

GOOGLE CLASSROOM

DIGITAL RESOURCE

GOOGLE



# WHERE THE RED FERN GROWS

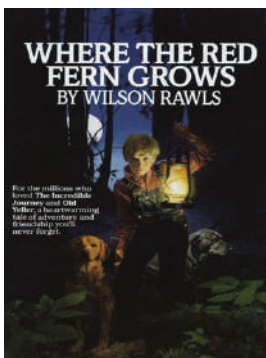
Complete  
Teaching  
Unit

for  
**GOOGLE**  
DRIVE



# WHERE THE RED FERN GROWS

## Wilson Rawls

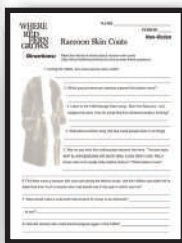
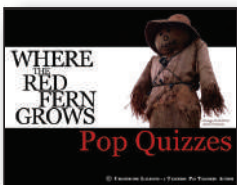
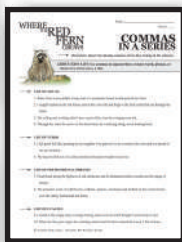
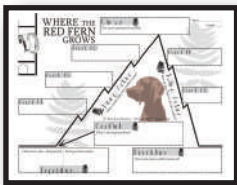
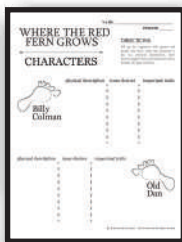
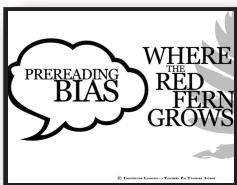


Thanks for looking at our complete teaching unit for Wilson Rawls's fantastic novel, *Where the Red Fern Grows* ... optimized for 1:1 Google Drive & OneDrive.

All 290+ slides/forms of activities, analyzers, slideshows, and essays included in this bundle are designed to enhance your reading experience, save you (the teacher) prep time, and help your students enjoy and appreciate the novel that much more.

### INCLUDED:

- PreReading Bias Activity & Slideshow (14 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Plot Chart Analyzer Diagram Arc (2 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Character Analyzer (5 slides)
  - **CCSS.ELA-Literacy.RL.3**
- Conflict Graphic Analyzer - 6 Types of Conflict (2 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Setting Graphic Analyzer (2 slides)
  - **CCSS.ELA-Literacy.RL.2**
- Journal - Quickwrite Writing Prompts (42 prompts)
  - **CCSS.ELA-Literacy.W.1**
- Comprehension Pop Quizzes (19 quizzes, 60 slides/forms)
  - **CCSS.ELA-Literacy.RL.10**
- Vocabulary Word Lists & Quizzes (30 slides/forms)
  - **CCSS.ELA-Literacy.RL.4**
- Figurative Language Slideshow (70 slides)
  - **CCSS.ELA-Literacy.RL.4**
  - **CCSS.ELA-Literacy.RL.7**
  - **CCSS.ELA-Literacy.L.2**
- Figurative Language Analyzers (18 slides/forms)
  - **CCSS.ELA-Literacy.RL.4**
  - **CCSS.ELA-Literacy.RL.7**
  - **CCSS.ELA-Literacy.L.2**
- Grammar Bundle (14 slides/forms)
  - **CCSS.ELA-Literacy.L.1**
- Nonfiction Research - Coonskin Coats (5 slides/forms)
  - **CCSS.ELA-Literacy.RI.2,3,6,7**
- Nonfiction Research - Puncture Wounds (6 slides/forms)
  - **CCSS.ELA-Literacy.RI.2,3,6,7**
- Nonfiction Research - The Trail of Tears (6 slides/forms)
  - **CCSS.ELA-Literacy.RI.2,3,6,7**
- Red Fern Legend Art Activity (1 slide)
  - **CCSS.ELA-Literacy.RL.1**
  - **CCSS.ELA-Literacy.RL.3**
- 3 Essay Topics & Rubrics (11 slides)
  - **CCSS.ELA-Literacy.W.1 & 3**
- Movie vs. Novel Comparison (2 slides)
  - **CCSS.ELA-Literacy.RL.7**





# WHERE THE RED FERN GROWS

## Curriculum Map

This is a suggested 8-week plan for students to study Wilson Rawls's novel, *Where the Red Fern Grows*. As with all teaching resources, this plan is for your reference and to give you ideas, and you should certainly adjust it according to your classroom's needs. This unit can be easily adjusted to meet the rigor of honors, regular, reading, or RSP students. **NOTE:** See YouTube video explanation on "Novel Analysis Packet."

