

Touching Spirit Bear Helpful Links for Activities

<http://www.benmikaelsen.com/touching-spirit-bear-lesson-plans>

(Author's site, reading guide, lesson plans, vocab activities, webquest activities)

<http://docs.plea.org/pdf/TouchingSpiritBear.pdf>

(90 page novel study)

http://wecanco.org/wp-content/uploads/2012/07/TSBear_lesson_final.pdf

(Lesson ideas on character education, character traits associated with novel)

<http://www.sd72.bc.ca/Programs/aboriginaleducation/Documents/Novel%20Studies/Touching%20Spirit%20Bear.pdf> (Activity ideas)

<http://www.gradesaver.com/touching-spirit-bear/study-guide/themes>

(Themes in the novel)

<http://www.gradesaver.com/touching-spirit-bear/study-guide/quotes>

(Quotes from novel)

<http://www.gradesaver.com/touching-spirit-bear/study-guide/glossary-of-terms>

(Glossary)

<http://www.gradesaver.com/touching-spirit-bear/study-guide/essay-questions>

(Essay Questions)

Review Games:

<https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=387452#.V87ydE0rldU>

(Jeopardy Review Game on Novel)

<https://www.superteachertools.net/speedmatch/speedmatch.php?gamefile=1434654177#.V87yt00rldU> (Review/Matching)

<https://jeopardylabs.com/play/jeopardy-review-for-touching-spirit-bear> (Jeopardy)

Audio version:

[*http://rsibley.weebly.com/touching-spirit-bear-audio---part-i-chapter-1-13.html](http://rsibley.weebly.com/touching-spirit-bear-audio---part-i-chapter-1-13.html)

(Audiobook for chapters 1-13)

[*http://rsibley.weebly.com/touching-spirit-bear-audio---part-ii-chapters-14-28.html](http://rsibley.weebly.com/touching-spirit-bear-audio---part-ii-chapters-14-28.html)

(Audiobook for chapters 14-28)

Project Ideas: http://intersectingart.umn.edu/?document/view_document/29

***Students created an “I am” poem.** - Promotes self-esteem - Promotes confidence - Students think of 7 Sacred Gifts when writing their poem Humility Bravery Respect Honesty Truth

***Play doh activity:** - While Cole was in jail, his parole officer, Garvey brought in a bunch of different ingredients and had him taste each one. He then had him taste them when they were all mixed together. Separate they tasted awful but together they created something wonderful. (If you want to know what it was, read the book!) - The students then experienced the same thing. We brought in various ingredients and had them think about what each could make separately. We then had them mix them together to create Play-Doh. - We used this lesson to teach them about how we can be good at something when we do it ourselves but if we “mix up” our knowledge with someone else's, we might be even better

***Stranded on an island activity:** - Cole was given minimal survival provisions when he was dropped off at the island in Alaska. - Students had to think about what they might need in order to survive on an island by themselves. - We brought students outside and gave them each a paper bag and told them they had to find at least 3 items they could use for survival. - Students had to report on each item that they found and describe how it would help them survive on an island.

***At.oow blanket:** - Began lesson by asking students to figure area and perimeter (in inches) of a given piece of material. - Students got with a partner and first measured perimeter and then area. They reported back to the class and found that squares were relatively the same dimensions. - They were then asked to create an image from the book that came to mind as they were listening. They drew this on paper first. They then used various art media to transfer their design onto the square they were given.

***Totem Pole Activity:** Cole Matthews, the main character, goes on a journey of self-discovery and ends up creating a totem pole to explain what he has learned about himself.

Each of you will create a totem pole about your life. You will select animals that represent your past, present, and future. You should have at least two animals for the past, present, and future. You should use the handout about animal characteristics and meanings to help you decide which animals best represent you. You may find pictures in magazines, the computer, or draw them yourself. The base of the totem pole should represent your past, just like what you have done in the past is the basis for your present and your future. Your future should be represented at the top of the totem pole.

Not only will you create a totem pole, but you will write an explanation that shows us how those animals represent your past, your present, and your future. Your explanation should demonstrate to us what that particular animal represents and how it connects to you. Don't just say "I chose a beaver because beavers are determined and I am determined." Give an example from something in your life that shows a time when you were very determined. You should have a well-written paragraph for the past, present, and future. Your paragraphs should have examples that help the reader see what you are talking about. You should write a rough draft and make sure that you revise and edit your paragraphs before writing your final copy. You may type the paragraphs but it is not required. The writing makes up half of your grade for this project so make sure that you spend some quality time on your writing.

The construction of your totem pole is open to your creativity. You may want to use something like an empty paper towel roll. The actual totem pole is not as important as the thoughts behind it. Make sure that you look over the rubric and see how the points are weighted. You shouldn't spend all of your time constructing an elaborate totem pole and then not spend time on the written part of the assignment. You will share at least one aspect of your totem pole to the class on the day it is due.