

Week 8 at a Glance

Reading for the week:

The Hobbit chapters I-V

Answer comprehension questions in the Student Workbook.

Lessons:

Character

Character development through conflict

Internal details

Characters' points of view

Composition: Write the beginning of a personal essay

Optional Materials:

Information on Middle Earth and Tolkein

Week 8: *The Hobbit* Unit 1

Day One

Reading

Today’s reading is chapter I (“An Unexpected Party”) of *The Hobbit*.

Comprehension Questions

1. There are three reasons other hobbits consider the Bagginses respectable. Name at least one.

Any one of the following: they are rich, they never have adventures, they never do anything unexpected.

2. Other hobbits do not consider the Tooks (Bilbo’s mother’s family) respectable. Why?

Other hobbits do not consider the Tooks as respectable because they sometimes went on adventures.

3. Why does Bilbo decide that Gandalf is not his sort?

Bilbo decides Gandalf is not his sort because Gandalf is looking for someone to go on an adventure.

4. After Bilbo fondly remembers Gandalf’s stories and fireworks, we read that Bilbo “was not so prosy as he liked to believe.” What does prosy mean?

- A. stubborn
- B. forgetful
- C. **unimaginative**
- D. well-read

5. What brings the dwarves to Bilbo’s house?

The dwarves come to Bilbo’s house because of the sign Gandalf put on the door.

6. According to Thorin, what do dragons do with the gold they steal?

Dragons put gold in a pile and sleep on it.

Lesson

Today’s lesson is on character.

Answers to workbook pages

Students are to choose either Bilbo or Gandalf and provide examples from the first chapter in each of the following areas of how Tolkien develops the character:

- **Description**
- **Action**
- **Dialogue**
- **Other character's opinion**

They may summarize from the reading or provide quotes from the book. Many good answers are possible. Here are example answers:

Bilbo:

Description: Bilbo is small and has no beard.

Action: Even though Bilbo is overwhelmed when Gandalf and all the dwarves show up, he tries to be a good host.

Dialogue: Bilbo is excited when he realizes who Gandalf is and says, “Not the fellow who used to tell such wonderful tales at parties, about dragons and goblins and giants and the rescue of princesses and the unexpected luck of widows’ sons?”

Other character's opinion: The other hobbits respect the Baggins family (including Bilbo) because they're an old family and don't go on adventures.

Gandalf:

Description: He is an old man with a staff, tall pointed blue hat, long grey cloak, a silver scarf, long white beard, and black boots.

Action: After a while he stepped up, and with the spike on his staff scratched a queer sign on the hobbit's beautiful green front-door.

Dialogue: He says to Bilbo, “All the same I am pleased to find you remember something about me.”

Other character's opinion: Bilbo is excited when he realizes who Gandalf is and has pleasant memories of him.

Composition

This week and next, students will write a personal essay about a journey they took or a time they felt out of place. These topics relate to Bilbo going on his adventure and the fact that he is the only hobbit in the party. A journey needn't be a long one – it just needs to be something that felt like a journey or adventure to them. Today, students will brainstorm for which story to tell. Once they've chosen their story, they should brainstorm again for ideas about the story. This can include ideas about people and places, feelings they had, things that happened, etc. Anything goes in brainstorming. They will save this second list for tomorrow to choose from.

By the end of today, students will know the topic of their essay (i.e., what story they are going to tell). They will also have a list of ideas for tomorrow. If any students have trouble with brainstorming, they can reread the lesson on it in Week 2, Day 1.

Day Two

Reading

Today’s reading is chapter II (“Roast Mutton”) of *The Hobbit*.

Comprehension Questions

1. When Bilbo awakes and thinks the party has gone without him, he has two feelings about this. What are they?

Bilbo feels relieved and disappointed.

2. Which of the party disappears suddenly?

Gandalf disappears suddenly.

3. What does Bilbo try to do when he sees the trolls?

Bilbo tries to pick the pocket of one of the trolls.

