

Legend of the Indian Paintbrush

Book by Tomie dePaola

Literature Based Unit Study written by Andrea Dean

Lapbook printables by Ami Brainerd

Geography: Wyoming

The Indian Paintbrush is Wyoming's state flower. If desired, check out a book about Wyoming from your local library and learn more about this state.

→ Complete the Wyoming Shutterfold for your lapbook.

Social Studies: Human Relationships

Little Gopher is not the same as the other boys. Discuss how everyone has different gifts and talents. Romans 12:4-6a reminds us that we each have different gifts/functions in the body of Christ; we need to be using our gifts so the body can work as one whole.

→ Complete My Gifts and Talents Simple Fold

Social Studies: Native Americans (in the Plains)

After you read the story, look back through and discuss the following with your student to determine how the Native Americans in the Plains lived. Research the Plains Indians. Use your research to complete the Plains Indians tab book.

Famous Native Americans of the Plains that your older child may want to research:

- Roman Nose of the Cheyenne
- Spotted Eagle of the Blackfoot

Social Studies/Language Arts: Oral Storytelling (Folktales and Legends)

Discuss with your student that before there were many printed books, people who lived together in countries, tribes, settlements, nations, etc., usually had their own collection of stories. These stories were often called myths, legends, fairy tales, fables, folk tales or folk songs. These stories were passed on from the older group members to the younger by storytelling.

Not only were these stories entertaining, they also carried a message.

Ask your students what they think some of the messages are in *The Legend of the Indian Paint Brush*. Do you have any family stories that have been passed down orally? Share one with your student.

You may also want to spend some time reading other legends, fables, or fairy tales. As you read them, discuss the messages or morals contained in these stories.

→ Record one of your family stories in the mini-book provided.

Language Arts: Vocabulary

Different--Unlike in form, quality, amount, or nature

Legend--An unverified story handed down from earlier times

Custom--A practice followed by people of a particular group or region

Teepee--A portable dwelling of certain Native American peoples, especially on the Great Plains, consisting of a conical framework of poles covered with skins or bark

Tribe--A group of people consisting of a number of families, or clans who share a common ancestry and culture and among whom leadership is typically neither formalized nor permanent

Deed--Action or performance

→ Complete the Vocabulary Book and add it to your lapbook.

Comprehension Questions

1. How do you think Little Gopher felt to be left out? Has your student ever been left out before? You may want to take some time to discuss why it's important to include everyone when playing games or having fun.

2. Would you like to be called Lame One? Why or why not? (Again, you may want to use this opportunity to discuss why we shouldn't call other people names.)

3. What did the dream say that Little Gopher would do someday?
4. How did little Gopher find his paints for his art work?
5. What scene did he want to capture and why was he having trouble finding the colors that he needed?
6. How did he finally get the colors that he needed to paint the sunset?
7. What happened to the brushes that Little Gopher left on the ground?

Language Arts/Art Connection

After you study pictographs (below), let your student try to write a story using the symbols.

Math

Patterns

Make some bead necklaces using a needle and thread (you can also use just yarn with the end wrapped in scotch tape) Use some various patterns (you may want to decide on some before you start: red, red, blue, blue, yellow, red, red, blue, blue, yellow). You also may want to string the beginning of a pattern and then let your student complete it. You can then reverse the roles by allowing your student to start the pattern to see if you can complete it.

Look through the illustrations and note the patterns on the pottery. → Complete the My Pattern Pot and add it to your lapbook.

Arts and Crafts

Painting

Paint pictures of sunsets. Draw an evening scene (using the pictures in the book as a guide) with crayons and then paint over it with sunset-colored watercolors (a

possible order of colors would be: [top to bottom] red, pink, orange, yellow, blue and purple). Encourage a lot of water (but not too much--paper will rip), because this blends the paints together and creates a soft sunset image on the paper.

Pictographs

How would we communicate with one another if we didn't have an alphabet? The Native Americans decided that they would write in symbols; a pictograph is simply that, a picture representing a word or idea.

After viewing and discussing some pictographs (from the printables section), let your student practice making some of the Native American pictographs. Can your student design some original pictographs for modern day objects?

→ Complete the Pictograph Flap Book and add it to your lapbook.