Monday	Tuesday	Wednesday	Thursday	Friday
Hand out novel analysis packet - Plot, Conflict, Character, Essay Organizer, Etc. <b>Pre-Reading Bias Activity</b>	<b>Read ch. 1</b> <b>Read Novel</b> Quickwrite	<b>Read ch. 2</b> Quickwrite	Trail of Tears Nonfiction Activity	<b>Read ch. 3-4</b> Work on novel analysis organizers.
<b>Read ch. 5</b> Quickwrite	<b>Read ch. 6-7</b> Quickwrite	<b>Read ch. 8</b> Quickwrite	<b>Read ch. 9</b> Quickwrite & Inflation Calculator	<b>Vocabulary Quiz #1</b> Work on novel analysis organizers.
<b>Read ch. 10</b> Raccoon Coats Nonfiction Activity	<b>Read ch. 11</b> Quickwrite	<b>Read ch. 12</b> Quickwrite	<b>Read ch. 13</b> Puncture Wounds Nonfiction Activity	<b>Vocabulary Quiz #2</b> Work on novel analysis organizers.
<b>Grammar Commas in a Series</b>	<b>Grammar Commas Intro Elements</b>	<b>Grammar Commas Direct Address</b>	<b>Read ch. 14</b> Quickwrite	<b>Read ch. 15</b> Quickwrite
<b>Grammar Prepositions</b>	<b>Grammar</b> Conjunctions Interjections	<b>Read ch. 15</b> Quickwrite	<b>Read ch. 16</b> Quickwrite	Work on novel analysis organizers. <b>Vocabulary Quiz #3</b>
<b>Discuss the Essay/Speech</b> Start outlining essay ideas	<b>Read ch. 17</b> Quickwrite	<b>Read ch. 18</b> Quickwrite	<b>Read ch. 19-20</b> Red Fern Legend Activity	<b>Vocabulary Quiz #4</b> Work on Essay/Speech
Work on Essay/Speech Quickwrite	Work on Essay/Speech Quickwrite	<b>Movie vs. Novel Comparison</b> Watch the film and have students compare the movie to the novel.		<b>Vocabulary Quiz #5</b>
Work on Essay/Speech	Work on Essay/Speech	<b>Speech Presentations</b> If students write essays, this time can be used to revise their 1st drafts or peer edit before they turn in their final versions.		



# WHERE THE RED FERN GROWS

## Activities Pedagogy

We know...opening that .zip folder to find all these cool resources can be a tad bit overwhelming. That's why we've explained the various activities in this unit and the Common Core standards each one accomplishes. 😊

Activity	CC Standard	Pedagogy
<b>PreReading Bias Activity &amp; Discussion</b>	<i>Literacy.RL.1</i> <i>Literacy.SL.1</i>	Students are challenged with nine controversial statements that are created to divide the students into two sides. We like to go question by question and have students physically separate to different sides of the classroom. "If you agree, come to this side...If you disagree, come to this side. Try not to be a maybe or I don't know." Then we have students on both sides express their opinions, while the teacher offers challenging-yet-respectful questions back to each speaker. As students move through the statements, they'll be activating prior knowledge about the deeper issues in the story, while practicing their polite argument skills and getting emotionally connected to the story's ideas.
<b>Plot Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 parts of the plot and find scenes/events that fit into each of the parts. The graphic-rich organizer will visually remind of the tension map of the story as they read.
<b>Conflict Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 kinds conflict and find scenes/events that illustrate the various kinds of conflict.
<b>Characters Organizer</b>	<i>Literacy.RL.3</i>	Students will follow the various characters through the story and analyze various details/quotes/situations about them. They will consider physical descriptions, inner desires, and important traits about those characters in order to determine uniqueness and importance to the story.
<b>Setting Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will consider important settings, harvest supporting quotes that discuss those settings, then analyze the importance/significance of those quotes..
<b>Vocabulary Lists &amp; Quizzes</b>	<i>Literacy.RL.4</i> <i>Literacy.L.4</i>	We've all seen the matching or multiple choice vocabulary assessments with the words in one column and the dictionary definitions in the other. Our assessments require the students to understand the context of the word in a sentence from the novel. Not only does this require them to know the definition, but it forces them to use the word in the right situation.

