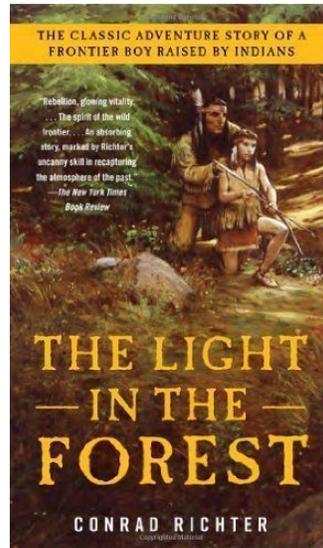


# The Light in the Forest



By

Conrad Richter

A Novel Study  
by Nat Reed



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## Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of *The Light in the Forest* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

**Themes** which may be taught in conjunction with the novel include the struggle for one's personal identity, indigenous people of North America, friendship and loyalty, personal growth and responsibility.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Story Pyramid
5. Identify the climax of the novel.

### Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

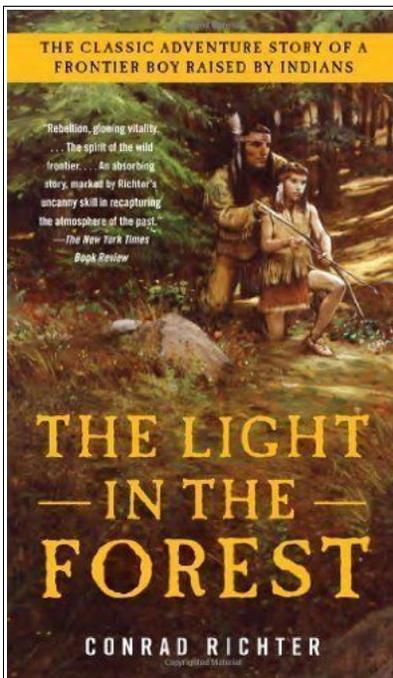
### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip





# The Light in the Forest



*By Conrad Richter*

Name: \_\_\_\_\_

# The Light in the Forest

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## Chapter 1



### Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The main character of *The Light in the Forest* is True Son, a fifteen-year-old boy who has been living with the Delaware people for eleven years – ever since being captured by them and kidnapped from his parents at the age of four. Who would you say is your favorite **protagonist** from a novel you have read or a movie you have seen? Why did you choose this particular character?




### Vocabulary:

Choose a word from the list to complete each sentence.

aversion	dismayed	endure	humiliated
redoubt	stern	overwhelmed	fringed

1. When Joanne was assigned homework in every class she felt completely \_\_\_\_\_.
2. The soldiers built a crude \_\_\_\_\_ with the hope of keeping their enemies at bay.
3. Francis found it difficult to \_\_\_\_\_ the jeers of the other children.
4. His belt was tied in the back and his cape was \_\_\_\_\_ with threads.
5. Kevin could tell by the principal's \_\_\_\_\_ expression that he was in trouble.
6. My mother has a definite \_\_\_\_\_ to attending parent-teacher meetings.
7. When Jack ripped his pants during recess, he felt completely \_\_\_\_\_.
8. Letitia was \_\_\_\_\_ to learn that her mother had been in an accident.

# Questions

1. What is the **setting** of the story for most of Chapter One?


2. Describe the crisis that True Son suddenly faced.


3. Describe the feelings that were going through True Son's mind during this crisis.


4. If you were in True Son's place, what do you think you would find most difficult about leaving the Lenni Lenape people?


b. What do you think you would find most difficult about rejoining his white family?




## Language Activities

### A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first chapter of *The Light in the Forest*.

Word	Anagram	Clue
pale		Beg.
wrong		An adult is _____ up.
seldom		Replicas or copies.
stake		Lays hold of something.
sisters		Withstands.
words		An ancient weapon.
flesh		Ledge.

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

#### Good to Know ~ The Tuscarawas River

True Son's village lies on the banks of the Tuscarawas River which is in northeastern Ohio. The Tuscarawas is 129 miles long (209 km) and is part of the watershed of the Mississippi River, draining an area of over 2500 square miles (6,700 square km). It is thought that the name, *Tuscarawas* means "Old Town".

## B. A Poem About a Delaware.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain entitled ***The Delaware***, was written by the poet, Campfire Sam.

*It came to me one night in June  
When I lay gazing at the moon.  
The world is mine to keep or share,  
For I'm a man – a Delaware.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – A – B – B** Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first chapter of our novel.

### The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

**Title:** \_\_\_\_\_


**C.** Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: *the Lenni Lenape.*

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

An evergreen tree.	
An insect's chirp.	
Your choice.	

**D.** A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is: *Then how could he be torn from his family like a sapling....*  
~ What is being compared in this example?

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Invent your own **similes** comparing the following items with something from your own imagination:

a) a canoe on a river


b) a falling tree


c) your choice


## Extension Activity

### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below illustrating the events described in the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6