Teacher's Guide

The Legend of the Lady’s Slipper

The Legend of Leelanau

The Legend of Mackinac Island

The Legend of the Petoskey Stone

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1) What does it mean to put the needs of someone else before your own?

2) How would you describe someone who was unselfish?

3) Play the song from the movie Toy Story, “You’ve Got A Friend In Me.” Discuss the lyrics with the class.

4) What is perseverance?

5) What qualities must one have in order to be considered a good friend? Make an adjective list.

6) Brainstorm “friends” from books, movies, and television shows. Why are these characters friends?

7) How do you show that you are a good friend?

8) Have students spend a few minutes writing about friendship. What makes (name of friend) such a good friend? Why are friends important? What is the nicest thing a friend has done for you?
DIRECTIONS: Read through each of the vocabulary words and their definitions. Fill in the blanks of the sentences below with the correct vocabulary word. The sentences can be found in the story The Legend of Mackinac Island, by Kathy-jo Wargin, if you need help.

VOCABULARY

*bobbed (verb)–to move up and down quickly
*bustled (verb)–to move about busily, to move about in a hurry
*chattered (verb)–to talk quickly or continuously
*rustling (verb)–to make a low whispering sound
*twitched (verb)–to make a sudden, quick movement
*weep (verb)–to cry or mourn

SENTENCES TO FILL IN

1) It was filled with the ________________ of waves, the splashing of ducks, and the jumping of quick, silvery fish.

2) While the other animals played, beavers ________________ back and forth, slapping their flat and shiny tails upon the water.

3) The animals ________________ with excitement, and the wise old turtle raised his head and spoke clearly to all of them.

4) He stiffened his back and ________________ his nose, and with a loud slap of the tail, dove deep toward the bottom of the world.

5) Otter ________________ up to the surface several times, each time diving deeper and deeper.

6) Loon, Beaver, and Otter saw the tear slip down the great turtle’s cheek, and began to ________________ softly in the moonlight for the loss of their friend and the hope of a new land.
DIRECTIONS: Each of the following animals played an important part in the story *The Legend of Mackinac Island*, by Kathy-jo Wargin. Match each animal to the role they played. Write the name of the animal on the line provided. Good Luck!

**LOON**
This animal wanted to be the first to try, because she was the most loyal of all creatures, and always willing to prove her devotion.

____________________

**BEAVER**
This animal was the most resourceful and hardest working of all animals.

____________________

**TURTLE**
This animal was the third to attempt the dive. She bobbed up to the surface several times, each time diving deeper and deeper, but she did not succeed.

____________________

**OTTER**
This animal was the smallest and most humble. He succeeded in his attempt to get the soil from the bottom of the world.

____________________

**MUSKRAT**
This animal was the oldest and wisest. He allowed the tired animals to climb on his back to rest in the warm sun. Soil grew on his back.

____________________
DIRECTIONS: What is the name of your closest friend? Write their name vertically on the following sheet of paper (leaving some space in between each letter). Using each letter of their name, think of a word or phrase that begins with that letter (MARY...M=makes great cookies, A=always shares her art supplies, R=responsible, Y=you make me laugh). When you are finished, decorate/color the paper and present the poem to your friend. This is one small way in which you can show someone what a special friend they are to you.
MY FRIEND...
BULLETIN BOARD IDEA
LENDING A HELPING HAND

1) Have each student outline their hands on a piece of colored paper.

2) Ask students to brainstorm caring behaviors.

3) Have each student write a caring behavior they have demonstrated on each of the hands they cut out.

4) Each student should share what they have written, and then display their cut-out hands on the bulletin board.
1) The instructor wears a chef’s hat or an apron as they read out loud a few simple recipes with the class.

2) Review with the class different words used in the recipe (mix, cup, teaspoon, etc.).

3) Have the students think about what makes a caring person. The ideas will be written on the board/chart paper.

4) Supply the students with a recipe card/index card.

5) Ask each student to write out a recipe for a caring person using the list created on the board.

6) Ask the students to write directions for mixing these ingredients.

7) Display the recipes.
**PRE-READING ACTIVITIES**
The Legend of the Petoskey Stone by Kathy-jo Wargin

- Tell of vacation trips to lakes, oceans, and other bodies of water.
- What qualities must great leaders possess?
- What are some titles we give people to show respect? Why is showing respect to these people important?
- What are promises? What kinds of promises do you keep? Is it ever right to break a promise?
- Play a CD or tape of nature sounds (ocean tides, streams, etc.) Have students reflect on an experience at a body of water (lake, ocean, etc.). Ask students to write using sensory details. What do they see, taste, hear, touch, and smell?
DIRECTIONS: Determine whether the following statements from *The Legend of the Petoskey Stone* are TRUE or FALSE. If the statement is correct, write the word TRUE on the line provided. If the statement is incorrect, write the word FALSE on the line provided. As an extra challenge, correct each of the FALSE statements and make them TRUE. Good Luck!

