

## School Program Kelly Milner Halls

**Program Title:** In Search of Sasquatch....a quest

**Introduction/Purpose of Program:** Using the book In Search of Sasquatch by Kelly Milner Halls, students will experience a variety of non-fiction text and media to determine whether or not this cryptid really exists.

### **TEKS (8th grade ELA TEKS used, but lesson is appropriate for all middle school grade levels)**

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
- (B) explain whether facts included in an argument are used for or against an issue;
- (C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and
- (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

- (A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and
- (B) identify simply faulty reasoning used in persuasive texts;

(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- (A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and
- (B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) explain messages conveyed in various forms of media;
- (B) recognize how various techniques influence viewers' emotions;
- (C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and
- (D) analyze various digital media venues for levels of formality and informality.

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;

(B) follow and give oral instructions that include multiple action steps; and

(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

### **Detailed Description of Program:**

All cryptids, but particularly Sasquatch, or Bigfoot, have long been a fascination for humans. Do they exist? Could they possibly be real? In this lesson, students will work in small groups using a variety of non-fiction texts, video, and other media to explore the possibility of their existence. Students will then make a determination on the existence of these creatures and create a write-up, giving evidentiary support for their decision.

Begin by having students already grouped ---3 or 4 per group works well, if at all possible, when they come into the library.

Depending upon your technology situation and your students, you may choose to do this as a whole-class activity. If this is the case, then the librarian will go through all the links attached to the Sasquatch

Thinglink with the students and discuss briefly/take questions from the groups. Students are taking notes (individually or with an assigned member as Scribe) on what links specifically they would like to spend more time doing further study. If students are working in independent groups, each group of students will either need an iPad with access to the Thinglink, or computers so they can go through the links together.

Students will go through all the links, making notations of evidence and discuss their findings among the group members. Members should attempt to come to a consensus regarding whether or not they believe Bigfoot exists, Bigfoot could possible exist, or there is no way Bigfoot could exist. A paragraph explaining their decision, along with the evidence that supports it should be written up on the Bigfoot Decision sheet.

Group members present their paragraph to the group.

### **Program Related Books to Display or Book Talk:**

In Search of Sasquatch by Kelly Milner Halls

Mythical Beasts by Doug Marx, ISBN: 156065046X, c1991

Bigfoot and other mysterious creatures by John Townsend, ISBN: 9780778737902, c2009

Tales of the cryptids: mysterious creatures that may or may not exist by Kelly Milner Halls, Rick Spears and Roxanne Young, ISBN: 9781581960495, c2006

Searching for Bigfoot by Stewart Cowley, c2012

Into the Woods (Bigfoot Boy series, book 1) by J. Torres and Faith Erin Hicks  
c2012 (GRAPHIC NOVEL)

Cryptid Hunters by Roland Smith c2005 (and the sequels) (FICTION)

Any other books or other media you have in your library holdings that deal with cryptids will work beautifully.

**List of Supplies:**

iPads, or computers (media portion can be completed either whole class or small groups depending upon what technology you have available and the needs of your students). Speakers are necessary for some video clips. The two sheets attached (In Search of Sasquatch...a quest, and Bigfoot Decision)

**Incentives:** If you have access to a Bigfoot costume, it can be fun for students to get paid a visit by Bigfoot and have the opportunity to take photos

**Resources (print and electronic):**

All links are gathered together on this Thinglink:

<http://www.thinglink.com/scene/444124087434870785>

In search of Sasquatch.docx

Sasquatch Decision.docx

Interview with Texas man who says he shot Bigfoot...

<http://kfor.com/2014/01/13/texas-man-says-killed-bigfoot-has-body-and-pictures-to-prove-it/>