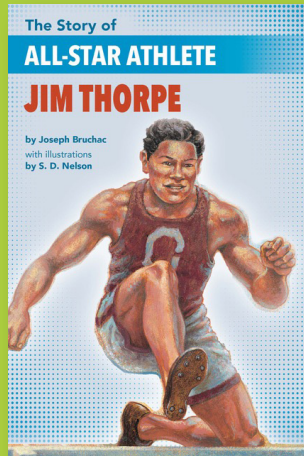


## TEACHER'S GUIDE



LEE & LOW BOOKS

## The Story of All-Star Athlete Jim Thorpe

written by Joseph Bruchac, illustrated by S. D. Nelson

### About the Book

Genre: Nonfiction Biography

\*Reading Level: Grade 5

Interest Level: Grades 4–8

Guided Reading Level: W

Accelerated Reader® Level/  
Points: N/A

Lexile™ Measure: N/A

\*Reading level based on the ATOS  
Readability Formula

**Themes:** Biography/Memoir, Childhood Experiences and Memories, Coping with Death, Dreams & Aspirations, Education, Environment/Nature, Families, History, Nonfiction, Optimism/Enthusiasm, Overcoming Obstacles, Siblings, United States History, Native American Interest

### SYNOPSIS

Jim Thorpe's parents knew he was special from the day he was born. He developed his athletic skills early on, playing outdoors and hunting with his father and brother. But when Jim was sent away to Indian boarding schools, he was confined to stiff uniforms and strict rules. While he struggled in academics, he always excelled in sports. As Jim moved from school to school over the years, overcoming family tragedies, he always remembered the encouragement of his brother and the words of his father—that the white man's knowledge was necessary for him and his people to survive.

*The Story of All-Star Athlete Jim Thorpe* is a fresh look at a world-renowned champion and allows the reader to meet the person behind the celebrated athlete.



## BACKGROUND

### The Story Of Series

*The Story of All-Star Athlete Jim Thorpe* is part of LEE & LOW’s *Story Of* series. Every title in our *Story Of* chapter book line introduces independent readers to a diverse historical figure with a powerful life story. All books in this series include informative sidebars, highlighted vocabulary words, a timeline, a glossary, photographs and images with captions and labels, a bibliography with complete sources, and recommended reading.

### Nonfiction Text Features

*The Story of All-Star Athlete Jim Thorpe* has different nonfiction text features that readers need to be aware of. The chart below lists the nonfiction features that readers will find. Consider printing or enlarging this chart for students to refer to in your classroom or library.

See the section titled, “Nonfiction Text Features: *The Story of All-Star Athlete Jim Thorpe*” for details on how to teach these features with specific information in the book.

Types of Print	Words that are darker are called <b>bold</b> and words that are slanted are called <i>italics</i> , which point out specific information.
Sidebar	Additional information about a person, time period, or subject that is helpful to understand the story.
Table of Contents	A list of the book’s sections that says what information is in the book.
Timeline	A lists of the dates and years when events happened.
Glossary	An alphabetical list of vocabulary words mentioned in the book and their definitions, located in the back of the book.
Captions	A line underneath a photograph or image that describes what’s in the picture.
Text Sources	A list of the books, images, photographs, and other forms of information that the author used to write the story.
Title	The name of the chapter (that’s usually larger in size and in a different font) that describes the text and information that follows.
Label	A word that tells the name of the part of the photograph or image.
Key	A guide to understanding the symbols within a photograph or image.

## Additional LEE & LOW titles in The Story Of series:

***The Story of Movie Star Anna May Wong*** written by Paula Yoo, illustrated by Ling Wang  
<https://www.leeandlow.com/books/the-story-of-movie-star-anna-may-wong>

***The Story of Tennis Champion Arthur Ashe*** written by Crystal Hubbard, illustrated by Kevin Belford  
<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>

***The Story of Olympic Swimmer Duke Kahanamoku*** written by Ellie Crow, illustrated by Richard Waldrep  
<https://www.leeandlow.com/books/the-story-of-olympic-swimmer-duke-kahanamoku>

***The Story of Trailblazing Actor Ira Aldridge*** written by Glenda Armand, illustrated by Floyd Cooper  
<https://www.leeandlow.com/books/the-story-of-trailbazing-actor-ira-aldrige>

