child might enjoy narrating for you to write a story about "those long-ago people" who once "stood here listening to water burble over rocks." Did the Native Americans who once lived near this same creek hear it "talk?" What treasures might a young Native American child (or siblings) have found long ago near this same creek? An older child should try to work in examples of personification and similes and use descriptive words as discussed this week.

Art

Medium: It looks like illustrator Robert Hynes used watercolors, however he used acrylics but in a watercolor technique. You may want to let your student experiment with acrylics this week.

Viewpoint: This is the position from which the subject of the picture is viewed. Illustrator Robert Hynes varies his viewpoints in the illustrations, often creating one from an unexpected position. Notice the viewpoint when the children are panning for gold (above, looking down). Notice the cut-away view of the salamander and the crayfish and of the frog and catfish. Notice the low to the ground views.....it's as if the artist drew some of his pictures while lying on the ground! Have child choose an interesting viewpoint and draw a picture.

Math

Counting: Count all the animals in the book (I came up with 24 in the story, 4 on the front cover, and 2 on the back cover...the front and back covers may not be the same, depends on which cover art your book has.)

Science

Fossils: Discuss the process by which a fossil is created and how scientists use them to learn about the past.

Arrowheads: Often what people call or think are arrowheads are really spearheads. Arrowheads are much smaller, about the size of the end of your finger (so as to fit on the end of an arrow without weighing it down). If the arrowhead that Michael found in the story were indeed as long as Elizabeth's whole thumb, then it was more likely a spearhead.

Flora and Fauna: The book shows many examples of plant and animal life in and around a creek. Use field guides to look up what you don't know. Explain that a crawdad is another name for a crayfish. Have child classify all the animals found in the book. **The crawdad picture on the classification cards is copyright www.utahfishinginfo.com. Used with permission.*

Add facts about the animals to the animal cards. Your student can sort them into groups, too.

Animal Tracks: Can your student spot any animal tracks in the book? If possible, go to a creek and see if you can find any animal tracks.

Resource: Jim Arnosky's *Crinkleroot's Guide to Animal Tracking*.

Naturalist: A naturalist (someone who loves nature) must have patience (the children sitting still waiting to see animals) and keen observation and listening skills.

Bible

Discuss the word *treasure* with your child. What does it mean? Did the characters in the story find real treasure?

Discuss Matthew 6:19a-21 and copy it into the mini book provided.

Young Earth / Old Earth theories: Because the story talks about "millions of years ago," perhaps this is the time to discuss the Young Earth and Old Earth theories and your beliefs.

Discuss "feeling blessed" even though no treasure (gold) was found. What really makes people happy?

Field Trip

Find a nearby creek and look for crawdads and other wildlife, explore the flowers, pan for gold, find your own "treasures," cast animal tracks for souvenirs. Take an animal and plant field guide along to look-up anything you don't know.

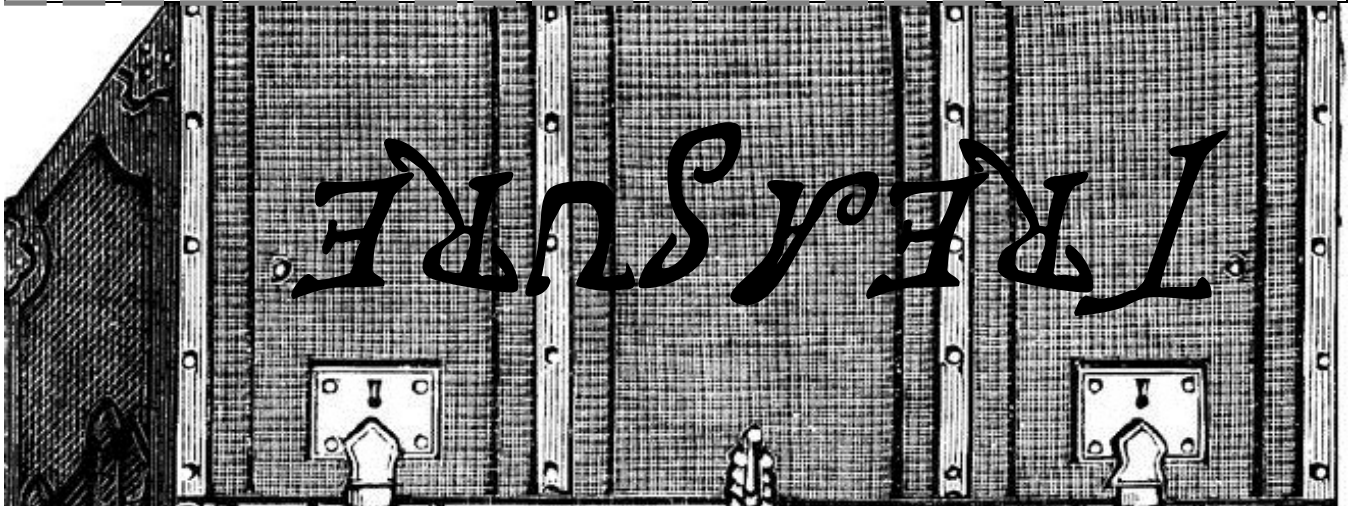
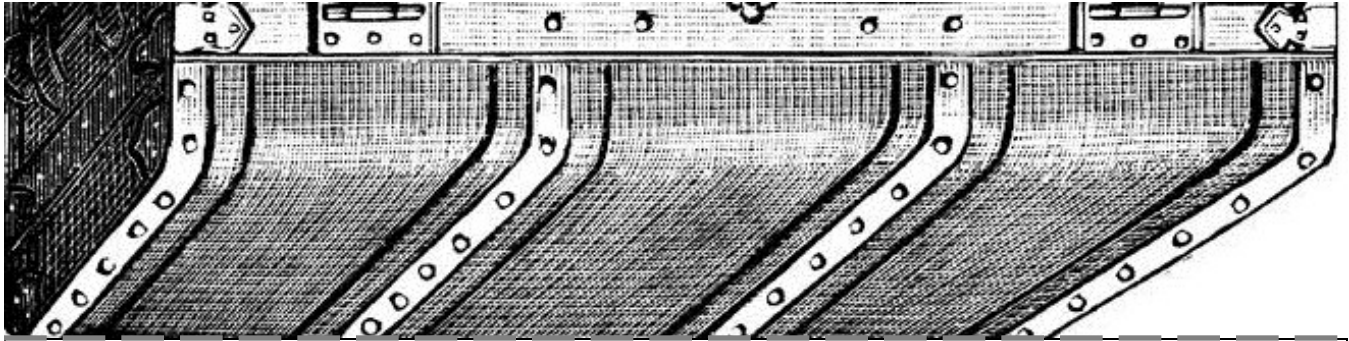
Materials and information on this website may be used for your own personal and school use. Material may not be shared electronically or be used for resale.

