

## **Seek and Save the Yeti Campaign**

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### **Overview**

This unit is an introduction of cryptozoology to the 7<sup>th</sup> grade middle school student. It presents itself in a cross- curricular format. The lessons are based on a given modified timeline containing descriptions of the *Yeti*, *Big Foot* and *Sasquatch's* existence. The first lesson uses the scientific process to debunk many Yeti theories. It initiates students to explore government guidelines for endangered species. The second lesson art criticism, and illustrating sightings for postage stamp designs. It also prompts student correspondence for Yeti protection. Lastly, a pop-culture cinema photography lesson enables understanding the need for participation to protect the Yeti, by viewing Yeti's self-preservation mannerisms.

The 7<sup>th</sup> grade middle school students find themselves searching for their own identity and for those around them. They are skilled in categorizing and rating each other's attributes: physical appearances, physical strengths and abilities to communicate persuasively. They are swift to label who or what is not in these categories. Their priorities secure them from mystic characteristics found in fantasy stories. Fantasy, to them, is not real and not to be taken seriously. They are without wondering what inspired a fantasy creature's fabrication. Sadly, many adults also separate science and fiction.

Our students need to learn there are still unknown species on our planet. They may be found in regions too vast and too dense to explore. The territories may contain not only uncharted life, but also early documentation of the life form. Unexplored territory in our students' future will gradually diminish. We, as educators, must empower our students with responsibility and means to preserve the rare findings. What is revealed must be understood and not be destroyed nor exploited by politics or other cultural beliefs.

The transitions between fact and fiction fit Crypto-zoology comfortably into science fiction. The Yeti's legacy is richer than other cryptic creatures because it has been sighted in many cultures and their various geographic locations, throughout centuries. The

reports vary in size, color, form, descriptive features and mannerisms. Because a Yeti has never been caught, nor captured, the reports cannot be verified. Its mystery captures our curiosity and imaginations. The endless possibilities are the important factors, which motivate us to learn.

Questioning, gathering, organizing facts and presenting a theory, are parts of the scientific process. That process becomes more valuable as a learning tool, when it triggers our imaginations. For example, what progress is gained by chasing myths? We learn to conquer our fears of things we do not know, by probing for understanding. What is a Yeti? Where does the Yeti come from? Why are sightings becoming more frequent? What happens when humans come in contact with the Yeti? Can we co-habitat peacefully with things we cannot control nor contain?

Lately, in our modern world, the child becomes more assertive as it grows older. The ability to comprehend and endure violence has become a measuring tool of maturity. An example is in the differences between movie ratings G and PG 13. The image of the Yeti mirrors our aggressive imaginations and becomes more intelligent and violent. The British company Hammer Film Productions shows the wild beast Yeti being hunted in *The Abominable Snowman of the Himalayas* (1957). George Lucas's *Star Wars* (1977-2005) characterizes the future Yeti to be intelligent enough for warfare, weapon use, and space flight navigation. Our fascination with the Yeti grows as we attribute human behaviors and intelligences to him.

Still, some origin theories of the Yeti have become inappropriate to mention to children. There are those who will try to use Darwin's theory of evolution to prove the Yeti derives from the Neanderthal man. This act prevails to create censorship. In the natural order of reasoning, questions arise if we are cousins to the apes. The Yeti has not been caught to establish proof of evolutionary theories and their reasoning. There are no proven fossil remains. The Yeti's origins and behaviors therefore are science fiction. This unit, in respect to student diversities of religion and culture contains comparisons of humans to the Yeti, but does not attempt to prove that we are descended from the apes.

## Rationale

“For if one link in nature’s chain might be lost, another might be lost, until the whole of things will vanish piece by piece” (Thomas Jefferson)

We have eliminated or endangered many species on this planet, because of advancements in civilization. If we rely solely on scientific explanations to accept their existence, more in our lifetime will be eliminated, for failure to seek and to preserve. The fascination, of the Yeti and its likenesses, is the amount of people willing to believe in its existence, without substantiated proof. There are worldwide stories of a large animal, walking upright, with intelligence to avoid being captured, killed, labeled and analyzed by our superior selves.

Crypto-zoology provides a realm where science, myth and art must work together to create complete comprehension of a creature’s possible existence. Modern technology is enabling us to expose elusive creatures once thought to be non-existent. The precedent is set by other species such as the giant squid’s and Tasmanian wolf’s reappearance from distinction. The preservation of past civilizations by art and myth are as important as science technology in developing tools for proof.

Many animals, once thought to be extinct, were recently discovered in the 20<sup>th</sup> century. In 1960 a large herd of wood bison was discovered in the Canadian Northwest. The white rhino, the second largest land animal was not discovered until 1910. The Komodo Dragon, a lizard matching mythical descriptions was found on an island off the Malay Peninsula in 1912. The kraken was thought to be a mythical creature, until 1870. Scientists labeled the coelacanth extinct, because of a fossil record dating 70,000,000 years ago. The species was documented in 1938 and 1952, found in the Indian Ocean. The discoveries were made, by following people living closest to nature. Their paths are the world maps for scientists to explore. (Rudley)

According to the *Encarta World English Dictionary*, “Cryptozoology is the study of legendary creatures like the Loch Ness monster or the Yeti.” The Yeti has a place of prominence, important enough to be found in the science’s definition. However, proof of the Yeti’s existence is often forged and debunked, leaving the Yeti vulnerable to those desperate to hunt and kill it. The protection rights of the creature are not universal. Misconceptions of the creature may lead to its distinction.

