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Education L530
June 21, 2008

YHBA Novel Resource

Author-Kirby Larson
Title-Hattie Big Sky
Copyright date-2006
Publisher-Delacorte Press

Author's Background

Kirby Larson's homepage is <http://www.kirbylarson.com/>. Kirby Larson is an acclaimed author of many awards such as the 2007 Newbery Honor Book for Hattie Big Sky, Booklist Editors' Choice for 2006 and Oppenheim Platinum Award. Kirby is a frequent speaker at more than 200 schools, workshops and seminars. She has always had a passion for reading but never imagined herself as a writer. Growing up in Washington, her teachers often complained that she spent too much time reading than on homework. Kirby now lives in Kenmore, Washington with her husband, Neil. Her son lives and works in New York in the film industry. Her daughter is newly married and lives in Seattle. Kirby Larson is also author of The Magic Kerchief, Second-Grade Pig Pals, and Cody and Quinn, Sitting in a Tree.

Kirby Larson's email address is Kirby@kirbylarson.com. The picture below is the most recent picture of Kirby Larson.



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Kirby Larson's connection to the book, Hattie Big Sky, is very personal. Her great-grandmother was Hattie Inez Brooks Wright which is the main character in this book. Hattie had homesteaded in eastern Montana by herself as a young woman in 1914. Kirby Larson spent several weeks playing detective and one day stumbled across the Montana Bureau of Land Management records. She had discovered a claim number with Hattie's name on it. Through personal journals of the homesteaders during this time period, Kirby put key notes together. Many events in this book were based on actual events during this time period. Most of this book is based on truth but the ending was changed. Kirby's great-grandmother did prove her claim but in the book she changed this to show how the majority of "honyockers" went bust and lost their claims.

Annotation and Genre

Hattie Big Sky, a 2007 Newbery Honor Book, follows the life of a sixteen-year-old Hattie Inez Brooks Wright. After being abandoned as a small infant, Hattie has been sent to different relatives all her life. She has never known the love of a true family until one day she receives a letter from an uncle she had never met. Hattie inherits 300 acres of land in Montana that she must farm to prove the claim on her late uncles' estate. Hattie soon faces difficulties from her best friend, Charlie, fighting in a war against the Germans, witnessing terrible prejudices against German-born Americans during WWI and terrible weather that can threaten the crop that she has worked hard to obtain. In the end, Hattie develops close relationships with her neighbors who help her define what the meaning of family and friends is. Hattie Big Sky is considered Young Adult Historical Fiction.

Point of View

Hattie Big Sky is narrated by Hattie herself but includes letters from her best friend, Charlie, who is overseas fighting in World War I.

Theme

The main theme of Hattie Big Sky is love. While there are many universal themes in this book such as coming of age, pride, identity and

survival, love seems to be the overall theme in this book. In the beginning of the story, Hattie tells the reader that she has not had a true family that she can remember. Her father and mother died when she was very young and she has been shuttled around to different relatives all her life. After she moves to Montana to prove her uncle's claim, she finds the true meaning of love when she is befriended by her close neighbors, the Mueller's.

The title of this book, *Hattie Big Sky*, means all the possibilities that Montana holds for people like Hattie. She believes if a person works hard enough they can achieve their dreams. Montana is known as the Big Sky country. Hattie describes how beautiful the Montana sky is.

Conflict and Conflict Resolution

There are two main conflicts in this book. The first conflict that Hattie struggles with is survival. From the beginning, Hattie has limited funds and she needs to prove her uncle Chester's claim within ten months. Over the next ten months she struggles to build 480 rods of fence, plant forty acres of land and thirty-seven dollars for the final fees. As for the conflict resolution, Hattie loses her claim and is forced to move. The second conflict that Hattie faces is prejudice. During this time, Americans were in Europe fighting the Germans and at home many German-born Americans were suspected of being traitors. They were forced to prove their loyalty. In this story, Traft Martin is the villain who wants Hattie's land and has made numerous offers for her land. While he is intriguing to Hattie and can be nice one minute, he then turns evil when he forces other townspeople to pay money for war bonds when they cannot afford to do so. Traft is head of the County Council of Defense which gives him power. He is anti-German and with the help of his friends destroys the Mueller's barn. Traft is at the center of the mob scene when Hattie steps in to help a fellow neighbor. The resolution to this conflict is when the war ends and it releases the tensions that people had against fellow neighbors.

