



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Brightly of the Grand Canyon

Marguerite Henry

READ, WRITE, THINK, DISCUSS AND CONNECT

Brightly of the Grand Canyon

Marguerite Henry

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, comparing
and contrasting, evaluating,
analyzing details

Comprehension

Predicting, sequencing,
cause/effect, inference,
problem solving and
decision making, comparing
information from more than
one source

Literary Elements

Foreshadowing, simile,
dialect, setting, conflict

Listening/Speaking

Drama, storytelling,
discussion

Vocabulary

Analogies, word roots,
context, synonyms/
antonyms, prefixes/suffixes

Brighty's serious wound. After a rescue team blasted through the snow, the sheriff arrested Jake and the men laid a weakened Brighty on a toboggan to be pulled into town by Jake Irons. Revived by the fresh air and his newfound freedom, Brighty found the strength for a high, joyous bray.

About the Author

Marguerite Henry has been called the “poet laureate of horses” (May Hill Arbuthnot in *Children's Reading in the Home*, Scott Foresman, 1969). Although she wrote many, many books on a variety of topics—including animal stories about dogs and foxes, and pictured geographies about countries around the world—she is best known for her award-winning books about legendary horses. She was awarded the Newbery Medal in 1949 for *Justin Morgan Had a Horse* and the Newbery Honor Award in 1967 for *Misty of Chincoteague*. Like her other horse stories, *Brighty of the Grand Canyon* has been praised for the careful research, lively story, true-to-life animal heroes, and memorable people it presents.

Media adaptations of several of Henry's stories have been made, including a 1966 Paragon Productions film of *Brighty of the Grand Canyon*. In her Newbery Medal Award acceptance paper, the author talked about trying always “to write a book that you can crawl into as snugly as you do into your own bed, a book about which you can say, ‘This is mine. It fits around me. I fit into it. It fits under and over and around me. It warms me. It is mine, mine, mine!’” (*Newbery Medal Books: 1922-1955*, Horn Book, 1955).

Initiating Activities

Choose one or more of the following prereading activities to help students connect their background knowledge with the events and themes they will meet in *Brighty of the Grand Canyon*.

1. Discussion Topics and Questions

Donkeys: What do you know about donkeys? What do they look like? What do they eat? How do they behave? Would you want one for a pet?

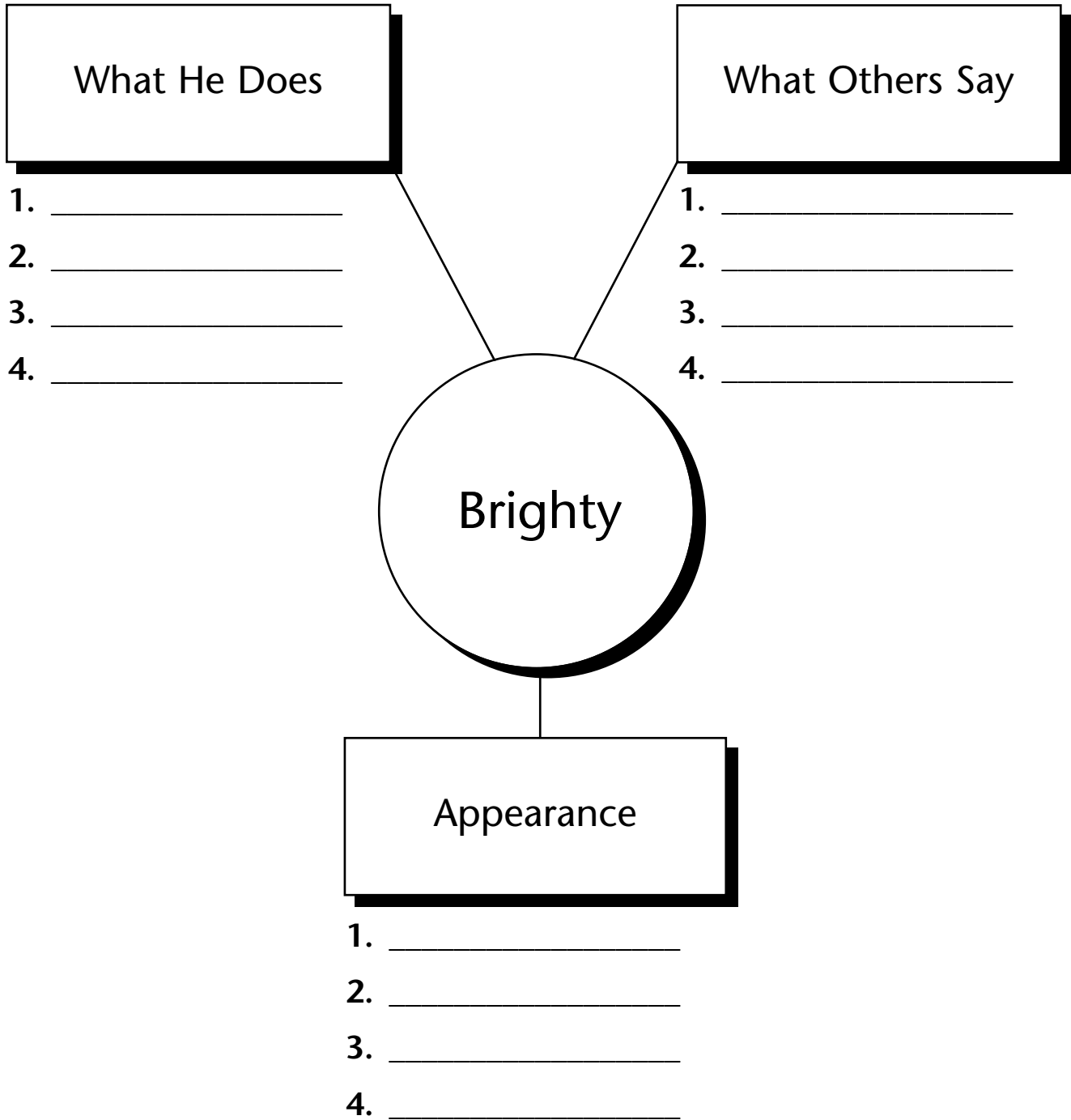
Animal Stories: What animal stories have you read where animals act like people? Do people treat their pets like people? How similar are pets and people, really? Have you ever known or heard of animals who can sing? feel lonely? laugh? show sympathy? play games? figure out solutions? dream? remember? worry? feel grateful?

