

Thunder Rolling In The Mountains



By

Frances Hodgson Burnett

A Novel Study
by Nat Reed

Thunder Rolling in the Mountains

By Scott O'Dell & Elizabeth Hall



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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

Each chapter of the novel study focuses on one or two chapters of *Thunder Rolling in the Mountains* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include the Nez Perce (Ne-mee-poo) people, Chief Joseph, racial prejudice, justice and injustice, tests of endurance, western North America in the 1870s, courage, coming of age, betrayal and the concept of home.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Identification of root words
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Plot Outline for a Sequel
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Create a poem
4. Conduct an interview
5. Complete a KWS Chart
6. Write a book review
7. Complete an Observation Chart

Art Activities

1. Design an Information Card
2. Design a cover for the novel

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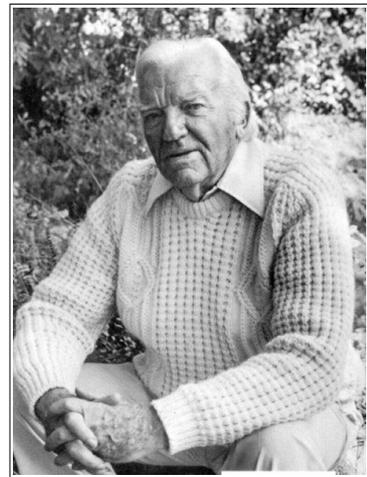
Synopsis

Thunder Rolling in the Mountains is a fictional account of real events, detailing the Ne-mee-poo people's departure from Wallowa in the late nineteenth century and the subsequent persecution they faced by white soldiers in Idaho, Montana, and elsewhere. Told through the eyes of Sound of Running Feet, daughter of a chieftain of the Ne-mee-poo, the novel provides a historically accurate, emotionally-charged rendering of events which contribute to the long legacy of the persecution of indigenous groups by white settlers in North America. Some themes tackled by authors Scott O'Dell and Elizabeth Hall include betrayal, disgrace, and the concept of home. [Courtesy bookrags.com]

Author Biography

Scott O'Dell

Scott O'Dell (1898 – 1989), one of the most respected authors of historical fiction, received the Newbery Medal, three Newbery Honor Awards, and the Hans Christian Anderson Author Medal, the highest international recognition for a body of work by an author of books for young readers. His many books include *Island of the Blue Dolphins*; *Black Star, Bright Dawn*; *Streams in the River, River to the Sea*; and *The Black Pearl*. He was born O'Dell Gabriel Scott in Los Angeles, but when his name appeared incorrectly on a book, he decided to keep the name Scott O'Dell. He served in the air force during World War I. Before becoming a full-time writer he was a cameraman and technical director. **Elizabeth Hall**, Scott's wife completed this unfinished novel upon her husband's untimely death. [Adapted from the publisher.]



Thunder Rolling In The Mountains



By Scott O'Dell & Elizabeth Hall

Name: _____

Thunder Rolling in the Mountains

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Chapter 1



Before you read the chapter:

The **protagonist** of *Thunder Rolling in the Mountains* is Sound of Running Feet, a 14-year-old girl of the Ne-mee-poo (Nez Perce) people who lived in the Willowa Valley of Oregon during the 1870s. What might be the advantage of having a protagonist who lived at this time and place, and what might be a disadvantage?



Vocabulary:

Choose a word from the list to complete each sentence.

travois	mission	cous	juniper
ornament	hillock	chieftain	spur

1. We rode on and left the mountain _____.
2. The gaudy _____ was hanging from her neck for all to see.
3. _____ was an important edible root crop for the people of the Northwest.
4. The old prospector had a _____ beard reaching part way down his chest.
5. He went to the _____ school near the Snake River.
6. The chief rigged up a _____ to transport the wounded man back to camp.
7. Joseph was the honored _____ of the Ne-mee-poo.
8. We picked berries from the _____ tree.

Questions



1. What is the **setting** of the story at the beginning of Chapter One?

2. Many of the Ne-me-poo people of the 1800s did not use watches or calendars to track time and dates. What did the following words mean in terms of time?

sun		moon		snow	
-----	--	------	--	------	--

3. How long had Sound of Running Feet and her friends been away from the village?

4. Why was Sound of Running Feet suspicious of Storm Cloud?

5. Why did Sound of Running Feet object to her people being called Nez Perce?

6. What was Jason Upright's opinion of the Nez Perce? What was your opinion of him?

7. Which word do you think best describes Sound of Running Feet's actions at the end of this chapter? (There's no right answer. Compare your answer to your classmates.)

- a) rash b) brave c) dangerous e) uncalled for

Language Activities



A. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is ... *they (the children) were quiet as mice when an owl is around.* What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) a galloping pony

b) a crackling fire

B. Research: The Nez Perce

The story of the Ne-me-poo (Nez Perce) people of the Pacific West during the 1870s was a very tragic part of American history. Using resources in your school library or on the Internet, research three important facts about the Nez Perce, then create True - False questions from your research. Record these question below to see if you can stump your classmates.