1) Furs would keep Petosegay’s family warm, or be traded for goods. ____________________

2) The Petoskey Stone was round and grayish, with small, smooth lines upon it. ____________________

3) He was named Petosegay because the word meant the rays of the rising sun, or sunbeams of happiness. ____________________

4) Hiram O. Rose quickly became friends with Petosegay and began to call him Chief Petosegay as a sign of respect. ____________________

5) People from far away wanted to visit the little town named after Petosegay. ____________________
LEARNING VOCABULARY

VOCABULARY WORDS AND DEFINITIONS

*coral (noun) – a rock-like material built up under the sea from the skeletons of tiny creatures
*game (noun) – birds or animals hunted for sport
*ripples (noun) – small waves or movements in water
*scoured (verb) – to have passed over quickly by rubbing
*shelter (noun) – a place that gives protection from the weather or safety from danger
*sifting (verb) – separating parts
*snare (noun) – a trap for catching birds or animals

SENTENCES TO FILL IN WITH VOCABULARY WORDS

DIRECTIONS: Please use the vocabulary words from the list above to fill in the sentences from the story The Legend of the Petoskey Stone, by Kathy-jo Wargin.

1) The Ice Age came and went, and as the last glacier began to melt away, it ___________ the earth beneath it, breaking coral into millions of pieces and scattering them throughout northern Michigan.

2) They searched without speaking, ___________ through sand and pulling stones from the bottom of the lake.

3) A father and his son were walking along the beach, stepping where soft stretches of sand flowed into ___________ and rises between dune grass and the waves of Lake Michigan.

4) He set traps and ___________ in the forest, and grew better at the challenge every year.

CREATE SENTENCES USING THE VOCABULARY WORDS

DIRECTIONS: Try creating sentences of your own using the remaining vocabulary words from the list.

1)

2)

3)
The Legend of the Petoskey Stone

SEQUENCING
The Legend of the Petoskey Stone

DIRECTIONS: Below is a list of events from the story The Legend of the Petoskey Stone, by Kathy-jo Wargin. Your job will be to write each event in the box provided in the order that it took place in the story. After you have written the events in order, cut them out. Place the strips on a large piece of paper or poster board for display. Discuss the order with your classmates. As an extra challenge, think of at least five adjectives that describe Petosegay and write them around the outer portions of your display. Good luck!

1) An Ottawa Princess gave birth to a son named Petosegay.

2) As Petosegay grew to manhood, he became such a skillful hunter that in one year, he killed forty bears and sold their hides for a very good price.

3) Petosegay built a log home at the edge of the lake, settling on the shore where the sand rippled in waves among small gray stones.

4) Soon the growing area needed an official name, so one night, several people gathered to choose just the right one. It didn’t take long for everyone to agree that it should be named Petoskey, after Chief Petosegay.

5) Petosegay grew into a young boy who liked to fish and hunt for food.

6) Petosegay married and became a father. He was now a headman, which meant he was third in line in his tribe.

7) Things were beginning to change along the small bay. Pioneers were building homes, farmers were plowing grass into farms, and business people were building lumber mills and stores.
DIRECTIONS:
1) Choose a topic related to citizenship (examples such as community service, freedom, charity, etc.)

2) Choose 3-4 students from the class. This group of students will be given the name of an historical character and a few minutes to brainstorm as to how they will talk about the character without giving away the identity of the character.

3) Have one of the students in the group begin the speech. Stop that student mid-sentence. Have the next student continue, until all of the students in the group have spoken.

4) Have the remaining students in the class guess the name of the historical character portrayed.

5) Discuss as a class the importance of the historical person portrayed and their contributions to society.
DIRECTIONS: Pretend that the principal of your school has asked you to create a billboard for the area in which you live. This billboard will be set up in an area near your school. The billboard needs to display information and artwork around the theme of citizenship. When you are finished, share with your peers and discuss what your billboard represents.
Ask students to gather in a circle. Have a variety of rocks/stones to pass around to the students. Each student must think of one word to describe the rock/stone without repeating what peers have already announced in the circle. See how many times the stone can go around the circle without a description being repeated. This activity will allow students to practice using descriptive language (adjective use) and aid in pre-writing activities.
Petosegay’s father gave him his name because it meant “the rays of the rising sun, or sunbeams of promise.” What does your name mean? Research any part of your name (first, middle, or last) and write about its meaning. Learn if this name suits you.