4. What do the trolls want to do with Bilbo and the dwarves?

The trolls want to eat them.

5. Who tricks the trolls into fighting until dawn?

Gandalf tricks the trolls.

6. What happens to the trolls when the sun shines on them?

Trolls are turned back into the rock they come from and never move again.

Lesson

Today’s lesson is on character development through conflict. This type of character development is important enough that I’ve given it its own day, plus it allows for some review of conflict.

Answers to workbook pages

I’ve identified some of the conflicts found in the first two chapters of *The Hobbit*. For each, students are to identify the type of conflict (character vs. character, character vs. nature, etc.) and then what it reveals about one of the characters. The answer to the first question should match my answers below. The answer to the second question is looser, but something along the same lines would be expected. It’s fine if students don’t give all the answers I do to the second question. Adjust your

expectations according to how good a reader you know the student to be. For students who struggle with reading comprehension, discussing the answers may be helpful.

1. Bilbo's mother, Belladonna Took, was part of a family that other hobbits said must have had a fairy in it long ago. They were not entirely hobbit-like and would sometimes go on adventures.

This type of conflict is: **character vs. society**

What does this reveal about Belladonna and her family?

It reveals that they are not too concerned with their society's expectations and that they are adventurous.

2. When Gandalf arrives at Bilbo's the first time, he mentions adventures and Bilbo firmly tells him he's not interested in that talk. But he still invites him to tea.

This type of conflict is: **character vs. character**

What does this reveal about Bilbo?

Bilbo doesn't want to even talk about adventures (at least at first), but his manners are so important to him that he still invites Gandalf back.

3. The dwarves and Gandalf descend on Bilbo's house and begin demanding a variety of food and drink which Bilbo rushes around to give them in spite of his annoyance.

This type of conflict is: **character vs. character**

What does this reveal about Gandalf and the dwarves?

Various answers are possible here. At the very least, Gandalf and the dwarves feel completely comfortable at Bilbo's. Students might also answer that they're rude, presumptuous, or feel entitled. Or that they have different expectations in this situation than Bilbo does.

4. When Bilbo travels through rainy, stormy, miserable weather he thinks fondly of his home. He continues on though, in spite of his homesick feelings.

This type of conflict is: **character vs. nature**

(I would also accept internal or character vs. self conflict)

What does this reveal about Bilbo?

Bilbo is not fond of roughing it. He prefers comfort. But he's also determined.

5. The trolls have captured all the party (except Gandalf), and Gandalf frees them by tricking the trolls into thinking they're hearing each other's voices.

This type of conflict is: **character vs. character**

What does this reveal about Gandalf?

Gandalf is clever, tricky, and powerful.

6. Bilbo is uncertain whether to go on the adventure. He loves his home and is in some ways a proper hobbit, but he also has his mother in him. He finally decides to go.

This type of conflict is: **character vs. self (or internal conflict)**

What does this reveal about Bilbo?

Bilbo is complicated. He loves his home, but he also loves the idea of leaving it (at least for awhile). He is able to make the more difficult choice.

Composition

Today students review their brainstorming list from yesterday and choose the items they’re going to use for their final paper. They should keep the brainstorming list because they may decide to add some initially discarded ideas into their paper in the revision process.

Once students have chosen what to include from their brainstorming, today’s second task is to create an outline. If students have trouble with any of this, they can review the lessons in Week 2, Days 2 and 3.

By the end of today, students should have an outline for their paper.

Day Three

Reading

Today’s reading is chapters III-IV (“A Short Rest”-“Over Hill and Under Hill”) of *The Hobbit*.

Note – in the song the elves sing as Bilbo and company are approaching, the word “faggot” appears. In this context (and still today in British English) the word means a bundle of sticks that is burned as fuel. As this word (both here and in England) is also a derogatory, offensive word for a gay man, you may wish to have a discussion about this difference.

Comprehension Questions

1. How does Bilbo feel about elves? How do dwarves feel about them?

Bilbo loves elves but is also a bit afraid of them. Dwarves find them foolish and annoying.

