

## YHBA Novel Resource

### Paint the Wind

By: Pam Munoz Ryan  
Scholastic Press, New York  
2007

### About the Author

#### AUTHOR'S HOMEPAGE:

<http://www.pammunozryan.com/index.html>

## Pam Muñoz Ryan's Biography

Pam Muñoz Ryan was born and raised in California's San Joaquin Valley. She is the oldest of three sisters and the oldest of twenty-three cousins on her mother's side. She grew up with many of her aunts and uncles and grandparents nearby and considers herself truly American because her cultural background is an ethnic smorgasbord. She is Spanish, Mexican, Basque, Italian, and Oklahoman.



During many long, hot valley summers, she spent most of her time riding her bike to the library. It became her favorite hangout because her family didn't have a swimming pool and the library was air-conditioned! That's how she got hooked on reading and books. After college, she knew that she wanted to work in a profession that had something to do with books, and she thought that would be teaching. She became a teacher, an administrator and then, at the encouragement of a friend who thought she could write, began her first book. That's when she finally knew what she really wanted to do.

She received her Bachelor's and Master's Degrees at San Diego State University. She now lives in north San Diego County with her husband and four children.



Until the idea for this story came to me, I'd been on horseback only a few times. And I never could have imagined the adventure that lay ahead of me. Now, I have taken hundreds of lessons with a top-notch trainer, sometimes riding three days a week to prepare for my research rides. I've seen wide-open spaces, vast and stark, where the sky feels so big it could swallow you up. I've ridden six hours at a stretch in freezing rain to track a band of wild mustangs, been caught on horseback in a swarm of "mean bees," and I've called a tepee on the banks of the Sweetwater River, home. Through all that, I developed an impassioned respect and affection for equus caballus, the horse. As my character, Maya, grew in my imagination, I discovered new territory, too, away from the safe and familiar. Together, we became the horse and the starts . . . and the wind. Won't you come along?

## **PUBLISHED WORK:**

*Paint the Wind*, Scholastic Press, 2007  
*The Flag We Love*, Charlesbridge Publishing, 2006  
*Nacho & Lolita*, Scholastic Press, 2005  
*There Was Snow on Christmas Eve*, Hyperion Book, 2005  
*Becoming Naomi Leon*, Scholastic Paperbacks, 2005  
*Mice and Beans*, Scholastic Paperbacks, 2005  
*How do you Raise a Raisin*, Charlesbridge Publishing, 2003  
*Mud Is Cake*, Hyperion Book, 2002  
*When Marian Sang*, Scholastic Press, 2002  
*A Box of Friends*, Gingham Dog Press, 2002  
*A Pinky Is a Baby Mouse*, Hyperion Book, 2001  
*Hello Ocean*, Charlesbridge Publishing, 2001  
*Riding Freedom*, Scholastic Paperbacks, 1999  
*Amelia and Eleanor Go For A Ride*, Scholastic Press, 1999  
*California Here We Come*, Charlesbridge Publishing, 1997  
*One Hundred is a Family*, Hyperion Book, 1996  
*The Crayon Counting Book*, Charlesbridge Publishing, 1996

## **AWARDS AND RECOGNITIONS:**

Pam Muñoz Ryan, has written over twenty-five books for young people including the novel, *Esperanza Rising*, winner of the Pura Belpre Medal, the Jane Addams Peace Award, an ALA Top Ten Best Book for Young Adults, and the Americas Award Honor Book. Her novel, *Riding Freedom* has garnered many awards including the national Willa Cather Award, and the California Young Reader Medal. Her picture books for the very young and picture books for older readers, include the award-winning *Amelia and Eleanor Go For A Ride* and *When Marian Sang*, the recipient of the ALA Sibert Honor and NCTE's Orbis Pictus Award.

## Annotation

Maya is living a sheltered life with her strict grandmother in California. She's forbidden to have friends or to speak of her mother, who Maya barely remembers. In the Wyoming wilderness, a tobiano paint horse called Artemisia runs free. Maya realizes she has a love of horses and encounters the wild mare that her mother once rode. Artemisia unlocks some of Maya's memories of her mother.

This book is a free-spirited adventurous book. The author paints great pictures of the scenes and events. It draws the reader in to the scenes as if there in person. The love between Maya and Artemisia is well developed, as are the characters and the plot.