Characters

Hattie-The main character in the book, *Hattie Big Sky*, is Hattie Inez Brooks Wright. She is sixteen-years-old and grew up being shuttled around between different relatives. Her mother and father died when she was a baby. When the story opens, she is living with her aunt and uncle. Her newly deceased

uncle has left her a claim in eastern Montana. She gladly accepts it and heads out on a train in the year 1918. Hattie has ten months to prove her uncles' claim which involves building fence and planting forty acres of crop. Hattie is befriended by her neighbors and develops close relationships with them. She also finds what the true meaning of family is there is also hatred in the world.

Perilee Mueller-Perilee is Hattie's neighbor and is the first person to befriend Hattie. She lives in Montana with her German husband and three children. She helps Hattie with her cooking skills and shows her how to quilt. Throughout the story, Perilee's family deals with prejudice from certain townspeople because of her husband's birth origin.

Karl Mueller-Karl was born in Germany and is married to Perilee. When Perilee was left by her husband with three children and no income, Karl stepped in and became father to Perilee's children. Karl doesn't speak very much English and is harassed by The Leader's of the County Council of Defense.

Mattie Mueller-Mattie is six-years-old and is known as "Magpie". She's a sweet little girl who likes to talk a lot and likes to visit Hattie. She is Perilee's little girl. At the end of the story, she dies from the Spanish influenza.

Chase Mueller-Chase is eight-years-old and is Perilee's oldest child. Chase befriends Hattie and helps her with her livestock. Chase quits school after a couple of boys beat him up for having a father who is German. Chase is a smart boy and has many ideas for inventing things.

Fern Mueller-Fern is Perilee's youngest child. Her age is unknown. She is introduced as Baby Fern.

Charlie Hawley-Charlie is Hattie's best friend from Iowa. He volunteered to go over and fight in the war against the Germans in World War I. Hattie and Charlie write back and forth and express how their life is going and the struggles that they are both going through. Hattie has always had a crush on Charlie but when she moves to Montana, she never mentions her feelings again about Charlie.

Rooster Jim-Hattie's neighbor is Rooster Jim. He is an older man who lives close to Hattie. He was her uncle's good friend. Rooster Jim likes to play chess and he always wins. Rooster Jim doesn't keep his house the tidiest and he doesn't bath very well.

Leafie-Hattie's neighbor, Leafie, is an older woman who can handle herself. She trains horses and makes a living by doing that. She is a strong woman and doesn't fear anything or anyone. Leafie is also known as the doctor in this small community. She uses herbs and special remedies of her own to help cure people's ailments.

Traft Martin-Traft Martin is the head of the County Council of Defense. His family owns a lot of land which they raise horses. His family has a lot of money and he likes to throw his weight around and intimidate people. He is involved with the Mueller's barn fire. His character is very complex because one minute he is helping Hattie with her crops and fencing and the next minute he is threatening her because he wants her land.

Uncle Chester-Hattie's uncle who died and left her his claim is Chester Hubert Wright. He was Hattie's mother's brother. In his letter to Hattie, he said he was a scoundrel in his younger days and that is why he did not send for Hattie when she was younger but now he wants her to have a home of her own.

Aunt Ivy-Aunt Ivy is not really Hattie's true aunt. She is a distant relative of Hattie's. She only took Hattie in as a way of doing her Christian duty. She wants to get rid of Hattie by sending her to live and work in a boarding house.

Uncle Holt-Hattie writes to her uncle Holt throughout the book and she loves her uncle. He is a distant cousin and is married to Aunt Ivy. Uncle Holt helps Hattie by sending her money for her train fare at the end of the book.