The term Yeti derives from the Sherpa language, yeh-the, meaning that thing. Yeti is defined, by the *Encarta Dictionary*, as “a mysterious hairy humanoid animal said to live in the Himalayas. Also called Abominable Snowman.” Synonyms given are Bigfoot and Sasquatch. The adjectives given tell us the mystery animal exists in many geographic locations and cultures, however it has not been caught, because of its size, threatening demeanor, and because its habitat is difficult to approach. There are even some stories that the Yeti has the power to dematerialize, for example, the scientific journals of Maya

Bykova. (Paul Stonehill) Teams of researchers are constantly trying to use scientific methods as measured proof of the Yeti's existence.

A timeline brief of entries is found in many reference resources starting from 1832. The first recorded sighting, in the *Journal of the Asiatic Society of Bengal*, B. H. Hodgson, British resident of the court of Nepal. Hodgson did not see the Yeti. The native's description of the Yeti was an erect and tail-less, creature with long, dark hair all over its body. The natives thought it was a demon and fled. Hodgson thought it to be an orangutan. (Wikipedia)

In 1935, German paleontologist Ralph von Koenigswald was the first to discover a new giant primate species by its fossil teeth, in a Hong Kong apothecary. Chinese apothecaries have been using powdered fossils in medicine for thousands of years. He named the new primate species *Gigantopithecus blacki*. The giant primate stood about 10 feet and weighed about 1200 pounds. (Wikipedia) He estimated their age at 125,000 to 700,00 years. Peasants looking for dragon bones have diminished many fossil sites, in China. However, scientists still find the fossils in caves and limestone towers of Southeast Asia. (University of Iowa Museum of Natural History)

Many crypto zoologists now theorize the Yeti is a descendent of the prehistoric *Gigantopithecus*, but scientists do not agree. Fossils of *Gigantopithecus giganteus* have been found in northern India and China. It was smaller than *Gigantopithecus blacki*, approximately 6 feet tall. It was probably an herbivore eating bamboo and fruit. New theories dictate it was a generalist in its eating habits. It is not known why the species died out. Researchers believe it was changing climate and competition with other species. (Wikipedia)

Eric Shipton attempted to scale Mount Everest in 1951. He took photographs of large footprints in the snow, at 6,000 m (19,685 ft) above sea level. The prints are disputed because of distortion by melting snow. (Wikipedia) The pictures were taken in the Gauri Sankar range in the Himalayas. Ed Hillary, who was knighted in 1953, for reaching the top of Mt. Everest, was on the expedition. The photo is important because they had comparative measurements of a human foot and of an ice ax for scale. The measurements were about 12 to 13 inches long. One photo was auctioned off at Christie's London for 3,500 pounds, in 2007(Pescovitz)

The Daily Mail Expedition of March 19, 1954 printed an article of the Pangboche hand and scalp. The scalp was kept in the Pangboche monastery. Professor Frederic Wood Jones, F.R.S, D.S.C. analyzed the Yeti's hair. Microphotographs were taken of the hairs and compared with other animals. The professor concluded the hairs were not from a scalp." No animals have a ridge running from the base of the forehead across the pate and ending at the nape of the neck." The hairs were from an animal's shoulder, but he could not pinpoint the animal. (Wikipedia)

The 1959 Slick expedition collected a specimen of a Yeti hand. Peter Byrne later investigated the Pangboche hand. Byrne was able to secure the thumb and the p phalanx

out of Nepal. The samples including a piece of skin were brought out of India by actor James Stewart. They were given to expedition sponsor, Kirk Johnson, who gave them to Hill. Several anthropologists studied the hand in puzzlement. Anthropologist George Agogino felt the hand was characteristic of a giant anthropoid. (Sky Gaze.com.)

Dr. George Allen Agogino graduated Overbrook High School in Philadelphia, Pennsylvania, in 1940. He volunteered for service in WWII in 1943. He earned a BA in Anthropology and a MA in Sociology from the University of New Mexico. He completed his Ph.D. in Anthropology at Syracuse University. Dr. Agogino taught at many universities. He was also a post-doctorial research appointment at Harvard University. He published over 600 articles; His credentials in the field of science are numerous. However, he is best known for his contributions to Paleo-Indian archeology. Dr. Agogino Created the Department of Anthropology at Eastern New Mexico University and was the founding director of the Blackwater Draw Museum. He was honored internationally for his achievements. (Alice Agogino)

In 1960 Sir Edmund Hillary and zoologist Marlin Perkins investigated the Yeti in the village of Khumjung. The publishers of *World Book Encyclopedia* sponsored the expedition. (SKYGAZE.Com). They were entrusted with a Yeti scalp, which was kept in a village monastery for 100 years. The scalp was brought back to the United States for scientific examination. It was found to be from a goat hide. However, the monks still maintain the scalp is authentic. (Miller& Cacciofi)

In February and March, 1986 the New World Explorers Society (NWES) tried to follow up Sir Edmund Hillary's Expedition to investigate the legend of the Yeti. They focused on Yeti artifacts in the Buddhist monasteries of Khumjung, Thyangboche and Pangboche. They interviewed a Sherpa elder, Khonjo Khumbi, who accompanied Sir Edmund Hillary. Khonjo Khumbi arranged interviews with the villagers and in the discussions found one of the village women had a few long black and coarse chest hairs of a 7foot tall Yeti. She claimed in 1978, the Yeti attacked her son. Her son died from the wounds a while later. (Miller & Cacciofi)

Marc. Miller gathered descriptions from the Sherpa natives. They believe the Yeti stands at 5.5-7 feet tall and weighs 200-400lbs. It is covered with hair, except on the face and ears. Its head has a crest resembling an arrowhead. Its neck is short and thick. The face has dark skin, thin hair and a wide mouth. Its body is large and muscular with a broad chest and shoulders, thick hair, no tail. The arms are long and reach down to the knees. (Miller)