MY NAME____________________________________________________

MY NAME MEANS

__________________________________________________________________________________________

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WHAT I LEARNED ABOUT MY NAME’S MEANING AND MY PERSONALITY
COLLECTING FAMILY STORIES

Family stories are about the people, places, and special events related to the members of our family. Many times, these stories are shared at simple family gatherings. These stories are special remembrances about people in our family histories. When you are at your next family gathering, take time to tell stories about yourself and your family. Record these stories either on paper or by tape recorder.

DIRECTIONS: Set up an “interview” with a family member. Bring plenty of paper and pencils. Bringing a video camera or tape recorder (with permission) may be a helpful tool as well! Prepare a variety of questions for the person you will be interviewing. It may be helpful to prepare these questions beforehand to give to the person you will be interviewing. This may allow your interview to be more productive and informational. When you finish, put the gathered information into a collection of stories to share with other family members, and most importantly to save for generations to come!

Your interview questions may include such topics related to these main topics:

1) **PLACES TO REMEMBER** (homes, schools, vacations, etc.)

2) **PEOPLE TO REMEMBER** (grandparents, neighbors, teachers, coaches, etc.)

3) **LIFE EVENTS** (births, weddings, deaths, immigrations, military service, holidays, work, etc.)

4) **SPECIAL OBJECTS** (photographs, recipes, jewelry, heirlooms, etc.)

5) **TRANSITIONS** (new homes, graduations, marriages, births, etc.)
Pre-reading and Background Building Activities

The Legend of the Lady’s Slipper

Anticipation Questions

Ask the following questions and discuss responses before reading The Legend of the Lady’s Slipper.

1. Would you like to be named Running Flower or Spinning Feather?
2. Is everyone responsible for taking care of the Earth?
3. Have you ever been sick with a bad cough and high fever? What was it like? Did you have to take medicine?
4. Is it dangerous to be outside in very cold weather for too long?
5. Can you think of something or someone who always makes you smile?

Seasons of the Year

Draw a picture of your favorite activity for each season of the year and write a short summary to describe your picture.

Endangered Species

Ask students to name endangered species and write responses on a chart. After several responses, add lady’s slipper to the list. Discuss how plants, along with animals, are affected by urban and agriculture development. Inform students that even though the lady’s slipper is a perennial, collecting the flower alone may be enough to kill the plant, and transplanting a lady’s slipper is rarely successful.

Share Experiences

Share cold weather experiences. Discuss seeing your breath in the cold air. How does it feel to walk against a cold wind? What do you do to keep warm during the winter? Does it bother you to be cold?
Directions
Choose a word from the box that best completes each sentence.

1. We heard a loud ________________ when Harry hit his thumb with the hammer.

2. After staying up late with her sick baby, Samantha’s mother ________________ walked to the kitchen.

3. Out of ________________, Rachel tried to fix the broken vase by gluing together the pieces.

4. The young ________________ braided the hair of her friends.

5. Out of respect for my ________________, I did not interrupt their conversation.
Sequence the events of *The Legend of the Lady’s Slipper*. Number the items one through seven in the order the events took place in the story.

______ The chief from the distant village gave Running Flower a special pouch from the medicine man.

______ One winter, many people in Running Flower’s village became very ill.

______ During the night, Running Flower ran to get medicine from the village on the other side of the forest.

______ The women of the village wrapped fur lined with pink beads and quills on Running Flower’s frozen feet.

______ The beautiful fur wrappings turned into slippers made of magnificent blossoms.

______ Running Flower returned to her village with the medicine, then collapsed to the ground.

______ Flowers blossomed after the soul of Running Flower as she made her way through the forest one last time.
Seeing a beautiful Lady’s Slipper may remind you of Running Flower’s sacrifice and love. What flower represents you? It is a bright yellow sunflower? A fragrant red rose? How about a buttercup, a daffodil, a daisy, a tulip, or a water lily?