© Homeschool Share

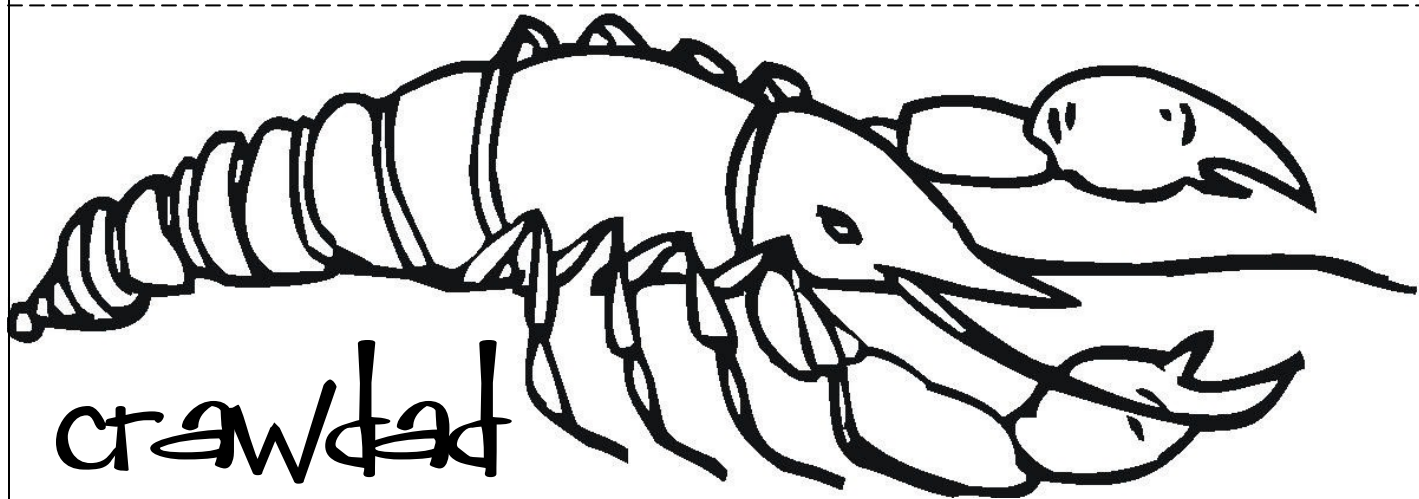
Crawdad Creek



Cut book out as one piece. Fold on the dotted lines so that you can see both parts of the trunk. Cut the extra white area off; you need to do this AFTER you fold so that the shape of the book is consistent. Write the memory verse inside (Matthew 6:19a-21).



Fold into thirds so that the crawdad is on the front cover. Use the inside of the book to draw/label a crawdad or to record information about crawdads.

