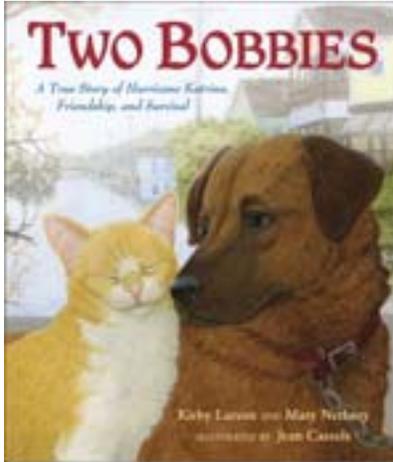


# Classroom Activities for Use with Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival



## **Who Helps You?**

Bobbi and Bob Cat helped each other during and after Hurricane Katrina. Have each student draw a picture of herself and someone who helps her when she has a problem. Students can write a caption beneath the portrait.

## **Use Your Ears Instead of Your Eyes**

Because Bob Cat could not see, he used his hearing to follow Bobbi. Pair up students. Give a length of chain to one student in each pair. Have that student take on Bobbi's role and drag the chain along the ground. Blindfold the other student and have her try to follow the sound of the chain, just as Bob Cat did. Students then switch roles. Following this activity, older students can write a paragraph about their observations, feelings, and sensory experiences while blindfolded.

*Variation:* Blindfold one student in the pair--Student A. Student B must 1. Move Student A from the back of the classroom to the front; 2. Help him sharpen his pencil; 3. Help him return to his seat.

### **Talk and Think**

Discussion questions for older students, following the reading of *Two Bobbies*:

*What are animal rights? What are human rights? Are animal rights as important as human rights?*

*What does it say about a society that devotes resources to saving animals?*

### **Watercolor Illustrations**

Jean Cassels used a form of watercolor called gouache to illustrate *Two Bobbies*. Gouache differs from watercolor in that it is heavier and more opaque. Invite students to do a classroom or library search to find picture books that are illustrated in gouache. Did they notice other mediums used in picture books (pen and ink; collage; colored pencil and watercolors; crayon; acrylics; oil pastels)? *Hint: the medium used is often cited on the copyright page.*

*Variation:* Students can categorize the picture books in the classroom according to the illustration medium used. Discussion questions to follow this activity:

*Does it seem like one medium is used more than others?*

*Do you notice any similarities (besides the medium used) between books illustrated in the same medium?*

*Which mediums have you used? Which do you like best and why?*

### **Disaster Preparedness**

Hurricane Katrina was the sixth strongest hurricane to ever hit the United States. It was rated at landfall in Louisiana as a Category 3 hurricane, with winds as high as 110 miles an hour. Nearly 10,000 animals were left homeless.

Have students brainstorm the items that should be included in a Portable Pet Disaster Kit. They can also create a Pet Disaster Plan that includes evacuating their pets.

To compare their ideas with those provided by FEMA, you can go to <http://www.fema.gov/kids/pets>.

### **Rain, Rain, Go Away!**

Here is a wonderful web site, *with a section for children*, from a public television station. This site can be used in learning centers; for student research; or for whole class work. Here's what you'll find there:

*How hurricanes happen* is shown in kid-graphics, step by step. There's a great activity called *Rate a Hurricane* that asks students to identify how severe a hypothetical storm is so that they can order an evacuation. There are also pages that help students understand *what to do in case of a hurricane*.

Go to: <http://www.unctv.org/hurricane/forkids.html>

### **How Are Hurricanes Named?**

In 1953 The National Hurricane Center began giving women's names to hurricanes. In 1978, they decided to use both men's and women's names, alternating them. Today six different lists of names are used and these lists are recycled every six years. However, if a hurricane is especially deadly or costly, its name is retired and never used again. Katrina is an example of a name that will never be used for another hurricane. To see the six lists of names, you can go to [Geology.com](http://www.geology.com).

Can students come up with a name for a hurricane for each letter of the alphabet, with every other name being a boy's name?

### **Adding a New Family Member**

Every year, six million to eight million homeless pets enter shelters. Bobbi and Bob Cat were accepted into the shelter set up by Best Friends Animal Sanctuary. Discussion questions:

*Does our community have an animal shelter? More than one?*

*Why do you think animals end up in shelters? Why is it important to spay and neuter dogs and cats?*

*If you could adopt any animal into your family, what kind of animal would you choose? Why?*

Students can illustrate what their new family might look like with the addition of an adopted animal.