## Genre

Realistic Fiction

## Point of View

Third Person

## Theme

There are several themes in this novel; horses, ranch life, family and orphans. The overall theme relates to how Maya gets to know her mother through a wild mare horse and by living in the wilderness. The book title is creative. *Paint the Wind* referring to the wild horse, Artemisia, running wild in the wilderness of Wyoming hills referred to wind.

## Conflict

There are many conflicts in this novel: Maya vs. Grandmother, Maya vs. various nannies/housekeepers, Maya vs. Payton. The overall conflict is that Maya struggles with having very little information about her mother.

## Conflict Resolution

The conflict is resolved as Maya is reunited with her mother's family and she spends time with them in the wilderness, which was her mother's favorite place to be. This is where she learns about her mother's likes, dislikes and who she was as a person. Maya is surrounded by people who loved and knew her mother well.

## Characters

**Maya** – Main character, 11 years old, rebellious, lost, independent

**Grandmother** – Maya's grandmother (father's mother), strict, overprotected

**Morgana/Valentina** – Nannies/housekeepers

**Payton** – Maya's cousin, energetic, curious, prankster

**Fig** – Maya's uncle, intelligent, funny, witty

**Moose/Grandpa** – Maya's grandfather (mother's father), sensitive, loving

**Aunt Vi** – Fig's and Moose's sister, Maya's great aunt, Spunky, high-spirited

**Mrs. Welister** – Maya's teacher

### Horses

**Artemisia** – tobiano paint horse

**Klee** – Artemisia's baby

**Georgia** – mare horse in the group

**Mary** – mare horse in the group

**Wyeth** – male horse coming of age

**Sargent** – stallion of the group

**Remington** – camp horse

**Seltzer** – Maya's camp horse

**Wilson** – Payton's camp horse

**Catlin** – Aunt Vi's camp horse

## Setting

Modern day in California then in Wyoming wilderness

### Interest level and reading level

IL – grades 4-6

RL – 4.5

## Booktalk

After her overprotective grandmother has a stroke, Maya, an orphan, leaves her extremely restricted life in California to stay with her mother's family on a Wyoming ranch, where she discovers a love of horses and encounters a wild mare that her mother once rode. Maya was eleven before she learned what it was like to live free, outside the prison her grandmother's house. Maya had lived with her grandmother for six years, ever since her parents died when she was five. Her grandmother who as her father's mother blamed Maya's mother for her son's death, and refused to tell Maya anything about her. All Maya had of her mother was some toy horses and a picture of her sitting on a paint horse, waving and laughing.

## Discussion Questions

### Chapter 1

**Pre-reading:** What do you know about wild horses?

**Post-reading:** What are some characteristics of these horses?

### Chapter 2

**Pre-reading:** Maya lives with her grandmother. Do you think their relationship is a good one?

**Post-reading:** Why are the toy horses so important to Maya?

### Chapter 3

**Pre-reading:** What do you think the author is trying to do by giving you details of the horses' actions?

**Post-reading:** What kind of horse is Artemisia?

### Chapter 4

**Pre-reading:** Do you think Morgana will tell on Maya for playing with the toy horses?

**Post-reading:** Do you think Maya's grandmother was fair to throw out Maya's horses? Why did she throw them out?

### Chapter 5

**Pre-reading:** Do you think Klee will be accepted into the group of wild horses?

**Post-reading:** How do the horses communicate with one another?

### Chapter 6

**Pre-reading:** Have you ever lied to get someone else in trouble? Is it ok to do this?

**Post-reading:** Do you agree with the way Maya gets the housekeeper fired from her job? What do you think happened to Grandmother?

### Chapter 7

**Pre-reading:** How do the horses stay safe from predators?

**Post-reading:** Why is Artemisia the lead horse?

### Chapter 8

**Pre-reading:** If Grandmother passes away, what do you think will happen to Maya?

**Post-reading:** Did Maya know she was suppose to be staying with her mother's family over the summers?

### Chapter 9

**Pre-reading:** How do you think Maya feels about going to see family members she doesn't know?

**Post-reading:** Do you think Maya reminds Grandpa of Maya's mother? What things remind him of her?

### Chapter 10

**Pre-reading:** How do you think Maya will fit in with this family?

**Post-reading:** Why doesn't Maya want to go to the camp without Uncle Fig and her grandfather? How does she feel about being in her mother's house and wearing her boots?