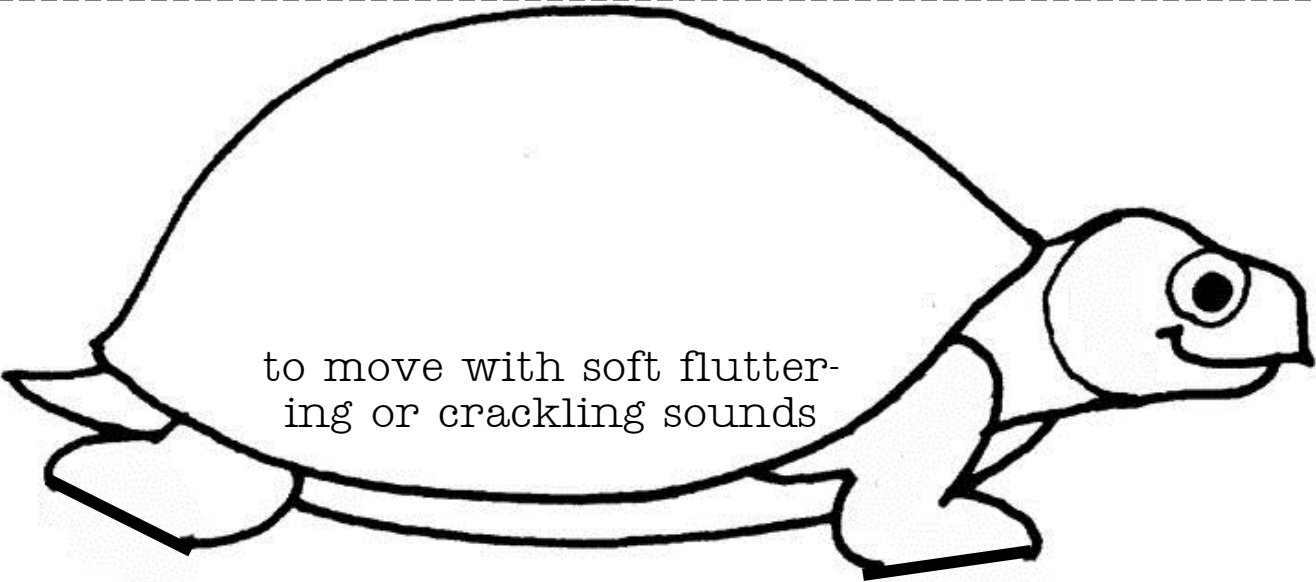




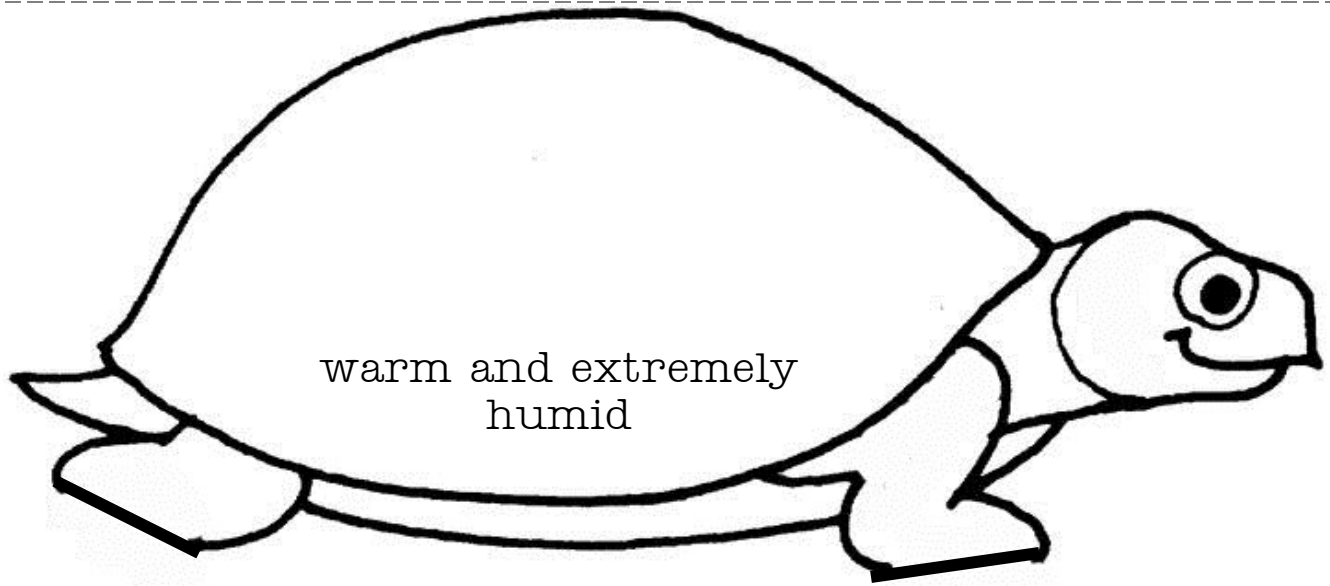
VOCABULARY



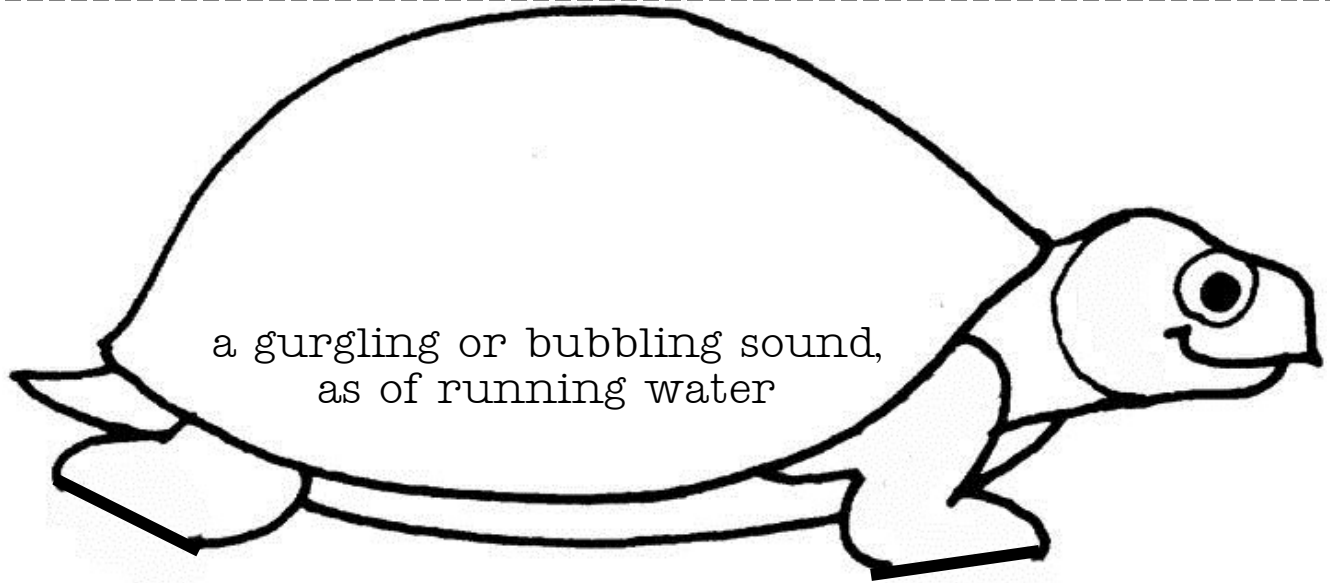