The behavior patterns of the Yeti show him to be shy and reclusive. He avoids human contact. Males are spotted more often than females. Families have been spotted. The Yeti howls shrilly or growls, when threatened. He may also throw rocks. He does not build fires, nor wear clothes, nor creates weapon, artifacts, or art or agriculture. He lives in caves and eats roots, berries, bark, rodents, rabbits, birds, wild goat, sheep and deer. He does not interact with large animals like black bears and snow leopards. He is found in the Himalayan high mountain areas, 10,000-20,000 feet. (Miller)

Twenty-first century Yeti Expeditions, in the Himalayas, provided the world with new documentation. Scientists, from Conservation International and Disney's Animal Kingdom, coincidentally found species unknown to science during Yeti research. One trek in Southwest China and Nepal was documented by Jeff Corwin, host of Corwin's Quest, and premiered on Discovery's *Animal Planet*, April 15, 2006. The researchers remind us the Yeti is defined as "protector of the sacred", and the Tibetan Mountains as "Sacred Lands" in need of environmental protection from increasing population pressures. (Anderson)

The scientists from Conservation International and Disney's *Animal Kingdom* formed the Mission Himalayas team. Education of their discoveries, a wingless grasshopper (Kingdonella), a new beetle species (Nicrophorus schawalleri) and a new subspecies of mammal known as the Qinghai vole (Microtus fuscus), three new species of frogs, eight new species of insects, and several new species of plants are included in Disney's Expedition Everest. (Anderson)

Disney Imagineer Joe Rohde researched the Yeti legend, in Nepal, extensively for Disney's attraction ride. Expedition Everest: Mission Himalayas. The ride opened in May 2006. Rohde makes a difference between scientific points of view and local lore. He raises the questions are people imagining an animal like an albino black bear or a single male macaque to be a kind of hairy human? Rhode also mentions Sir Edmund Hilary and a team of scientists did not find conclusive proof. He notes that belief in the Yeti's existence is unshaken by those who think the creature is part spirit and part animal. (*Discovery School*)

In December 2007, American archeologist and presenter Josh Gates and a team of nine producers from "Destination Truth" used infrared cameras for a week in the Khumbu region of Mount Everest. They reported finding a series of footprints at an elevation of 9,350 ft. in the Manju River, the Mt. Everest region of Nepal. Each of the footprints measured as 33cm in length with spreaded five toes that together measured 25 cm across. Casts were made for research. (Haviland, BBC News). Gates ventured off from safe passage trails, following sounds of a strange noise. He placed himself and his crew in the dense vegetation growth. He was fortunate to have experienced guides that knew how to find geographic features that may have been Yeti haunts. (Haviland)

A question that frequently arises is, how can the Yeti, or the Abominable Snowman, exist in frigid climates? The explanation of their survival is their unusual mind powers. The ability to will snow to melt, to transmit thoughts over large distances and to transport themselves by will from one place to another. Many Yeti reports begin with having the sensation of being watched and end with disappearing footprints. (Rudley)

The reasoning is provided by observations of other mysterious travelers in the mountains. In the same mountainous regions of the Himalayas, Hindus, mystics and Buddhists make pilgrimages wearing very little to protect themselves from the elements. They are usually naked or very lightly cloaked. They supposedly can sleep in the mountains without ill

effects. These reports come from well-trained mountaineers, who have to wear heavy protection and sleep in nylon bags and tents. (Rudley)

The Sherpas believe in Buddhism. The Buddhist monks encourage people to live in balance with nature. They discourage cutting down trees for fuel or hunting animals for food. They believe certain forest areas are sacred and the Yeti wanders through them. Some Buddhist statues are theorized to be depicting the Yeti. (Discovery School)

The popularity of the Yeti legend is increasing Nepal's immigration and tourism. The monks guard closely what is documented along with local communities and government agencies, for fear of poaching. The Tibetan Buddhists believe in preserving the natural world and its life forms. The Yeti legend places the Yeti as a protector of his territory and environment. (Anderson). In 1961, the government of Nepal made the Yeti its national symbol. In turn, the Yeti became a symbol for conserving the natural world. (Coleman)

There are Yeti stamps from Bhutan circa 1966 to 1970 that display the hominoids in many forms. " Actually there are three creatures referred to as the Yeti. The Meh-the is a man-sized ape-like creature with thick reddish brown to black fur, a conical head, and long arms which reach almost to its knees. It always walks on two legs. The Duz-The is the largest Abominable Snowman, some believe it is the fierce, Tibetan blue bear. It has dark reddish-brown hair and a dome-shaped head. The Duz-The is a large bear-like creature, usually seen walking on four legs but occasionally on two. It leaves behind clawed footprints. Locals say that it raids livestock holdings. It is very likely to be some kind of bear. The The-Ima is another ape-like creature, smaller than the Meh-the. The The-Ima is about three to four feet tall with a pointed head and reddish fur. They appear to subsist on frogs. (Pibburns)

In Kathmandu, Nepal, the former royal palace was named Hanuman Dhoka. The entrance of the palace is at the Hanuman Dhoka (Hanuman Gate). A statue of Hanumann, on its left, guards the gate. The image of Hanuman dates from 1672. The Lord Hanumann of the Hindu religion is a giant monkey that protects the mountain areas for the Lord Rama. He is described as the symbol for the pinnacle of devotion and selfless service. Images of Lord Hanumann often show him with a human body, mouth of a monkey and a tail of a monkey. His clothes vary, but he is often portrayed wearing a pointed arched crown and carrying a club. (Shri Hanumante Namah).

