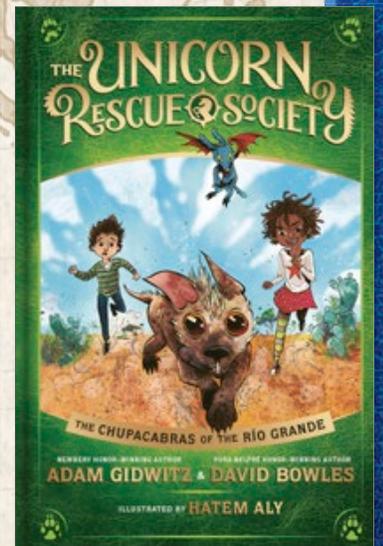
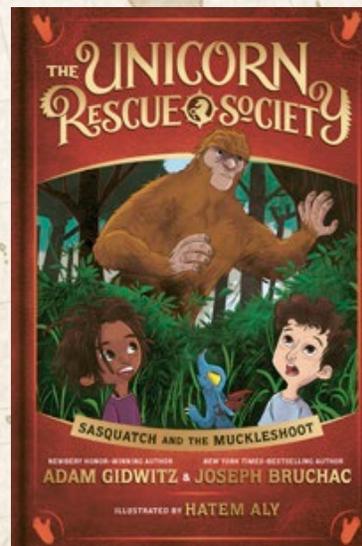
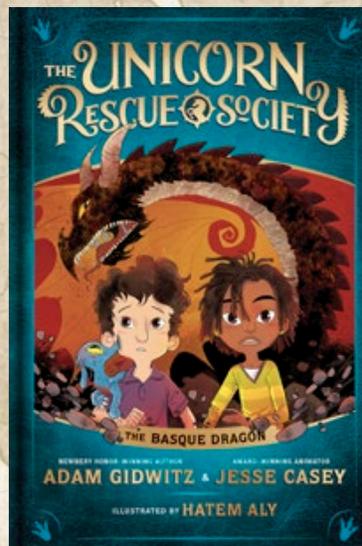
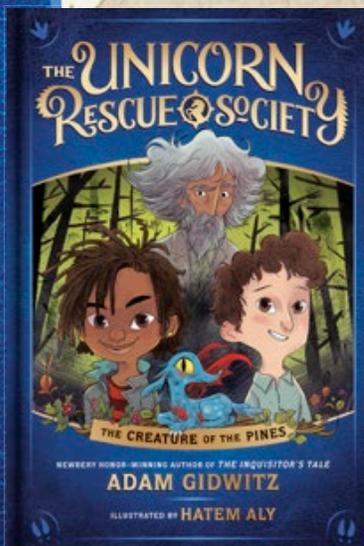


**AN EDUCATOR'S  
GUIDE TO:**

# THE UNICORN RESCUE SOCIETY



**CURRICULUM CONNECTIONS AND EXTENSION  
ACTIVITIES FOR ADAM GIDWITZ'S SERIES**

# THE UNICORN RESCUE SOCIETY

Dear Educator:

If you have this Unicorn Rescue Society curriculum guide in your hands, it is because you, too, believe that all creatures, including those of myth and legend, have a place in our world. I must warn you that becoming a member of our society will fill your life with adventures, but also with danger, as our enemies are powerful and ruthless. Adam Gidwitz, one of our most esteemed members, has dedicated much of his time and efforts to chronicling our society's missions, adventures, and rescued creatures. His accounts will offer you a wealth of information to help you on this journey.

Throughout this curriculum guide, you will be asking your students to reference their **Apprentice Journal**. The Apprentice Journal should hold all of the writing prompts that the guide provides, and can take many forms—a notebook they use to catalog their thoughts, a poster they make to present their findings, a blog entry they continually update . . . whatever medium works best for your URS members!

Enclosed, you will find group lesson plans and extension activities for the four books in this series. We hope you will use all of the ideas presented, they can also be used to supplement an ongoing lesson plan.

In the words of Professor Mito Fauna, *Defende Fabulosa! Protege Mythica!*

And thank you for your continued support of our books and the Unicorn Rescue Society!

Penguin Young Readers School & Library Marketing



KEY TO THE  
**THE UNICORN  
RESCUE SOCIETY**  
CURRICULUM GUIDE

Throughout this curriculum guide and the activities below, your students will explore many skills needed, not only to successfully protect the creatures of myth and legend, but also to help them navigate a wide range of future careers. Extend your students' learning by inviting them to further research what these skills are useful for now, as well as in the future.

**Apprentice Journals:** Any creative writing prompt should be done in a separate space—whether it is an individual's notebook, a class blog, large white board or SMART® board, or another place for students to express themselves.

**Member Profiles:** Throughout the guide, your students will be asked to create profiles for each URS member, and to update those profiles with new/noteworthy information about each member. Profiles should include:

- Name:
- Personality Traits:
- What he/she looks like:
- How I know:

**Fact Sheets:** Throughout the guide, you will be asking your students to create fact sheets for the creatures the URS hopes to save, and to update the fact sheets accordingly.