Activity	CC Standard	Pedagogy
<p><b>Figurative Language Instructional PowerPoint</b></p>	<p><i>Literacy.RL.1</i> <i>Literacy.RL.2</i> <i>Literacy.W.1</i></p>	<p>We set out to make the most helpful, most compelling, most graphically attractive teaching resource for you to introduce your learners to all the various figurative language. This 70+ slide PowerPoint will help you introduce how every many you need to teach your level of learners.</p> <p>Two Parts to the PowerPoint:</p> <ul style="list-style-type: none"> <li>&gt; 23 Instructional Slides with definitions and examples</li> <li>&gt; 22 Quiz Review Slides with quote from novel or song for students to analyze</li> <li>&gt; 22 Quiz ReTeach Slides with explanation of why this quote was this figurative language</li> </ul> <p>WARNING: This does include an instruction and quiz slide on Double Entendre. By definition, double entendres are "inappropriate" or risque, so please see if this is good for your students before using. You can simply delete those slides from the quiz section.</p>
<p><b>Figurative Language</b></p>	<p><i>Literacy.RL.4</i></p>	<p>Students will analyze various passages from the story and determine which kind of figurative language is used. Students will have to identify, compare, and analyze the phrases in a number of different exercises.</p>
<p><b>Quickwrite Writing Prompts</b></p>	<p><i>Literacy.RL.1</i> <i>Literacy.RL.2</i> <i>Literacy.W.1</i></p>	<p>These writing prompts require students to write their unedited, off-the-cuff responses to various quotes, situations, and issues that arise from within the story. The questions take the students into memories from their lives (activating prior knowledge), connections with the story's characters and history (encouraging empathetic reading and understanding), and deep areas of thematic meaning (spurring informal argumentation). These discussions might prove to be some of the most meaningful explorations your students experience.</p>
<p><b>Nonfiction Research Coonskin Coats</b></p>	<p><i>Literacy.RL.7</i></p>	<p>When chapter 9 rolls around, coonskin coats have become all the fashion craze, which is driving prices up for Billy's precious furs. Good timing, for sure.</p> <p>This activity will lead students to read some information and assess some photos about the fashion craze that swept the nation. Students will learn about their fashion beliefs and their impact on the culture. They'll analyze the lyrics to a hit radio song that highlighted this fashion trend. A great activity to engage them during the reading journey.</p>

Activity	CC Standard	Pedagogy
<p><b>Nonfiction Research Puncture Wounds</b></p>	<p><i>Literacy.RL.7</i></p>	<p>When chapter 13 rolls around, a big fight between the boys leaves us wishing we'd known what to do when someone suffers a puncture wound.</p> <p>This activity will lead students to read some information and assess a video about the medical recommendations when someone gets a puncture wound. Students will learn about the medical facts, infections, and when to consult a doctor. A great activity to engage them during the reading journey.</p>
<p><b>Nonfiction Research Trail of Tears: Cherokee &amp; Ozarks</b></p>	<p><i>Literacy.RL.7</i></p>	<p>When chapter 2 rolls around, we find out that Billy's mom is of Cherokee descent, and the government has given her family land because of her heritage.</p> <p>This activity will lead students to read some information and assess a video about The Trail of Tears, a terrible time period in Cherokee history that led to Billy's mom getting this land. Students will learn of the injustice behind this detail and the history of American freedom. A great activity to engage during the reading journey.</p>
<p><b>Comprehension Pop Quizzes</b></p>	<p><i>Literacy.RL.10</i></p>	<p>These quizzes are crafted to assess whether or not students read the chapters. If the students read the chapters, they should earn 100%...if they didn't read, they should not be able to guess their way to success. These can also be used as exit cards or quick comprehension assessments to see if the teacher needs to further explain the main events of the chapters.</p>
<p><b>Grammar Prepositions</b></p>	<p><i>Literacy.L.1</i></p>	<p>Using examples from the novel, students will study prepositions. They will locate prepositions and prepositional phrases in the sentences, and they will practice using the appropriate preposition for the meaning of the sentence.</p>
<p><b>Grammar Conjunctions &amp; Interjections</b></p>	<p><i>Literacy.L.1</i></p>	<p>Using examples from the novel, students will study conjunctions (coordinating, subordinating, and correlative) and interjections. They will learn to locate the various conjunctions and interjections in the sentences.</p>
<p><b>Grammar Commas in a Series</b></p>	<p><i>Literacy.L.2</i></p>	<p>Using examples from the novel, students will study commas used in a series (list). They will learn to locate the lists in the sentences and use appropriate commas.</p>
<p><b>Grammar Commas w/ Direct Address</b></p>	<p><i>Literacy.L.2</i></p>	<p>Using examples from the novel, students will study commas used with direct address. They will learn to locate direct address in the sentences and use appropriate commas.</p>