***The Story of World War II Hero Irena Sendler*** written by Marcia Vaughan, illustrated by Ron Mazellan  
<https://www.leeandlow.com/books/the-story-of-world-war-ii-hero-irena-sendler>

***The Story of Civil Rights Hero John Lewis*** written by Jim Haskins & Kathleen Benson, illustrated by Aaron Boyd  
<https://www.leeandlow.com/books/the-story-of-civil-rights-hero-john-lewis>

***The Story of Car Engineer Soichiro Honda*** written by Mark Weston, illustrated by Katie Yamasaki  
<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>

***The Story of Banker of the People Muhammad Yunus*** written by Paula Yoo, illustrated by Jamel Akib  
<https://www.leeandlow.com/books/the-story-of-banker-of-the-people-muhammad-yunus>



## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

### Content Specific

North Canadian River, Oklahoma, Potawatomi, Sac and Fox Nation, Watho-huck, prairies, bow, trap, catfish, confederacy, the Sauk and Mesquakie, clan, nation, manifest destiny, Black Hawk War, reservation, Keokuk, plains tribes, Treaty of 1842, Kansas-Nebraska Act, Indian Agency, Agency Boarding School, Chief Black Hawk, dormitory, military discipline, arithmetic, hereditary civil, medicine man, medicine bundle, Tecumseh, Shawnee, intertribal, War of 1812, White Cloud, Winnebago, Kickapoo, Black Hawk War, Menominee, Winnebago, Sioux, US Major Isaiah Stillman, cavalry, militiamen, junction, Bad Axe River, envoy, President Andrew Jackson, epidemics, measles, whooping cough, Haskell Institute, bugle call, manual training, football, track, Chauncy Archiquette, soccer, rugby, Intercollegiate Football Association, Walter Camp, line of scrimmage, strategist, body blocking, three-point stance, Big Ten, Intercollegiate Athletic Association, National Collegiate Athletic Association, Garden Grove, electricity, Carlisle Indian School, charges, "Indian Problem," vocational training, manual labor, steam heat, the Outing System, Ivy League, savages, Bureau of Indian Education, foreman, scrub football, gauntlet, lacrosse, handball, All American, pentathlon, decathlon, laurel wreath, disclosure, amateur, Canton Bulldogs, American Professional Football Association, National Football League, New York Giants, Oorang Indians, National Congress of American Indians

### Academic

roamed, endurance, policy, resistance, conclusion, resented, dwindled, relocation, dishonest, allied, misadventure, hopeless, makeshift, mythology, resistance, sanitation, influenza, fatal, inconsolable, chaotic, standardize, embracing, innovations, technique, outlawed, embracing, grieved, recruiter, seize, artificial, conclusion, fraternity, privilege, radical, pursue, passionately, patronizing, ethnocentric, regimented, acquired, abandoned, barracks, drab, penalties, meted, prestigious, institutions, assimilated, desert, self-assured, varsity, snickered, discourage, newcomer, foray, excel, deceiving, publicity, coup, eloquent, restored, reversed

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What does it mean to be homesick? How do you feel when you're homesick? Have students identify what makes home special and what actions they took when feeling homesick.
  2. Ask students what they know about boarding schools. What images come to their mind when they hear the term? Have students ever learned about Indian boarding schools before? How is that image different from the first one they thought of?
  3. What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
  4. What does it mean to stand up for what's right? What are some instances in history where people had to stand up for what they believe in even though they encountered adversity and opposition?
  5. If applicable and knowing the students in your classroom, begin a conversation about culturally responsive language when referring to Native people. Make a guideline on chart paper with definitions and terms so that students can refer to it during discussion. This can be done at any point during engagement with the book. Write terms on the board or on chart paper so students can be reminded of what is appropriate to mention in discussion. Consider consulting the National Museum of the American Indian's Framework for Essential Understandings about American Indians (<https://americanindian.si.edu/nk360/pdf/NMAI-Essential-Understandings.pdf>). The Native terminology listed below comes from the National American Indian Education Association. (<http://www.niea.org/nieaflipbook/mobile/index.html#p=7>)
- Let students know that American Indians are indigenous, meaning they were the first people to inhabit this land.