a low, indistinct,
continuous sound



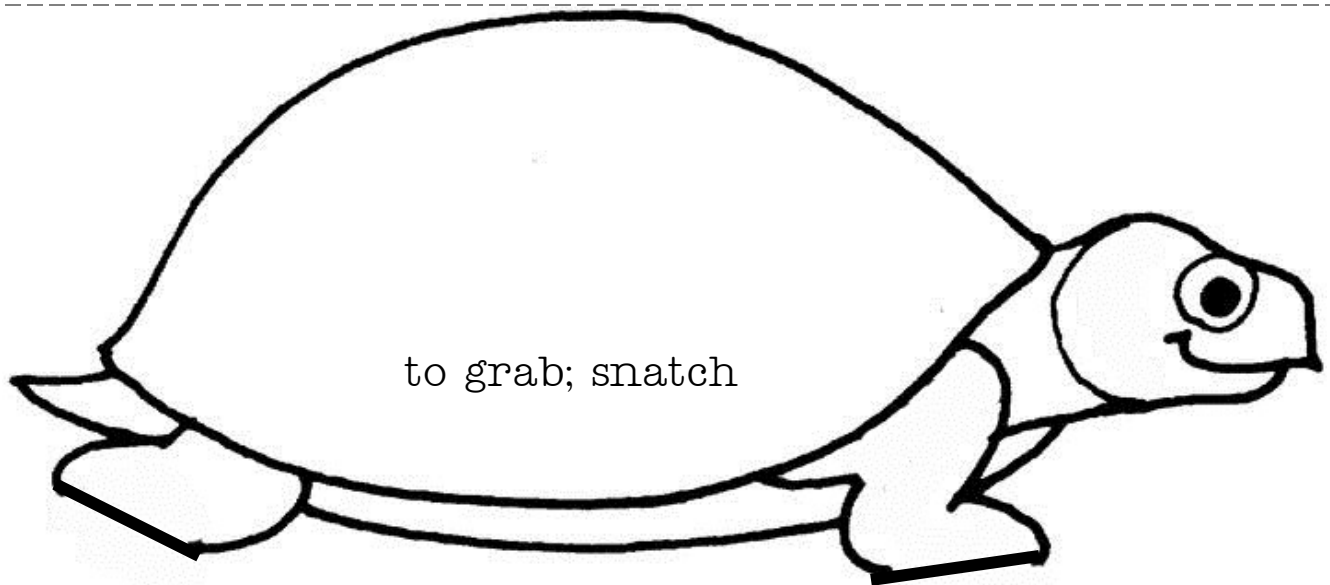
to move with soft flutter-
ing or crackling sounds