Setting

The book opens in December 19, 1917 in Arlington, Iowa. This is Hattie's hometown where she lives with her Aunt Ivy and Uncle Holt. After she

receives the letter from her deceased Uncle Chester, she travels to eastern Montana. The next setting is where she arrives at the train station and the Mueller's help get supplies for her new homestead. This location is Wolf Point, Montana and the time period is January 3, 1918. The Mueller's and Hattie leave the next morning for Hattie's new town which is thirty miles from Wolf Point. The main setting takes place in Vida, Montana. The rest of the story takes place from January 4, 1918 to December 12, 1918.

Interest Level and Reading Level

The interest level for this book is level 6-8 and the reading level is for an independent reader.

Booktalk

Imagine that you are a sixteen-year-old girl in the year 1918. You've grown up without a mother and father and have been shuttled around to different relatives all your life. One day you come home and you receive a letter offering you a place of your own. The one catch is that it's in Montana. Not much is known of Montana because it's undeveloped land. When you arrive, you find out you have ten months to put up 480 rods of fence and plant forty acres of crop. Your first question is "How much is a rod?" You soon meet good friends and neighbors but it's the middle of winter in Montana. What would you do?

Discussion Questions

Chapter One

1. Why do you think the author chose the year 1917 to open this book?
2. Why does Hattie's Aunt Ivy want to send her away to a boarding house to work? (page 5)
3. What does Uncle Holt ask Hattie when she is offered the job at the boarding house? (page 6)
4. What is Hattie's decision and why?
5. Who is Chester Hubert Wright and why is he writing to Hattie?

Chapter Two

1. How long do you think it will take for the train to arrive in Montana?
2. What does Hattie's uncle mean when he says "I trust you've enough of your mother's backbone." (page 14)
3. What is a honyocker? (page 16)
4. Where is Charlie?
5. What does homestead mean?

Chapter Three

1. Who is Hattie meeting at the train station?
2. Who is Perilee Mueller? (page 21)
3. What are the terms of proving the claim? (page 25)
4. Who is Rooster Jim?
5. What is liberty cabbage?

Chapter Four

1. Why is Hattie called "Hattie Here-and-There"?
2. How long will it take for Hattie to arrive at her new home?
3. Why is Karl shy about speaking English? (page 34)
4. Who is Leafie Purvis? (page 36)
5. How does Hattie survive the first night?
6. What happened to Hattie's hands while trying to get water?

Chapter Five

1. What is Hattie's daily routine?
2. What is a "Chinook"? (page 52)
3. Who is Traft Martin? (page 51)
4. What does Violet, the cow, like to do to her new owner?
5. What animal does Hattie and Violet run into and what happens?

Chapter Six

1. Why does Karl need to register and what will happen if he doesn't?
2. Why would Mildred Powell be sending Charlie baked goods? (page 64)
3. What did Hattie use to fasten a rope to the barn? (page 66)
4. When the winter storm hit, who did Hattie rescue?
5. What is Hattie's true wish?

Chapter Seven

1. Did Karl and Perilee's children make it home after the snowstorm?
2. What is a "liberty dog" and why is it called that? (page 77)
3. What did Charlie's mother give Hattie and why is she thankful for them? (page 78)
4. What did Leafie show Hattie out in the barn?
5. What is the Dawson County Council of Defense?

Chapter Eight

1. What will happen when Traft Martin confronts Hattie?
2. Who is Trouble? (page 94)
3. What does Traft Martin ask Hattie to do? (page 95)
4. Why does Charlie think Hattie is not writing him?
5. Why does Chase not want to go back to school?

Chapter Nine

1. Will Chase go back to school?
2. Does Perilee attend church with Hattie? (page 107)
3. What is Mrs. Martin's reaction when Hattie suggests that Perilee be in the choir and why? (page 110)
4. Why would the County Council of Defense find it interesting that Hattie is only sixteen-years-old?
5. Why has Traft Martin not joined the military?

Chapter Ten

1. Who left a letter in Hattie's house?
2. What does Traft bring to Hattie? (page 116)
3. Why would anyone think Hattie is unpatriotic? (page 117)
4. Why is Karl considered an alien enemy to Traft?
5. Why is Hattie receiving money from the Arlington News?