Teepee

Using brown construction paper, roll it into a cone shape. Trim bottom to sit flat. Cut a diagonal line and bend to make a flap. Glue toothpicks in the top to represent the poles used.

Science

Botany: Wildflowers

Discuss different wildflowers that grow in your area. If it's spring or summer, go outside and take a walk picking wildflowers as you go. If you have a nature guide, look up the names of the flowers you find.

Biomes: Prairies

The word *prairie* is derived from a French word and was the word the French trappers gave the sea of grass they encountered in the central part of the United States. This area of land has very few trees. This area of land is also known as *The Great Plains*.

The North American prairies consist of three areas: the tallgrass, the mixed-grass, and the shortgrass areas. It is the eastern half of the North American prairies that contain the tallgrass, and the western half that contain the shortgrass. The shortgrass areas are also called steppes. In the middle of the prairie, these two kinds of grasses mix and so it is called the mixed-grass prairie. The tall grasses can

be as tall as nine or ten feet—that might be taller than your ceiling! The short grasses only get about 18 inches tall. And the roots of both types of grasses can be even longer than they are tall! This helps the plants to survive drought (periods of no rain), summer heat, winter cold, and prairie fires.

The soil of the grasslands is particularly fertile (rich and able to grow things well), so much of the grasslands have become farmland. The prairies have become known as the "breadbasket of the world." Why?

Because of all the farmland today, many animals that used to roam the prairies in large herds have either moved elsewhere or have almost become extinct. The prairies used to be home to large herds of deer, antelope, and bison. Today the North American prairies are also home to prairie dogs, prairie chickens, and foxes.

→ Complete Prairie Simple Fold book and add it to your lapbook.

Make a Model of the Great Plains

Place dirt in the bottom of a large rectangle cake/lasagna pan (or 10 gal. aquarium). Plant a tall growing grass on the right, a shorter growing grass on the left and mix them in the middle. Cover and water gently and allow to grow. (For a quicker model, you could dig up tall grasses and plant on the right. Dig up short grasses and plant on the left. And dig up a medium size grass or find a patch of mixed grasses and plant in the middle.) A child could then give a talk before friends and family on about what he/she has learned about prairies.

Bible

Bible Story

Daniel Interpreting the King's Dream (Daniel 2)

Cooking

Recipe: Succotash

Dried Lima Beans

Dried Corn

Meat Drippings or broth

Onions

Garlic


Carrots and Celery

Take your time to do this right. Put all ingredients except the corn into a pot and begin to cook them over a low heat. Simmer until beans start to swell and become tender. Add the corn. Cook until corn and beans are done. [Source](#)

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Directions: Cut on the solid black lines, removing gray areas next to tabs. Stack tab book in order with cover on top and staple on the left side.

<div data-bbox="738 268 799 430" data-label="Text">Food</div>		<div data-bbox="860 214 1416 457" data-label="Section-Header"><h1>Plains Indians</h1></div> <div data-bbox="911 487 1416 1087" data-label="Image">An illustration of a Plains Indian man and woman. The woman on the left has dark hair in two braids and wears a yellow dress with a red circular design on the chest and a fringed hem. The man on the right wears a yellow tunic and leggings with fringes, a red headband, and a large feathered headdress with red and white feathers. He is holding a bow in his right hand.</div>
<div data-bbox="738 1717 799 1963" data-label="Text">Clothes</div>		<div data-bbox="1464 1417 1529 1663" data-label="Text">Shelter</div>

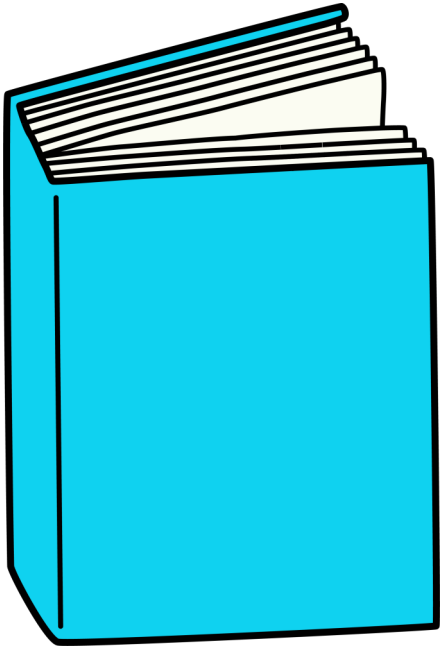
Directions: Cut out book as one piece. Fold in half.