### Chapter 11

**Pre-reading:** Do you think it is right for Maya to have to leave for camp immediately after arriving at her new home?

**Post-reading:** What can you predict about Maya and Payton's relationship?

### Chapter 12

**Pre-reading:** Do you think Maya will fit in at camp?

**Post-reading:** What does the bell and hobble horse do?

### Chapter 13

**Pre-reading:** Do you think Maya will be able to get along with Payton?

**Post-reading:** Why doesn't Maya tell on Payton for taking her toy horses?

### Chapter 14

**Pre-reading:** Have you ever done anything to get back at someone for being mean to you? What was it?

**Post-reading:** Do you agree with how Aunt Vi treats Maya at her riding lesson?

### Chapter 15

**Pre-reading:** What lesson is Aunt Vi trying to teach Maya?

**Post-reading:** How does Maya feel about the stories Aunt Vi tells her about her mother and the wild horses?

### Chapter 16

**Pre-reading:** Why do you think this part of the book is titled Lope?

**Post-reading:** Why does Sargent drive Wyeth out of the group?

### Chapter 17

**Pre-reading:** Aunt Vi, Payton, and Maya are going to see a tragedy with the wild horses. What do you think it is?

**Post-reading:** What do you think happened to Art and Klee during the capture?

### Chapter 18

**Pre-reading:** Do you think Artemisia and Klee survived the capture?

**Post-reading:** Do you think Artemisia and Klee will continue to survive? How will they do so without a stallion's protection?

### Chapter 19

**Pre-reading:** Is Maya fitting in? Is she happy about Grandpa and Uncle Fig being back at camp?

**Post-reading:** Do you think they will be able to find Artemisia and Klee and bring them back?

### Chapter 20

**Pre-reading:** Why do you think Payton found and put the plastic horse back in Maya's tent?

**Post-reading:** Do you think Maya should have gone after Artemisia and Klee? Are you surprised by Klee's death? How did it make you feel when you read/heard this part of the book?

### Chapter 21

**Pre-reading:** Are the others looking for Maya? Did they survive the earthquake?

**Post-reading:** Do you think Artemisia and Maya will be found? How can she survive in the woods alone? How many nights can they survive?