- There are 567 federally-recognized tribal nations within the United States, each with their own distinct culture, traditions, and language.
- Tribal affiliation is important to Native peoples and should be the primary descriptor when referencing a particular culture or people. For example, Simon J. Ortiz is an Acoma writer.
- The term “tribe” is often used as a general descriptor for individual indigenous communities. Groups in various regions of the United States use other terms in lieu of tribe, including “nation,” “band,” “Rancheria,” “pueblo,” and “village.”
- American Indian (or Alaskan Native) is a term used in federal government policy and research to refer specifically to indigenous peoples of the United States. Some Native people prefer to use this term.
- The term Native also can be used to describe indigenous peoples from the United States but is used more generally in official and non-official documents. The word Native can be used as a descriptor, for example, Native lands, Native people, Native heritage, Native traditions.
- The term First Nations or First Peoples can also be used to describe the Indigenous population in Canada.

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *The Story of All-Star Athlete Jim Thorpe*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. **Read Joseph Bruchac and S. D. Nelson’s Biographies:** Read about Joseph Bruchac and S. D. Nelson on the back page of the book.
3. Encourage students to stop and jot in their reading notebooks during the read-aloud when

they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.

4. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how the different boarding schools affected Jim and treated Native students and their families and communities
- how Jim dealt with homesickness at school and overcame tragedy
- how loved ones can help in times of stress and need
- the implications of Native children being sent to boarding schools and their devastating and detrimental long-lasting effects
- how the United States government was responsible for the atrocities inflicted upon Native children after being forced to attend boarding schools
- how Jim demonstrated persistence and courage in the face of racism, prejudice, and heartbreak
- how Jim channeled his drive and dedication through the sports he loved
- why Jim Thorpe’s legacy is inspirational today

Encourage students to consider why the author, Joseph Bruchac, would want to share with young people this story about Jim Thorpe and his determination to overcome tragedy and obstacles in his way to become one of the greatest athletes of all time.



## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

#### Chapter One: Bright Path

1. Where did Jim’s story begin?
2. What was Jim’s other name and what did it mean?
3. Who was Jim’s brother? What did they like to do together? What did Pa Thorpe teach them, and how was this important to the Sac and Fox?

#### The Sac and Fox Nation

4. What was the Sac and Fox nation originally known as?
5. Where did people in the Sac and Fox nation live by the late eighteenth century?
6. What was Saukenuk like?
7. How was their clan name mistake for their tribal nation?
8. What were the Sauk and Mesquakie like?
9. What happened in 1803? What was the Louisiana Purchase?
10. How did manifest destiny affect Native lands and Native people?
11. What was the Black Hawk War?
12. What did the Sac and Fox find in Kansas?

13. What was the Kansas-Nebraska Act? How did it affect the Sac and Fox people?
14. How many people are enrolled in the Sac and Fox nation today?

#### Chapter Two: The Agency Boarding School

15. What happened when Jim and Charlie reached age six?
16. What were Indian boarding schools like? How did they treat Indians?
17. How did Jim feel about school? How did Charlie feel about school?

#### Black Hawk

18. Who was Black Hawk? What was he known for?
19. Who was Shawnee? How did Shawnee and Black Hawk work together?
20. How was Black Hawk involved with the War of 1812?
21. What did Black Hawk continue to do after the Americas won the war?
22. What did White Cloud urge Black Hawk to do? What happened afterwards?
23. How did the Black Hawk War end?

#### Chapter Three: Jim Alone

24. What were the Indian boarding school dormitories like?
25. How did Charlie die? How did his death affect Jim?
26. What happened after Jim returned to school? What did Pa do?
27. Where did Jim attend school after Charlie’s death? What was it like? How did Jim do there?
28. What sport did Jim see for the first time at the Agency Boarding School? What did he do while he waited to play the sport?

**How Football Started**

29. What sports is American football influenced by?
30. Where was the first game of American football played?
31. What was the Intercollegiate Football Association? What did they do?
32. What were some of the innovations that Walter Camp introduced?
33. Who was Pop Warner? Why was he important to the game?
34. How was football a violent sport? What changes were made to make it safer?

**Chapter Four: What an Indian Can Do**

35. What happened during Jim's second year at Haskell?
36. Why did Jim never return to Haskell?
37. Where did Jim go to school after Haskell? What happened as soon as he got there?