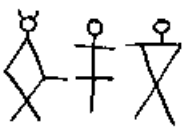



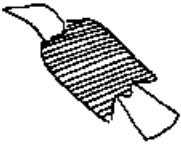


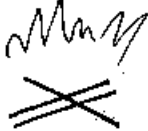
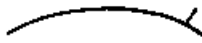


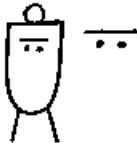


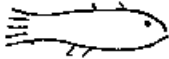








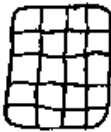


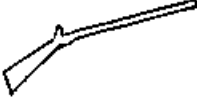







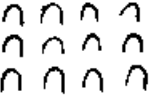




My Gifts
and Talents



Directions: Cut out pages. Record a family story on the pages. Stack pages together with cover on top and staple.



A Story from My Family



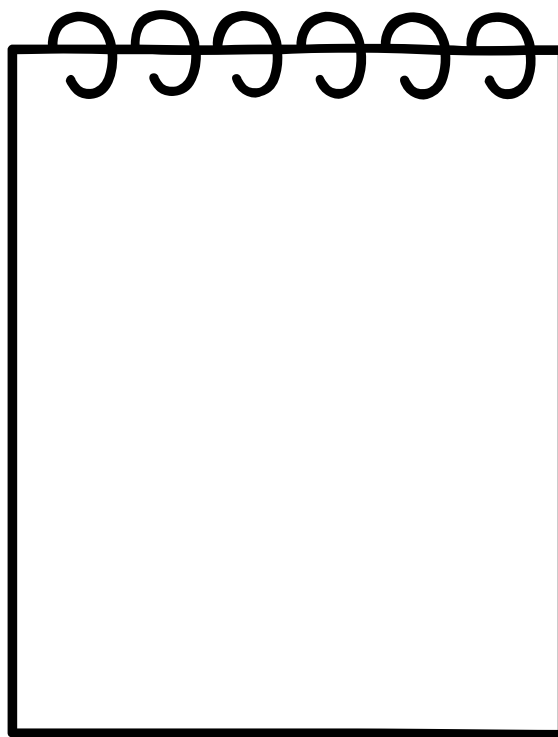
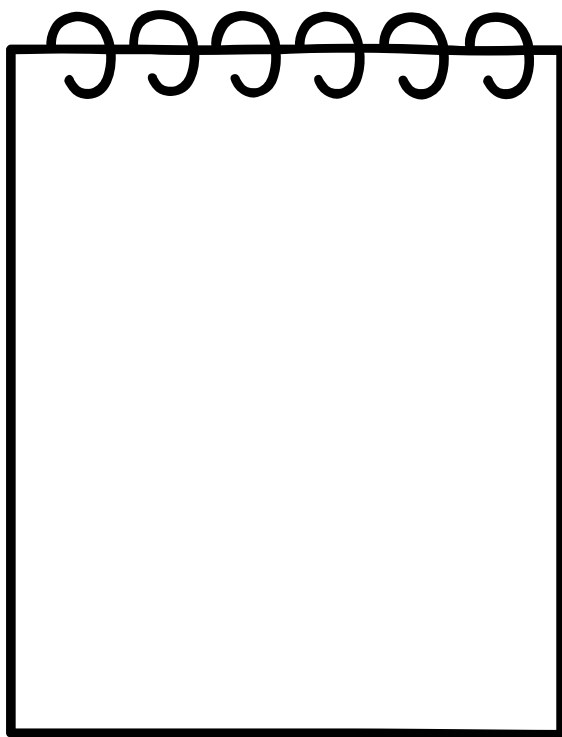
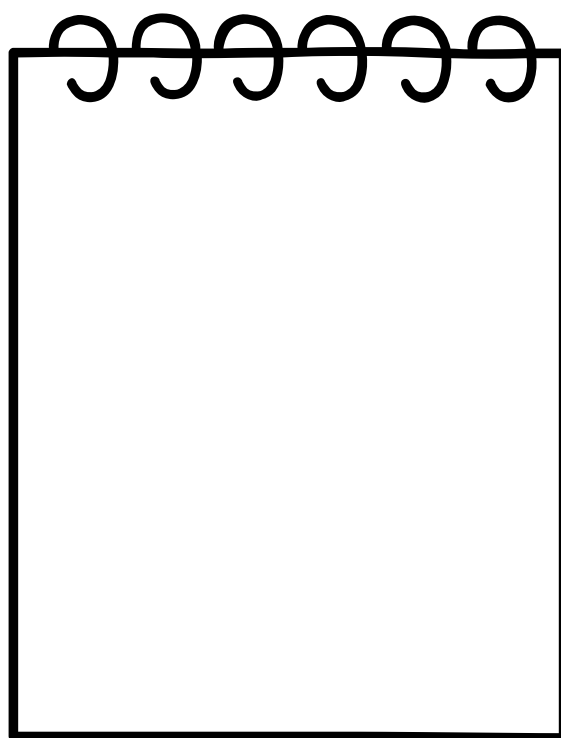
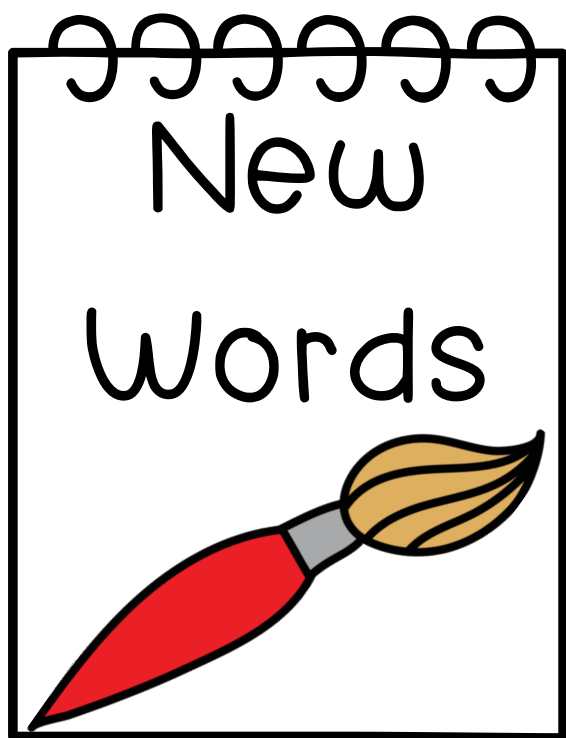
				