Chapter Eleven

1. What will Hattie do with the money that she receives from the Arlington News?
2. What is Liberty Bonds? (page 127)
3. Why is Traft forcing the townspeople to buy the Liberty Bonds? (page 131)
4. How much money does Hattie plan to put down towards the Liberty Bonds? (page 130)

5. Why is Hattie forced to pay more for the Liberty Bonds?

Chapter Twelve

1. What do you think is on fire?
2. When Hattie arrives at the Mueller's place, what was on fire? (page 139)
3. What did the Mueller's lose in the fire? (page 140)
4. When Hattie arrives at home what does she see?
5. How did Karl get his limp?

Chapter Thirteen

1. When does planting season start?
2. How does Hattie do on her first day plowing? (page 148)
3. What does Chase think about Hattie's cooking? (page 151)
4. What does Hattie tell Chase and Mattie when the wild horses are coming straight at them?
5. How does Hattie distract the wild horses?

Chapter Fourteen

1. What does Hattie give to Karl after the fire?
2. Why does Hattie owe Mr. Nefzger two hundred and twenty dollars? (page 165)
3. What does Hattie tell Traft Martin when she runs into him? (page 167)
4. What is Rooster Jim driving in the middle of town and what happens to him?
5. What does Rooster Jim give to Hattie?

Chapter Fifteen

1. What did Hattie plant?
2. Why is Elmer Ren arrested? (page 182)
3. Why does Hattie not want to go with Mabel to see Reverend Schatz? (page 185)
4. What changes Hattie's mind about Elmer Ren?
5. What is Traft Martin's offer to Hattie?

Chapter Sixteen

1. What will happen to Hattie since she refused Traft's offer?
2. Why does Karl not want to name the new baby Charlotta? (page 195)
3. Who delivers Perilee's baby? (page 199)

4. What is the new baby's name?
5. Where was Karl during the baby's birth?

Chapter Seventeen

1. What does the meaning "a watched pot never boils" mean?
2. Why is Hattie considered unpatriotic if she doesn't pay one hundred dollars for the Liberty Bond? (page 207)
3. What happens to Fern's flag? (page 212)
4. How does Traft Martin want Mr. Ebgard to prove his loyalty?
5. What does Hattie do to help Mr. Ebgard?

Chapter Eighteen

1. Will Hattie tell Leafie what happened?
2. How does Hattie do playing baseball? (page 225)
3. Why would Traft Martin tell Hattie about grasshoppers invading someone's crop last year? (page 227)
4. How did Traft's mother persuade the governor not to send her son over to the war?
5. What was Traft's excuse when Hattie confronts him about seeing him behind the barn?

Chapter Nineteen

1. What will happen to Hattie since she has refused Traft's second offer?
2. Why does Traft Martin want to buy Hattie's land? (page 238)
3. What happens to Karl and Chase? (page 239)
4. What happens to Hattie's crop?
5. What does Karl suggest doing with the flax?

Chapter Twenty

1. Where do you think Hattie should go from here?
2. Why did Traft Martin contest Hattie's claim and what are his reasons? (page 248)
3. Why is Mr. Ebgard asking Hattie about her life? (page 250)
4. What was Mr. Ebgard's decision about Hattie's claim?
5. Why did Mr. Ebgard help Hattie?

Chapter Twenty-One

1. Will Hattie have the thirty-seven fifty to pay Mr. Ebgard at the end of November now that her crop has been destroyed?

2. Why does Rooster Jim make a point of telling Hattie about the Spanish influenza? (page 255)
3. Why isn't Perilee answering the door? (page 257)
4. Who has the Spanish influenza?
5. Who recovers and who doesn't?

Chapter Twenty-Two

1. Who took care of Perilee and her family? Will Hattie catch the Spanish influenza?
2. What happens to Traft's family? (page 271)
3. What is Perilee's decision and why is she afraid to tell Hattie? (page 273)
4. Where are Perilee and her family going?
5. What does Hattie make for Perilee and what does she call it?

Chapter Twenty-Three

1. Will Hattie go to live with the Mueller's?
2. What is Charlie's proposal? (page 280).
3. Why does Hattie feel that she needs to pay for her debts? (page 282)
4. Who took Hattie to the train station?
5. Where will Hattie go from here?