2. Why is there not much to tell about the party’s stay in the Last Homely House?

There isn’t much to tell because it was so pleasant and without problems.

3. The time they spend at Elrond’s house helps the travelers in several ways. Name at least three.

Any three of the following: Their clothes are mended, they (and their ponies) are refreshed, their bruises are cured, their hopes are revived, their tempers are better, their bags are filled with provisions, they receive good advice, Elrond identifies their swords, Elrond finds and deciphers the moon runes.

4. Why does the party enter the cave?

The party enters the cave because there is a terrible storm outside.

5. Who is the only member of the party not captured by the goblins?

Gandalf is not captured.

6. Why do the goblins have a grudge against Thorin's people?

The goblins have a grudge against them because of the war.

7. What does Thorin have that enrages the goblins?

Thorin has a sword (Orcrist, the Goblin-cleaver) that has killed many goblins.

Lesson

Today's lesson is on internal details (the thoughts and emotions of characters).

Identifying characters' emotions can be difficult for some students, but it's crucial to deep reading. If your students have difficulty with it, try reinforcing it in your reading throughout the year. I have also instructed students to practice in their notebooks. They can choose a passage from a story and write down the characters' emotions and what clues from the reading reveal these emotions.

Answers to workbook pages

I have provided excerpts from previous readings. Students are to underline the portions of the readings that state or give clues to the characters' emotions. Then they are to identify the emotions. This is not a perfect science – students should underline at least most of what I have, but a little more or less is fine. Also, if they name an emotion close to what I have, that's fine too. For example, they might choose *angry* rather than *irritated*.

From "The Snake":

1. Suddenly from some unknown and yet near place in advance there came a dry, shrill whistling rattle that smote motion instantly from the limbs of the man and the dog.

The man and the dog feel frightened. (Anything close to this – terrified, scared, etc. is fine. Startled or surprised would also be acceptable.)

2. Presently [his fingers] closed about [a stick] that seemed adequate, and holding this weapon poised before him the man moved slowly forward, glaring.

This one is a little more complex. Some students may underline only "moved slowly forward" and say he feels cautious or frightened. Others may underline only "glaring" and say he feels angry. Some students may do both. All these answers are acceptable.

From "Taming the Bicycle":

1. I was at the end of my course, at last, and it was necessary for me to round to. This is not

a pleasant thing, when you undertake it for the first time on your own responsibility, and neither is it likely to succeed.

Twain feels uncertain. (Anxious, nervous, or afraid would also work.)

2. Your confidence oozes away, you fill steadily up with nameless apprehensions, every fiber of you is tense with a watchful strain, you start a cautious and gradual curve, but your squirmy nerves are all full of electric anxieties..

Twain feels anxious. (Nervous or afraid would also work.)

3. ...then suddenly the nickel-clad horse takes the bit in its mouth and goes slanting for the curbstone, defying all prayers and all your powers to change its mind – your heart stands still, your breath hangs fire, your legs forget to work..

Twain feels afraid (terrified, etc. are also fine).

4. It took time to learn to miss a dog, but I achieved even that.

Twain feels proud (satisfied, content).

From “The Lumber Room”:

1. “How she did howl,” said Nicholas cheerfully, as the party drove off without any of the elation of high spirits that should have characterized it.

Nicholas feels happy.

2. Nicholas sat for many golden minutes revolving the possibilities of the scene...

Nicholas feels happy (content, pleased, etc.).

From “The Eyes Have It”:

1. The line (and I tremble remembering it even now) read: ...his eyes slowly roved about the room.

The narrator feels afraid (nervous, etc.).

2. My heart pounded and my breath choked in my windpipe.

The narrator feels terrified (afraid, etc.). (It’s best if the answer to this question is a stronger feeling than the previous one (e.g., nervous followed by afraid, or afraid followed by terrified), but it’s not required.)

3. Flushing crimson, I slammed the book shut and leaped to my feet.

The narrator feels angry (panicky, terrified, etc.).