Deer, Moose	Direction	Discovery	Dog	Duck
				
Eagle	Eagle Tail	Eat	Encampment	Evening
				
Famine	Fear	Fear	Fire	Camp Fire
				
Fish	Peace Flag	Grave Flag	Plenty Food	Fort
				
Fox	Black Fox	Froze to Death	Girl	Goods
				
Goose	Grasp	Gun	White Hawk	Heart
				
Hard	Hear	Hit	Horse	Spotted Horse
				
Horse Tracks	Hungry	Stole Horses	Fast Horse	Ropes Horses

Directions: Cut out book as one piece. Fold left side in. Fold right side in. Open book. Cut on lines to form four flaps. Refold book. Add your own pictographs to the flaps. Under the flaps, write the name of the objects.

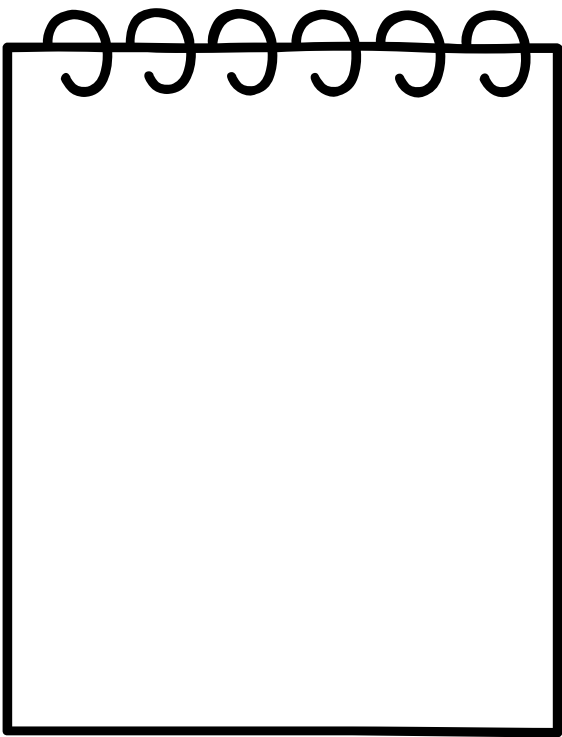
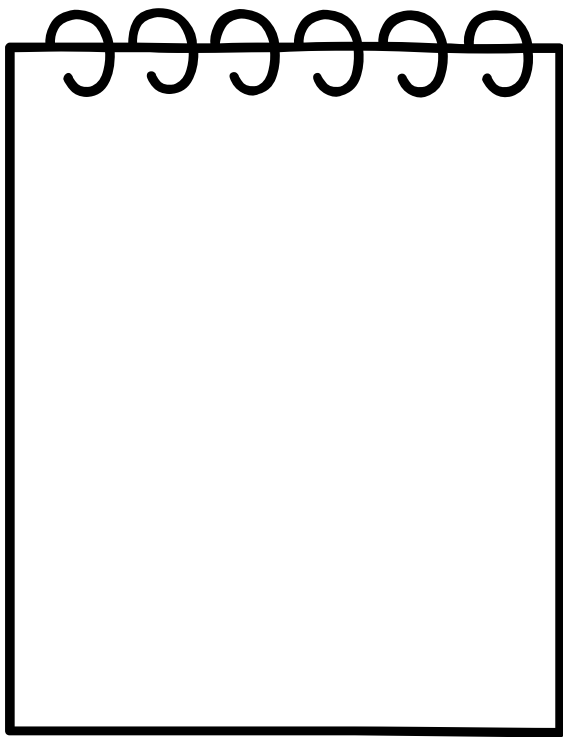
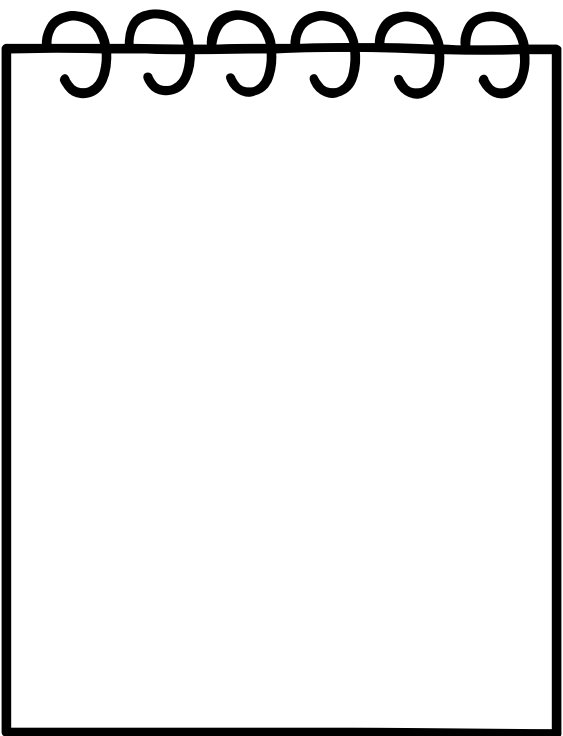
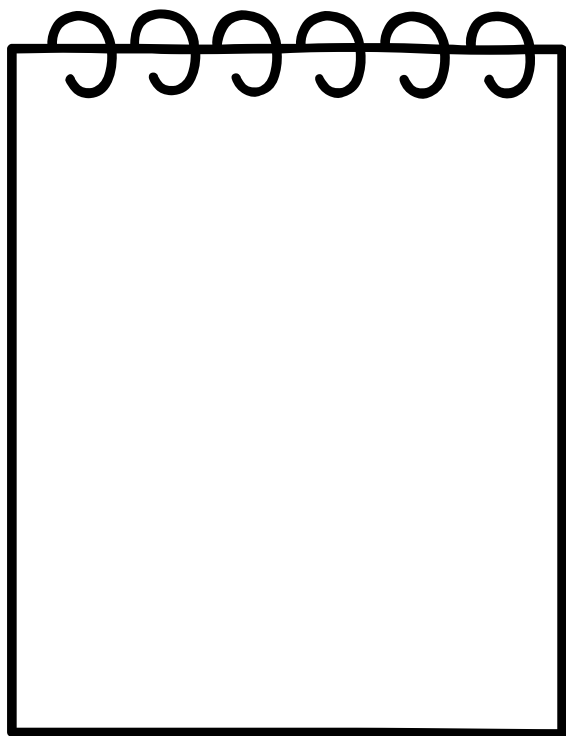
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		My
		Pictographs
		