**Carlisle and Other Indian Boarding Schools**

38. How was education a weapon against the survival of Indian cultures?
39. Who was Richard Henry Pratt?
40. What happened at the Indian Industrial School in Carlisle?
41. What was the so-called "Indian problem?" How was this extremely harmful to Native cultures and people?
42. What was attending Carlisle like for Native children?
43. What was the Outing System? How was Jim affected by the Outing System?
44. How did Carlisle affect Native children, communities, and families? What about later in students' lives?

**Chapter Five: At Carlisle**

45. Where did Jim work outside of Carlisle?
46. What did Jim see other athletes doing at Carlisle? What did he do afterwards?
47. What did Pop Warner tell Jim? What did he ask him to do?

**Glenn Scobey, "Pop" Warner**

48. Where did Pop Warner discover his love of sports? What sports did he play?
49. Why was his nickname "Pop?"
50. How did Pop Warner become a coach?
51. What did Pop Warner invent? Why was he an innovator?
52. How did Jim and Pop work together?
53. What program was named after Pop?

**Chapter Six: Star Athlete**

54. What happened after Pop Warner handed Jim the football? What did he do and how did Pop react?
55. How did Jim use the motivation from his family as inspiration in his life?

**Chapter Seven: All American**

56. What other sports did Jim play at Carlisle?
57. What did Jim play semiprofessionally?
58. How many records did Jim set?
59. Where did Jim go in 1912? What did he win?
60. What happened in 1913? How was Jim's time at the Olympics disrupted?
61. How did Pop Warner act when he heard about Jim's baseball career? What did he make Jim do?

**Chapter Seven: All American**

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64. How many records did Jim set?
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### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *The Story of All-Star Athlete Jim Thorpe* mean to you after reading? How did your perceptions of Jim Thorpe change after reading the story?
  2. Why do you think Jim's name, "Wa-tho-huck," Bright Path, is significant? How did Jim represent a bright path? Why do you think his mother gave him this name after he was born, and how was it impactful during his life?
  3. How did the tragedy in Jim's life influence him? How did Charlie continue to inspire and motivate Jim even after his early death? How did Jim deal with the death of his parents, and how did he use them as motivation to continue with school? Why do you think Jim continued his studies and sports?
  4. How did Jim use persistence and determination to achieve his goals? What lessons did Jim learn along the way that influenced his personal, academic, and professional lives?
  5. In what ways did Jim overcome the many different obstacles in his life, starting at an early age? What were the different techniques that Jim used to overcome barriers in his way?
  6. What kind of legacy does Jim Thorpe have? How was he impactful as both an athlete and activist for Native people? Why was he honored for his work? What are the different ways that he is admired and acknowledged today?
7. Why were the Indian boarding schools different than schools that white children attended? How do you think this demonstrates the treatment and perception of Native people in this country? How did Jim work to try and change that?
  8. How did Jim channel all of the adversity in his life in his athletic career? Why were sports so important to him and Native people overall?
  9. What do you think the line, "His education had put his feet on the bright path" means? How was education critical to both Jim and his family?
  10. How would you describe Jim Thorpe to a person who had never heard of him before? What are some of the qualities that you would use to speak about Jim? What are the most important things to say when explaining Jim's life and legacy?
  11. Explore the structure of the text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other texts you have read?

### Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)

1. What is one big thought or takeaway that you have after reading this book? Think about Jim's dedication to his family, school, sports, and Native people overall. Why was Jim such an inspiring and significant athlete and activist?
2. What do you think the essential message is to the reader? Think about possible motivations behind Joseph Bruchac's intentions in writing the book. What do you think he wanted to tell his readers?



3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Jim's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Story of All-Star Athlete Jim Thorpe*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. How has a family member or friend impacted your life? Jim was inspired by his brother, mother, and father. How has a family member or friend's words inspired you to pursue an important cause in your life?