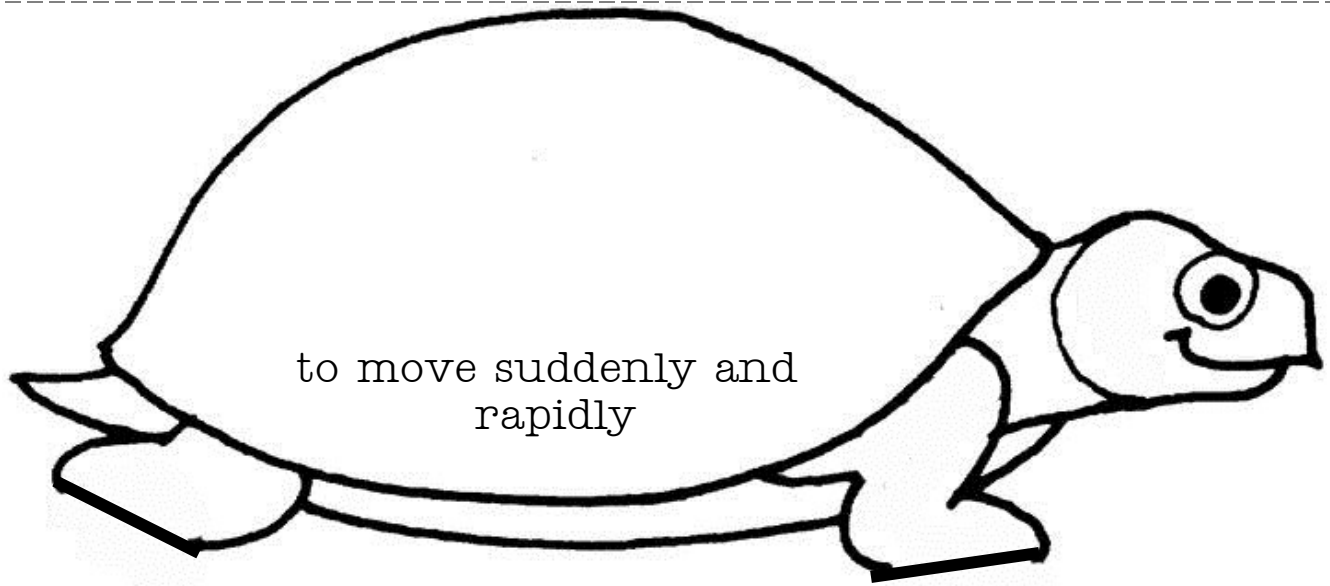
warm and extremely
humid



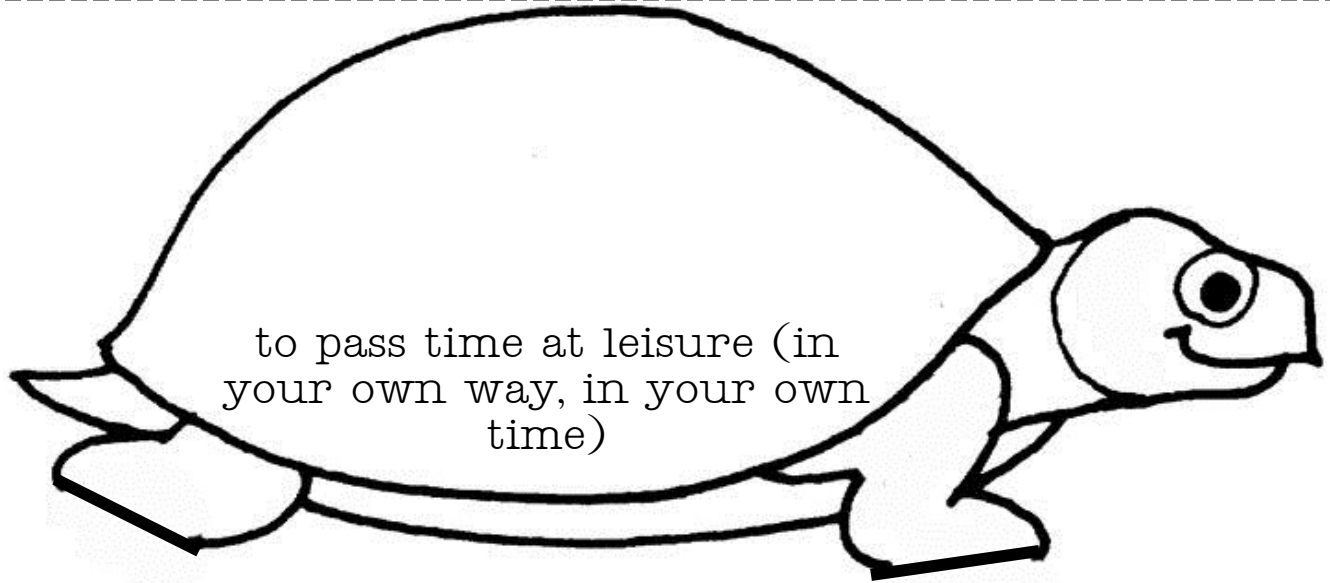
a gurgling or bubbling sound,
as of running water