Language (Spelling and Vocabulary)

Honyocker-a person who comes to Montana thinking that they can make a go of it out in the middle of nowhere and farm land. (page 16)

Proving up a claim-a person fills out paperwork to earn free land and there are certain restrictions to get this free land. For instance they have to build a certain amount of fencing and farm so many acres. This person also has limited time and needs to pay for this service. (page 25)

Chinook-warm arm (page 52)

Minuscule-small (page 66)

Parishioners-a member of the church (page 77)

Breakneck-reckless and dangerous speed (page 82)

Flax-a blue plant that makes linen for fabric (page 98)

Tromped-to step on heavily with feet (page 129)

Buffalo grass-a short grass used as forage grass and is mainly found in the plains of central North America (page 152)

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Barn raising-when neighbors come together to help put a barn up (page 157)
Leghorn-a breed of chicken that lays white-shelled eggs (page 172)
Hardscrabble-demanding and unrewarding (page 203)

Indiana Academic Standards

Grade Six

6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.

6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

6.3.3 Analyze the influence of the setting on the problem and its resolution.

6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.

6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.

Grade Seven

Grade Seven

7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

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7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

7.3.8 Analyze the influence of the setting on the problem and its resolution.

7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Grade Eight

8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.

8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

8.3.4 Analyze the importance of the setting to the mood, tone, or meaning of the text.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Anticipation Statements

<u>Agree</u>	<u>Disagree</u>	<u>Topic: Jumping the Scratch</u>
		<u>In 1917, America was in a war with France and Germany.</u>
		<u>To prove a claim there are a set of requirements that a person needs to</u>

		<u>complete before owning land.</u>
		<u>Barn-burning was a popular social event where neighbors get together and have a dance.</u>
		<u>A Honyocker is a person who homesteads in Montana.</u> <u>The Spanish influenza epidemic of 1918 killed many people.</u>
		<u>Montana is known as Big Sky country.</u>
		<u>People were forced to buy Liberty Bonds and War Stamps during the war between America and Germany.</u>

Read Aloud Passages

Before I would read this quote from the book, I would ask my class to think about what Hattie may go through emotional and physically when she arrives in Montana at her uncle’s claim. What does it mean to “prove a claim”?

“A smarter girl than me might have wobbled a bit at the thought of heading west to prove up a claim. I had lived on a farm with some cousins for six months and I helped Uncle Holt with his vegetable garden every year, but that was the extent of my agricultural expertise. I pushed all doubts and worries away the moment they crept into my thoughts. All I could see was the chance to leave Aunt Ivy and that feeling of being the one odd sock behind.” (10).

After I read this quote, I would ask them if Hattie is prepared for this trip. Why or why not? At the age of sixteen, would you be prepared to go west by yourself to an unknown territory to live and work on a piece of land?

I chose this paragraph because I think it's important to realize that Hattie is only sixteen-years-old and she thinks that she is prepared for this adventure. Hattie doesn't know what's in store for her and she certainly has never worked a farm by herself before. She has many troubles in store for her because she is young, a female in a dominated male society and she doesn't know anything about running her own land. The last sentence makes the reader realize that Hattie is not happy with her life because she's also been pushed off onto other relatives and has never felt a part of a family. Even though she gets along well with her Uncle Holt, she does not feel welcome in their house because of her "aunt".

During this time in the story, its World War I and young men are being drafted to fight overseas against the Germans. At this point of the story, the reader will know that the County Council of Defense has racist feelings towards Germans and anyone who befriends a German person. Right before this paragraph, Hattie is watching a large group of members of the County Council of Defense kicking, pushing, and falling to the ground face first. Hattie cannot believe her eyes and she knows she must do something but she is afraid. I would ask the class "what would you do in this situation?" "What do you think Hattie will do?" Why do you think they are harassing Mr. Ebgard?" "Do you think he is German or not?" Then, I would read the passage.

"I took a baby step forward. Thank God my legs held. "I – I" What could I say to these men? "I have business with Mr. Ebgard." Another baby step forward. And another. I bent to pick Mr. Ebgard's glasses up out of the dust. "A legal matter." With trembling hands, I returned his glasses to him. "I'm sorry I'm late." (215).

