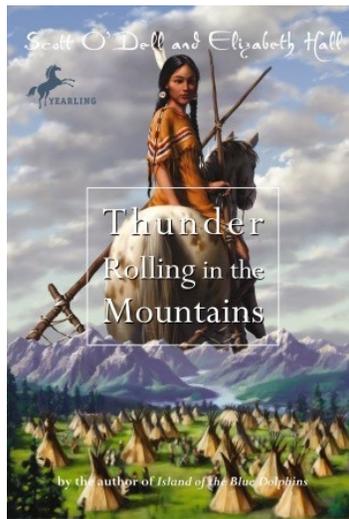


# Thunder Rolling In The Mountains



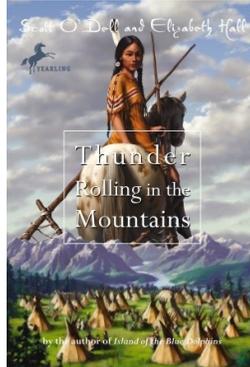
By

Scott O'Dell & Elizabeth Hall

A Novel Study  
by Nat Reed

# Thunder Rolling in the Mountains

By Scott O'Dell & Elizabeth Hall



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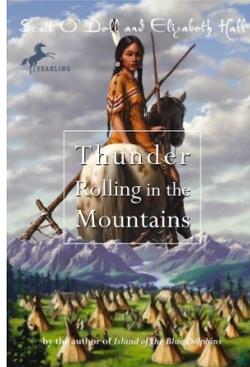
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**About the authors:** Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine of these years. He is the author of the novel for Young Readers, *Mystery at Red Marsh Lake* (Marshall Cavendish Editions, 2019), available on [www.amazon.com](http://www.amazon.com). For more information on his work and literature, please visit [www.reedpublications.org](http://www.reedpublications.org) and [www.novelstudies.org](http://www.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.

# Thunder Rolling in the Mountains

*By Scott O'Dell & Elizabeth Hall*

## 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

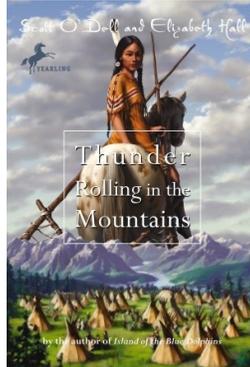
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

# Thunder Rolling in the Mountains

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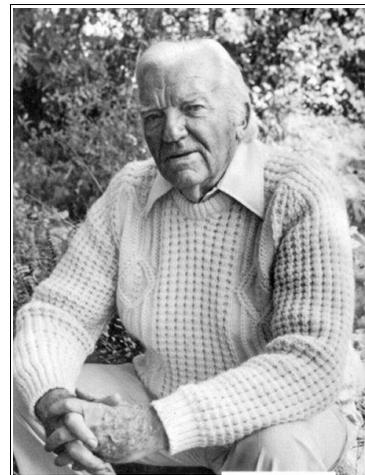
## Synopsis

***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

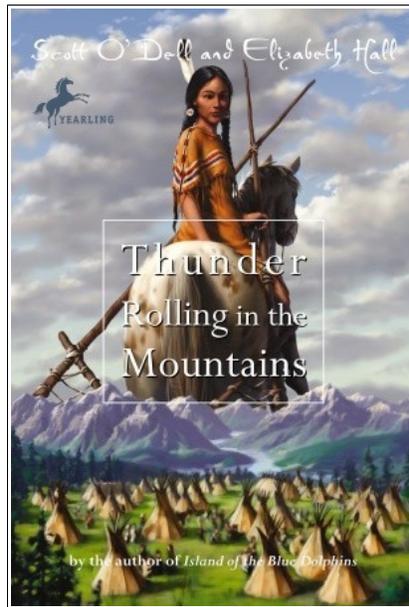
*Scott O'Dell*

**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

*By Scott O'Dell & Elizabeth Hall*

## 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 Wallowa 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? Why?


7. Which word do you think best describes Sound of Running Feet's actions at the end of this chapter? (There is really 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		<b>True or False</b>
2		<b>True or False</b>
3		<b>True or False</b>

## 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:

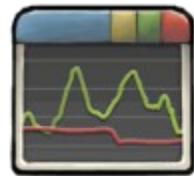
a) read the clue in the right-hand column.

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?



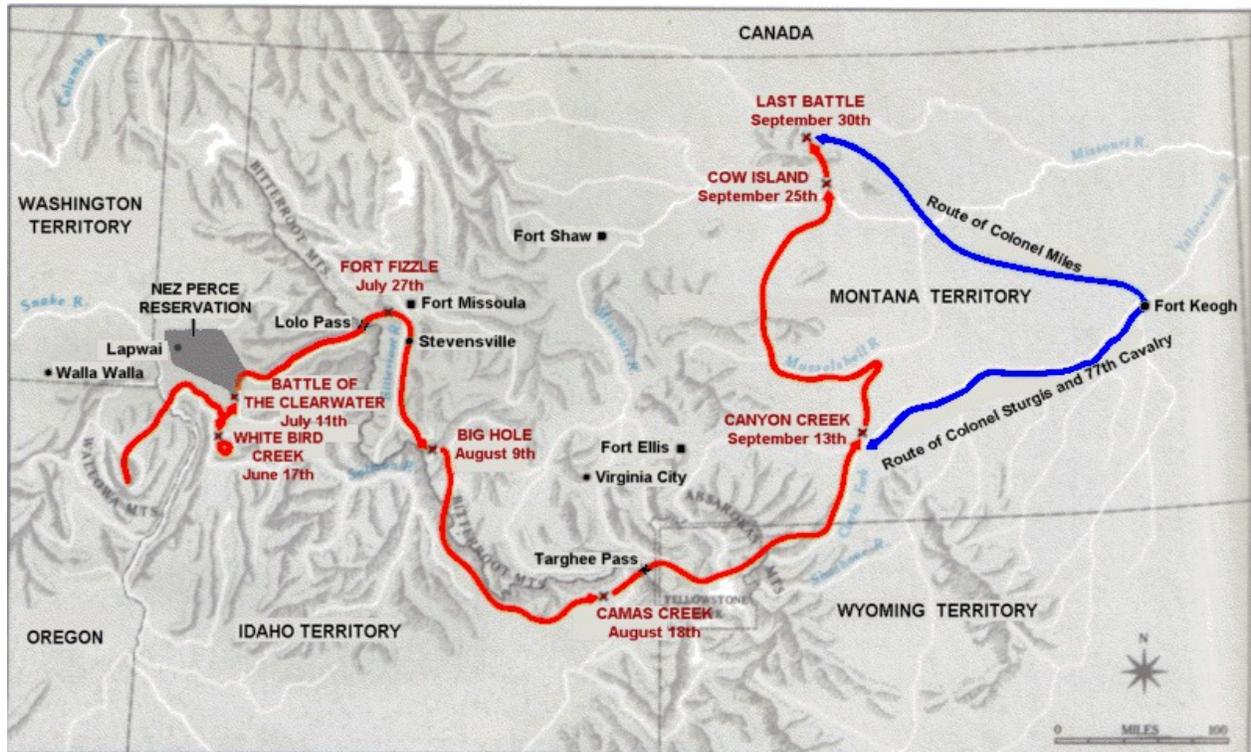

# Extension Activity

## A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of the first chapter.

Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding:

# A Map of the Nez Perce Migration of 1877.



You may wish to return to this map from time to time to check on the location of the different events recorded in this historical novel.