**MEET THE UNICORN RESCUE SOCIETY MEMBERS!**



**Elliot**

One of the newest (and youngest) members of the Unicorn Rescue Society and new best friend to Uchenna Devereaux. Likes: maps, knowing exactly how to escape from any situation. Dislikes: throwing himself into certain danger, raisins.



**Uchenna**

One of the newest (and youngest) members of the Unicorn Rescue Society and new best friend to Elliot Eisner. Likes: meeting mythical creatures—the more dangerous the better, singing. Dislikes: being overly cautious, being told what to do.



**Professor Fauna**

An eccentric social studies teacher and founder of the Unicorn Rescue Society. Hailing from the mountains of Peru, he is the world's foremost expert on every mythical creature. Notable features: crazy eyebrows, a chaotic office, a lack of tolerance for fools with no imagination.

# THE UNICORN RESCUE SOCIETY

## THE CREATURE OF THE PINES

### BOOK 1

#### CHAPTERS 1-7

##### The Many Roles of URS Members: **PROFILER**

**Member Profiles:** Unicorn Rescue Society members must be observant of their surroundings and the behavior of others to help determine character and predict future actions. As you read along, observe and note how humans and creatures of myth and legend behave. What have you learned so far about Elliot Eisner, Uchenna Deveraux, and Professor Mito Fauna that would allow you to recognize them if you were to meet them for the first time on a work mission together? Write down the physical and personality traits you have noticed.

#### CHAPTERS 8-10

##### The Many Roles of URS Members: **CATALOGER**

**Jersey Devil Fact Sheet:** Studying mythical creatures that scientific fields do not believe exist can prove difficult, but do not fret, there is a group of researchers that dedicates its time to studying the animals we protect! The name of this field of study is cryptozoology. Begin to document what you know about the Jersey Devil in order to help create *The Unicorn Rescue Society Creature Field Guide: A Catalog of the Mythical and Legendary* for all members to use.

**NOTABLE FEATURES:**

**HABITAT:**

**LIKES:**

**DISLIKES:**



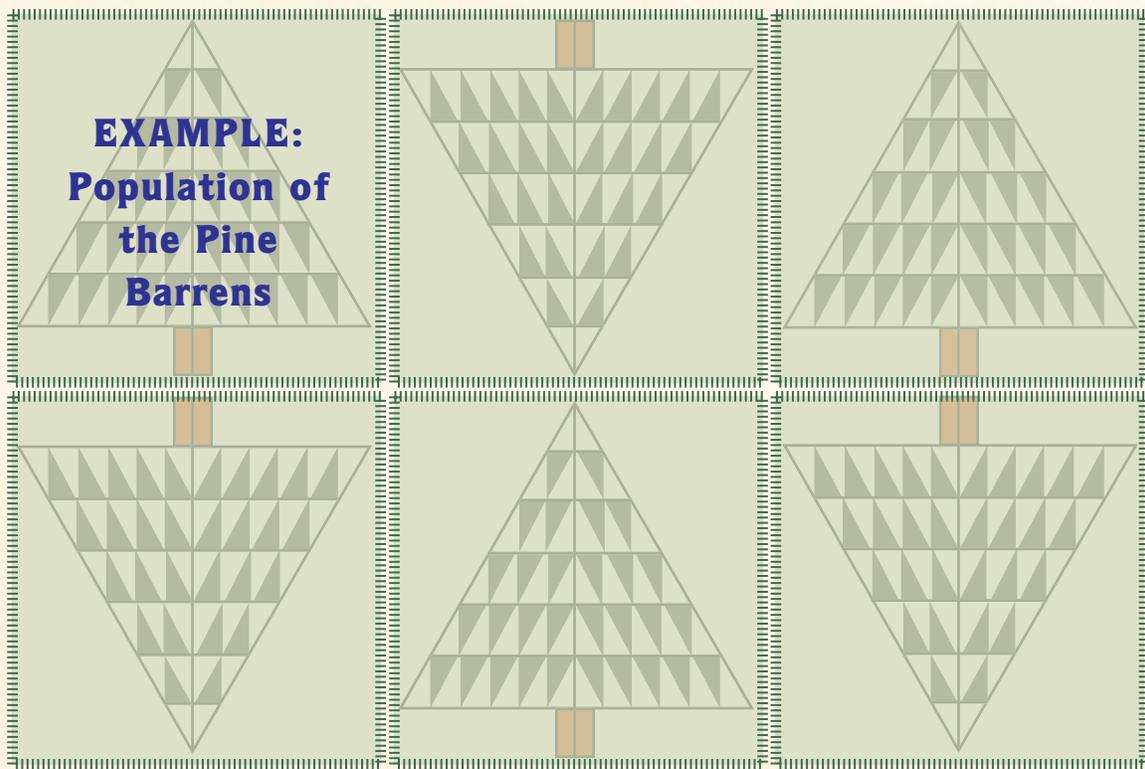
**Member Profile Updates:** Reflect on the actions taken by Elliot and Uchenna that lead them to face the Jersey Devil. What should you add to their profiles?

#### CHAPTERS 11-15

##### The Many Roles of URS Members: **HISTORIAN**

**Piecing Together the Past and the Present:** To understand the creatures the Unicorn Rescue Society protects, you will find it is necessary to learn the history of the area they inhabit. Dr. Griselle Thomas tells us some of the history of the Pine Barrens, of the people who settled there, and their reasons why.