After reading the passage, I would stop and ask the class what they think will happen to Hattie and Mr. Ebgard since Hattie has interrupted their display of hatred. I would ask them "what does it mean to be a loyal American?" "Did Hattie do the right thing?"

I chose this passage because it shows what hatred and racism can do to people during a time when things are not in their control. During this time, good people who happen to be German were forced from their homes, their barns were set on fire (just like the Mueller's) and some family members were arrested for minor infractions. Here is a young lady who is watching a defenseless older man being beat up by a mob of men and she is the only one who stood up and took action. Hattie is a very brave young lady and she is risking her own life to help someone. Also, the County Council of Defense wants Mr. Ebgard to prove his loyalty to this country by getting down on his hands and knees and crawling around to kiss the flag. At this point, the reader is unsure whether Mr. Ebgard is of German descent or if he just helps out families of German descent. Does Mr. Ebgard's heritage really matter at this point?

Read Alikes

Summer of My German Soldier by *Bette Green*

This particular book is about a young girl who has an abusive father and an uncaring mother who meets a young man during WWII. The young man has escaped from a German Prisoner of War camp and the young girl has befriended him and helps him hide out. This book is similar to *Hattie Big Sky* because Hattie is also a young girl who has lost her mother and father at an early age is transferred back and forth between relatives. Like the young girl, Patty, in the book *Summer of My German Soldier*, Hattie also befriends a group of people that treats her like family and loves her. Both books are considered historical fiction and take place during the war with Germany.

Hearts of Horses by *Molly Gloss*

Hearts of Horses takes place in 1917, as does *Hattie Big Sky*. In both books, young men are volunteering to go over to Europe to fight for freedom against the Germans. Nineteen-year-old Martha Lesson leaves her home to go west for an adventure and for a home of her own. Both books are very similar because they take place in the same time period, historical references

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are very similar, and both main characters are young women looking for an adventure, a home of their own, and they befriend a German family who is shunned by certain people in the community during a time when it was dangerous to do so.

Fever 1793 by *Laurie Halse Anderson*

In 1793, a young girl named Mattie Cook helps her grandfather and her widowed mother run a coffee shop in Philadelphia. During this time, the plague takes many lives and Mattie needs to escape to the countryside with her grandfather. After her grandfather's death, she comes back to the city to find it half deserted and many people have died. Her mother has also taken ill with the plague and Mattie must find a way to continue on during this deadly time. Both, *Fever* and *Hattie Big Sky*, are alike because they are about young girls who face grown up decisions during a time when disease is killing numerous people and both girls are left without families to care for them. Also, they are both historical fiction.

No shame, No Fear by *Anna Turnbull*

This story is about a fifteen-year-old girl, in the year 1662, who takes a job in town as a servant when her father is arrested for practicing his Quaker beliefs. Young Susanna falls in love with a boy who is the son of a wealthy Anglican family. They will need to hide their love for one another because of their place in society and their religious beliefs. This book is similar to *Hattie Big Sky* because Hattie has to fight through bigotry of certain community members because of her new found friends who happen to be German and Susanna is also dealing with bigotry because of religious beliefs. Both Susanna and Hattie are similar in age and they are both left to fend for themselves in an uncertain world. Both girls have found love but they will need to find strength and courage to hold on to this love.

Across the Curriculum Connections

Social Studies

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The first activity that students could complete for this book is to research the area Hattie lived in (which is Vida, Montana) and draw a map of the location Hattie left from in Arlington, Montana and the route she took to Vida, Montana. This requires an atlas, colored pencils, and paper.

Grade Six

- 6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.
- 6.3.3 Describe and compare major physical characteristics* of regions in Europe and the Americas.
- 7.1.12 Describe worldwide voyages of exploration and discovery.
- 8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.
- 8.3.2 Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.
- 8.3.5 Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

Math

For this activity, the students should take the number of fencing that Hattie is required to build, which is 480, and figure how many miles this is. This activity will require the use of paper and pencil. Students may use calculators, if needed.