1		True or False
2		True or False
3		True or False

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



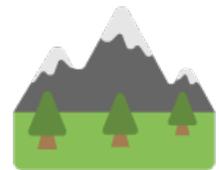
a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first five chapters of *Thunder Rolling in the Mountains*.

Word	Anagram	Clue
trail		Court case.
horse		Bring your bathing suit or fishing rod.
seven		Roll the dice you might get this.
riders		Found in a laundromat.
tribe		A one-year-old might happen to be a ____.
speak		Found among the Rocky Mountains.
aspen		These are quite fragile.

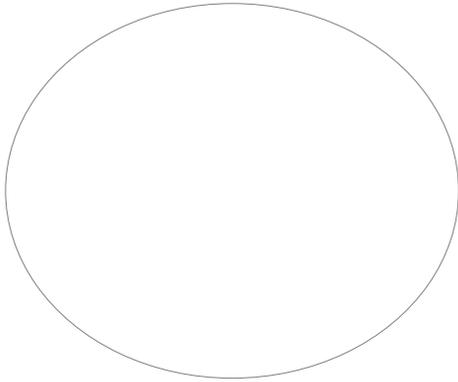
D. Cliffhanger

Chapter One contains an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the authors leave the reader in suspense. What event in this chapter might make the reader wonder if danger may be lurking in Sound of Running Feet's future? Why do you think the authors ended the chapter this way?

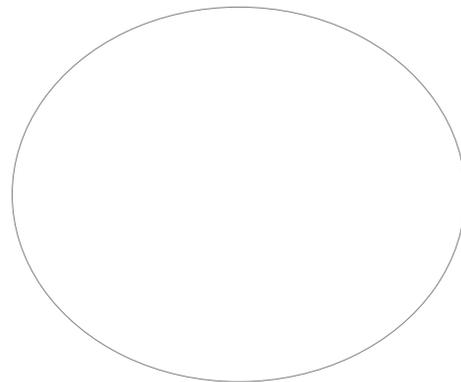


E. 5 Ws and an H.

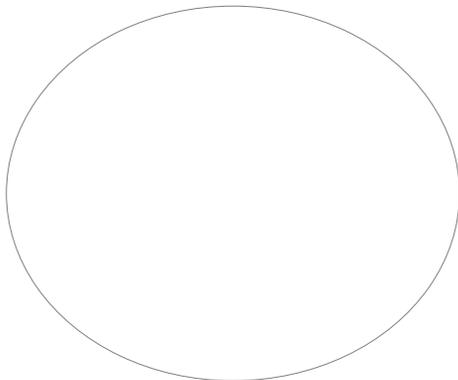
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



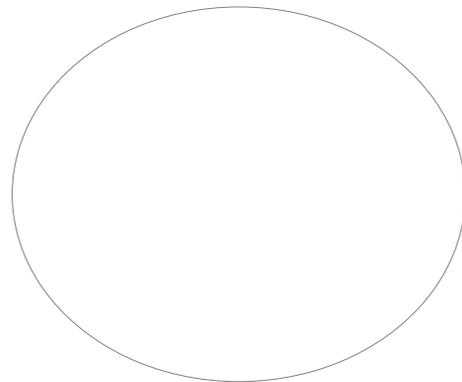
WHO?



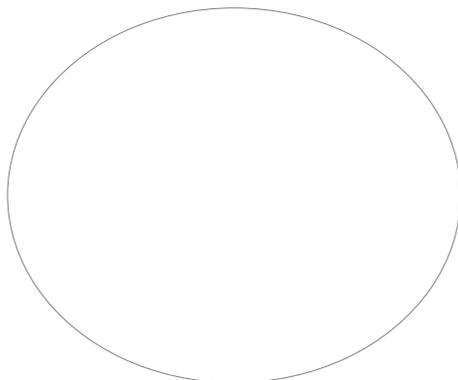
WHAT?



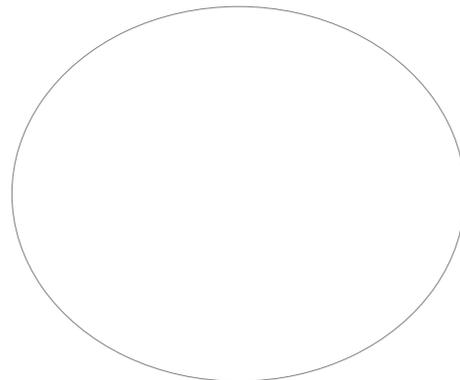
WHEN?



WHERE?



WHY?



HOW?

F. An Acrostic Poem

There are many forms of poetry available to the aspiring poet other than the rhyming poem. An ACROSTIC poem is one example. In an acrostic poem the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem. Here is an example written by the acclaimed poet, Atrocious Halitosis:

The Firefly

Freaky-looking
Itches me when I touch
Restless at night
Early or late
Fearless
Little
Yellowfly



The Acrostic Poem

Now create your own Acrostic Poem on a subject featured in this novel. Your poem must have at least four lines (and doesn't need to rhyme).

Title: _____
