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Another World

In Chapter VI, Billy describes the sights, sounds, and tastes of Tahlequah for his eagerly listening family. This was his first time ever to see a town, and he was overwhelmed by all that he saw and felt. The town was teeming with people, the schoolyard overflowing with kids, and the streets full of those who stared, laughed, or teased. It was another world for him. He decided he never wanted to live in this other world after the experiences he had in Tahlequah.

Suppose the times have changed, but Billy has not. It is the time in which you live, and Billy has come to your town to get his coon pups. He still has the “country” look, and still is awed by the town.

Look at the town you the in from Billy’s point of view. As you do, answer the questions below.

Where would he go to pick up his pups? _____

Would people in your town stare at Billy? Why? _____

What would he think of the law enforcement officers in your town? _____

Which store in your town would amaze Billy most? Why? _____

What would Billy have purchased for his family in your town? _____

What thing about your town would strike Billy as the most unusual? _____

What would he like most about your school’s yard? _____

On the back of this paper, describe the following “modern” things through Billy’s eyes:

| | | | | |
|--------------|-------------|---------------|-------|------------|
| television | pollution | diesel trucks | pizza | hairstyles |
| tennis shoes | video games | elevators | malls | skydiving |

Would children in your town make fun of Billy because he is different from them? _____ If so, how? _____

Would you make fun of Billy? _____ Explain your answer on the back of this paper.

Would Billy want to come back to your town? _____ Why or why not? _____

Paw Prints

For this hands-on project, your students will need to be divided into groups of two, three, or four. There must be an even number of groups. These groups will remain the same for the cooperative learning activity described on page 22.

Provide modeling clay for each group. You or your students may make it according to these directions or use a favorite recipe of your own.

Ingredients

- $\frac{1}{2}$ cup (125mL) water
- 2 tablespoons (30 mL) vegetable oil
- 1 cup (250mL) salt
- 1 $\frac{1}{2}$ cups (375 mL) flour
- food coloring (optional)

Directions:

Pour oil into water.

Add rest of ingredients.

Mix all ingredients together with hands.

Knead on a table.

Store the dough in the refrigerator until you are ready to use it.

Each group will use the modeling clay to make a complete set of front and hind raccoon feet. Use the patterns on this page to shape the feet. Add contouring for “toe” and “finger” curves and toothpicks for the claws. Let your models dry. Once they are dry, use the feet you have made for the activity described on page 22.

left forefoot



right forefoot



left hind foot



right hind foot