- 6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals.
- 6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.
- 6.5.3 Understand and use larger units for measuring area by comparing acres and square miles to square yards and square kilometers to square meters.
- 7.5.3 Read and create drawings made to scale, construct scale models, and solve problems related to scale.

7.5.5 Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes.

8.2.1 Add, subtract, multiply, and divide rational numbers (integers*, fractions, and terminating decimals) in multi-step problems.

8.5.3 Solve problems involving scale factors, area, and volume using ratio and proportion.

Resources

Internet Website for Interest Level 6-8

Scholastic.com. Online. 21 June 2008

<<http://bookwizard.scholastic.com/tbw/viewWorkDetail.do?workId=1159723&>>

This internet website is where I found information about the interest levels for Hattie Big Sky.

Podcasts for Hattie Big Sky

Hattie Big Sky Video Podcast. Online. 21 June 2008

<<http://kirbylarson.podomatic.com/>>

This is a website for a podcasts to listen to Hattie Big Sky.

Book Activities

Mrs. Goodwin
Room _____
Period _____

Historical Fiction Assignment

Book-Hattie Big Sky

Write a letter to either a family member, President Woodrow Wilson, a soldier who is serving in the military during the war, or pretend you have just been drafted overseas to fight against the Germans. The letter must be at least one full page in length and contain information about your life in Montana during the year 1918, how the war is affecting you or someone in your family and discuss how the Spanish Influenza has affected someone you know. For more details look at the rubric.

Rubric

Required length of letter-at least one full page (15 points)

Did you use the correct language of this time period? (20 points)

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Did you write your letter to the above mentioned person? (15 points)

Did your letter include the following information: Montana life, the war, and the Spanish Influenza? (30 points)

Correct spelling (20 points)

Total Points-100

*****Due date is _____.**

Indiana State Standards

6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.

6.4.8 Review, evaluate, and revise writing for meaning and clarity.

6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

6.5.1 Write narratives that:

- establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- include sensory details and clear language to develop plot and character.
- use a range of narrative devices, such as dialogue or suspense.

7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.
- 8.4.7 Review, evaluate, and revise writing for meaning and clarity.
- 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.
- 8.5.2 Write responses to literature that:
- demonstrate careful reading and insight into interpretations.
 - connect response to the writer's techniques and to specific textual references.
 - make supported inferences about the effects of a literary work on its audience.
 - support statements with evidence from the text.
- 8.5.6 Write using precise word choices to make writing interesting and exact.
- 8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Mrs. Goodwin
Room _____
Period _____

NEWSPAPER PROJECT HATTIE BIG SKY

Now that you have read Hattie Big Sky, each student will be required to make a newspaper according to this time period and location. Each student will need to type at least four pages of a newspaper or you may pair up with another student with at least eight pages.

There will be sufficient time to research about this time period using resources such as the internet, library or books. There will also be time to use the computer lab to type your newspaper. Look at the requirements for this assignment and if you have any questions, please let me know.

Requirements

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1. Each newspaper will need to be at least four pages in length (eight pages for each pair of students).
2. The newspaper must include information from the book.
3. The newspaper must contain information that you have researched about this time period.
4. Each newspaper must have a title and date (make sure that it fits this time period).
5. Correct language and grammar.
6. Must be a Montana newspaper. You can choose the town.
7. Must include the following information:
 - Feature story
 - War Propaganda
 - Story about the Spanish Influenza
 - Weather (how is the weather is affecting the crops?)
 - Births and obituaries
 - Classified Ads
8. At least two pictures during this time period.
9. One works cited page.

Indiana State Standards

- 6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
- 6.4.5 Use note-taking skills when completing research for writing.
- 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.
- 6.5.6 Use varied word choices to make writing interesting.

6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.

7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.

7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

7.4.8 Review, evaluate, and revise writing for meaning and clarity.

7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

8.4.4 Plan and conduct multiple-step information searches using computer networks.

8.4.5 Achieve an effective balance between researched information and original ideas.

8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

8.4.7 Review, evaluate, and revise writing for meaning and clarity.

8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.

Bibliography

Larson, Kirby. Hattie Big Sky. New York City: Delacore Press, 2006.

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