In Pharping, a small village in the south of Kathmandu, at the Sesa Narayna Temple there is a sculpture of Hanuman, made from stone. It dates from the Three Kingdom Malla, 1428-1769. Curiously, this statue does not portray Hanuman with a thin humanoid-tailed torso and semi-human face. Instead, the torso is boxy and muscular. The face is more simian than human. The figure has a thick neck. It has flowing curls around it, which build into an arched crown. The figure crouches on a carved stone bed of leaves. Did a Yeti sighting influence the artist? Copyright holders of the photo are John C. and Susan L. Huntington, 1970 (Huntington)

In 2005, a Bhutan habitat was created to protect the habitat of the Yeti. John D and Catherine T. MacArthur made a self-named, \$700,000 grant to the World Wildlife Fund program. Aimed at the Sakteng Wildlife Sanctuary the grant was to protect the Yeti, then called migo. The migo have the same general descriptions as the Yeti. The Environmental News Service describes them as approximately 5 feet tall, covered with hair, except on their faces. They smell horrible and leave two footprints. (Coleman)

Are there any laws protecting the Yeti? Co-Author of *The Field Guide to Bigfoot and other Mystery Primates*, Loren Coleman asks, "How can humans protect an animal species before it is known to exist?" The BFRO (Bigfoot Research Organization) actively seeks clear definitions of Yeti protection laws. In 1957, the Nepalese government passed a new law that forbade all foreign mountaineers from killing, injuring, or capturing a Yeti. (Coleman)

In March of 2008, the Chinese government invaded Tibet to squash freedom of speech riots incited by Monks on the 49<sup>th</sup> anniversary of the Dalai Lama's exile. (Times Online) The Chinese army ordered all tourists out of the Himalayan areas. Ironically, the conflict arises at a time when China is paving roads for the Olympics. In August 2008 the Olympian torch will descend from Mt. Everest to open the Olympian games. The paved trails of Sir Hillary's expedition will ease the track of the marathon runners. Perhaps, the Yeti will follow the paved trails to civilization.

The American Pacific Northwest has a cousin to the Yeti, called Bigfoot. In Canada it is called Sasquatch. The term Sasquatch is Indian for "hairy giant". Again, there are many references in books and on the Internet of the sightings, documented by intelligent people. The first sighting was in 1811, near Jasper, Alberta Canada. David Thompson. A trader found footprints, 14 inches long and 8 inches wide, with four toes, in the snow (unmuseum).

Theodore Roosevelt, who would later become president of the United States, wrote in his journals and often told a story he heard, from the hunter, Baumann. Baumann and a friend were hunting in the Rocky Mountains. For two successive days their camp was destroyed while they were out hunting. The only clue was footprints left by a bear walking on two legs. Bears cannot walk a distance on two feet. At night, they heard stomping outside the tent. Baumann fired a shot from his rifle. Something fled away. The next morning, his friend stayed to guard the camp, while Baumann went to collect the traps. Baumann returned later, to find his friend dead with a broken neck. (Roosevelt)

Several sightings occurred in the year, 1924. Albert Ostman claimed a family of Bigfoots, near Tobet Inlet, kidnapped him. He did not release his story until 1957, for fear of being called crazy. The father and daughter guarded him, while the son and daughter prepared the meals. Their diet was vegetarian; they ate roots, grass and spruce tips. Ostman escaped after a week. He did not say why he felt he was taken hostage. Ostman's story appears in many Bigfoot books. (Unmuseum)



In 1924, near Mt. St. Helens, a group of miners shot at a Bigfoot attacking another animal. At night, their cabin was surrounded by a group of Bigfoot that threw stones at the building, pounded on the walls, and climbed on the roof, until dawn. The miners abandoned the mine, now called Ape Canyon. (*Unmuseum*)

A famed Bigfoot sighting occurred in Humboldt County, California, in 1958, Jerry Crew found large footprints around his bulldozer. Crew made a cast of the footprint. The newspaper picture of Crew holding the cast gave name to the cryptic species, Bigfoot. (*Unmuseum*)

In 1967, Bluff Creek California, Roger Patterson and Bob Grimlin captured Bigfoot on film. The film is very controversial. Some people feel it is a human in an animal costume. No one has ever proven the film a fake. (*Unmuseum*)

Many areas in the United States have made efforts to protect the big furry creature and his stomping grounds. California's Bigfoot Cave is within the Tule River Indian Reservation. It houses images that many believe might represent Bigfoot. (*Unexplained Earth*)

Pike's Peak Parkway, Colorado, near Manitou Springs Colorado, displays a Colorado State sign warning citizens of a Bigfoot Crossing. The sign is not a hoax. Rangers claim there are numerous sightings in the area. Some rangers believe the sightings may be of black bears. In general, the state is cautious, and does not want a Bigfoot frenzy to occur. (Freddy's Paranormal Horizons)

In Skamania County, Washington, it is illegal to kill a Bigfoot under penalty of a \$1,000 fine and five years in jail. Willow Creek, California is the self-declared capital. In the center stands a life-size carving of the creature. (**Unmuseum**)

KYW announced on April 30, 2008, debates are occurring about the right for National Park tourists to be protected with guns against four footed and "two footed animals".

The legend of Bigfoot is preserved in children's films with emphasis on its being an endangered species.

#### Yeti Pop-Culture Films

1957 *The Abominable Snowman of the Himalayas*, Hammer Film Productions portrayed a Yeti hunt

1964 *Rudolph the Red-Nosed Reindeer*, animation shows the snowman's reputation, for his meanness is not true.

1972 *The Legend of Boggy Creek* is done as a mock documentary.

1977 *Star Wars*, the first of many Lucas films showing Chewbacca, a futuristic space pilot Bigfoot.

1987 *Bigfoot* Walt Disney Pictures, two children try to save Sasquatch from being captured.

1987 *Harry and the Hendersons* The Henderson family brings home a Road-kill Bigfoot.

The creature revives and the family tries to protect it from human predators. This  
The movie becomes a T.V. series that lasted from 1991-1993.  
1995 *A Goofy Movie*, Walt Disney Studios, Goofy tries to capture evidence of Bigfoot  
on film.

The Pennsylvania Bigfoot Society investigates Bigfoot sightings, and categorizes them  
by their location in Pennsylvania's many counties. Below are sightings from the website  
citing the Philadelphian suburban areas.

