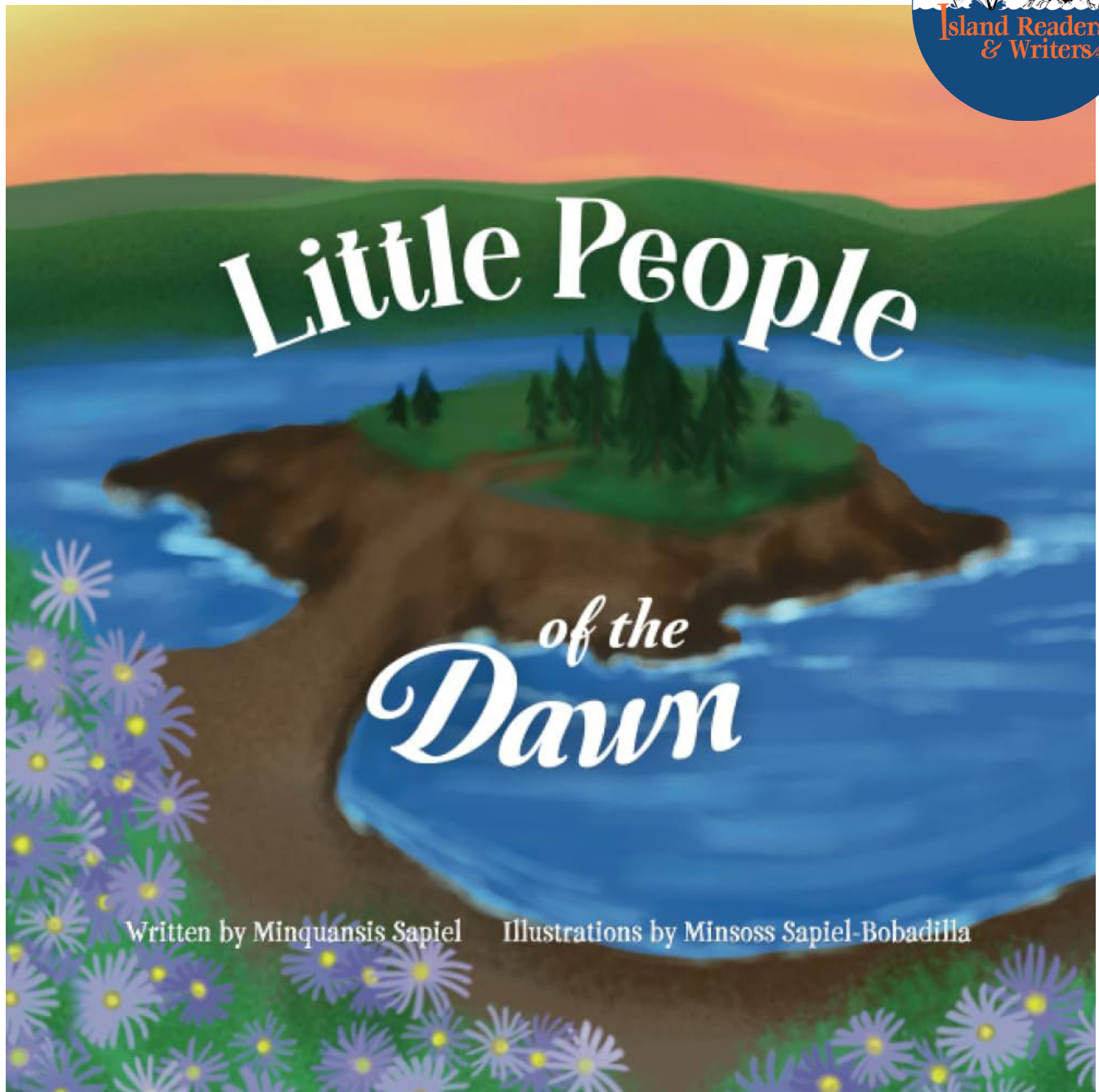


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



## HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

# EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

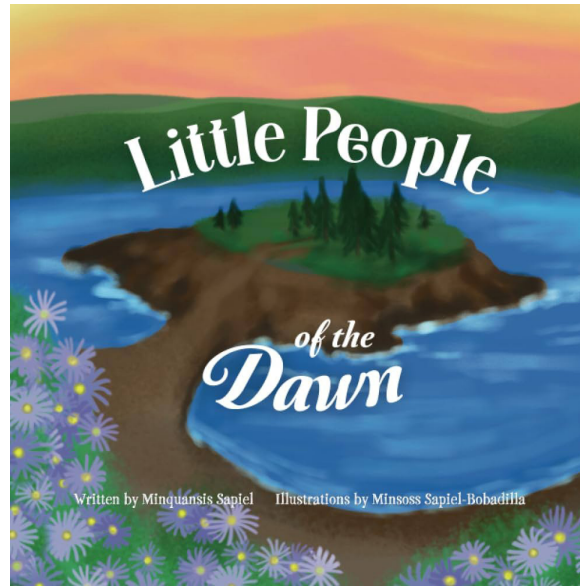


Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

## STANDARDS Covered throughout this Explore More Book Guide:

*SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.*

*SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.*

*SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.*

*R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.*

*R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.*

*R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

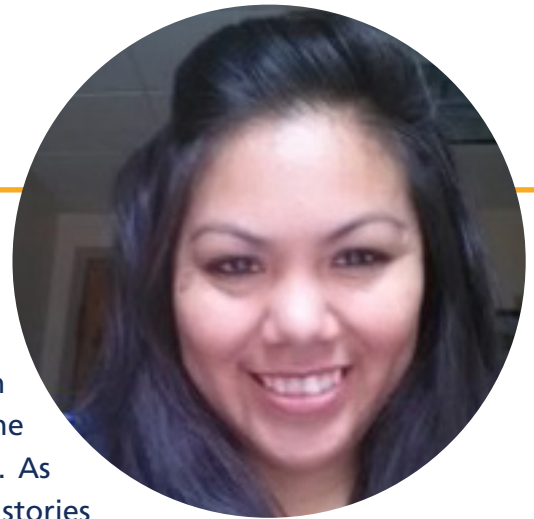
*R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.*

*R.9. Assess how perspective or purpose shapes the content and style of various texts.*

*R.10 Evaluate the argument and specific claims in various texts.*

*Emphasis on History*

# EXPLORE MORE BOOK GUIDE



## MEET MINQUANSIS & MINSOSS

Minguansis Sapiel (she/her/hers) is a member of the Passamaquoddy tribe from Sipayik, one of the two Passamaquoddy reservations in Maine that are part of the Wabanaki Confederacy. She is from the Seagull clan and grew up overlooking the Passamaquoddy Bay. As a child she loved the ocean, playing on the beach and hearing stories about the Little People, a legendary community of tiny creatures. She loved telling the stories of the Little People to her children and taking them to explore the shore. Their time together inspired her to write a story that would later become a book. She has her Master's in Social Work and loves building relationships with people.



Illustrator Minsoss Sapiel-Bobadilla is a two spirit, indigenous person of the Passamaquoddy and Penobscot tribes in Maine. Minsoss grew up on and off the Passamaquoddy and Penobscot reservations located on the easternmost coast of the US. Minsoss does environmental activism as a speaker and artist.

## LET'S TALK! Discussion Questions

### TAKING A CLOSER LOOK AT THE BOOK

1. What does it mean to be respectful of the land?
2. What can you do to learn about and respect a culture different from yours?