**Directions**

Provide students with construction paper, glue, and scissors. Instruct students to create the flower that best represents them. Make a basket out of brown construction paper and arrange each student’s flower in the basket. Allow students to share their reasons and thoughts about the flower they chose to represent who they are.
The Legend of the Lady’s Slipper

MOCCASIN  RUNNING FLOWER  SMILE
WINTER  SPRING  DRUMS
BLOSSOMS  MEDICINE  BRAVE
COLD  EAGLE FEATHERS  MAIDEN

S M A R C O L G E S P R I S E B I
O M W R B A B R A V E E E P A N A
R S I C S C B O D W A F N R G P L
G B N L S M O S L I M I S C L R O
F E T F E R U N T N S R M E E L T
E A E U T B F O A N D O A Y F S A
N G R C K R A N L V O E B B E F O
C K R T F W H G S I N A M E A V M
W I N T P R U H R I H R N F T L O
A C F R S G S D C F N B O H N S
N O V R U N N I N G F L O W E R S
T R U N W D D J I N O N E R S L
M L O I L E I C J R N S E T S V S
E B F B M A I D E N E S S R S L O I
N P O H N O U N D E P O N G L T L
D F L A G W C G A S E M D E C T B
R R C B K I T C T R E S M O C C O
U S I S P R O N A E A N L B V S D
M T S P R I N G G S R F I N T N V
S O I F O R N S P S I M E D I Y E
L H E I G C O L D R Y N K R S M O
G R B L O C H I E A G L S M O S T
Circle the words that describe Running Flower.

- brave
- respectful
- timid
- thoughtful
- quick
- mean
- courageous
- mischievous
- selfish
- unruly
- loving
- good listener

If you could ask Running Flower two questions, what would they be?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write about one thing that made Running Flower smile?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Pre-reading and Background Building Activities

The Legend of Leelanau

Anticipation Questions

Ask the following questions and discuss responses before reading The Legend of Leelanau.

1. Is it okay to play mischievous tricks, such as tying your friend’s shoelaces together?
2. Do you think exploring an unknown path in the forest is fun and exciting?
3. Do you think your parents should arrange your marriage?
4. Is it easy to resist something you would like to have or something you want to do?
5. Have you ever been having so much fun playing that time seemed to pass very fast?

Illustration Preview

Preview the book cover and illustrations throughout the story. Write a list of questions generated from each illustration.

Sound of Tinkling Bells

Provide each student with a small bell to ring or tie a small bell on their shoestring. Allow students to run and play outside/playground. Before returning to the classroom, instruct students to listen to the sounds of nature, such as birds singing or the wind blowing through the trees.

Pukwudjininee Classroom Mischief

Create your own pukwudjininee mischief! Remove all the chalk from the chalkboard tray and pretend to be surprised. “Oh my, the chalk has disappeared!” Could fairies have paid a visit to your room? Place a small bowl of raspberries on your desk and again question if the fairies are responsible. Continue silly mishaps throughout the day and place the blame on the mischievous pukwudjininees!

An Antler Bed

The Pukwudjininees slept in the antlers of resting deer. Use your imagination and search for other items in your classroom that might be useful for a tiny fairy.
Directions
Choose a word from the box that best completes each sentence.

1. Sam will be wearing a tuxedo at the wedding ________________ .

2. The young ________________ wore a beautiful white dress.

3. My ________________ uncle put a fake bug in my soup.

4. The rules state that we are ________________ to chew gum in school.

5. Many people believe that Walt Disney World is a world of magic and ________________ .
The Legend of Leelanau

Sequence the events of *The Legend of Leelanau*. Number the items one through six in the order the events took place in the story.

1. After a day of playing with the Pukwudjininees, Leelinau’s disappointed parents decided it was time for her to marry.

2. Leelinau was drawn to the Spirit Wood and enjoyed playing and spending time there.

3. Leelinau’s parents warned her of the Pukwudjininees and forbid her to return to the Spirit Wood.

4. Leelinau chose to run away with the Pukwudjininees and remain a little girl forever.

5. Leelinau could not resist the temptation of the Spirit Wood and ignored her parents and their warning.

6. Leelinau went to the Spirit Wood one last time before she was to be married.
The Joy of Childhood

Directions: Compare your childhood to the childhood of an adult. List your childhood favorites and the childhood favorites of your Mom, Dad, Grandma, or Grandpa.

My Favorite Toy ____________________________
Your Favorite Toy __________________________

My Favorite Food ____________________________
Your Favorite Food __________________________

My Favorite Candy __________________________
Your Favorite Candy _________________________

My Favorite Book ____________________________
Your Favorite Book __________________________

My Favorite Game ____________________________
Your Favorite Game __________________________

My Favorite Song ____________________________
Your Favorite Song __________________________
Word Search

The Legend of Leelanau

LEELINAU       SPIRIT WOOD       FAIRIES
PUKWUDJININEES       ENCHANTMENT       MISCHIEVOUS
LAUGHTER       SPELL       DISOBEY
MARRIAGE       CHILDHOOD       BELS

Do you enjoy searching for fairies? If so, return to the word search and look for the word PUKWUDJININEES two more times!
The poetry passages of *The Legend of Leelanau* by Kathy-jo Wargin are delightful for students to read again and again. Strengthen your students’ love of reading by trying these choral verse ideas.