#### Berks County Sightings

Early February 1991 on top of Blue Mountain on the Appalachian Trail in State Game  
Land #110: During grouse hunting, a man saw a dark creature running up a trail towards.  
There was at least 12 inches of snow on the ground covered with ice. It was difficult for  
the man to walk on the trail. He could not believe someone was running. The creature  
was not out of breath and it didn't make any sound. When the creature spotted the man, it  
stopped running, turned and walked away. The creature turned to look back at the  
witness, by turning at the torso. It turned like the creature in the Patterson film. The  
creature was all black with very long hair. The man could not make out a face through the  
hair. It was very tall; approximately 7 to 7 1/2 foot and weighed about 400 to 500 pounds

#### Bucks County Sightings

June 20, 2004 Chalfont: Four youths were walking in a wooded area behind a housing  
development. They claim they witnessed a 7 feet tall, 400 lb. creature. The creature is  
covered in white hair and has red eyes. The youths claim the creature ran off leaving a  
15-inch footprint. They also claim they heard vocalizations.

January 15, 2001 Wissahickon State Park: A witness was lying in his tent and was  
startled awake by ear-piercing shrieks. When he looked in the direction of the sounds, he  
saw a very large, almond colored creature. The creature was about 25 yards away. There  
was also a strange smell, almost skunk like, emanating from the creature. The creature  
acted like he didn't notice the witness and bolted away across the stream. It appeared to  
be at least 7 feet tall with a massive girth.

July 1977 close to Quaker town: A witness was camping with her father, when she went  
off the trail alone. As she stopped at a dried up riverbed, she saw a creature crouching, or  
possibly sitting along the riverbank. It had 5 to 6 inches of beige or light brown hair  
covering its

#### Delaware County Sightings

April 09, 2004, Brookhaven: A woman witnesses a large animal walking on two legs  
along a creek below her home. She does not stay to get a good look at the creature.

#### Montgomery County Sightings

Fall 1991 or 1992 to 1999 near Schwenksville: A woman reported hearing loud screams  
coming near a wooded ridge near her home. The screams sounded like someone being  
murdered. In March 1994, she heard the scream in the afternoon. In July 1994, the

woman heard loud screams outside her house. In March 1999, the woman heard more loud screams from the ridge above her house.

#### Philadelphia County Sightings

January 15, 2001 Wissahickon State Park: A man camping in the park claims he was awoken by loud shrieks. He looked out of his tent to see a 7-foot tall almond colored creature standing about 25 yards away with its arms stretched above its head. The creature appeared to be howling at the sky. The witness also noticed a skunk like odor.

Bigfoot, Sasquatch and the Yeti may be closer than you think. These are places in the Philadelphia area, where you may spot them. The connections may not be direct nor labeled so with their names.

#### Cameron Gainer: Forest Through The Trees

January-March 2008

Art exhibit at The Fabric Workshop and Museum, Philadelphia

Cameron Gainer recreates the image of Roger Patterson and Bob Gimlin of Bigfoot as a three dimensional pose.

#### Philadelphia Museum of Art

Indian and Himalayan Art

Made in Kathmandu Valley, Nepal

Malla Period (1200-1769) c. 16<sup>th</sup> century

Artist/maker unknown

Mercury-gilded copper alloy repousse with rock crystal, paint, foil, and glass

29x25x18 inches

Gallery 232, Asian Art, second floor

1998-77-1

Purchased with the Stella Kramrisch Fund, 1998

Relief carving is possibly an image of Hanuman.

Large eyes, wide nose, pointed arched headpiece plaited with long curls

#### University of Pennsylvania Museum of Archaeology and Anthropology

Philadelphia, Pa.

Raven's Journey Exhibit in the Northwest Pacific Coast Hall

Was Louis Shortridge interested in the Yeti? The exhibited pieces show a strange resemblance.

#### Shark Helmet

Sikka Louis Shortridge

1929-29-1-1

This helmet does not resemble a shark's face. It is an arched headpiece fringed with curly fur. Sharks do not have thick fur around their head. The helmet also has a face with large lips, blunt teeth and large eyes.

## **Strategies**

### Teacher Preparation

View the documentary by Josh Gates

“Destination Truth” appears on the Sci-Fi Channel and is owned by NBC Universal, a partner of Microsoft

View Internet documentation of the Gates Expedition

### Student Activities

Videos:

Charting Scales of Footprints

Yeti Sighting Timeline

Pop Culture Bulletin Boards

Word Wall

Science Boards

Yeti Stamp Illustrations

Persuasive Letters

## **Objectives**

Students will identify the Yeti by reading descriptions from a timeline of Yeti Sightings and recording reflections in a journal.

They will then debunk theories that the Yeti is a human, orangutan, or bear by comparing footprints for size and details according to the scientific process.

They will view films of the Yeti, to write observations, of how the Yeti is conceived as a protector of his environment.

They will redesign an international Yeti stamp, as the Yeti is the international symbol of conservation.

They will also write a persuasive letter for the Yeti to be protected internationally as an endangered species.

## **Classroom Activities/ Lesson Plans**

### **Lesson Title: Debunking the Yeti Impostors or Whose Toes Are Those?**

Based on Holt Science & Technology Cells, Heredity, and Classification pages 154 to 155

P.S.S.S. 4.7.7

Grade 7

Standard Statement B: Explain how species of living organisms adapt to their environment.

Performance Content Descriptors

By the end of grade 7 students will be able to:

Explain how species of living organisms adapt to their environment.

Explain how an adaptation or trait helps an organism to survive and reproduce over time.

Vocabulary: adaptation is a physical (structural) or behavioral (actions of the organism or its reaction to stimuli) trait that enables an organism to survive and reproduce.

Standard Statement C: Explain natural or human actions in relation to the loss of a species.