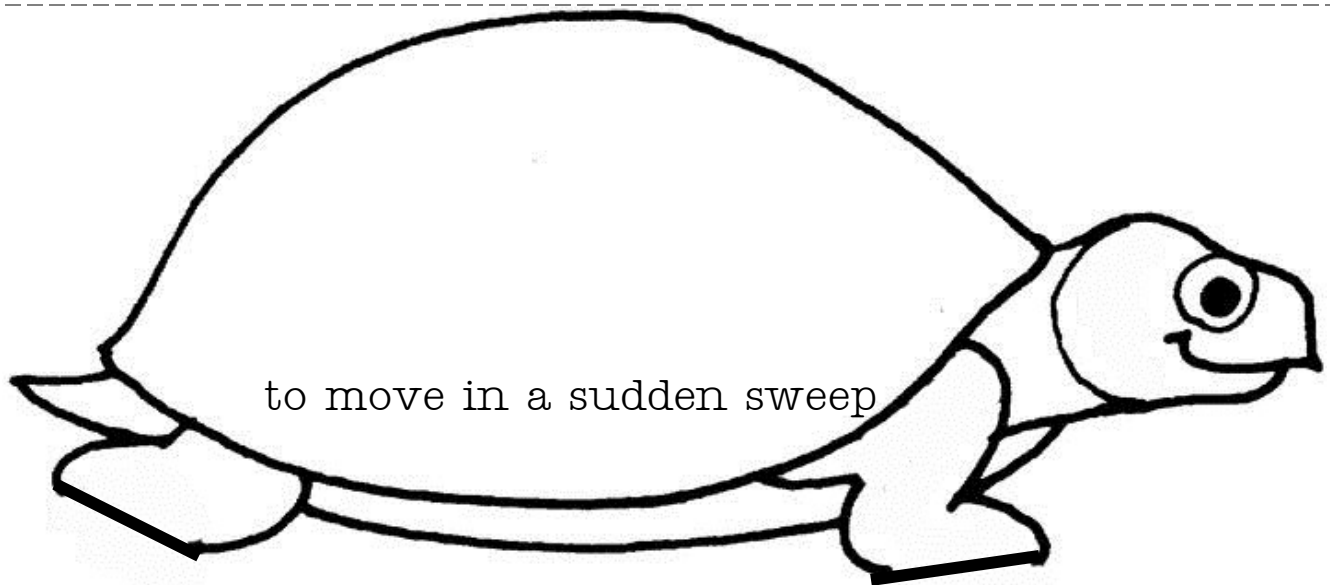
to grab; snatch



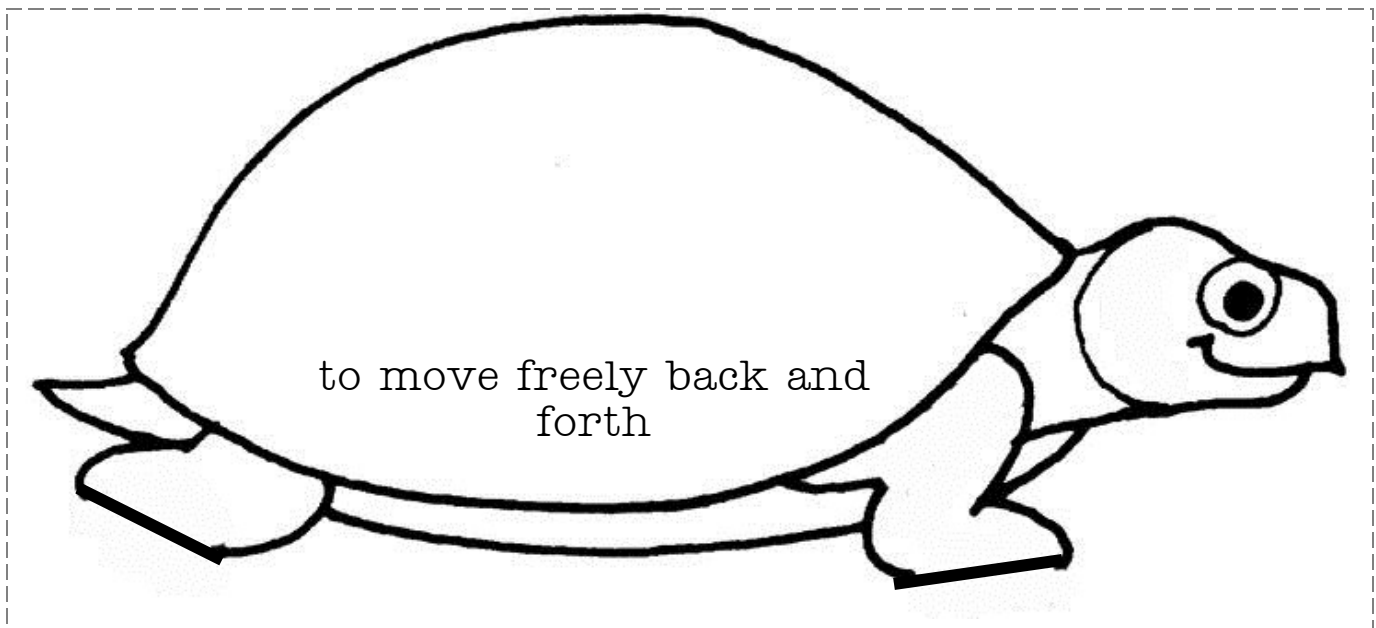
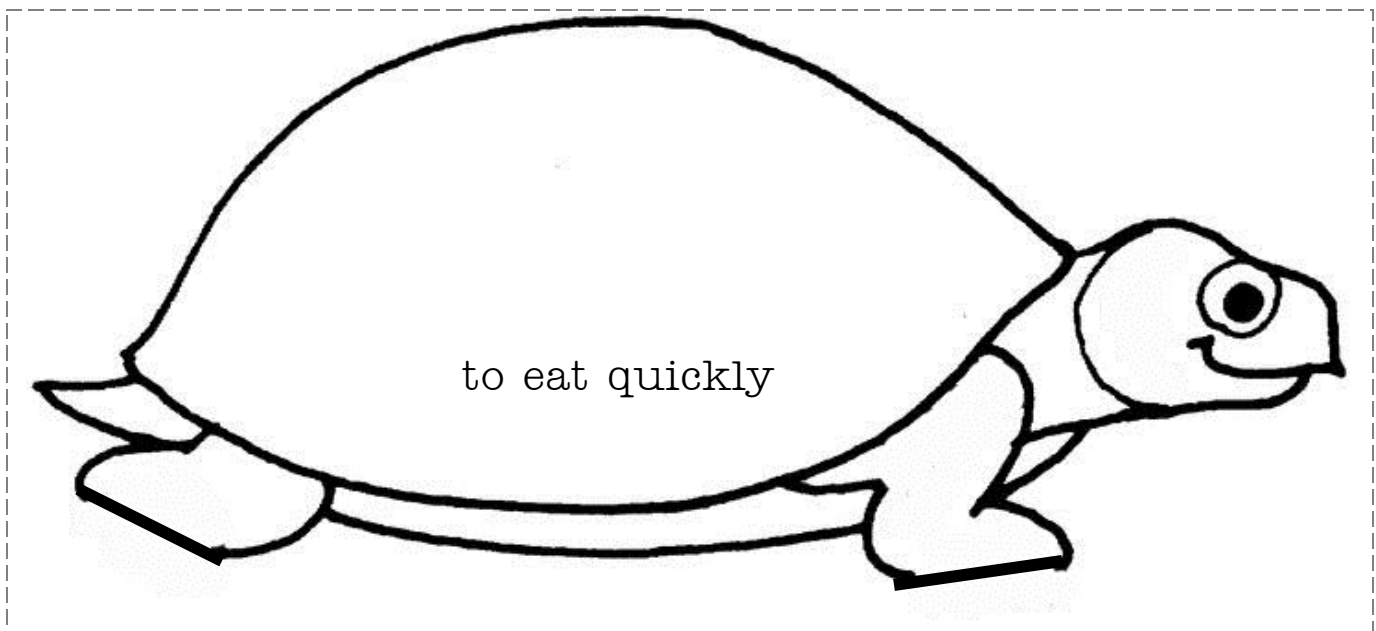
to move suddenly and
rapidly



to pass time at leisure (in
your own way, in your own
time)




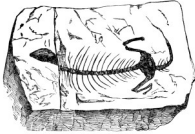
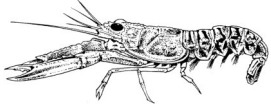
to move in a sudden sweep

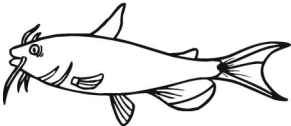


You have two options for this vocabulary book. You can cut it out on the dotted lines and staple on the left side (bottom and top) OR you can make it a fun shape book by cutting around the solid black lines (the outline of the turtle) and staple it to the right of the tail on the shell.

The shape book is really cute, but it does require careful cutting, and isn't as easy to cut out.

Have your student write the vocabulary word above the corresponding definition.