Directions: Cut out pages. Write new words and definitions on the pages. Stack together with cover on top and staple.

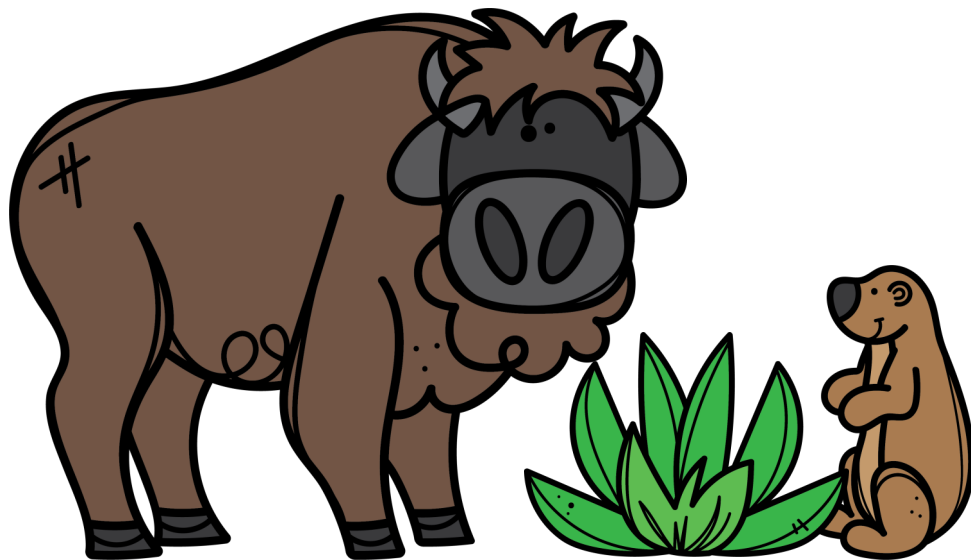


Directions: Cut out pages. Write new words and definitions on the pages. Stack together with cover on top and staple.

