

FIRST LESSON

Title Setting

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Key Words colonies, frontier, forests, setting, primary, secondary

Grade Level 4th

Time Allotted 40 minutes

Lesson Overview	Lesson One is designed to correlate with Part 1, Chapters 1-3, of <i>Woods Runner</i> . The purpose of this lesson is to familiarize the students with the concepts represented in the key words and to establish the setting of both <i>Woods Runner</i> and the American Revolution. Students look at images and maps to develop a sense of the time and place of the novel and of the beginning of the Revolutionary War. Most importantly, students should begin to develop a connection with Samuel, the main character, and the world as it would have been for Samuel in 1776.
Guiding Question(s)	Where and when does <i>Woods Runner</i> take place? Where and when does the Revolutionary War take place? How does understanding setting, both time and place, enhance our understanding of the novel, of the historical events, and of the way the world was at that time?

Learning Objectives (SWBAT)

Students will study a map and find the frontier region where Samuel's cabin is located, ie. the heavily forested area of present day western Pennsylvania.

Students will identify areas of forestation then and now to understand how the land was different then and how that effected travel, communication, etc.

Students will compare this map to a present-day map, discuss differences and similarities, and propose reasons for these observations.

Standards of Learning & Essential Historical Skills Taught:

Virginia SOL:

VS.1 The student will develop skills for historical and geographical analysis including the ability to analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

OAH Historical Inquiry Skills

Standard 2 –Historical Comprehension:

E. Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-

made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.

Assessment Tool(s)

- a. Worksheet
- b. Ongoing observation during lesson activities

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – ppt and question frames, class worksheets/assessments, and answer keys)

Copy of *Woods Runner* by Gary Paulsen.

See attached Word document "Setting-- Worksheet for Lesson 1"

See attached Word document "Setting—Answer Key for Document 1"

See attached Powerpoint document "Setting-- Images for Lesson 1"

Modifications (to meet needs of diverse learners)

For less independent learners: Students may answer the questions on the worksheet by listening and recording during class discussion. Students may work in pairs or groups.

For advanced learners: Students may access the powerpoint presentation on a laptop and work individually or in pairs to answer the questions on their own, then check their answers during class discussion.

Extension activity: Read the following quotes. In a paragraph, explain the two worlds Samuel is comparing. Then, draw a line down the middle of a clean piece of paper and draw the world of the east on one side and that of the west on the other.

"Sometimes Samuel thought a line dividing those worlds went right through their cabin. To the west, beyond the small parchment window...lay the forest."

"To the east lay the faraway world of enormous cities and the Great Sea and Europe....To the east lay polished shoes...and formal manners and enormous wealth."

Instructional Procedures/Process (How will you guide your students through this activity)

Anticipatory Set Have the students make a text-to-self connection. Ask the students to close their eyes and listen. Read aloud this quote from *Woods Runner*:

"...the forest was so thick that in the summer Samuel could not see more than ten or fifteen yards into it. Some oak and elm and maple trees were four and five feet in diameter and so tall and thickly foliaged their height could only be guessed.

A wild world.

And while there were trails made by game and sometimes used by natives, settlers or trappers, the paths wandered and meandered so that they were impossible to use in any sensible way. Except to hunt.” P. 4.

Now, imagine yourself in the deep woods, woods that go on for miles and miles. What sounds do you hear? Are they natural or manmade sounds? What is the temperature like? Is the wind blowing? What do you smell? Are you moving or still? Standing, sitting, or lying? How do you feel? Secure? Anxious? Peaceful?

Allow students to describe their feelings orally or ask them to jot it quickly on a piece of paper.

Where could you go in today’s world to get the same sensation? How is Samuel’s world like yours? How is it different?

Whole group (or modifications)

Give each student a copy of “Setting Worksheet – Lesson 1”.

Using the Powerpoint presentation titled “Setting Images—Lesson 1” and the accompanying worksheet, show each slide stopping for discussion. Note: an answer key for the teacher has been provided.

If reading level appropriate for your students, read the information for each slide to the students. If the information is too challenging, summarize or paraphrase the information so that they understand it.

Ask the students what they see for each slide.

Allow students time to answer the questions on the worksheet as you work through the presentation. There should be a give-and-take feel to this part of the lesson.

Review & Closure

After the worksheet is completed, review the answers as a group.

Most importantly, invite comparisons back to the story.

Closure (How does this come back to the guiding question)

This map study activity accomplishes several things. It grounds the students geographically and helps them locate the area where the protagonist lives and travels. It shows them what America looked like to the people of the 18th century, the era of the Revolutionary War.