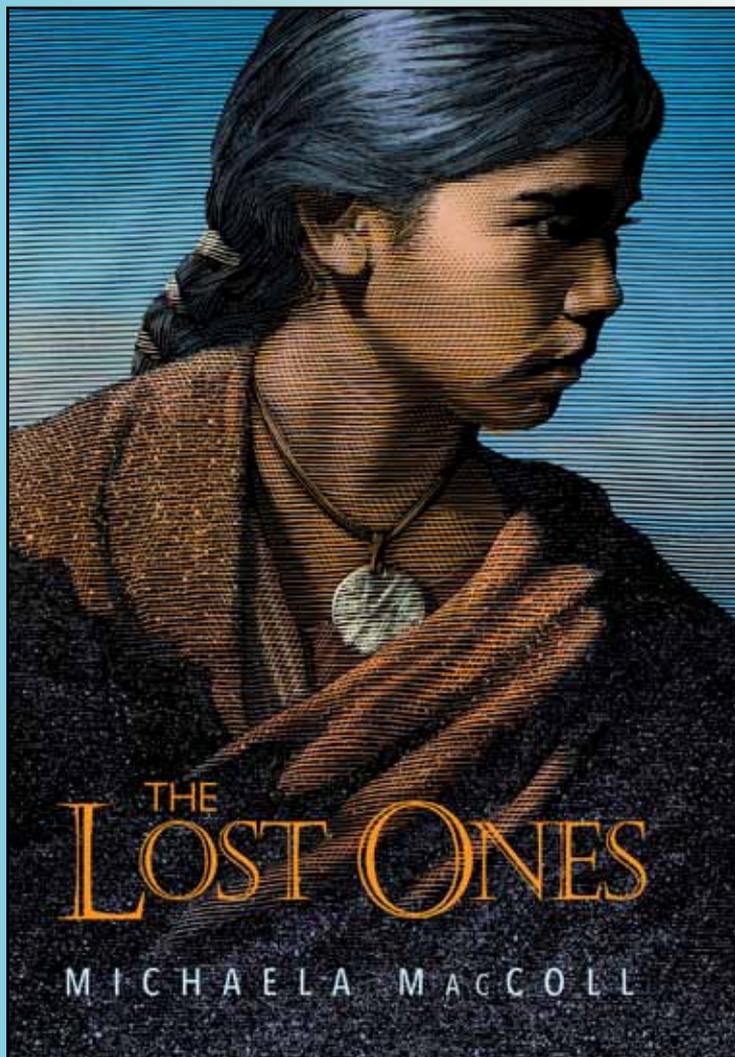


Educator's Guide



CALKINS CREEK



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COMMON CORE ABBREVIATIONS USED IN THIS GUIDE:

RI—Reading: Informational Text

RL—Reading: Literature

SL—Speaking and Listening

W—Writing

In *The Lost Ones*, Michaela MacColl tells the story of Casita, a young girl from the Ndé, or Lipan Apache, tribe. Her idyllic life is shattered when American troops attack her village in Mexico, kill her mother, and take her and her brother, Jack, against their will to Texas.

In the latest addition to the Hidden Histories series, MacColl reveals that Casita and Jack were real children who were “torn away from their Lipan Apache family during a massacre in the 1870s” (page 235). While parts of their story are lost to time, MacColl reconstructs some of Jack and Casita’s journey from their home in Mexico to Fort Clark in Texas. Eventually, they were sent to the Carlisle Indian Industrial School in Pennsylvania.

Students will be inspired by Casita’s courage, and they will also gain an understanding of what life was like for a Ndé child. This guide is designed to enhance their reading of the book and to encourage them to learn more about Indian culture and the treatment of Indians at the hands of the United States government.

PRE-READING QUESTIONS

What is historical fiction?

Examine the Castro Family Crest at the beginning of the book. What do those symbols mean? Why do you think the Castro family created the crest?

DISCUSSION QUESTIONS

Who was Casita looking for at the start of the book? How does that person acknowledge her? What did you learn about Casita from the first two pages of the story?

(RL 5.1)

What is the Changing Woman ceremony? How does Casita feel about it?
(RL 5.4 and 5.1)

Casita hears horse hooves and thinks it is her father returning home. Who is actually headed toward her village?