#### Performance Content Descriptors

By the end of grade 7 students will be able to:

- 1.Explain natural or human actions in relation to the loss of species.
- 2.Identify Pennsylvania plants and animals that are on the threatened or endangered species list.
- 3.Describe state laws regarding threatened and endangered species.
- 4.Explain why one species may be more susceptible to becoming endangered than another.

#### Goal

Explain, if the Yeti was found in Pennsylvania, how would or would not it be protected by state conservation laws.

The Endangered Species Act of 1973 governs the protection of species whose population are in decline and could be in danger of extinction.

#### Objectives:

- 1.Identify that the Yeti species by its footprints they are not human, bear, nor orangutan
- 2.Identify how descriptive reports of the Yeti do not match other descriptions of species native to Pennsylvania. Compare and contrast the attributes of a Yeti to a bear.
3. Explain how confusion between a Yeti and a bear or other local woodland animal not protected by conservation laws may lead to its distinction.
- 4.Identify the habitat, summarize its niche, state the cause for concern, describe how the animal would affect other animals in the ecosystem, and hypothesize what the effect could be on ecosystems if others of related species decline in numbers.

1. Cite three locations of reported Yeti habitats and give their common features, i.e. descriptions of woods, streams and caves.
2. Explain why the Yeti is called the protector of the woods. List its protective behavior patterns. Explain by saving the Yeti, it also saves animals killed because they are thought to be the Yeti. Many reports of the Yeti state the Yeti keeps to its own territory. It avoids being spotted and caught. It does not show aggression unless its personal space has been encroached. It may return to campsites of hunters to eliminate its predators. Cite more than one incidence.
3. Explain how various descriptions of the Yeti may be due to climate or adaptation to habitat

#### Presentation/demonstration:

View pictures of large footprints taken by Eric Shipton in 1951 and 1953 using the measurements of a human foot and of an ice ax for scale. Give the estimated dimensions of the ax. Ask students to compare the size of their feet with objects in their possession.

Note that nothing in their possession is as big as the ice ax. The footprints must be larger than theirs.

**Vocabulary:**

1. endangered: in danger or at risk, especially of ceasing to exist
2. threatened: used to describe an organism or species that is in danger of becoming extinct
3. protected: a species in danger of extinction
4. extinct: describes a species that has died out completely
5. camouflage: when an organism blends into its environment
6. adaptation: a characteristic that helps an organism survive and reproduce in its environment.
7. species: a group of organisms that can mate with one another to produce fertile offspring.
8. primate: a group of mammals that includes humans, apes, monkeys, and lemurs.  
Primates have eyes in the front of the head and have binocular or 3-D vision.  
Primates have five flexible fingers, four fingers and an opposable thumb.  
Primates should have a big toe.
9. hominids: humans and their human-like ancestors.
10. bipedalism: walking on two feet.
11. population: groups of individuals of the same species
12. evolution: the process in which populations gradually changes over time.
13. debunk: to show that something is wrong or false.

**Materials:**

Ruler, Set of "Yeti" life-size footprints stenciled on brown paper, Roll of brown paper  
Finger Paint, Paint tray, Disposable wet wipes,  
Scale Charts of human, bear and orangutan footprints

*Activity*

*Ask a Question:*

Your teacher will display mystery footprints on brown paper.  
Examine the mystery footprints. Brainstorm what you might learn about identifying tracks.

*Form a Hypothesis:*

Examine charts of three types of footprints, human, bear and orangutan. As a class, state several hypotheses about what left the footprints. Form groups and choose one hypothesis for your group to investigate.

*Test the Hypothesis:*

Create a set of your own footprints by painting the bottom of your feet and walking across the brown paper. Use a meter stick to measure the stride. Record the differences between running and walking. What part of the foot touches the ground when running? What part of the foot is deeper when you are running?

Example of Data Organizer  
Footprint set 1  
Distinguishing features  
Length  
Width  
Length of stride

*Analyze the Results:*

1. Classifying

Compare the data from your footprints with the data from the mystery footprints.  
How are they alike? How are they different?

2. Identifying Patterns

Examine the shape and size of the mystery footprints. Determine the number animals. Explain your interpretation.

3. Analyzing Data

Can you tell if the mystery footprints were made by a man, a bear, or by an orangutan?

*Draw Conclusions:* Does your data support your hypothesis? Explain.

*Evaluating Methods:* How could you improve your experiment?

*Extended Learning*

Explain how the Yeti's foot helps it to adapt to its environment.

Explain how the Yeti's stride helps it to survive and reproduce over time.

*Assessment*

Create a tri-fold depicting the discovery of a new species titled Big Foot

Use the scientific process

Ask a question

Form a hypothesis

Test the hypothesis

Analyze the results

Draw Conclusions

Communicate Results

*Follow up:*

Students will research and write an essay describing one of the following Science Careers

Fossil Hunter Anthropology Paleontologist Zoologist Animal Conservationist

Students with Disabilities may use the website

[www.washington.edu/doit/Brochures/Academics/science.meet.html](http://www.washington.edu/doit/Brochures/Academics/science.meet.html).

*PSSA Alignment:*

State Standardized Test Items

Dodo birds were once common on an island in the Indian Ocean.  
The actions of humans reduced the number of Dodo birds and made it difficult for the birds to survive. Today no Dodo birds remain.  
Which best describes the status of these birds?  
A Endangered B Threatened C Protected D Extinct

*Class Based Assessments*

Science Journals, Teacher Observations, Science Fair Projects, Use of Graphic Organizers, Portfolios, Laboratory Data

*Students with Disabilities*

Provide extended time

Provide visual cues to help students label and describe the functions of each part

*Home Connections*

Access the website for the Pa. Game Commission

[http://sites.state.pa.us/PA\\_Exec/PGC/endangered/](http://sites.state.pa.us/PA_Exec/PGC/endangered/).