Activity	CC Standard	Pedagogy
<b>Grammar Commas w/ Introductory Elements</b>	<i>Literacy.L.2</i>	Using examples from the novel, students will study commas used with introductory elements at the beginnings of sentences. They will learn to locate the introductory elements in the sentences and use appropriate commas.
<b>Red Fern Art Activity</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.3</i>	After completing the entire novel, students will have heard the Legend of the Red Fern. The red fern is a legend, not real ... no such plant exists. But within the story and the regional tales, it is very real. Students will use the examples in the text and their imagination to draw what they think the legendary red fern looks like.
<b>Essay / Speech</b>	<i>Literacy.W.1</i> <i>Literacy.W.9</i> <i>Literacy.SL.1</i> <i>Literacy.SL.4</i> <i>Literacy.SL.6</i>	Students will choose from a few deep topics to either write an essay or turn their essay outline into a speech on the topic. During the speeches, students will need to understand and chart the speakers' thesis statements. And for you . . . no-hassle grading rubrics are included to make your teaching life easier and save you time.
<b>Novel vs. Film Comparison</b>	<i>Literacy.RL.7</i>	Students will compare the film to the novel, analyzing the similarities and differences in various aspects of the two works of art.

# Created FOR Digital TEACHING RESOURCES

# WHERE THE RED FERN GROWS

## Activities

We know...opening that .zip folder to find all these cool resources can be a tad bit overwhelming, so we've explained the various activities in this unit and the Common Core standards each activity aligns to.

Activity	CC Standard	Pedagogy
One-Step	Literacy.RL.1 Literacy.SL.1	Students are challenged with nine controversial issues created to divide the students into two sides by question and have students physically separate themselves in the classroom. "If you agree, come to this side. If you disagree, come to this side. Try not to have any students who are in the middle."

# WHERE THE RED FERN GROWS

# WHERE THE RED FERN GROWS

# Wilson Rawls

This is a suggested 8-week plan for students to study Wilson Rawls's novel, *Where the Red Fern Grows*. This plan is for your reference and to give you ideas for how to use all teaching resources, this plan is for your reference and to give you ideas according to your classroom's needs. This unit can be easily adjusted to fit your reading, or RSP students. **NOTE:** See YouTube video explanation on "Novel Study Plan" for more information.

Monday	Tuesday	Wednesday	Thursday
Hand out novel analysis packet - Plot, Conflict, Character, Essay Organizer, Etc. <b>Pre-Reading Bias Activity</b>	Read ch. 1 <b>Read Novel</b>	Read ch. 2	
Read ch. 5	Read ch. 6-7	Read ch. 8	Trail of Nonfiction
Stop to do quickwrites and discussions whenever you reach the corresponding section of the novel. <b>Quickwrite</b>	<b>Quickwrite</b>	<b>Quickwrite</b>	<b>Quickwrite</b>
Read ch. 10	Read ch. 11	Read ch. 12	Read ch. 13
<b>Raccoon Coats Nonfiction Activity</b>	<b>Quickwrite</b>	<b>Quickwrite</b>	<b>Puncture Writing Nonfiction Activity</b>
<b>Grammar Commas in a Series</b>	<b>Grammar Commas Intro Elements</b>	<b>Grammar Commas Direct Address</b>	<b>Read ch. 14</b>
<b>Grammar</b>	<b>Grammar</b>	Read ch. 15	<b>Quickwrite</b>
Give Comprehension Pop Quizzes whenever students had at-home reading or you need to assess their understanding. <b>Grammar Prepositions</b>	<b>Conjunctions Interjections</b>	<b>Quickwrite</b>	<b>Quickwrite</b>
<b>Discuss the Essay/Speech</b>	Read ch. 17	Read ch. 18	Read ch. 19-20
Start outlining essay ideas <b>Work on Essay/Speech</b>	<b>Quickwrite</b>	<b>Quickwrite</b>	<b>Red Fern Legend Activity</b>
<b>Quickwrite</b>	<b>Quickwrite</b>	<b>Movie vs. Novel Comparison</b> Watch the film and have students compare the movie to the novel.	
<b>Work on Essay/Speech</b>	<b>Work on Essay/Speech</b>		