Record the information you learned using a quilt square for each of the five groups (American Indians, Tories, Quakers, escaped slaves, and pirates).



**Teacher's note to students:** The quilt represents groups with separate identities even though they were part of a community. Reflect on what you know about communities. Do you think these groups kept to themselves or did they interact and get to know each other? What is one thing all of these groups had in common? How is the Jersey Devil like the people of the Pine Barrens?

**Member Profile Updates:** What new insights do you have on Elliot and Uchenna that you would like to add to their profiles?

**Jersey Devil Fact Sheet Update:** Dr. Thomas provides information on the Jersey Devil's history and description. Add the new facts that you've learned to its fact sheet.

## CHAPTERS 16-20

### The Many Roles of URS Members: SLEUTH

Unicorn Rescue Society members must master the skill of being observant to collect clues by noticing creatures' and people's actions and the surrounding environment. Reexamining the following events, draw conclusions based on what you notice and what you already know.

- Elliot feels certain that Professor Fauna and Dr. Thomas are whispering about him

- and Uchenna as they say their goodbyes. What do you think they are discussing?
- Elliot notices that Dr. Thomas and Professor Fauna are wearing matching thick, metal rings with unicorns on them. Do you think it is a coincidence? Why or why not?
  - When Uchenna is placing the Jersey Devil inside her backpack, he wakes up, licks Uchenna's hand, and goes back to sleep. What could this behavior mean?
  - When the class returns to school after their field trip, Professor Fauna tells them, "Remember, children, secrets can be dangerous." What secret does the professor think they are keeping? Do you think the professor is also keeping secrets?

**Jersey Devil Fact Sheet Update:** The Jersey Devil follows Elliot and Uchenna onto the school bus. What special behaviors does he display? What do you learn about his diet? Add this new information to his fact sheet.

## CHAPTERS 21 - 25

### The Many Roles of URS Members: **LEADER**

Leaders are often described as individuals who do the right thing, and who are also honest, responsible, respectful, and inspiring. Decide whether the following actions taken by Elliot and Uchenna demonstrate leadership qualities.

- Elliot does not agree with Uchenna's idea to set Jersey free away, from the Pine Barrens, because it is not where they found him. Does Elliot demonstrate leadership qualities? Why?
- After losing Jersey, Uchenna decides to ask an adult for help. She sees Professor Fauna, tells him the truth about Jersey, and asks for his help in finding him. Does Uchenna demonstrate leadership qualities? Why?
- When Uchenna and Elliot see the Jersey Devil in danger in the Pine Barrens, they acted to save him, without knowing anything about this creature. What is the consequence of feeding him as part of their rescue? Would you have acted the same way? Explain your answer.

**Jersey Devil Fact Sheet Update:** Elliot says that Jersey has "a homicidal obsession with balloons." Think about the events so far. Why does Elliot say this about Jersey? Add your conclusion to his fact sheet.

## CHAPTERS 26 - 30

### The Many Roles of URS Members: **PROFILER**

#### Know Your Enemies: The Schmoke Brothers' Case File

The creatures of myth and legend are constantly in peril because of Schmoke Industries and

its owners, Milton and Edmund Schmoke. Begin to develop a case file that will better inform you of what to expect when facing these villains, by examining the following evidence:

- Professor Fauna says the Schmoke brothers are never ever to be trusted.
- In the Schmokes' greenhouse, the children and Professor Fauna witness how scientific equipment is being used to extract liquids from some of the rarest plants in the world.
- When Professor Fauna and the children are discovered in the greenhouse, the Schmoke brothers recognize the professor.

What conclusions can you make about Milton and Edmund Schmoke?

**Member Profile Updates:** What motivates Professor Fauna to ask Elliot and Uchenna to become members of the Unicorn Rescue Society? Add your thoughts to their member profiles.

**The Many Roles of URS Members: CREATIVE VISUALIZER**

**Visualize a Day in the Life of a Mythical Creature**

Review Jersey's Fact Sheet and think about all you have learned about this mythical creature and the history of its habitat, the Pine Barrens. To better understand Jersey Devils, imagine what a day in the life of a Jersey Devil must be like. Create a short graphic novel that other Unicorn Rescue Society members can refer to when learning about this creature.


**FOR MORE ACTIVITIES, VISIT  
UNICORNRESCUESOCIETY.COM**

# THE UNICORN RESCUE SOCIETY

## THE BASQUE DRAGON

### BOOK 2

#### CHAPTERS 1-7

##### The Many Roles of URS Members: **PROFILER, DESIGN THINKER**

**PROFILER: Member Profiles:** Uchenna Devereaux and Elliot Eisner have become friends through their shared adventures rescuing Jersey, a Jersey Devil, in the Pine Barrens. What do Elliot and Uchenna have in common? How are they different? Write down your observations in a Venn diagram.

**Member Profile Updates:** Professor Fauna is teaching Elliot and Uchenna about the Society's mission and the respect the creatures, the earth, and its people deserve. Decide whether Professor Fauna demonstrates leadership qualities. What new traits should be added to Professor Fauna's member profile?