Composition

Today students begin their rough draft, striving to complete at least half of it. They will have tomorrow to finish the rough draft.

Day Four

Reading

Today's reading is chapter V ("Riddles in the Dark") of *The Hobbit*.

Comprehension Questions

1. What does an elvish sword or dagger do when goblins are around?
An elvish sword or dagger glows when goblins are around.
2. Who lives in the lake that Bilbo stumbles upon?
Gollum lives in the lake.
3. What competition does Bilbo have with this creature? What are the prizes for each of them?
Bilbo and Gollum have a riddle competition. If Gollum wins, he gets to eat Bilbo. If Bilbo wins, Gollum has to tell him the way out.
4. Has Gollum always lived in his underground lake? If not, where else has he lived?
No. Gollum once lived in a hole in a bank by a river.
5. How does Bilbo win the competition? Why is it not quite fair?
Bilbo wins by asking Gollum what is in his (Bilbo's) pocket, but that isn't quite fair because it's not a real riddle.
6. What does Gollum go to get from the island? Why?
Gollum goes back to get the ring so he can make himself invisible and kill Bilbo.
7. Why does Gollum leave the island and attack Bilbo in a rage?
Gollum realizes Bilbo has his ring and desperately wants it back.
8. How does Bilbo escape the goblins?
Bilbo uses the ring to turn invisible.

Lesson

Today's lesson is on character point of view. This is not first person vs. third person point of view, which I teach later this year. Instead, this is understanding that different characters in a story will have different points of view.

Answers to the workbook pages

There are no workbook pages today.

Composition

Today students complete their rough draft. Next week will be spent rewriting it.

Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, explore some of the ideas below, or simply take a day off language arts.

Extending the Lesson

There is a lot of Middle Earth stuff on the web; spend time looking at maps, reading the “history,” etc., just as you would for any real place.

Students can invent their own riddles in the same vein as Bilbo and Gollum.

I don’t often suggest researching an author, but students could spend time reading about Tolkien. Writing was not his primary profession. How did *The Hobbit* begin? What were his interests in languages? How did he apply these interests to his work on *The Lord of the Rings* trilogy?

Week 21 at a Glance

Reading for the week:

Nonfiction articles on the town of Buxton, Canada

Elijah of Buxton chapters 1-5

Answer comprehension questions in the Student Workbook.

Lessons:

Hyphens and dashes

Parentheses and Brackets

Setting

Close reading of *Elijah of Buxton*: Setting

Composition: Write summaries of nonfiction articles, write an acrostic poem, and create a table of uses of setting in chapters 1-5 of *Elijah of Buxton*.

Optional Materials:

Drawing materials for drawing a map of Ontario

Information about Frederick Douglass and John Brown

Fishing gear

Ingredients to cook the dinner Elijah has in chapter 6: fried fish (Elijah's are bass and perch), okra, potatoes, dandelion greens, and cherry pie

Week 21: *Elijah of Buxton* Unit 1

For Days One and Two this week, I’ve structured things differently. This book is fiction, but it is set in a real place (Buxton, Canada) with a fascinating history. Curtis weaves this history into his narrative. The first two days this week, rather than beginning the book, my instructions are to have students read a variety of nonfiction pieces about Buxton. I provide the webpages for these articles in this teacher’s guide. This allows you to alter the assignment if you wish. For example, you might decide not to assign all the articles I have listed here, or assign them in a different order. The compositions for the first three days this week are tied to these readings.

If your students don’t have access to the web, you will need to make some adjustments. If you wish, they can begin the book today (starting with the section in back that is a history of Buxton), or they can take a couple days off reading. You will also have to alter or skip the composition assignments this week for days 1-3.