(RL 5.1)

Casita is injured badly when her village is raided by the US Cavalry. What happened to Casita’s mother and her brother, Jack? What does the cavalry do to her village?

(RL 5.1)

Caleb, a soldier in the cavalry, looted a necklace that belonged to Casita’s mother. Why was the necklace special to Casita’s mother? When Casita manages to get the necklace back from the soldier, what does she do with it? Why?

(RL 5.1)

The soldiers are exhausted, but they won’t stop to rest on their way back to Fort Clark. Why are they hurrying? Why does Casita lose hope when they reach the Texas side of the Rio Grande?

(RL 5.1)

How is Casita able to understand what the soldiers are saying? How does she use her knowledge of English to her advantage?

(RL 5.1)

Who is Mrs. Smith? What are Casita’s first impressions of her?

(RL 5.1)

While Casita is recuperating in the hospital, she overhears a soldier talking to the doctor about sending her to the reservation at Fort Gibson. What does Casita think of reservations? What did her mother think of reservations?

(RL 5.1)

Why does Casita decide to reveal that she speaks English to Mrs. Smith? What is she hoping Mrs. Smith can do for her?

(RL 5.1)

Casita and Jack come to live with Mollie Smith and her husband, Charles, but it isn’t easy for them to adjust to the ways of the *Indaa*. What is the

misunderstanding that takes place on their first night with the Smiths?
Why does Mollie light the stove for Jack and Casita?
(RL 5.1)

The rest of Casita and Jack’s tribe who were captured during the raid are taken away from Fort Clark and forced to travel 650 miles to a reservation. Why does Casita agree to watch them leave? How does she feel about her choice as she watches the rest of her tribe being exiled?
(RL 5.1)

“Compared to the Ndé, the Indaa lived easy. Even though she guiltily remembered how her mother hated matches, Casita loved the convenience of them” (page 111). As Casita gets more comfortable living with the Smiths, how does she feel about the Indaa ways? Does Jack feel differently?
(RL 5.1 and 5.3)

Mrs. Smith works with Jack and Casita to teach them to read and write. Why does Casita think it’s important for her to learn the language of the Indaa? How does Jack feel about school? What does Casita like to do with the ink and the paper Mrs. Smith gives her?
(RL 5.4 and 5.1)

Casita eavesdrops on a conversation between the Smiths. Why is Casita worried about what she overhears?
(RL 5.1)

Where does Jack sneak off to every day? What does he do there? What happens when Charles finds out?
(RL 5.1)

Casita tries to avoid Caleb. Why? After Jack gets the best of Caleb, what does Caleb reveal to Casita? What does Casita think of Caleb’s revelation?
(RL 5.1)

Three years after the raid, Casita and Jack have settled into their lives at Fort Clark. What happens to upset their tranquil life with the Smiths? Why does Casita compare what’s happening to her now with what happened to her three years ago?
(RL 5.1 and 5.2)

On the first part of their journey east, Casita and Jack travel to San Antonio, Texas. Describe how Casita reacts to the bustling city. What gift

does Charles get for Mollie? What do Casita and Jack think of the train?
(RL 5.1)

On the train, Casita sits next to a girl named Lenna: “The little girl was a stranger to Casita, but it felt like her family had returned to her” (page 167). Why does Lenna feel like family to Casita?
(RL 5.1)

Who is Eyota? Why is she on the train with Casita and Jack? How does she feel about Casita and her appearance?
(RL 5.1)

On her first evening at the Carlisle Indian Industrial School, Casita breaks the rules and uses the Ndé language to ask an older student named Hazel to tell her the truth about the school. What does Hazel tell her? What does Hazel show her?
(RL 5.1)

Casita wrote several letters to Mollie, but never received any response. Why? What does she do to help Eyota get a letter to her father?
(RL 5.1)

After Eyota falls ill, Casita makes up her mind to try to cure her. How does she plan to do this? How do other students at the school help Casita?
(RL 5.1 and 5.2)

CURRICULUM CONNECTIONS

“Mollie was a good teacher, but she needed every drop of patience as she tried to explain the mysteries of a written language. None of the Apache bands wrote down their language” (page 113). Read the book’s dedication page, and then read the book’s afterword. Who is Daniel Castro Romero Jr.? What is an oral history? Why are oral histories important? In the Further Reading section, the author shares a link to a video featuring Romero ([youtube.com/watch?v=_I4jF22bXeA](https://www.youtube.com/watch?v=_I4jF22bXeA)). How does watching this documentary add to your understanding of the story?
(RL 5.1 and SL 5.4)

“The Ndé changed their habits in the summer: they woke up earlier and napped in the afternoon” (page 118). Why do you think the US Cavalry

didn't adjust its habits in the awful summer heat? Do you think they should have?