The Grand Canyon: What do you know about the Grand Canyon? Where is it? How was it formed? What is its history?

Marguerite Henry: Have you read any other books by Marguerite Henry, such as *Misty of Chincoteague* or *Stormy, Misty's Foal*? What sorts of stories did she write?

Attribute Web

The attribute web below will help you gather clues the author provides about Brighty in *Brighty of the Grand Canyon*. Fill in the blanks with words and phrases which tell how Brighty acts and looks, as well as what others say about the burro.



Chapters 5–8, pages 38-60

Vocabulary

recesses 38	posse 38	testily 39	hammock 40
corroborate 40	absently 41	hobble 41	fetlocks 42
silt 42	desolate 42	discharge 43	expectant 43
buck 44	pungence 44	ouzel 44	meekness 47
cataracts 48	lasso 48	raucous 48	mesquite 49
monotonously 50	loafing 51	detours 52	resolutely 52
beckoning 52	cascade 52	vermillion 52	abyss 52
pell-mell 54	loped 56	dulcet 57	grotto 57
rapier 58	flailing 58		

Vocabulary Activity

Have students make up individual vocabulary cards that connect the target word and its definition with something or someone from the student’s personal experience or observation—as well as with Brighty’s experience.

For example, if “raucous” happens to describe a party the student attended over the weekend, the student’s card might look like the one below.

raucous <i>target word</i>	Brighty’s hee-haw <i>Brighty’s experience</i>
	Mark’s birthday party <i>personal experience</i>
	loud, boisterous <i>definition</i>

Discussion Questions

1. Why does the sheriff have to cross the river? (*to get back to the state’s attorney’s office and report the crime*) What options does he have? (*get into the swinging cage, use the collapsible boat he found under the cliff*) Why doesn’t he swing over in the cage? (*He gets dizzy easily.*)
2. Why does the sheriff want Brighty along? (*He wants the men to take turns riding the burro up the canyon wall.*) How does Brighty refuse to cooperate? (*He allows himself to be hobbled, then bounds away, freeing himself from the hobbles just as the sheriff is about to put the wire around him and drag him across the river.*) Why doesn’t Brighty cooperate? (*Uncle Jim says the burro never crosses the river.*) How can you tell that Uncle Jim isn’t angry with Brighty when Brighty escapes? (*He cheers him on.*)

-
3. Why does the sheriff want Uncle Jim along? (*Uncle Jim knows the prospector's sister; the sheriff wants him to corroborate the story.*) What other plans does Uncle Jim have? (*He is going to lead a lion hunt to be attended by Teddy Roosevelt.*) Do you think Uncle Jim ends up going with the sheriff?
 4. Why is Brighty happy to see the red-bearded man and Joe? (*He does want some company and enjoys human food.*) Why are they happy to see him? (*They need help carrying their cameras and equipment.*) Why does the red-bearded one compare Brighty to a "little gray mouse" (p. 45)? Is he right? (*He makes the mistake of thinking that Brighty is walking into a trap and will work for them.*)
 5. How is Brighty "having fun" in the picture on page 48? (*He enjoys fooling the men by kicking their pack into the bushes.*) Which seems stronger—his need for freedom, or his need for companionship? (*He often opts for freedom after periods of cooperating with men.*) Which is stronger in you?
 6. Why does Brighty return to the Old Timer's camp? (*Maybe he misses the Old Timer.*) How is he "like a man in ambush" (p. 50)? (*He secretly watches Jake Irons enter and exit the mine; maybe Brighty plans revenge.*) What do you suppose he is thinking?
 7. Where does Brighty usually spend the winter? Why? (*He usually stays for eight months in the canyon because it is protected from the snow that falls up on the rim.*) Where is Brighty's "summer home"? (*in the Kaibab Forest on the North Rim*) Trace his route on the map (p. 11). What pleasure does he enjoy along the way? (*taking a shower under Ribbon Falls*)
 8. Why does Brighty choose this particular cave as a resting place—what words suggest that the cave is a comforting, safe place? (*"clean, clear water...bed of ferns to lie in...quicksilvered...like a tired child come home at last to his own bed"*) What sounds do you imagine as Brighty falls asleep? (*dripping of water, rush of doves' wings, Brighty's breathing*) What words suggest that the cave is a dangerous place? (*"ghost-white tree...mountain lion slinking..."*)
 9. What is "The Fight in the Cave" (p. 56, chapter title)? (*A mountain lion attacks Brighty.*) What is Brighty's fighting strategy? (*He tries to shake free, then rolls over on the cougar in the water and drowns him.*) Do you think this could happen? What else could he have done?
 10. **Prediction:** How badly hurt is Brighty? Will he make it to Uncle Jim's? Will his wounds heal?

Writing Activity

Create a "wanted poster" for the prospector's killer. Include pertinent details about the murder—who was killed, where, when, how—and any information about the killer you have gathered during your search—his probable whereabouts, habits, etc.

Geography

Find Flagstaff (p. 39) on a map of Arizona.