**DESIGN THINKER:** Take a look at the diagram of the backpack on page 38. Can you design a better carrier for Jersey? Follow these steps to brainstorm and create a carrier that will meet Jersey's needs more effectively.

**Step 1:** What does Jersey need?

**Step 2:** Draw a prototype, or model, of what the carrier will look like.

**Step 3:** Present your prototype.

**Step 4:** Rethink your design and add any modifications you found useful from your presentation and your fellow URS Apprentices (classmates).

#### CHAPTERS 8-14

##### The Many Roles of URS Members: **GLOBETROTTER, HISTORIAN, CATALOGER**

**GLOBETROTTER: Basque Country Fact Sheet:** The creatures that require the protection and care of the Unicorn Rescue Society live all over the globe. Members must be familiar with the countries where mythical creatures live in order to decide on the best actions to take during a rescue mission. Globetrotters, people who travel all over the world, not only know the basic facts of countries, but also have knowledge of the history, cultures, and beliefs of its citizens. Use the information Elliot and Professor Fauna share to complete the Basque Country Fact Sheet. Here are suggested categories:

- Country's official name
- Location (continent)
- Government
- Language spoken
- Common expressions
- Bordering countries
- Folklore

**HISTORIAN: Use empathy historically:** Visualize yourself living under the rule of General Franco. Share how you would feel if you were no longer allowed to speak the language you use to communicate (and have grown up using). Does this seem like a fair law?

**CATALOGER: Herensuge Fact Sheet:** You have just begun to learn about the Herensuge dragon. Start documenting this information in a Herensuge Fact Sheet. Include how Mr. Mendizabal's grandfather met this creature. Add details related to what you learned about the Herensuge's home in the cave.

**Member Profile Updates:** What new insights do you have into Elliot and Uchenna that you would like to add to their profiles?

## CHAPTERS 15 - 21

### The Many Roles of URS Members: **LEADER, SLEUTH**

**LEADER:** Revisit Mr. Mendizabal's thoughts on children and their exposure to technology on page 89 with an open mind and an attitude of respect toward his opinion. If Mr. Mendizabal were to visit your home or classroom, would he find evidence for his belief that children only want to play with technology? Explain your answer.

**SLEUTH:** Based on your observations and what you know about Professor Fauna so far, do you think Elliot and Uchenna should trust him? Explain your thinking.

## CHAPTERS 22 - 25

### The Many Roles of URS Members: **PROFILER**

#### Know Your Enemies: Updating the Schmoke Brothers' Case File

Summarize all that you have learned about the relationship between the Schmoke brothers and Professor Fauna. What could Professor Fauna have done differently to avoid suspicion and mistrust from Elliot and Uchenna?

**Herensuge Fact Sheet:** Update your fact sheet based on what you've learned about this creature's behavior.

## **CHAPTERS 26 - 27**

### **The URS Way: TEAMWORK**

Teamwork is a skill that Unicorn Rescue Society members must develop, and also work hard to maintain. One of the most important qualities all members must possess is being trustworthy.

Iñigo, Mitxel, and Professor Fauna all apologize in order to regain the trust of those they failed. Reflecting on each apology, think about what went well and how the apology could be improved. This will help you practice your teamwork and apologizing skills.

#### **Iñigo's apology, p.167**

What went well:

What could be improved:

#### **Mitxel's apology, p.169**

What went well:

What could be improved:

#### **Professor Fauna's apology, p.170**

What went well:

What could be improved:

### **The Many Roles of URS Members: CREATIVE VISUALIZER**

#### **Animal Footprints and Figurative Language**

Animal footprints are one of the first clues we may find when searching for, and rescuing, a creature of myth and legend. Figurative language is the use of words to describe something in such an imaginative way that it leaves an impression in the reader's mind and might even help them remember or visualize what is being described.

The Unicorn Rescue Society has rescued a Jersey Devil and a herensuge, and their prints are documented in each page of the book on either side of the page numbers.

One type of figurative language that has been used often in the Unicorn Rescue Society books is the simile. Here is an example:

When describing the herensuge's body covering on page 70: "scales like tiny tortoise shells".

Sketch the footprints of each creature and use similes to describe each set of prints.

<b>Jersey Devil Prints</b> (Remember that Jersey's front and hind legs are different.)	<b>Similes that describe them</b>
<b>Herensuge Print</b>	<b>Similes that describe them</b>

Professor Fauna mentions rescuing the legendary two-headed llama of the Andes, a Qarqacha. Research llamas and create a sketch of what its footprint should look like, then describe it using a simile.

<b>Qarqacha Print</b>	<b>Simile that describes it</b>

**FOR MORE ACTIVITIES, VISIT  
UNICORNRESCUESOCIETY.COM**



# THE UNICORN RESCUE SOCIETY

## SASQUATCH AND THE MUCKLESHOOT BOOK 3

### CHAPTERS 1-4

#### The Many Roles of URS Members: **PROFILER, LEADER, CATALOGER**

**PROFILER:** Elliot and Uchenna don't fit into many gender biases you might be familiar with. Gender biases are beliefs that certain activities, things, or colors are exclusively for boys or exclusively for girls. Look at the **Member Profiles** you have created for Elliot and Uchenna. Does anything you've learned about either of them surprise you because of their gender? Discuss with your classmates if you are "being biased."