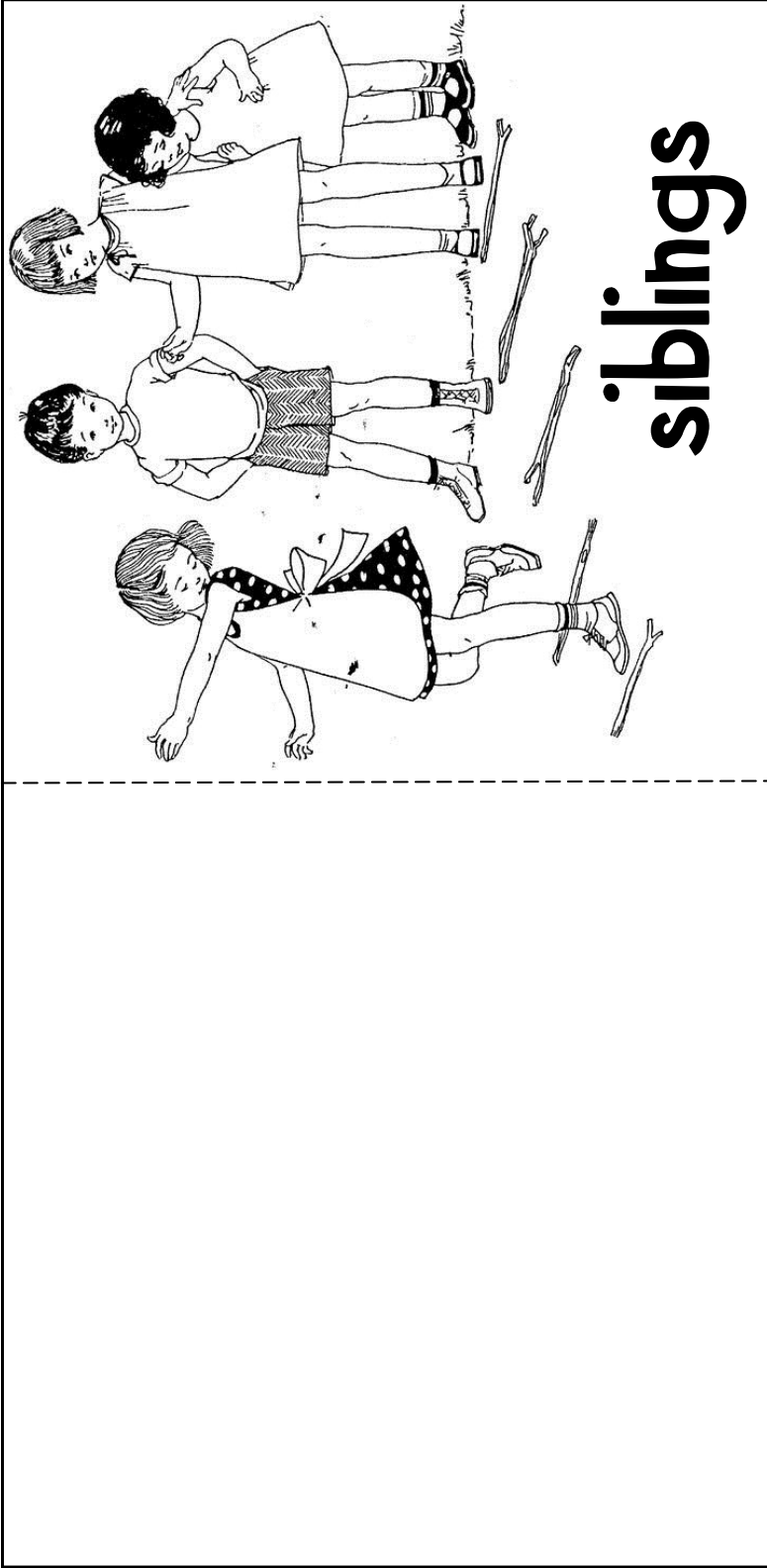
Salamander Imagery	Fossil Imagery	Crayfish Imagery
		

Catfish Imagery


Cut out books and fold matchbook style. I created these with the purpose of the student including the example of imagery from the text, but an older student could think of his own imagery to describe the animals/objects.

www.homeschoolshare.com

Cut book out as one piece. Fold in half. Use the inside to write about what the word sibling means, sibling relationships, how to treat siblings, etc.

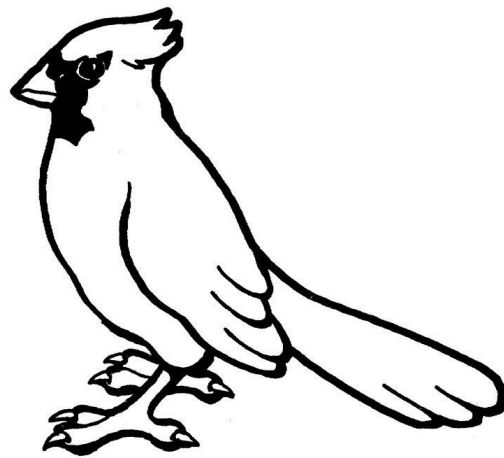


OHIO



STATE BIRD

REMOVE THIS AREA (Cut away so you have just a tab left)



STATE FLOWER

REMOVE THIS AREA



Assembly Directions:

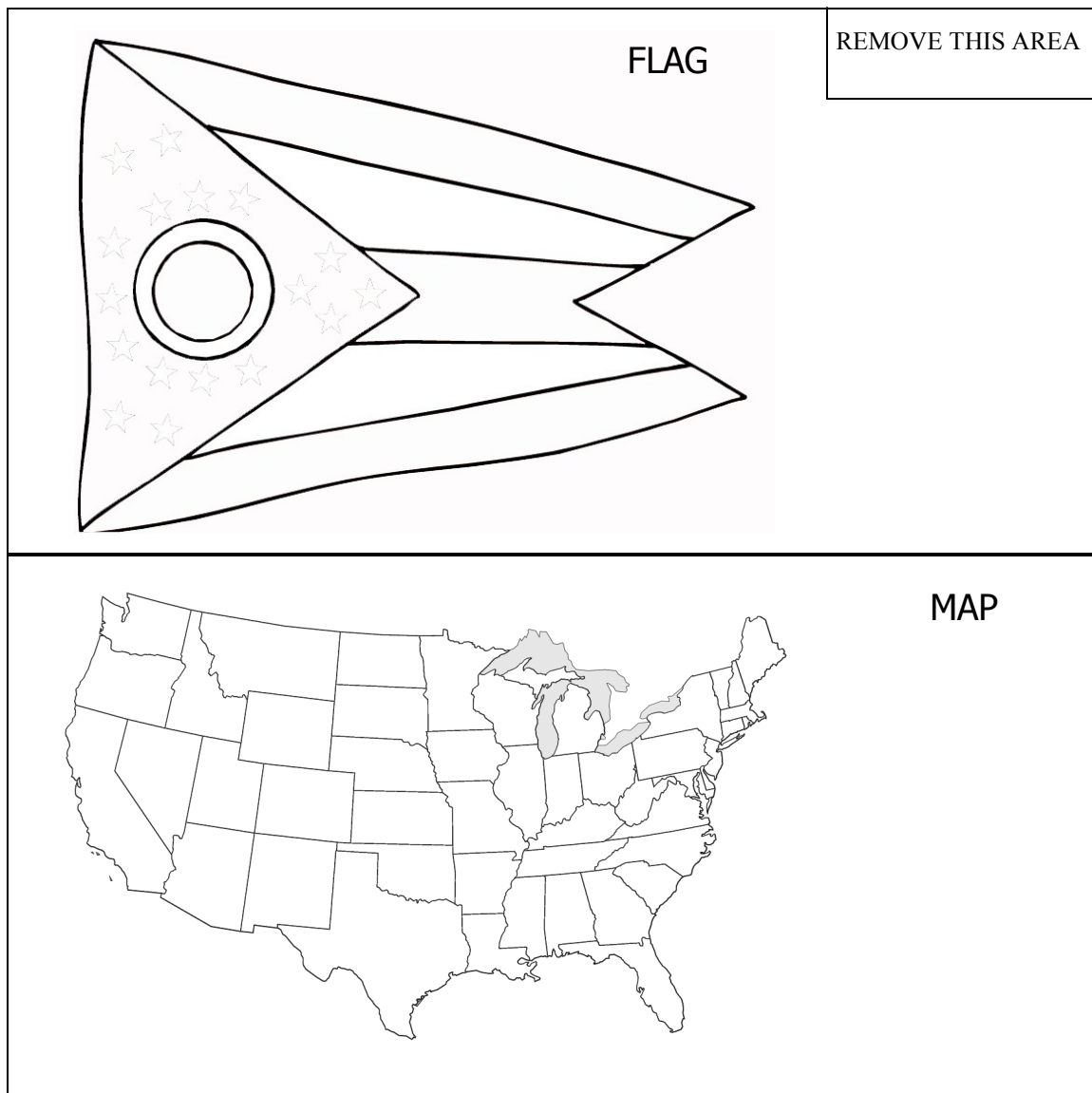
Cut the six strips along the solid outer lines. If there is a rectangle piece in the right corner of the strip, cut it off as indicated (remove this area). Stack your strips in order and staple at the left side of the front page where the marks are indicated.