## Chapter 22

**Pre-reading:** Is Maya being smart with her survival techniques?

**Post-reading:** What is giving Maya strength to continue to survive in the woods alone?

## Chapter 23

**Pre-reading:** What kinds of things can threaten Maya's life in the woods?

**Post-reading:** What does Maya try to eat to survive?

## Chapter 24

**Pre-reading:** How much longer can Maya survive?

**Post-reading:** What finally made Maya mount Artemisia?

## Chapter 25

**Pre-reading:** Where do you think Maya and Artemisia are headed?

**Post-reading:** Where do you think the others are?

## Chapter 26

**Pre-reading:** How did Maya's relationship with Artemisia help her feel closer to her mother?

**Post-reading:** How did Payton save Maya's toy horses from the flood?

## Chapter 27

**Pre-reading:** How has Maya changed since she left her grandmother's home and moved to Wyoming?

**Post-reading:** How did Maya's new family, and the rough conditions of the horse camp, help her grow as a person?

## Chapter 28

**Pre-reading:** Do you think Maya will ride again?

**Post-reading:** What do you think the future holds for Maya?

## Language/Vocabulary

**Ancestors** pg 3: a person from whom one is descended  
**Muzzle** pg 4: the snout of an animal  
**Regimented** pg 16: a large group of people  
**Equidistant** pg 16: occupying a position midway between two ends or sides  
**Persuading** pg 20: to prevail on  
**Luminous** pg 22: radiating or reflecting light  
**Opalescent** pg 22: like an opal  
**Frivolous** pg 26: characterized by lack of seriousness or sense  
**Beckoned** pg 29: to signal or summon  
**Presumptuous** pg 29: Going beyond what is right or proper  
**Diligent** pg 29: constant in effort to accomplish something  
**Entrenched** pg 31: to provide with a trench  
**Excursions** pg 31: a trip by a group of people  
**Wincing** pg 33: to shrink or start involuntarily  
**Mimicking** pg 35: to imitate or copy  
**Seething** pg 39: to be in a state of turmoil  
**Transients** pg 39: not lasting, enduring, or permanent  
**Rummaged** pg 39: to search thoroughly  
**Engorged** pg 46: glut or gorge  
**Contortions** pg 50: to twist, wrench, or bend severely out of shape  
**Accosted** pg 51: to confront boldly  
**Jaunts** pg 58: a short trip or excursion  
**Minuscule** pg 78: very small  
**Nudge** pg 88: to push against gently  
**Excruciating** pg 97: to inflict severe pain on; torture  
**Spotches** pg 103: an irregularly shaped spot  
**Sobering** pg 106: habitually temperate  
**Reluctant** pg 108: unwilling; disinclined  
**Dowel** pg 115: a solid cylindrical rod, usually made of wood, plastic or metal  
**Weaseled** pg 131: to squeeze one's way out of something  
**Hypnotic** pg 138: inducing sleep  
**Swaddling** pg 145: to restrain or restrict  
**Latrine** pg 147: toilet or something used as a toilet  
**Thawp** pg 150: by each of two or more with respect to the other  
**Mutual** pg 157: felt by each  
**Retreating** pg 161: treat again  
**Lucid** pg 167: easily understood  
**Gaze** pg 178: to look steadily and intently  
**Flank** pg 186: the side of the body between ribs and ilium  
**Manifested** pg 190: readily perceived by the eye or the understanding  
**Whimsical** pg 196: determined by, arising from, or marked by whim or caprice  
**Vulnerable** pg 206: that can be wounded or physically injured  
**Pummeling** pg 210: to beat, as with the fists  
**Haphazard** pg 216: without plan or organization  
**Contentment** pg 222: the state of being contented  
**Percolator** pg 226: a type of pot used to brew coffee  
**Quavered** pg 241: to quiver, as from weakness; tremble

## Language/Vocabulary (cont.)

**Entombing** pg 245: to place in or as if in a tomb or grave

**Nickered** pg 247: to make a soft neighing sound characteristic of a horse

**Foraging** pg 250: the act of looking or searching for food or provisions

**Caterwauls** pg 268: to cry or screech like a cat in heat

**Anomalous** pg 269: deviating from the normal or common order, form, or rule

## Indiana Academic Standards

English/Language Arts - 4.1, 4.2, 4.3, 4.4, 4.5, 4.7; 5.1, 5.2, 5.3, 5.4, 5.5, 5.7; 6.1, 6.2, 6.3, 6.4, 6.5, 6.7

Social Studies – 4.1, 4.3; 5.1, 5.3; 6.1, 6.3

Fine Arts: Visual Arts – 4.1, 4.6, 4.7; 5.1, 5.6, 5.7; 6.1, 6.6, 6.7

## Anticipation Statements

<b>BEFORE <u>Agree</u></b>	<b>BEFORE <u>Disagree</u></b>	<b>Paint the Wind By: Pam Munoz Ryan</b>	<b>AFTER <u>Agree</u></b>	<b>AFTER <u>Disagree</u></b>
		Living in the wilderness in a tent is hard work, but fun.		
		Wild horses are intelligent animals.		
		A stallion (male horse) protects a group of wild female horses.		
		A young girl can survive alone in the woods for a week.		
		Wild horses are easy to train.		
		It takes everyone around camp to keep a camp going.		

## Read-Aloud

Chapter 6, pages 55-56 (pg. 55, second paragraph at “*Maya turned to see grandmother...*” and all of page 56.)

Maya’s grandmother woke up acting strangely. During breakfast she falls, hits her head and is knocked unconscious. Maya is vulnerable and scared at what may happen to her grandmother. This passage was chosen because it is vital to the beginning of Maya’s new life she is about to encounter.

Chapter 21, pages 241-242

Maya has decided to go out alone in the woods to look for Artemisia and Klee. Once she reaches Artemisia, she encounters an earthquake. This is the beginning of a tragic ordeal for both Maya and the horse. This passage was chosen because it is the beginning of Maya’s understanding of her mother by developing a relationship with her mother’s horse, Artemisia.

## Read-Alike

If you liked *Paint the Wind*, you may also like...

*A Dangerous Ride* by Mary Newhall Anderson: Ashleigh’s success in the show ring makes her wonder if she still wants to become a jockey someday.

*Esperanza Rising* by Pam Munoz Ryan: Esperanza and her mother are forced to leave their life of wealth and privilege in Mexico to go work in the labor camps of Southern California, where they must adapt to the harsh circumstances facing Mexican farm workers on the eve of the Great Depression.

*Rain Forest Rose* by Terri Farley: After spotting a beautiful elusive pink roan mustang in the forest, Darby overcomes her fears of the dark woods, visits her great-grandmother, and uncovers a secret tragedy that led to a terrible fight between her two best friends.