**LEADER:** How would you describe a leader? How do you define bravery? Would you describe Elliot as a leader? Would you say Elliot is brave? Why or why not? Support your opinions with examples.

**CATALOGER:** Elliot presents a convincing argument against the existence of Bigfoot and Professor Fauna presents a convincing "counterargument." Why do you think some of the animals we know to exist today were first thought to be myths? Did you know that every year many new species of animals are discovered around the world? Research and create a **Fact Sheet** for a new animal species that has been discovered in the past two years. Ask your librarian for help using the school's digital resources or visit <https://kids.nationalgeographic.com> or <https://www.arkive.org/>

Don't forget to cite the sources of your information!

### CHAPTERS 5-8

#### The Many Roles of URS Members: **CONSERVATIONIST**

A vital part of the Unicorn Rescue Society is saving and protecting creatures and their environment. Mack and many of the members of the Muckleshoot Indian Nation work to protect the earth and all its living beings. Revisit pages 29 and 30, where Professor Fauna shares with the children the value of the Douglas fir; he even calls these trees "the guardians of life". Is the Douglas fir just a tree? What other functions does it serve?

**Jersey Devil Fact Sheet Update:** Add the new ways in which Jersey is moving from tree to tree to his fact sheet.

## CHAPTERS 9 - 12

### The Many Roles of URS Members: **HISTORIAN, DESIGN THINKER**

#### **HISTORIAN: Piecing Together the Past and the Present**

- Reread pages 48-51, where Mack shares the story of what happened to the Nations of Duwamish and Upper Puyallup, and how they got the name “Muckleshoot”. Record the events that shock you the most.
- The Unicorn Rescue Society members try to imagine what it would be like to have the government take you away from your family, and try to kill your language, your beliefs, and your traditions, after hearing Mack’s story. How would you feel if the things that make you different and unique were taken away? Would you fight to keep them?
- In a place where differences are not celebrated, creatures like the Jersey Devil, the Herensuge, and Sasquatch would not be accepted. Why do you think The Unicorn Rescue Society tries to keep the creatures of myth and legend a secret?
- How has the Muckleshoot Indian Nation persevered and fought back to make sure their cultures and traditions continue to exist today?

**DESIGN THINKER:** The Unicorn Rescue Society and the Muckleshoot Indian Nation work to care for our world. This is probably why Professor Fauna continues to repair the Phoenix, instead of trying to purchase a new airplane, and why Mack engineered the TruckVanAc, which runs on french fry grease. What other things could you use to make a vehicle move, instead of fossil fuels like gasoline? Meet with your classmates and teachers to gather the following easily found materials such as: **small toy cars, balloons, scissors, tape, string, straws, index cards, rubber bands, ruler**

- **Step 1:** Determine your needs and which materials you will use.
- **Step 2:** Draw a prototype, or model, of what your invention will look like.
- **Step 3:** Create a workable prototype and test your invention.
- **Step 4:** Present your prototype to other Unicorn Rescue Society Apprentices in your classroom.



## CHAPTERS 13-16

### The Many Roles of URS Members: **CATALOGER, CONSERVATIONIST, SLEUTH**

#### **CATALOGER:**

**Sasquatch Fact Sheet:** Document all that you have learned about this creature in a fact sheet.

#### **CONSERVATIONIST:**

Mack shares how the grizzly bears were hunted without restriction until they were all gone from Washington State.

- Do you think hunting for sport is a necessary activity? Why or why not?
- Does hunting for sport show respect for the earth and its creatures? Explain your thinking.

#### **SLEUTH:**

- The Schmoke brothers signed a contract to do selective logging—this means that the tribal council will only let them cut down a limited amount of trees. The trees are worth thousands of dollars each. From what you have learned about Schmoke Industries' business practices, do you believe they will honor the deal they made with the council? Offer evidence to support your conclusion.
- Mack notices that when the Schmokes arrive, so do many film and news crews. Do you think this is a coincidence? Why or why not?
- Raven is teaching Professor Fauna and the children how to navigate Sasquatch Valley so they can distract the news reporters. Raven says *Reading the forest is like reading a book. Everything you see gives you information about what's going on out here.* Would Raven make a good addition to the Unicorn Rescue Society? Why or why not? Do you think she will be asked to join?

## CHAPTERS 17-23

### The Many Roles of URS Members: **LEADER, HISTORIAN**

**LEADER:** Decide whether SNERT News is a source of information you can trust by analyzing what you already have learned about their practices and background.

#### **HISTORIAN:**

- Professor Fauna believes he is never lost and that “wherever he went, there he was”. What do you think he means? If you were lost in Sasquatch Valley, would you be worried? Why or why not?
- Professor Fauna loses his sense of calm when he is face-to-face with a group of the most dangerous and deadly animals in the world: Humans. Why?

**Member Profile Update:** Add your conclusions and any other relevant information you have learned about Professor Fauna to his profile.

