

HAZYSCAPES 1

BIGFOOT

VS.

ALIENS



EDUCATION GUIDE



About this guide:

This education guide contains classroom discussion questions and extension activities to help teachers, librarians and parents help their students and children to consider and expand on the learning themes presented in *Bigfoot vs. Aliens*. This guide will help students meet several of the Common Core State Standards (CCSS) for English Language Arts.



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About the book



BIGFOOT VS. ALIENS

ISBN: 9781948931342

Lexile: 800L

Guided Reading Level: X
Grade Level Equivalent: 6

LEARNING THEMES

- **Climate Change**
- **Empathy**
- **Family**
- **Survival**

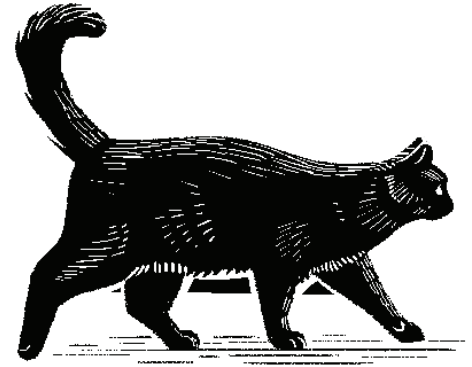
When silver spaceships invade the forest skies, a Bigfoot must emerge from the shadows to join forces with the planet's most dangerous species: humans.

About the author:

Kyle Sullivan is a writer and creative director based in Portland, OR. He holds an MA in English Literature from the University of British Columbia, and a BA in Creative Writing from the University of Washington. His works for children include the board book *Hush Now, Banshee!* the picture book *Hazel and the Spooky Season*, and the chapter book *The Mirror People*.

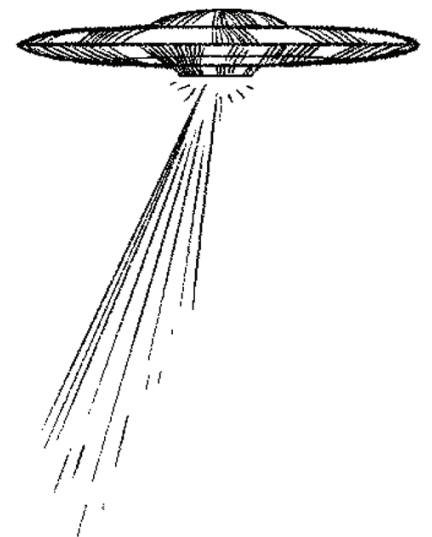
Discussion Questions

1. On page 17, the Bigfoot reveals that there were humans in the forest 700 years ago. After leaving the forest for many years, the humans eventually returned “as intruders.” Who were the humans that the Bigfoot mentions inhabiting the forest hundreds of years ago? And who were the returning humans? Why did they return as “intruders” and not harmonious inhabitants of the land?



2. The Bigfoot teaches Louis how to connect more deeply with the world around him. What does Louis teach the Bigfoot throughout the course of the story?
3. On page 18, the reader gets a glimpse of the Bigfoot’s approach to fishing. How does their approach showcase the Bigfoot’s sense of empathy? How does it illustrate the Bigfoot’s ethical relationship to the other creatures of the forest?
4. On page 25, the forest spirit conveys to the Bigfoot that the aliens are not only interested in abducting humans, but they are also ravaging the planet in pursuit of other natural resources. “If we don’t stop them,” conveys the spirit, “they will eventually destroy the planet.” How does the aliens’ treatment of Earth mirror human behavior that causes the Bigfoot so much concern?

5. On page 39, the Bigfoot is struck by a strange feeling upon looking into the eyes of an alien. “I was left with the inkling,” they narrate, “that somewhere, at some time, I had encountered its kind before.” What do we learn toward the end of the book that explains this feeling? How does this revelation connect with your thoughts and responses to Question 4 above? What might it reveal about certain aspects of human nature that Louis and the Bigfoot must work to counteract?