3. What would you do and how would you feel if you heard a voice yelling and saw tiny red eyes looking at you while you were playing on a beach?
4. What does it mean to "hold a story" as the Little People do for the Passamaquoddy?
5. What is a myth? Discuss why the people started believing the Little People story was a myth.
6. If you were to go on a school picnic or field trip, what are some favorite games you would like to play with your classmates?

## LET'S CREATE (AND DO)! Book-Inspired Art

1. *Sunrise/Dawn Painting:* Experiment with using watercolors and sand to make your own illustration.
2. *Upcycled Art:* The girls in the book go back to pick up the trash they left behind when they realize they have made a mistake. Organize a clean-up of a beach or other outside space and recycle the trash into sculpture art.
3. *Language Learning:* Learn some words of the Passamaquoddy language. There is a glossary in the back matter of the book. You can also check out the [PASSAMAQUODDY LANGUAGE PORTAL](#).
4. *Beach Jewelry:* Try making jewelry out of shells and beach glass.

- Use self-drying clay and press it flat into the desired shape.
- Then, press the collected beach items into the clay to create your design.
- Add a hole through the top. When dry, add a string to make a necklace.
- (You can glue items on if they do not stay in the clay.)

5. *Land Stewardship:* Learn how to be a good land steward. Watch [A TREE ON THE WATER - PASSAMAQUODDY STORY](#) and talk with your peers about how to take care of your local environment.

- At its core, stewardship is the job of supervising or taking care of something. Taking that one step further, Land Stewardship is the collective responsibility to carefully and responsibly manage the land to ensure the quality and abundance of our land, air, water, and biodiversity.



## LET'S DIVE DEEPER! Explore More

### WEBSITES TO VISIT:

- [WWW.PASSAMAQUODDY.COM](http://WWW.PASSAMAQUODDY.COM)
- [WWW.WABANAKI.COM](http://WWW.WABANAKI.COM)
- [PASSAMAQUODDY TALES - MAINE FOLKLIFE CENTER](#)
- [WAX RECORDING INFORMATION](#)

### CLIPS FROM PBS MOVIES ABOUT PASSAMAQUODDY ISSUES:

- [NATIVE AMERICA | LANGUAGE PROTECTORS | SEASON 2 | PBS](#)
- [FROM CHURCH TO MEMORIAL IN PASSAMAQUODDY | SEASON 2 | PBS](#)

## LET'S READ MORE!

### Text to Text Connections