**Sasquatch Fact Sheet Update:** What new information should you add to its fact sheet?

## CHAPTERS 24 - 25

**The Many Roles of URS Members: RECRUITER, CATALOGER, CREATIVE VISUALIZER**

**RECRUITER:** While the Unicorn Rescue Society is a secret society, new members are always helpful in protecting all creatures. Now that Raven is part of the Unicorn Rescue Society, create a **Member Profile** with what you have learned about her. What makes her a great choice for membership?

### CATALOGER:

**Sasquatch Fact Sheet Update:** Why do you think the Sasquatch family gives each member of the Unicorn Rescue Society a rock? Add new information from this last encounter to its fact sheet.

### CREATIVE VISUALIZER:

Mack and Professor Fauna both agree that the Douglas fir trees are “life givers”. Sketch a Douglas fir, then revisit page 30 and pages 119-122 to remind yourself of all the creatures that depend on these trees. Add as many of these creatures as you can to your sketch.

Look at your sketch. Do you agree that trees are “life givers”? Why?

FOR MORE ACTIVITIES, VISIT  
[UNICORNRESCUESOCIETY.COM](http://UNICORNRESCUESOCIETY.COM)





# THE UNICORN RESCUE SOCIETY

## THE CHUPACABRAS OF THE RÍO GRANDE

### BOOK 4

#### CHAPTERS 1-5

#### The URS Way: **BLENDING IN**

##### The Unicorn Rescue Society's Lair

When you hear the description “world headquarters” of any business or organization, what do you think of? Create a list and make a sketch of what you visualize the world headquarters of the Unicorn Rescue Society to look like.

Reread the description of the actual world headquarters of the Unicorn Rescue Society. How does it compare to your sketch and description? What are the differences?

Why do you think that Professor Fauna decided to establish the headquarters of his secret society in the sub-basement of a school? Was it just because it was convenient, or does this location serve a purpose?

#### The Many Roles of URS Members: **LEADER, CATALOGER**

**LEADER:** In order to lead, you must know how to prepare for missions and have a plan or schedule to follow. What pattern of action have the Unicorn Rescue Society's past missions followed?

As you continue to learn about this latest mission, pay attention to see if this pattern is followed.

#### **CATALOGER:**

- Create a **Chupacabras Fact Sheet**.

**Jersey Devil Fact Sheet Update:** What color are Jersey's eyes? Add this information to his fact sheet.

#### The URS Way: **USING TRUSTWORTHY SOURCES OF INFORMATION**

- Do you think Elliot is right to feel that the internet offers misinformation? Explain your thinking. Do you think Elliot is missing a rich resource of information by not using the internet? Offer reasoning for your answer.
- Do you think all information in nonfiction books is correct and trustworthy? Why or why not?
- How do you decide which sources of online information to trust?

## CHAPTERS 6 - 10

### The Many Roles of URS Members: **PROFILER**

#### Member Profile: Peaceful and clever ways to calm down and let go of frustration

Professor Mito Fauna is from Perú, a country located in South America, and he is bilingual. Have you noticed how the professor has used the following expressions in all four rescue missions?

What the professor says in Spanish	Translation to English
<i>¡Palabrota!</i> Book 1, page 52	Curse word!
<i>¡Mala palabra!</i> Book 2, page 27	Bad word!
<i>¡Palabra indecible!</i> Book 1, page 120	Unspeakable word!

**PROFILER:** Revisit the examples in the previous books and note the situation the professor and the children are in when he uses these expressions. Can you find any in this mission?

- What are some of the emotions the professor might be going through when he uses one of these expressions?
- Is Professor Fauna hurting anyone's feelings when he uses these expressions?
- Have you, or someone you know, ever used inappropriate words to express frustration?
- Why do you think Professor Fauna uses these words to communicate those feelings? What has been the consequence?
- Could you come up with your own nonsensical expressions to communicate your feelings?

**Member Profile Update:** Add your conclusions to Professor Fauna's profile.

### The Many Roles of URS Members: **LEADER**

Leaders are activists. Activists identify injustices and work to right what is wrong. One way to do this is by protesting. When Professor Fauna, Elliot, Uchenna, and Jersey arrive at the Laredo City Hall they are met with a crowd that is protesting.

- What issues are they trying to create an awareness of?
- How are they protesting? Was it peaceful?
- Are they all in agreement on the change that needed to happen?
- What injustices have you noticed in your community? Create a sign that reflects what you believe needs to change.

### The Many Roles of URS Members: **SLEUTH**

- Mr. Braunfels expresses that he is in favor of the wall that will separate Laredo from Nuevo Laredo in a television interview. Do you think the professor agrees with Mr. Braunfels's views? Explain your thinking.
- When Professor Fauna spots Mr. Braunfels at the protest at Laredo City Hall, he is excited to see him, and leaves the children to interview and investigate while he speaks to the rancher. What do you think the professor is so eager to discuss with Mr. Braunfels?
- Elliot and Uchenna decide to interview two kids, Guadalupe and Mateo, who found out about the Unicorn Rescue Society while reading a science journal their mother had in her office. Do you think Guadalupe and Mateo will become the next members of the Unicorn Rescue Society? Why or why not?