Day One

Reading

Today’s reading assignments are nonfiction articles about Buxton:

- Begin by having students read the section in the back of *Elijah of Buxton* titled: “A Brief History of the Elgin Settlement at Buxton.” I believe every edition of this book contains this section. If yours doesn’t, don’t worry. There is sufficient information in today’s other readings to answer the comprehension questions and complete the composition exercise.
- Wikipedia: https://en.wikipedia.org/wiki/North_Buxton
- The Canadian Encyclopedia: <https://www.thecanadianencyclopedia.ca/en/article/elgin-settlement>
- Travel with TMC: <https://www.travelwithtmc.com/visit-buxton-ontario/>
- Tvo today: <https://www.tvo.org/article/the-ontario-black-history-landmark-you-never-knew-about>

Comprehension Questions

1. In what Canadian province is Buxton located?
Buxton is located in Ontario.
2. For what group of people was Buxton established?
Buxton was established for enslaved people who had escaped slavery and fled to Canada.
3. Buxton was one of the last stops on the **Underground Railroad**.

4. Was slavery abolished in the British Empire (which included Canada) before or after it was abolished in the United States?

Slavery was abolished in the British Empire before it was abolished in the United States.

5. What was the initial response of the White settlers in the region to the establishment of Buxton and why?

Initially, the White settlers were opposed because many of them felt Black people were inferior and they would depreciate property values and gain seats in government.

6. During the 19th century, Buxton had three schools. The education in these schools was considered:

- A. inferior
- B. mediocre
- C. standard
- D. **superior**

7. Buxton has a huge bell that was rung at the beginning and end of each day and during emergencies. For what other important reason was the bell rung?

The bell was rung every time a previously enslaved person arrived for the first time in Buxton.

8. Buxton's residents built their own homes, but there were several requirements they had to follow. Name two of them.

Any two of the following: Homes had to be at least 18'x24'x12', they had to stand 33 feet from the road, they had to have four rooms, they had to have a picket fence, they had to have a visible vegetable and flower garden in the front yard.

9. About how many people currently live in Buxton?

About 100 people currently live in Buxton.

Lesson

Today's lesson is on hyphens and dashes.

Answers to workbook pages

Students are to insert hyphens where necessary.

1. Kimiko painted an incredibly beautiful, three-meter mural.
2. Mackenzie might recover her strength if she would stop spending so much time re-covering the dining room chairs.

3. Sumner, the ex-mayor of Penshaw, felt that revitalizing the downtown was all-important.
4. Jacob added one-third cup of sugar to the twenty-two pints of lemon juice.
5. The movie is scheduled for 8:00-9:45.
6. The dinner party consisted of Natalie’s great-grandfather, mother-in-law, stepsister, and half brother.
7. Jackson said he would rather resign from his job than re-sign the purchase order.
8. George’s book group will be meeting in mid-July and discussing pages 83-109.

Students are to write two sentences which correctly use dashes. At least one of these sentences must use two dashes to set off a phrase in the middle of the sentence.

Composition

This week I’m assigning a single paper for each day. This means students should not worry this week about rewriting. We’re going for quick exercises rather than depth.

Today students choose any one of the articles they read about Buxton and write a summary of it. Papers should be at least one paragraph, though for average and above students I would recommend at least three paragraphs. Students don’t need to analyze the article or include a bibliography or anything fancy. This is a simple summary. The objectives are to improve the skill of writing summaries and to reinforce their learning about Buxton.

Day Two

Reading

Today’s reading assignments are nonfiction articles about Buxton:

- Buxton National History Site and Museum: <http://www.buxtonmuseum.com>

For this site, students should at a minimum go to the History page, and click on Virtual Exhibits. There they should tour:

- the school
- the log cabin
- the Shadd Barn

When students tour the school, there is a red dot in the entry. This is a five-minute tour of the school which students should watch. Once inside the school, among the student desks on the right is a red dot with a link to a five-minute video about the Underground Railroad. Students should watch this also.

Students should also visit (on this same page) the Virtual Exhibits:

- The Elgin Settlement

- Freedom to Learn
- Reverend William King

Students can also visit more of this site if they wish.