Let your student color the flag and find/color Ohio on the United States Map. She may also want to color the state bird and flower. Have her write the names of those to the side.

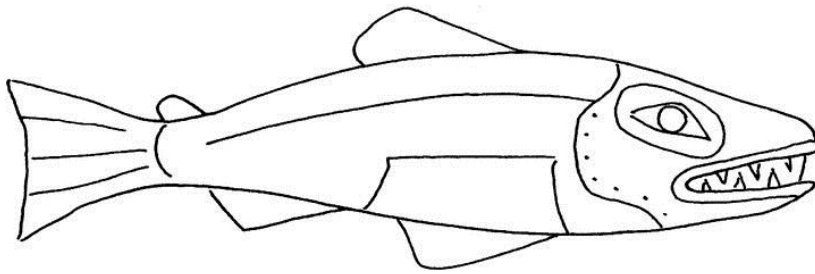
State bird = Cardinal

State flower = Scarlet Carnation

www.homeschoolshare.com



Early Native Americans in Ohio



Cut rectangles out. Stack in order and staple on the left side of the front cover.

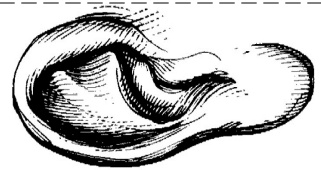
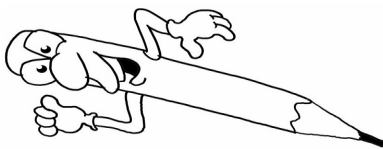
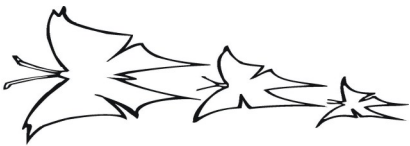
Adena

Hopewell

simile

personification

onomatopoeia



definition

use of words to imitate
natural sounds

example

definition

giving human traits to a
non-human object

example

definition

a comparison of two
things using the word *like*
or *as*

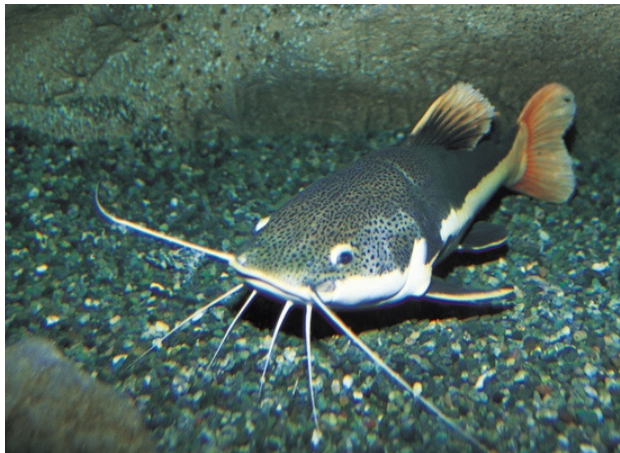
example



Snail



Monarch Butterfly



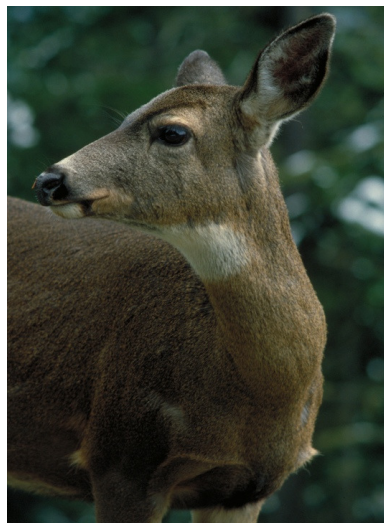
Catfish



Crow



Damselfly



Deer



Frog



Kingfisher



Minnow



Muskrat



Painted Turtle



Rabbit



Raccoon



Salamander



Water Strider



Crawdada



Whirligig