### **CHAPTERS 11-14**

### The Many Roles of URS Members: **HISTORIAN**

#### **Piecing Together the Past and the Present**

Professor Fauna shares that very little information is available on the chupacabras, because scientists do not believe in its existence and mythology experts have ignored it as well. However, Mr. Cervantes offers another possibility of why the chupacabras only recently became popular: it has been called different names throughout history.

Use the information provided to create a chart that documents the names, descriptions, locations, and countries or cultures that record a creature similar to the modern day chupacabras.

<b>Name given</b>	<b>Description</b>	<b>Location</b>	<b>Country or Culture</b>
-------------------	--------------------	-----------------	---------------------------

Plot the locations of the chupacabras' on a world map. What can you conclude about this creature? How do you think the chupacabras traveled from the Americas to Puerto Rico?

### The URS Way: **TEAMWORK**

Many teams bond over meals. Have you noticed how on each mission, Professor Fauna, Elliot, Uchenna, and Jersey always have a meal with the URS member they are helping?

- Think about all the different countries and cultures the food you enjoy comes from. How do you think these foods made their way to the United States?
- If people from these countries did not immigrate to the United States, do you think these foods would be part of your diet?
- Can you think of other things that come from another country that make your life better, richer, or be even healthier? List them.

### The Many Roles of URS Members: **CATALOGER**

Jersey has been acting oddly since his arrival in Texas.

- How does the discovery of Jersey's keen sense of smell spring the Unicorn Rescue Society members into action?

**Fact Sheet Update:** Add what Elliot discovers about Jersey in his fact sheet.

### The Many Roles of URS Members: **LEADER**

Analyze the following situations and decide if the participants are demonstrating leadership qualities.

- Dr. Cervantes shares that she resigned from the Unicorn Rescue Society. Why did she resign? Do you agree with her?
- Elliot and Uchenna try to explain the circumstances that led to Jersey becoming their pet on more than one occasion to Dr. Cervantes. Do you think Dr. Cervantes tries to understand the situation of Jersey's rescue? Why or why not?
- Empathy is the ability to feel and understand what another person is going through. Think about how Uchenna is feeling. Does she have a reason to feel this way? How could she communicate her feelings and needs to Dr. Cervantes without being disrespectful?

## **CHAPTERS 15-19**

### The Many Roles of URS Members: **CATALOGER**

**Chupacabras Fact Sheet Update:** The Unicorn Rescue Society members are finally face to face with a chupacabras in chapters 15-17. Reread the details of this encounter and add any new information you have learned to its fact sheet.

### The Many Roles of URS Members: **DESIGN THINKER**

**Design utility belts:** the URS never prepares for a mission by packing equipment or helpful resources. If you were to make a list of the things that they need the most, what would it include?

Follow these steps to design a utility belt for the URS team.

- **Step 1:** Determine the need. What tools and supplies would be useful for any mission, and small enough to be carried in a utility belt?
- **Step 2:** Draw a prototype, or model, of the utility belt that will hold all of these supplies.
- **Step 3:** Present your prototype design to other Unicorn Rescue Society Apprentices.
- **Step 4:** Rethink your design and add any modifications you believe will improve the function of these utility belts.

## The Many Roles of URS Members: **CATALOGER**

### Communication—Not Just For Humans

So far all the animals of myth and legend that the professor and the children have rescued are capable of making sounds to communicate. The chupacabras generates a series of different whistles that seem to be used for specific purposes. Document the different whistles that Choopi has already made and what might be communicating. Finish compiling the rest of this data as you find other whistle examples. Remember: Pitch is how high or low a sound is.

#### Type of pitch:

What it might communicate:

Effect it has on the listener:

## CHAPTERS 20 - 24

## The Many Roles of URS Members: **PROFILER, GLOBETROTTER**

### Know Your Enemies: The Schmoke Brothers' Profile Update:

**PROFILER:** Every time an activity impacts the survival of a creature, the company behind the damage is the same: Schmoke Industries.

Make a list of the different harmful activities Schmoke Industries has been a part of in each adventure of the Unicorn Rescue Society.

Activity	Creature Put at Risk	Outcome

## The Many Roles of URS Members: **GLOBETROTTER**

There are borders surrounding every country in the world to signal where one nation's territory begins and ends. What do you think the advantages of having these borders are? What are some of the disadvantages?

When the Unicorn Rescue Society witnesses that there are chupacabras on both sides of the wall, Dr. Cervantes reflects on how these creatures have always lived on the land that stretches on both sides of the Río Grande, just like the citizens in Laredo and Nuevo Laredo. Governments made decisions and drew lines, making it illegal to call home the place where these people had always lived. How can governments improve their border decision-making?

**Chupacabras Fact Sheet Update:** Now that you have learned about the social structure of chupacabras, add this to its fact sheet.

**Which creature will we save next? Fact Sheet:**

As Professor Fauna and others retell their adventures, we learn of other creatures of myth and legend not included in the adventures of these books.

Choose an animal mentioned from the list below, and create their Fact Sheet by using resources from the library and the internet to find out more about the creature's lore. Complete another page for *The Unicorn Rescue Society Creature Field Guide*.