Comprehension Questions

1. On the blackboard at the front of the classroom, what is the first rule for students?
Students will not speak unless spoken to.
2. On the blackboard at the front of the classroom, what is the fifth rule for teachers?
Women teachers who marry will be dismissed.
3. What constellations or star did enslaved people follow towards freedom?
The Big Dipper, the Little Dipper, and the North Star are all acceptable answers.
4. When enslaved people were escaping using the Underground Railroad, who were they talking about when they referred to Moses?
They were talking about Harriet Tubman.
5. What was the name of the reverend who founded Buxton?
Reverend William King founded Buxton.
6. What was the name of Buxton's first settler?
Buxton's first settler was Isaac Riley.
7. Why was a nearby White school closed in the 1850s and the children sent to the schools in Buxton?
The school was closed and the children were integrated because the schools in Buxton were superior to the White school.

Lesson

Today's lesson is on parentheses and square brackets.

Answers to the workbook pages

Students are to write one each of the following sentences:

- a sentence using parentheses where the final punctuation (e.g., period, question mark, etc.) is inside the parentheses
 - Example: (Why is this sentence in parentheses?)
- a sentence using parentheses where the final punctuation (e.g., period, question mark, etc.) is outside the parentheses

- Example: This sentence isn’t in parentheses (except this part).
- a sentence using square brackets inside parentheses
 - Example: (This sentence [which is an example] is in parentheses.)
- a sentence using square brackets inside a quote. This sentence can follow any of the rules for square brackets in quotes taught in the lesson. Students may invent the quote.
 - Elizabeth said, “I’m tired of writing these [sentences in parentheses].”

Composition

Today is the same as yesterday – students should choose any one of the articles they read about Buxton and write a summary of it. Papers should be at least one paragraph, though for average and above students I would recommend at least three paragraphs. Students don’t need to analyze the article or include a bibliography or anything fancy. This is a simple summary.

Today students are also watching virtual tours and videos, and it is fine to choose one of those to summarize rather than an article. For example, students could write an article detailing what is in the school, what they learned on the tour, and even speculate what it must have been like to be a student at Buxton over a hundred years ago. Students are also free to choose one of the articles they read yesterday (though not the same one they summarized yesterday). Again, the focus here is on honing summarizing skills and reinforcing the information.

Day Three

Reading

Today’s reading is chapters 1-3 (“Snakes and Ma” – “Fish Head Chunking”) of *Elijah of Buxton*.

Comprehension Questions

1. Elijah goes with Cooter to his home and sees the mysterious tracks in the “truck patch.” Going by context and description, what is a truck patch?
 - A. **vegetable garden**
 - B. place to park vehicles
 - C. place to raise animals
 - D. flower bed
2. According to the Preacher, what is making the mysterious tracks?
According to the Preacher, hoop snakes are making the tracks.
3. What type of animal is Elijah afraid of? What animal is his mother afraid of?
Elijah is afraid of snakes, and his mother is afraid of toads.

4. Who does Elijah's mother want him to stop associating with?
Elijah's mother wants him to stop associating with the Preacher (Zephariah).
5. How does Elijah's mother repay him for hiding the toad in her sewing basket?
Elijah's mother hides a snake in the cookie jar.
6. What happens when Frederick Douglass comes to Buxton that haunts Elijah for years afterwards?
When he was a baby, Elijah threw up on Frederick Douglass.
7. What is Elijah's favorite chore in the stables?
Elijah's favorite chore in the stables is keeping the horseflies off the horses and mules.
8. What can Elijah do that the Preacher claims is a gift from Jesus? What do Elijah's parents think about this?
Elijah's ability to throw stones with accuracy and speed is what the Preacher claims is a gift from Jesus, but Elijah's parents don't agree.
9. Why does the Preacher live outside the Buxton settlement?
The Preacher lives outside the Buxton settlement because he doesn't want to follow all the rules.

Lesson

Today's lesson is on setting.

Answers to workbook pages

Students are to choose either a realistic, fantastical, or historical setting then write at least one paragraph describing that setting. If it is historical, the student needs to give enough clues to at least give a rough idea of time and place.

