

Interdisciplinary Ideas

LANGUAGE ARTS

1. Working in small groups, perform part of the story as a play. Make copies of the five pages of text beginning with the story within the story (the scene where the tribe is sitting around a fire). Choose parts (boy, old man, mother and tribesmen) and read their conversations. Have a narrator read the connecting story lines.
2. Find examples of similes in the story such as "as blue as" or "as bright as." Write your own similes describing something in nature.
3. Bring a small bead or stone to class. Use your imagination to write an adventure story set in prehistoric times. Incorporate your bead or stone in a cover illustration.

SOCIAL STUDIES

1. Find out about the Anasazi Indians. With a partner take notes about their way of life, locations and migrations. Write a research paper. (Keywords: Native Americans, Anasazi)
2. Research an inventor, explorer, astronaut or artist. Take notes about challenges the person faced and how he or she persevered. Report to your class.

SCIENCE

1. Locate cave dwellings or their replicas in the USA. (Keyword: cave dwellings)
2. Find out about current technologies that help us learn about prehistoric people.

ART

1. Look at the watercolor illustrations in the book. Using earthtone watercolors, paint a scene set in the southwest.
2. Look at the illustrations depicting daily activities. Make a class mural of the tribe, using paint or chalk on brown wrapping paper.

One Small Blue Bead

Byrd Baylor
1965
New York: Atheneum (Simon & Schuster)

HOPE

Native American
Fiction

Reading Time: 12 minutes

CONCEPTS

Hope
Courage
Respect

SUMMARY

This powerful narrative poem set in prehistoric times tells the story of a boy's dreams about what the world may hold. An old man shares the boy's vision and agrees to go in search of other groups of people. In his absence, the boy does the old man's work and waits hopefully for his return. Ronald Himler's strong watercolors enhance the sensitivity of the story while illustrating details of prehistoric life.

OBJECTIVE

The student will be able to define and discuss hope, courage and respect as they apply to the story. The student will gain insights into dreams and visions that motivate people to expand their knowledge of humanity and the universe.

After the Story

One Small Blue Bead

DISCUSSION

1. What was the boy's dream? Explain obstacles he faced. What responsibilities did he assume to make his hope a reality?
2. Why did the boy's tribe have to leave the cave? If the story had turned out differently and the old man hadn't returned, do you think the boy would have given up hope of finding other tribes? Why or why not?
3. What kinds of work did the boy do? How did the boy grow and mature during the time the old man was away?
4. How is hope related to action? Who believed in the boy? Who believes in you?

ACTIVITIES

1. Find the Four Corners area of the United States on the world map and place a story pin. Which four states meet in this area? Research Native American historical sites found here and create a poster or bulletin board.
2. With a partner, list famous explorers, inventors or artists who didn't give up hope even when they were criticized or discouraged by others. Make another list of character traits you think these famous people might have possessed. Share with your class, giving explanations for why you chose those attributes.

JOURNAL

1. Write a paragraph about your visions or dreams for the future.
2. Write a personal narrative about your relationship with an older person who listens to your ideas and encourages you. This person may be a relative, neighbor or teacher.

HOME CONNECTION

1. Ask if anyone in your family has had to wait a long time for a hope or dream to be realized. What was the dream? What obstacles were involved? What actions (if any) did they take? Ask permission to share with your class.
2. Discuss hopes for yourself and for each other.

VOCABULARY

lair
wary
clambered

mammoth
bison
boulders