To identify two state laws which protect threatened or endangered urban wildlife.

<http://www.pacode.com/secure/data/058/chapter133/chap133toc.html>

<http://www.pgc.state.pa.us/pgc/cwp/view.asp?a=460&q=152533>

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*Community Connections*

Contact the local U.S. Fish and Wildlife Service to receive information about how species can be protected from extinction.

**Lesson Title: Designing International Yeti Stamps or Get Ready to Save the Yeti**

Based on Glencoe Introducing Art pages 66 to 69

Grade 7

Pa. 9.1 Production Performance and Exhibition of Visual Arts.

Pa. Standard Statement

- A. Know and Use the Elements and Principles of each art form to create works in the arts and humanities.
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C. Identify and use comprehensive vocabulary within the visual arts
- E. Communicate a unifying theme or point of view through production of works of visual arts.

*Content Descriptors:*

By the end of grade 7 students will be able to:



- Analyze characteristics of the elements and principles of visual art.
- Arrange the elements of art according to the principles of art to create visual compositions, which demonstrate progressive knowledge and skill
- Demonstrate increased knowledge and skill in the use of color and color relationships.
- Use the elements and principles of art to create the illusion of light and shadow.
- Demonstrate progressive knowledge and skill in drawing/painting media, techniques, and processes.
- Demonstrate progressive knowledge and skill in the use of appropriate art vocabulary to describe, demonstrate, classify, and evaluate works of art.
- Discuss orally and in writing subject matter, symbols, and ideas in works of art by one particular artist and culture as well as one's own work using appropriate terminology.
- Demonstrate progressive knowledge, use, and retention of an art vocabulary.

Goal; Create a Yeti/Big Foot/Sasquatch Poster that illustrates a scene from the Yeti/Big Foot/ Sasquatch Sighting Timeline.

Objectives:

1. Create a representational composition using the elements and principles of art.
2. Keep a sketch journal of Yeti/Big Foot/Sasquatch drawings and descriptions from sightings and personal reflections.
3. Using the principles and elements of art describe how professional artists portray the Yeti/Big Foot/Sasquatch
4. Write a short biography of a Yeti/Big Foot/Sasquatch artist including information about works of art created by that artist.
5. Write a letter to the State Game commission asking for the Yeti's/Big Foot/Sasquatch protection include your Yeti stamp design.

*Presentation/Demonstration:*

View examples of Bhutan Yeti Stamps

Vocabulary:

Art Elements

1. **Line** A continuous mark made on some surface by a moving point. It may be two-dimensional, three dimensional or implied.
2. **Shape** An enclosed space defined and determined by another art element such as line, color or texture.
3. **Form** An art element that is three-dimensional; has height, width and depth.
4. **Value** An element of art that describes the quality of lightness or darkness of color or non-color.
5. **Texture** the surface quality or "feel" of an object; its smoothness, roughness or softness; textures may be actual or simulated.
6. **Color** Hue, value and intensity are the three properties of color; a color's name, its lightness or darkness and its brightness or dullness.

7. Space The distance or area between, around, below, above or within things. Space can be two or three-dimensional.

#### Art Principles

1. Emphasis A way of combining elements to stress the differences between those elements and create one or more centers of interest.
2. Balance Refers to the way art elements are arranged to create a feeling of stability. Balance may be symmetrical or asymmetrical.
3. Harmony a way of combining elements to emphasize their similarities and bind the picture parts into a whole; often achieved through repetition and simplicity.
4. Variety Combining elements in involved ways to achieve intricate and complex relationships. It may increase the visual interest of a work of art.
5. Gradation A way of combining art elements by using a series of gradual changes in those elements. For example, gradation refers to a step-by step change from light to dark or small to large.
6. Movement & Rhythm A way of combining elements that produces a look of action or causes the viewer's eye to sweep over the work in a certain manner.
7. Proportion Refers to the relationship of elements to each other and to the artwork as a whole. Proportion may refer to the relative size of objects or to the amount of something.
8. Unity The quality of oneness or wholeness that is achieved through the effective use of the elements and principles of art.

#### Materials:

Sketch Journal, Yeti images, 18x24 drawing paper, #2 pencils, Crayons and/or watercolors, visual aids

#### Activity (student)

Read through the Yeti/Big Foot/Sasquatch Timeline. Research from references listed for images of the Yeti/Big Foot /Sasquatch

Describe "What do I see when I look at this work?"

- How many figures are in the scene?
- Give a physical description by listing details of each. Work in units starting with the face. Then move down to the body or torso. End with the appendages; arms, hands, legs and feet. What objects are being held?
- How does one figure compare or contrast to the other?
- How would you describe the surroundings?
- Analyze "How is the work of art organized?"
- What is in the center?
- What colors are the brightest? What are the lightest?
- Can you find diagonal lines? Where do they meet? Where do they direct the eye?
- What textures are being used?
- Interpret "What is the artist saying to me?"
- Explain your reaction to the images.

- Does the creature seem real or “fake”?
- Does the creature seem frightening or scared of humans?
- Judge “Is the work of art successful?”
- Decide which descriptive sighting impresses you the most.

Draw pictures and/or collect pictures of the Yeti/Big Foot/Sasquatch or close representations of the Yeti/Big Foot/Sasquatch

- Create a poster size (18x18)” stamp of that moment
- Include Scenery depicting with clear details a specific location as well as the Yeti Figure
- Label Location and Date of sighting
- Place Monetary value corresponding to the nation

Extended Learning

Use Digital Photo Workshops to create U.S. postage stamps from student work.

English Language Learners

Provide visual examples and hand-on demonstrations

Diverse cooperative learning groups

Create a word wall

Read the reports of the classmates

Write a separate 3x5 card for each descriptive word that is repeated often and for each word that is unfamiliar and needs to be clarified, for each word that describes a learning process.