Composition

Today students will use their knowledge of Buxton to write an acrostic poem. An acrostic poem uses a word or phrase to provide the first letter of each line. This acrostic will be written using the letters B-U-X-T-O-N. For example:

Beautiful in idea
Unusual in design
eXample for all
Toward it many ran for freedom

Onward onward onward they ran

Never looking back, never slowing down.

Acrostics are generally quick to do – this one took me two minutes (but if I were doing it for a class, I would take time to revise and improve it). They do not need to rhyme, but they do need to be about the topic. Students shouldn’t use the letters of “Buxton” to write about jet planes or their pet dog or anything other than Buxton. Students should also strive to include some other poetic elements (for example, I used repetition). Notice that I used a word that starts with “ex” rather than one that starts with X. This should be allowed, because there are so few common words beginning with X. Students must use a word that starts with X or ex- though.

Day Four

Reading

Today’s reading is chapters 4 and 5 (“Kidnappers and Slavers!” and “Sharing the Fish”) of *Elijah of Buxton*.

Comprehension Questions

1. Why are the children sent home from school early?
The children are sent home early because slave-catchers from the United States have been spotted nearby asking about Buxton.
2. What is the one thing the Preacher doesn’t talk much about?
The Preacher doesn’t talk much about where he got his pistol.
3. Why does Mrs. Brown always wear black?
Mrs. Brown always wears black because her child died.
4. Why is Mr. Leroy always looking for more paid work?
Mr. Leroy is saving money to buy his wife and children and bring them from the United States.
5. Why does Mrs. Holton have to hire Mr. Leroy to clear her land and build her house?
Mrs. Holton hires him because her husband wasn’t able to escape with them, and her daughters are still young.

Lesson

Today’s lesson is a close reading of the first five chapters of *Elijah of Buxton* focusing on setting.

Answers to workbook pages

There are no workbook pages, but students should use today's lesson in their composition.

Composition

Today students will begin a chart that they will continue next week in their composition. The composition over the next two weeks will be an analysis of how setting is used in *Elijah of Buxton*. This must include discussion of such ideas as how setting impacts plot, characters, and message and acknowledgement of the historical nature of this setting. I will help guide students in understanding how to do this through the instructions in the Composition sections in this guide and some of the Lessons in the Student Workbook.

As students read more of the book, they will add to the chart, as well as doing other work on the paper. Because the paper is due before they finish reading the book, they will only be looking at roughly the first half of this book, but that's fine. The paper is not expected to be longer than their usual papers, and they should have plenty of material from the first half of the book to choose from.

Students use their Lesson today for instructions on how to begin this chart. Here is my sample chart:

P#	Summary	Setting	What it affects	How it affects
2-9	hoop snakes	outside	characters	fear
2-9	hoop snakes	home	characters	safe place

Insight: The Preacher tells the boys the tracks are from hoop snakes, terrifying them and sending them home. This story of fleeing to safety echoes the fleeing to safety from America to Buxton.

43-46	fishing	secret lake	character	develops Elijah
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Insight: Elijah has a rare talent that he has developed into a useful skill – chucking rocks with deadly accuracy and speed. The way he interacts with the setting also shows us he is thoughtful and observant.

Students need not do theirs in the same way, but it is important that they be able to understand their organization easily and know where in the book to refer to when it comes time to write their paper. I have given only a couple of examples here. There is more about setting in the first five chapters that students can (and should) chart today.

Day Five

Today is a free day to use however you choose. Finish any unfinished work from the week, review, explore some of the ideas below, or simply take a day off language arts.

Extending the Lesson

Draw a map of Ontario (including Buxton, but also major cities, landmarks, etc.).

Read about Frederick Douglass.

Read about John Brown. There is a fairly good article online in *The Smithsonian* about Brown and Harpers Ferry.

Go fishing.

Cook the dinner Elijah has in chapter 6: fried fish (Elijah’s are bass and perch), okra, potatoes, dandelion greens, and cherry pie.