**Echo Response**
The teacher reads the first stanza and the students recite the lines in the same tempo and mood.

**Unison Response**
The teacher and the students read the entire section in unison.

**Small Group Response**
Place students in small groups and assign each group a stanza.

**Normal to Soft Response**
Begin choral reading in a normal voice level and slowly lower volume to a soft, whisper voice after each stanza.

**Echo Response**
The teacher reads the first stanza and the students recite the lines in the same tempo and mood.

**Solo Parts**
Assign solo parts with group response.

**Boys/Girls Response**
Assign boys and girls separate sections.
ANSWER KEY

ACTION-PACKED VOCABULARY
1. rustling  2. bustled  3. chattered  4. twitched  5. bobbed  6. weep

ROLE-PLAYING
1. loon  2. beaver  3. otter  4. muskrat  5. turtle

TRUE OR FALSE
1. true  2. true  3. false  4. true  5. true

LEARNING VOCABULARY
1. scoured  2. sifting  3. ripples  4. snares

SEQUENCING
1. An Ottawa Princess gave birth to a son named Petosegay.
5. Petosegay grew into a young boy who liked to fish and hunt for food.
2. As Petosegay grew to manhood, he became such a skillful hunter that in one year, he killed forty bears and sold their hides for a very good price.
6. Petosegay married and became a father. He was now a headman, which meant he was third in line in his tribe.
3. Petosegay built a log home at the edge of the lake, settling on the shore where the sand rippled in waves among small gray stones.
7. Things were beginning to change along the small bay. Pioneers were building homes, farmers were plowing grass into farms, and business people were building lumber mills and stores.
4. Soon the growing area needed an official name, so one night, several people gathered to choose just the right one. It didn’t take long for everyone to agree that it should be named Petoskey, after Chief Petosegay.

LEGEND OF THE LADY’S SLIPPER VOCABULARY
1. wail  2. wearily  3. desperation  4. maiden  5. elders

THE LEGEND OF THE LADY’S SLIPPER SEQUENCING
___3___ The chief from the distant village gave Running Flower a special pouch from the medicine man.
___1___ One winter, many people in Running Flower’s village became very ill.
___2___ During the night, Running Flower ran to get medicine from the village on the other side of the forest.
___5___ The women of the village wrapped fur lined with pink beads and quills on Running Flower’s frozen feet.
___6___ The beautiful fur wrappings turned into slippers made of magnificent blossoms.
___4___ Running Flower returned to her village with the medicine, then collapsed to the ground.
___7___ Flowers blossomed after the soul of Running Flower as she made her way through the forest one last time.

RUNNING FLOWER
brave, respectful, thoughtful, quick, courageous, loving, good listener

THE LEGEND OF LEELANAU VOCABULARY
1. ceremony  2. maiden  3. mischievous  4. forbidden  5. enchantment
The Legend of Leelanau Sequencing

4 After a day of playing with the Pukwudjininee, Leelinau’s disappointed parents decided it was time for her to marry.

1 Leelinau was drawn to the Spirit Wood and enjoyed playing and spending time there.

2 Leelinau’s parents warned her of the Pukwudjininee and forbid her to return to the Spirit Wood.

3 Leelinau could not resist the temptation of the Spirit Wood and ignored her parents and their warning.

5 Leelinau went to the Spirit Wood one last time before she was to be married.

6 Leelinau chose to run away with the Pukwudjininee and remain a little girl forever.

The Legend of the Lady’s Slipper Word Search

The Legend of Leelanau

MAR CAR O GL E S P R I S E B I
O M W R B A H R A V R E E P A N A
R S I C S C B D W A F N R G P L
G B N E S M O S L I M I S C L R O
F E T F R U N T N S R M E E L T
E A E U T B F O A N D O A Y F S A
N G R C K R A N L V O E B B F E O
C K R T F W H G S I N A M E A V M
W I N T P R U H R J H R N F T L O
A C F R S G S D C F N B O N H N S
N O V R U N N I N G F L O W E R S
T T R U N W D J I N O N E R L S
M L O I L E I C J R N S E T S V S
E B F B M A I D E N E S R S L O I
N P O H N Q U N D E P O N G L T L
D F L A G W C G A S E M D E C T B
R R C B K I T C T R E S M O C C O
U S I S P R O N A E A N L B V S D
M T S P R I N G S R F I N T N V
S O I F O R N S P S I M E D I Y E
L H E I G C O E D R Y N K R S M O
G R B L O C H I E A G L S M O S T

The Legend of Leelanau