Students with Disabilities:

All teachers working with identified students with disabilities must review the student’s need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER) and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.

Conclusion Assessment:

Sketchbook/journal, Teacher/student interviews, Art Rubrics, Anecdotal records, Audio and Videotapes, Student exhibitions

Assessment of student artwork may include the following criteria

- Level of skill
- Level of expressiveness
- Evidence of experimentation
- Evidence of imagination/invention
- Relationship of media to idea
- 

Step-by-step instruction (task assessment), Charts diagrams, kinesthetic response,

Diverse cooperative learning groups:

Provide accommodation in terms of process or product

Follow Up:

Students will write an essay on one of the following Art Careers and their role in preserving the Yeti/Big Foot Sasquatch

Forensic Artist, Archeologist, Disney Imagineer

PSSA Alignment

Passage is an art review using the word “opulent” in context.

The word “opulent” describes sculptural forms that are:

- A. Non-organic, geometric
- B. Highly-detailed in appearance
- C. Bulky and massive
- D. Plentiful in number

(Answer: D “Plentiful in number”)

**Lesson Title: How does the Yeti protect its Territory? Or The Yeti Flicks Its Trail**

Based on Alberta Learning “Using Film in the Classroom”

Grade7

Pa.9.2 Historical and Cultural Contexts

Pa. Standard Statements

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g. Post Modern Contemporary, Futuristic)
- D. Analyze a work of art from its historical and cultural perspective.
- E. Analyze how historical events and culture impacts forms, techniques and purposes of works of arts.
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities
- G. Relate works of art to geographic regions; Africa, Asia, Australia, Europe, North, South, and Central America

Performance Content Descriptors

By the end of grade 7 students will be able to:

Discuss the significance of a work of art according to its historical and cultural perspective.

Research the historical and cultural world-view and experiences that have influenced an artist and his/her work

Research characteristics of art and artifacts in order to determine function or purpose

Discuss a variety of artwork and artifacts from diverse cultures and historical periods

Goal Explain how the Yeti protects its territory

Objectives compare and contrast three Yeti films to study behavior interpretations of the Yeti and human reactions to the behaviors.

#### Presentation/Demonstration

Does the film's theme make a significant social statement?

How has the film made a direct communication to produce an emotional response?

How is the Yeti introduced to the audience?

In what ways are the choices, made by the Yeti similar or different from yours?

Is the Yeti assigned a character "types" in the film i.e. maverick hero, cruel villain?

Teacher will model creating a cause and effect shot description chart to explain the effect of the shot on you the viewer. For example, the distance between the subject and the viewer makes details less clear as the distance increases. Does that make the viewer feel curious or less interested? Does it emphasize body language for the viewer to interpret?

Cause: Shot Descriptions

Effect: of the shot on you the viewer

Type close medium long reverse

Point of View character omniscient

Angle high low wide

Frame balanced canted

Movement pan tracking stable

#### Yeti Vocabulary:

1. Territory An area that an animal considers as its own and that it defends against intruders of the same species

2. Guard to watch over and control passage through an entrance or across a boundary

3. Vocalizations Verbal communications

4. Odor Smell or scent, whether pleasant or unpleasant

5. Diversion A change in the direction or path of something

6. Weapon A device designed to inflict injury or death on an opponent. Something used as a way of getting an advantage in a situation.

7. Camouflage The devices that animals use to blend into their environment in order to avoid being seen by predators or prey, especially coloration

8. Habitat The natural conditions and environment, for example, forest, desert, or wetlands, in which a plant or animal lives

9. Paranormal Unable to be explained or understood in terms of scientific knowledge

#### Materials

Writing Journals and Pencils, Harry and the Hendersons DVD, Rudolph the Red Nose Reindeer DVD, Star Wars Video

#### Activity

Students will be given the vocabulary list to help understand Yeti behavior they will fill out a cause and effect chart of the director's style. Decisions will be made to determine several pieces of criteria Groups may be assigned to give reports on the following topics:

- (a) Is the Yeti is capable of communicating? (b) What evidence is there?
- Does the Yeti want to interact with humans? (b) What evidence is there?

- Are humans willing to interact with the Yeti? (b) What evidence is there?
- Will the Yeti's existence be threatened if there is interaction?
- Does the director persuade our feelings about the Yeti by his directions?

*Follow-Up:* Share knowledge gathered by students through class discussions. Create a Main Idea and Detail Map

Is the Yeti real or a hoax? Explain how the films gave good reasons for the Yeti's existence.

Write a summary essay. Why do we continue to seek the Yeti if it has never been caught?

#### *Assessment*

Sketchbook/journal, Teacher/student logs

#### *Strategies*

Diversified styles of films, animation, comedy, sci-fi

Organization Charts

Class discussions

Group presentations

Summary Essays

#### *PSSA Alignment*

Passage describes the Magdalenian art system as being the first in human history.

Based upon the text above, we know that the Magdalenians

A Were meat-eater B Used animal bones as tools C Created an art system that can be called the first in human history. D Art system started in Australia.

(Answer "C. The Magdalenian art system can be called the first in human history.")

#### *Students with Disabilities*

All teachers working with identified students with disabilities must review the student's need for Specially Designed Instruction (SDI) as described in the Individual Education Plan (IEP), Evaluation Report (ER), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.

Provide visual examples and hands-on-demonstrations

- Step-by-step instruction (task assessment)
- Charts, diagrams, kinesthetic response
- Diverse cooperative learning groups
- Provide accommodation in terms of process or product

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## **Appendix/Standards**

P.S.S.S. 4.7.7 Threatened, Endangered And Extinct Species

Standard Statements B&C

Pa.9.1 Production Performance and Exhibition of Visual Arts

Standard Statements A, B, C&E

Pa. 9.2 Historical and Cultural Context

Standard Statements A, B, C, D, E, F&G