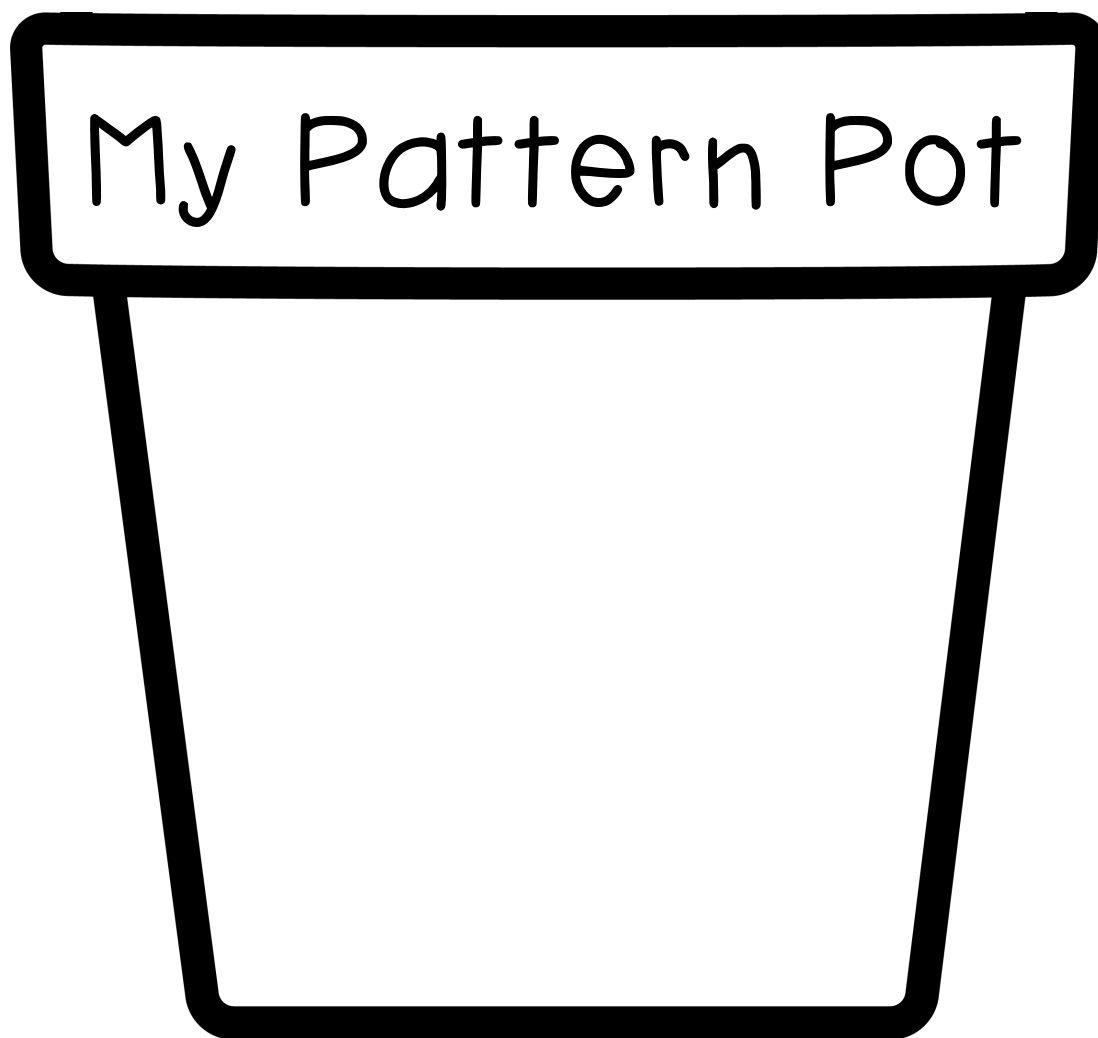


Directions: Cut out the book. Fold it in half. Use the inside of the book to record information about prairies.

What Is a Prairie?

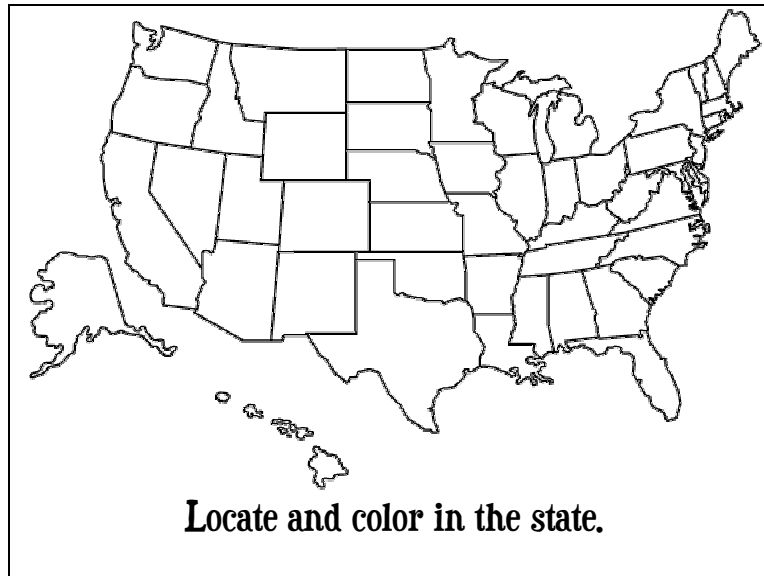


Directions: Let your student design patterns on the pot below. Cut out the pot and glue the back to your lapbook.



Wyoming

**Where in the
United States
is...**



Locate and color in the state.

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Cut out book as one piece on solid lines. Fold on dotted lines.
Cut out map on solid lines and glue under shutters.

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