*Riding Freedom* by Pam Munoz Ryan: A fictionalized account of Charley (Charlotte) Parkhurst who ran away from an orphanage, posed as a boy, moved to California, and fooled everyone by her appearance.

*The Wild One* by Terri Farley: Two years after being thrown by her horse, Blackie, in a near-fatal accident, Sam returns to her family’s ranch and meets a mustang that could be the missing Blackie, or the legendary Phantom, or both.

## Across the Curriculum

### ART

#### Activity:

Individually, students will create a visual representation of a scene from *Paint the Wind*.

#### Supplies:

Pen/pencil  
Art supplies  
Paper

#### Indiana Academic Standards:

Fine Arts: Visual Arts – 4.6, 5.6, 6.6  
English/Language Arts – 4.4, 4.5, 4.7; 5.4, 5.5, 5.7; 6.4, 6.5, 6.7

### WRITING

#### Activity:

Individually, students will write a journal entry in first person as if they were the one stuck in the woods with Artemisia after the earthquake.

#### Supplies:

Pen/pencil  
Paper  
Journals

#### Indiana Academic Standards

English/Language Arts - 4.4, 4.5, 4.7; 5.4, 5.5, 5.7; 6.4, 6.5, 6.7

## Book Activities

**Activity #1** – Students will study the main setting of *Paint the Wind*, the Wyoming wilderness, and how Native Americans lived in the area before modern day. They will write reports on their findings.

Indiana Academic Standards:

English/Language Arts: 4.1, 4.2, 4.3, 4.4, 4.7; 5.1, 5.2, 5.3, 5.4, 5.7; 6.1, 6.2, 6.3, 6.4, 6.7

Social Studies: 4.1, 4.3; 5.1, 5.3; 6.1, 6.3

Procedures:

- 1) Discuss with students the setting of the story, Wyoming, and characteristics of the setting.
- 2) Have students find a partner.
- 3) Using the internet and supplemental library books, students will research which tribes of Native American Indians settled in the Wyoming area.
- 4) Students will write a 2 page hand-written report which will include the following:
  - \*What tribes settled in the area
  - \*Characteristics of the tribes
  - \*Number of tribes
  - \*What the land was like during that time
  - \*How did the tribes use horses
- 5) Following the activity, students may share their reports with the class.
- 6) Reinforce the use of proper grammar, punctuation and capital letters.

Evaluation:

- 1) Students will be evaluated on the reports which should include the kinds of tribes, characteristics of the tribes and the land, number of tribes, and how they used horses
- 2) Work must be free from spelling errors.

**Activity #2** – Students will study various kinds of horses. They will choose a type of horse and write a descriptive piece about the horse and draw a picture of it.

Indiana Academic Standards:

English/Language Arts: 4.1, 4.2, 4.3, 4.4, 4.7; 5.1, 5.2, 5.3, 5.4, 5.7; 6.1, 6.2, 6.3, 6.4, 6.7

Fine Arts: Visual Arts: 4.1, 4.7; 5.1, 5.7; 6.1, 6.7

Procedures:

- 1) Discussion about various types of horses, especially those covered in the book.
- 2) In groups, have students look up the different kinds of horses and report to the class the kinds of horses they found and some of the characteristics of each.
- 3) Individually, students will choose a type of horse and research characteristics about the horse.
- 4) Students will write a descriptive piece (at least 2 paragraphs) describing their horse.
- 5) Once they're finished, they will draw a picture of their horse using the correct characteristics.
- 6) Reinforce the use of proper grammar, punctuation and capital letters.

Evaluation:

- 1) Students will be evaluated on the use of creative words and how visual they can paint a picture with their descriptive words.
- 2) Picture they draw must represent the horse's characteristics.
- 3) Work must be free from grammatical and spelling errors.

## Bibliography

Author's website – Pam Munoz Ryan

<http://www.pammunozryan.com/index.html>

Booktalks

<http://www.booktalks.org/>

Indiana Academic Standards

<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Indianapolis Marion County Public Library

<http://www.imcpl.org/>

Kids Read

<http://www.kidsreads.com/reviews/9780545101769.asp>

L530 Course Website

<http://www.lesliepreddy.com/YHBA/yhba%20index.htm>

Online Writing Lab

[http://owl.english.purdue.edu/handouts/research/r\\_evalsource4.html](http://owl.english.purdue.edu/handouts/research/r_evalsource4.html)

Publisher's website – Scholastic Press

<http://www2.scholastic.com/browse/index.jsp?c=y>

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