Creatures of myth and legend mentioned by members of the Unicorn Rescue Society:

- Mermaid
- Unicorn
- Gente pájaro
- Sea serpent
- Phoenix
- Sugaar
- Yeti
- Orang pendek
- Yowie



**FOR MORE ACTIVITIES, VISIT  
UNICORNRESCUESOCIETY.COM**

**PRAISE FOR THE SERIES:**

**“Completely magical!”** –Colby Sharp, Educator and co-founder of Nerdy Book Club

**“This is exactly the type of book we need** more of for those early readers in 1st, 2nd, 3rd [grades].” –Pernille Ripp, Educator and founder of The Global Read Aloud

**“A rollicking tale with **engaging characters and an irresistible premise.**”**

–*Booklist*, review of *Creature of the Pines*

**Educator bio:** This guide was created by Rochelle Menendez, Teacher-Librarian with the Mesquite Independent School District in Texas. Ro is a bilingual educator with over 15 years of experience in inclusive elementary school learning settings. Ro received an MS in Ed Tech Leadership & Library Science from Texas A&M University.



**OFFICIAL  
WORLD MAP**

*of the*

**UNICORN  
RESCUE SOCIETY**

*Improved by Uchenna Deteriaux  
and Elliot Eisner*



# THE UNICORN RESCUE SOCIETY

## MEET THE UNICORN RESCUE SOCIETY CREATORS



**ADAM GIDWITZ** taught big kids and not-so-big kids in Brooklyn for eight years. Now he spends most of his time chronicling the adventures of the Unicorn Rescue Society. He is also the author of the Newbery Honor-winning *The Inquisitor's Tale*, as well as the bestselling *A Tale Dark and Grimm* and its companions.



**JESSE CASEY AND CHRIS SMITH** are filmmakers. They founded Mixtape Club, an award-winning production company in New York City, where they make videos and animations for all sorts of people. Adam and Jesse met when they were eleven years old. They have done many things together, like building a car powered only by a mousetrap and inventing two board games. Jesse and Chris met when they were eighteen years old. They have done many things together, too, like making music videos for rock bands and an animation for the largest digital billboard ever. But Adam and Jesse and Chris wanted to do something *together*. First, they made trailers for Adam's books. Then, they made a short film together. And now, they are sharing with the world the courage, curiosity, kindness, and courage of the members of the Unicorn Rescue Society!



**HATEM ALY** is an Egyptian-born illustrator whose work has been featured in multiple publications worldwide. He currently lives in New Brunswick, Canada, with his wife, son, and more pets than people. Find him online at [metahatem.com](http://metahatem.com) or [@metahatem](https://twitter.com/metahatem).



**JOE BRUCHAC** is a *New York Times* bestselling author of over a hundred books, many of which draw on his Abenaki heritage. Although his northeastern American Indian heritage is only one part of an ethnic background that includes Slovak and English blood, those Native roots are the ones by which he has been most nourished. He continues to work extensively in projects involving the preservation of Abenaki culture, language, and traditional Native skills. Joe and his books have won numerous awards, including the Lifetime Achievement Award from the Native Writers Circle of the Americas.



**EMMA OTHEGUY** is the author of the picture book *Martí's Song for Freedom/Martí y sus versos por la libertad* (Lee & Low 2017) about Cuban poet and national hero José Martí, as well as the forthcoming novel *Silver Meadows Summer* (Knopf 2019). *Martí's Song for Freedom* received five starred reviews, from *School Library Journal*, *Booklist*, *Kirkus*, *Publishers Weekly*, and *Shelf Awareness*. *Martí* was named a Best Book of the Year by Kirkus Reviews, *School Library Journal*, the New York Public Library, and the Bank Street College of Education, and also received the International Literacy Association's 2018 Children's and Young Adult Book Award in Intermediate Nonfiction.



**DAVID BOWLES** is a Mexican-American author from south Texas, where he teaches at the University of Texas Rio Grande Valley. A recipient of awards from the American Library Association, Texas Institute of Letters and Texas Associated Press, he has written several books, including *They Call Me Güero: A Border Kid's Poems* and the Pura Belpré Honor Book *The Smoking Mirror*. Find him online at [davidbowles.us](http://davidbowles.us) or [@DavidOBowles](https://twitter.com/DavidOBowles).



**HENA KHAN** grew up with her nose in a book and still thinks of the characters she met and the stories she read years ago. That's why she loves writing for kids—in the hopes that something she wrote will stick with them. Hena explores her Pakistani American culture in her writing, along with other themes. Her middle grade novel *Amina's Voice* was named a Best Book of 2017 by *Kirkus*, NPR, *The Washington Post* and others. She also is the author of the *Zayd Saleem: Chasing the Dream* series and several picture books including *Golden Domes and Silver Lanterns*, *Night of the Moon*, and *It's Ramadan Curious George*. Hena grew up in Rockville, Maryland, where she still lives with her husband and two sons. You can learn more about her at [henakhan.com](http://henakhan.com) or follow her [@henakhanbooks](https://twitter.com/henakhanbooks).



PENGUINCLASSROOM.COM



@PENGUINCLASS



PENGUINCLASSROOM



@PENGUINCLASSROOM