### ELL Teaching Activities

(*Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6*)  
(*Language Standards, Vocabulary Acquisition & Use, Strands 4–6*)

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Review each chapter and have students summarize what is happening in the chapter, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how Ira's story inspired them and his persistence to continue acting in the theatre despite racism and obstacles along the way.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Guide students to the glossary at the back of the book for further definitions.
6. Use the text features to help ELL students make sense of what they're reading. The table of contents, chapter titles, callout boxes, bolded words, and diagrams are all visual, vocabulary, and content aids in helping students prepare to engage with the text.
7. There are many terms pertaining to different Indian boarding schools and wars that happened during Jim's life. Create a chart with all of the different schools, historical figures, and wars that were happening during the time period. Keep the graphic organizer up throughout the course of using the book.
8. There are schools and places that are mentioned throughout the book where Jim travels. For students who may be unfamiliar, consider displaying a map of the United States highlighting the schools that Jim attends and the cities where he goes during his athletic career. Label significant places as your students move through the book. Make sure to mark your students' town/city on the map as well.





## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students analyze the relationship between Jim and his coach, Pop Warner. What was Pop Warner's coaching style like? How did Pop Warner help and hurt Jim throughout his athletic career? How did racism play a part of how Pop Warner betrayed Jim after Jim's participation in the Olympics? How did it make students feel reading about why Jim's honors were stripped? Why do you think this was an important part of the story, and how does it demonstrate the treatment of Native people overall as a society? Students can present their findings in an essay and then share their thoughts with a partner or small group.
2. Provide students with the opportunity to reflect on how Jim Thorpe experienced racism and discrimination in his various sports and how athletes experience it today. Students can chart the different instances of racism throughout Jim's athletic career and examples that they find from athletes today in a graphic organizer with two columns: present-day and Jim's experiences. Example articles of how athletes endure discrimination today include

(<https://www.cbc.ca/news/canada/montreal/racism-hockey-sports-1.5039166>) (<https://www.hcn.org/issues/51.7/tribal-affairs-native-american-athletes-and-fans-face-ongoing-racism>). Students can then transfer their findings into a comparative essay.

3. Read *Jim Thorpe's Bright Path* ([www.leeandlow.com/jim-thorpe-s-bright-path](http://www.leeandlow.com/jim-thorpe-s-bright-path)), the picture book version of *The Story of All-Star Athlete Jim Thorpe*. Students can compare and contrast what it was like to read the picture book versus the chapter book version. What were the experiences like? What did they learn from the picture book that they didn't learn from the chapter book, and vice versa? How did it make them think about what it would be like to write a picture book versus a chapter book about a historical figure? Have students write a comparative essay and then share their thoughts with a partner or the whole class. Students can also examine how both picture books and chapter books are important for reading and learning.
4. Conduct a biography unit featuring Lee & Low's books on athletes. Titles include *Paul Robeson* (<https://www.leeandlow.com/books/paul-robeson>), *Game, Set, Match Champion Arthur Ashe* (<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>), *Surfer of the Century* (<https://www.leeandlow.com/books/surfer-of-the-century>), *Louis Sockalexis* (<https://www.leeandlow.com/books/louis-sockalexis>), *The Last Black King of the Kentucky Derby* (<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>), and *Sixteen Years in Sixteen Seconds* (<https://www.leeandlow.com/books/sixteen-years-in-sixteen-seconds>). Students can examine the following questions during the unit and chart their findings in a graphic organizer or visual presentation format of their choosing with photographs, newspaper articles, and other documentation about the person: Who was this person? What was their impact? Why was



this person important for both the sport and society? What was their legacy and how is it relevant today?

5. Encourage students to select a resource from the Text & Sidebar Sources from the back of the book. Students can examine the piece, whether it's a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this information and how it helped to develop the book.
6. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of All-Star Athlete Jim Thorpe* different from reading a newspaper article about Jim? Have students read excerpts from The Smithsonian article, "Why are Jim Thorpe's Olympics Records Still Not Recognized?" (<https://www.smithsonianmag.com/history/why-are-jim-thorpes-olympic-records-still-not-recognized-130986336/>). Have students create a Venn Diagram with the headings, "Narrative Nonfiction: *The Story of All-Star Athlete Jim Thorpe*" and "Expository Nonfiction: "Why are Jim Thorpe's Olympic Records Still Not Recognized?" Students can compare and contrast the different formats of the texts and the information they learn in both.
7. Have students read the Author's Note from Joseph Bruchac located in the back of the book. Students can write a journal entry in response recording their reactions from reading the Author's Note. What did the Author's Note make them think about? What new information did they learn about Jim Thorpe as well as the author? What resonated with students the most after reading the Author's Note? What questions would they like to ask Joseph Bruchac about his process of writing *The Story of All-Star Athlete Jim Thorpe*, communicating with Jim's family, and conducting research while writing? IF possible, consider reaching out to Joseph Bruchac for a

school visit ([http://josephbruchac.com/school\\_visits.html](http://josephbruchac.com/school_visits.html)).