Discussion Questions

6. On pages 75–76, a perceived threat to Louis’s safety causes the Bigfoot to panic, giving him the mental power required to force a stick to fly through the air and into his hand. The Bigfoot narrates:

“I knew the increased power came from the strange, heightened emotions I was feeling. Never before had I been asked to protect the safety of any creature other than myself. This was a new anxiety, a specific intensity of emotion, that apparently came with unexpected effects.”

What do these developments reveal about the Bigfoot’s deepening friendship with Louis? What do they reveal about what Louis brings to the Bigfoot’s life that wasn’t present before?

7. On page 111, the reader learns that the Grey aliens have a desire to evolve away from physical bodies and exist purely as energy, free from the requirements and restrictions of biological life. How does their disdain for the physical world manifest in their behavior? And how does it contrast with the Bigfoot’s life and philosophy in the forest?
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8. On page 136, Louis and the Bigfoot merge minds to fight the aliens as one powerful, united force that is far more potent than each individual would be fighting alone. With the idea that the Bigfoot is a representative of nature, and Louis is a representative of humankind, consider the following:

- How can this powerful melding of nature and humanity help us consider the human fight against climate change?
 - What does their combined strength reveal about the power that comes from humans feeling profound empathy not only toward one another, but to all living things as well?
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9. What is revealed in the very last scene in the book? What does the Bigfoot’s possession imply about how the Bigfoot has changed over the course of the story? What does it imply about the ways the Bigfoot’s life has changed moving forward?

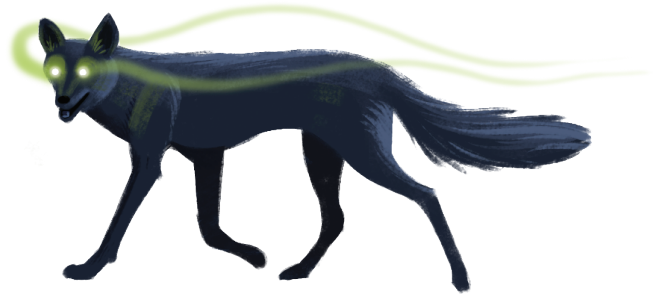
Extension Activities

1. The Bigfoot's feelings toward Louis evolve throughout the course of the book. Read back through the book and track the Bigfoot's changing feelings toward Louis and humans in general. What are the key moments that inspire the Bigfoot's changing feelings? How does the Bigfoot's narration shift as their feelings evolve?

Reading: Literature

CCSS.ELA.-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.



2. The book ends with the central conflict not fully resolved. Although we know that our main characters are safe for the moment, the Grey alien threat is still very much alive. Pretend you've been hired by the publisher to write one more chapter of this book. Write a draft of this chapter that describes what happens directly after this book ends.



Where does the group go? Who do they encounter?
Do other creatures join their group?

Be sure to use dialogue and description to make the feelings and experiences of the group tangible for your reader.

Writing

CCSS.ELA.-Literacy.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Extension Activities

- Head to the library and check out a non-fiction book about bigfoot or extraterrestrial folklore. Write an essay comparing and contrasting the way Bigfoot and/or extraterrestrials are portrayed in the book you check out versus the way they're portrayed in *Bigfoot vs. Aliens*.

Writing

CCSS.ELA.-Literacy.W.6.9.A

Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

- Louis, the Bigfoot, and the Grey aliens have very different perspectives and communication styles, tones, and diction (i.e., word choice). Write a paragraph from each perspective that describes something that they like. Be sure to maintain a consistent style and tone in each paragraph.

Writing

CCSS.ELA.-Literacy.L.6.3.B

Maintain consistency in style and tone.

- Split the class into pairs and then assign each pair to adopt one of these four perspectives:

Believer: Bigfoot	Believer: Extraterrestrials
Skeptic: Bigfoot	Skeptic: Extraterrestrials

Ask the pairs to work together to design an argument in support of their adopted perspective. Ask each pair to present their argument to the class, and ask each class member to decide whose argument was more persuasive.



Speaking & Listening

CCSS.ELA.-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.