

**Book Title:** *Ancient Thunder*

**Author and Illustrator:** Leo Yerxa

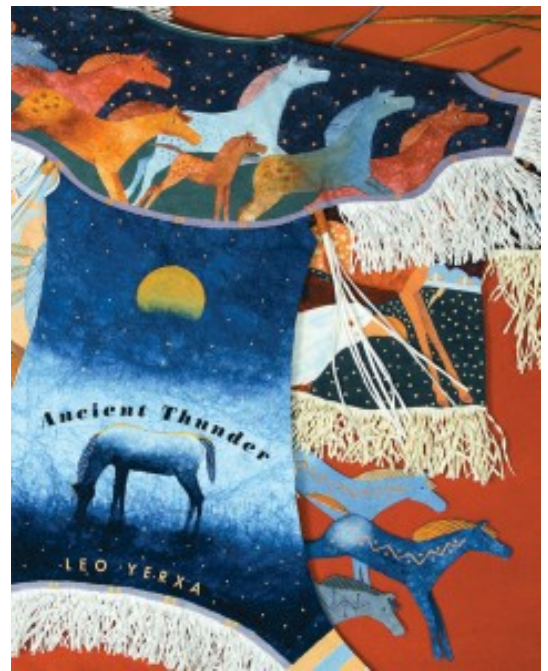
**Annotation:** This wonderfully lyric text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art (collage). A must have for teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background

**Concepts at a Glance:** Horses, poetry, plains peoples.

**Text Set on Poetry:** I shall wait and wait, Ocean's child (Ford), For the Children (Joe), Arctic Dreams (Gerber), Buffalo

**Links to making paper:**

<http://www.wipapercouncil.org/makepaper.htm>



**Projects, Ideas and Activities:**

1. Read for enjoyment
2. Turn this poem into a dance with drum beats
3. The author/artist uses many different kinds of paper in his illustrations. Follow the link, or Google how to make paper. Make some!
4. Have students choose an animal of your own on which to write a poem. This would be an excellent opportunity to teach description, the use of figurative language etc. You can use this frame for the actual poem:  
First line: When (month)  
Second line: To \_\_\_\_\_ (part of animal moving)  
Third line: When (time of day)  
Fourth line: Description of movement  
Fifth line: Where moving—doing what---  
Sixth line: simile for movement  
Seventh line: different movement  
Eighth line: end of the movement
5. Share the poems with the class. Select one or two lines that everyone loves and use them as the basis of a paper collage a la Leo Yerxa.
6. Set the poem to music and perform it.

## Ancient Thunder – Curricular Links

### Music Skill: Moving

- ✚ (7) Improvise movements to poems, stories and songs.-Grades 2-6
- ✚ (9) Through movement show awareness of changes in tempo, dynamics and mood.

### Music Skill: Playing Instruments

- ✚ (7) Accompany songs, stories and poems with appropriate instrumental effects. K-6

### Art Level One: Reflection

- ✚ **Component 1- Analysis (C):** Natural forms have different surface qualities in colour, texture and tone.
- ✚ **Component 3-Appreciation (A)** Art takes different forms depending on the materials and techniques used. (C) An artwork tells something about its subject matter and the artist who made it.

### Art Level One: Depiction -Component 4-Main forms and Proportions

- ✚ (C) Shapes can be make using different procedures; e.g., cutting, drawing, tearing, stitching.
- ✚ (D) Animals and plants can be represented in terms of their proportions.

### Art Level Three: Expression

- ✚ **Component 10-Media and Techniques (E):** Decorate fabric with more complex stitching techniques than previous level, including variations of cross-stitch, featherstitch, daisy stitch. Continue to use collage, braiding, and tie-dying techniques from previous grades.

### English Language Arts

#### 1.1 Discover and Explore-Experiment with language and form

- ✚ (4) Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts.
- ✚ (9) Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts.

#### 1.2 Clarify and Extend: Extend Understanding

- ✚ (2) Find more information about new ideas and topics.
- ✚ (4) Explore ways to find additional ideas and information to extend understanding.
- ✚ (4) Retell events of stories in another form or medium.

#### 2.1 Use Strategies and Cues: Use prior knowledge

- ✚ (K) Connect oral language with print and pictures.
- ✚ (3) Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letter, pictionaries, and junior dictionaries, are organized, and use them to construct and confirm meaning.
- ✚ (8) Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

#### 2.4 Create Original Text: Elaborate on Expression of ideas

- ✚ (2) Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.

✚ (3) Use sentence variety to link ideas and create impressions on familiar audiences.

✚ (6) Use literary devices such as imagery and figurative language to create particular effects.