8. Have students think about the main idea and details for a chapter of their choosing. Looking at the table of contents, have students pick a chapter that interested them. Then, have students write three key details, the most important information, in that chapter. Students can then generate the main idea, or what the chapter was mainly about. Finally, have students form small groups with each student representing a different chapter to share their results.

Details:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Main Idea: \_\_\_\_\_

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Show students primary source images of Native Americans when they arrived at boarding school and after they attended for an extended period of time. Two such images are (<http://cdm15330.contentdm.oclc.org/cdm/singleitem/collection/p15330coll22/id/34016>) and (<http://cdm15330.contentdm.oclc.org/cdm/ref/collection/p15330coll22/id/34014>), from the Carlisle Indian School in Pennsylvania. Have students make a T-chart of things that they notice from the photographs and what they read about in the story. How do you think these



photographs connect to Jim's life and what it was like for him to attend Indian boarding schools throughout his childhood?

2. Have students continue to conduct research on Indian boarding schools and how they affected Native children and continue to do so today. Consider reading another Lee & Low title, *Home to Medicine Mountain* (<https://www.leeandlow.com/books/home-to-medicine-mountain>), and have students compare Jim's experiences to the characters in the book. Consider also showing a documentary on Native American Boarding Schools, such as (<https://www.pbs.org/video/unspoken-americas-native-american-boarding-schools-oobt1r/>). What are students' reactions? What did they learn from watching the documentary and reading *Home to Medicine Mountain*? What have they learned about Indian boarding schools that they had not known prior to reading and engaging with additional information, and what does it make them think about the experiences that Native people have had to endure overall?
3. Encourage students to research other Native Olympians and Olympians of color. Students can select an athlete of their choosing and then conduct a more elaborate research project answering the following questions: Who was this person? How were they impactful as an athlete? What kind of racism and discrimination did they experience during their athletic career? How did they overcome obstacles in their way? What was their legacy? Resources and articles featuring Olympic athletes include (<https://newsmaven.io/indiancountrytoday/archive/8-native-olympic-athletes-you-should-know-about-VaCXHdYZAU6TtvbihfwYNQ/>). Students can share their research findings with a partner, in small groups, or with the whole class in a visual presentation format of their choosing.
4. Have students examine the timeline in the back of the book and elaborate on the events that happened during the time period. In order for students to understand the historical

context of Jim's life, encourage students to research the events in the timeline by gathering photographs and other primary source documents about that particular event. Display both enlarged timelines in the front of the class so that students have easy access to both the dates and events. Students can work in groups in different years (i.e. 1900-1910) and then add their events and findings to the class timeline, located below the enlarged timeline from the book.

### Arts/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)  
(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. If possible, consider purchasing or requesting through the school or local library a copy of the documentary, *Jim Thorpe: The World's Greatest Athlete* (<https://www.jimthorpefilm.com/index.html>), co-produced by author Joseph Bruchac. Consult Joseph Bruchac's Teacher's Guide about the film (<https://www.jimthorpefilm.com/guide/WebGuide.pdf>) for more information on how to use this film with students in the classroom.
2. Have students create a drawing, painting, or other visual representation after reading *The Story of All-Star Athlete Jim Thorpe*. Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.



### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)  
(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. If possible, consider purchasing or requesting through the school or local library a copy of the documentary, *Jim Thorpe: The World's Greatest Athlete* (<https://www.jimthorpefilm.com/index.html>), co-produced by author Joseph Bruchac. Consult Joseph Bruchac's Teacher's Guide about the film (<https://www.jimthorpefilm.com/guide/WebGuide.pdf>) for more information on how to use this film with students in the classroom.
2. Have students create a drawing, painting, or other visual representation after reading *The Story of All-Star Athlete Jim Thorpe*. Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.