(SL 5.4)

After they arrive at the Carlisle Indian Industrial School, Casita is assigned to a room with Lenna and Eyota. A teacher, Miss Burgess, allows them to share a room only because she thinks they are from different tribes. She also explains that they must only speak English and changes Casita's name.

What do you think are the goals of the Carlisle School?

(SL 5.4)

Casita notices many similarities between life at the Carlisle School and life at Fort Clark. What are the similarities?

(SL 5.4)

EXTRA CREDIT

Casita's mother refers to the Comanche tribe as the "enemy." Who were the Comanche Indians? Where did they live? How was their way of life different from the Lipan Apache? In the book, Seminole Scouts worked for the US Cavalry. The author also refers to the Mescalero and Lakota tribes. How many different tribes were there in North America in the 1800s? Research two different tribes and write an essay comparing and contrasting them.

(RI 5.9 and W 5.7)

Mrs. Smith is a Quaker. What beliefs do Quakers hold dear? How does Mrs. Smith's faith affect her treatment of Casita and Jack? The Quakers played an important role in the early days of the United States. Find out more about William Penn, a Quaker who founded Pennsylvania, and the peace treaties Quakers signed with Native American tribes.

(RI 5.4 and RL 5.1)

In the story, Mrs. Smith says, "I met my husband at Gettysburg while he was recuperating" (page 57). What was she doing at Gettysburg? Why do you think her husband was recuperating? Find out more about the historic event that happened at Gettysburg in the 1860s.

(RL 5.1 and RI 5.7)

The students at the school help Casita recreate the Changing Woman ceremony. Many other tribes held special ceremonies. For example, the Hopi had a Snake ceremony every August, and Plains tribes (like the Dakota and Blackfeet) held Sun Dance ceremonies in the summer. What were some of the rites of the Changing Woman ceremony? Choose another tribe and examine a ceremony that was important to that tribe's traditions.

(RL 5.1 and RI 5.7)

FURTHER READING

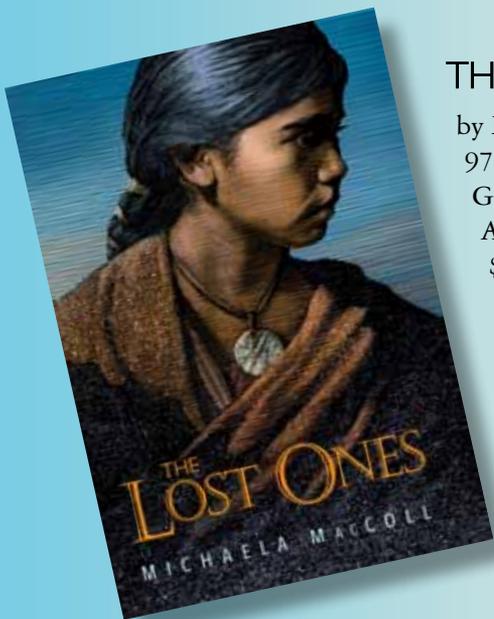
At the end of the book, the author lists some resources for further study, including an autobiography written by a student at the Carlisle School. Here are some additional reading suggestions:

HISTORICAL FICTION

- The Birchbark House series by Louise Erdrich
- *Children of the Longhouse* by Joseph Bruchac

NONFICTION

- *Amazing Native American History* by Liz Sonneborn
- *Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian*
- *People of the Southwest* by Linda Thompson



THE LOST ONES

by Michaela MacColl

978-1-62091-625-4

Grades 4–7

Ages 9–12

\$17.95 U.S. / \$23.50 CAN

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For the complete Common Core State Standards, visit corestandards.org/ELA-literacy.

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