### Nonfiction Text Features

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

Types of Print	Point students to the words that are darker in the book, such as <b>inconsolable</b> . Why do they think those words are darker, or in bold? What can they use to figure out what the word means if they do not know the meaning? Encourage students to look at the rest of the sentence, and if they still don't know the word's meaning, then point them to the glossary.
Sidebar	When students see: "The Sac and Fox Nation," why do they think that the text and format look different from the text on the first few pages in Chapter One? Why do they think that there are these specific parts in the book? What is the point of sidebars? What kind of information can they learn from sidebars?

Table of Contents	Point students to the Table of Contents prior to reading. Why do they think a Table of Contents exists? Why is a Table of Contents important?
Timeline	Show students the timeline in the back of the book. Encourage students to think about why timelines are important. After reading, make photocopies of the timeline and then cut up the different events. Have students rearrange and place the different events in order.
Glossary	Prior to reading, show students the glossary in the back of the book. Why do students think that there is a glossary? What can you find in a glossary? When students read and encounter a bold word, have them go to the glossary and read the definition.
Captions	Ask students why they think there is a line of text next to a photograph, illustration, or diagram. What is the purpose of that line of text, or a caption? How would it be different if there was no caption? Have students look at a photograph with the caption covered. Then uncover the caption. Have students describe what they see with the additional knowledge of the caption. How do their feelings about the photograph change? Use the caption and the rest of the page to describe the photograph in more detail.
Text Sources	Have students look at the text sources in the back of the book. Why do you think the author chose to include these? Why is it important to show the sources that you used in your writing? Have students select one of the web links (or books if available) and have them look for information that the author could have used in writing the book.
Title	Show students the text that comes after the chapter number. Then, have students read the title of that chapter and make a prediction from the words about what the chapter is going to be about. How does the title of the chapter help them to think about what they're about to read?



## ABOUT THE AUTHOR

**Joseph Bruchac**, is among the most respected and widely published Native American authors, with over 100 titles in print, including the popular Keepers of the Earth series and Lee & Low's *Killer of Enemies* trilogy, which received a starred review from *Kirkus Reviews*. A Rockefeller Fellow and an NEA Poetry Writing Fellow, Bruchac has received numerous recognitions over his long-standing career; including the Native Writers' Circle of the Americas Lifetime Achievement Award. In addition to writing, Bruchac is an editor at Greenfield Review Press, a literary publishing house he co-founded with his wife. He lives in Greenfield Center, New York. To find out more about Joseph Bruchac, visit [josephbruchac.com](http://josephbruchac.com).

## ABOUT THE ILLUSTRATOR

**S. D. Nelson** collaborated with Joseph Bruchac as illustrator of *Crazy Horse's Vision* and *Jim Thorpe's Bright Path*. He is also the author and illustrator of two picture book stories inspired by the traditions of his Lakota heritage — *Gift Horse*, winner of the Parents' Choice Award, and *The Star People*, an Oppenheim Gold Award winner. Nelson's lifelong interest in Ira Hayes inspired him to tell the story of this American hero for children in *Quiet Hero: The Ira Hayes Story*. A former middle school art teacher, Nelson is now a full-time artist. He is of Lakota (Sioux) descent and lives with his wife in Chandler, Arizona. Visit him online at [sdnelson.net](http://sdnelson.net).

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

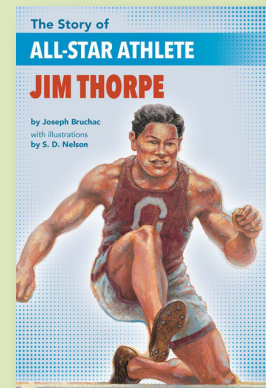
<https://www.leeandlow.com/books/the-story-of-all-star-athlete-jim-thorpe> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for

*The Story of All-Star Athlete Jim Thorpe*



\$8.95, PAPERBACK

9781643790107

96 pages, 5-1/2 X 8-1/4

\*Reading Level: Grade 5

Interest Level: Grades 4–8

Guided Reading Level: W

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

**THEMES:** Biography/Memoir, Childhood Experiences and Memories, Coping with Death, Dreams & Aspirations, Education, Environment/Nature, Families, History, Nonfiction, Optimism/Enthusiasm, Overcoming Obstacles, Siblings, United States History, Native American Interest

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/the-story-of-all-star-athlete-jim-thorpe>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.