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- Setting Graphic Analyzer (2 slides) - CCSS.ELA-Literacy.RL.2
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- Comprehension Pop Quizzes (19 quizzes, 60 slides/forms) - CCSS.ELA-Literacy.RL.10
- Vocabulary Word Lists & Quizzes (30 slides/forms) - CCSS.ELA-Literacy.RL.4
- Language Slideshow (70 slides) - CCSS.ELA-Literacy.L.4





**POP QUIZ KEY**

1. Why does Billy run away from home?  
2. Where does Billy run away to?  
3. Why are all the townsmen staring at the...

**POP QUIZ KEY**

1. What does Billy find at the fishermen's camp?  
2. How does Billy plan to get what he or she wants?  
3. In what does Billy hide his money?  
4. How long does Billy save the money?

**POP QUIZ KEY**

1. Who does Billy hide his money from?  
2. What does Grandpa give Billy when he finds out about the plan?  
3. What does Billy do with the money?

**POP QUIZ KEY**

1. Who is having the memory that ends up being the story?  
2. What does the narrator ask his dad for?  
3. Why does Dad say the narrator can't have it?  
4. What gift does Dad give in hopes of making the narrator forget what he or she really wants?  
5. What sound does Billy hear at night that scares him?

**Afford**  
Billy's parents cannot afford to buy a hound dog. What do they do? What do they do instead?

**Territory**  
Explain why Billy loves the territory around his house.

**Save**  
Billy works for two years to save up enough money to buy the dog he wants.

**Beat Up**  
As best as you can, explain why the town's kids beat up Billy. Did he do something wrong? How should Billy have done anything differently to avoid the conflict?

**Hillbilly**  
When the town's kid is from, they call him a hillbilly. Discuss some insults that have been called in the past.

**Excited**  
Billy is so excited about the dog that he can't wait and decides to go to Kentucky to pick them up. He is so excited. Justify your opinion.

**Pop Quiz Chapter 1-2**

**WHERE THE RED FERN GROWS**

**Instruction**

- Write "Quickwrites" at the top of the page.
- Draw a line halfway down by splitting your page in two.
- You have 5 minutes to write.
- I'll collect them when we're done.

**WHERE THE RED FERN GROWS**

**GOOGLE DRIVE**

**INDIVIDUAL REFLECTION**

Directions: Answer these questions after our final novel discussion.

1. How did you feel when someone disagreed with the way you feel about any of the ideas?

2. How did you feel when someone disagreed with the way you feel about any of the ideas?

**WHERE THE RED FERN GROWS**

**PREREADING BIAS**

Dogs are the best animal to have as pets.

**WHERE THE RED FERN GROWS VOCABULARY**

Directions: Write a definition for each word using your own words. Use a dictionary if you need to. Write the word in the space provided. Use a dictionary if you need to.

1. BURGLED (p. 11)  
2. BARKED (p. 11)  
3. BARKED (p. 11)  
4. BARKED (p. 11)  
5. BARKED (p. 11)  
6. BARKED (p. 11)  
7. BARKED (p. 11)  
8. BARKED (p. 11)  
9. BARKED (p. 11)  
10. BARKED (p. 11)

WHERE THE RED FERN GROWS

### COMMAS & DIRECT ADDRESS

**Directions:** Insert the missing commas where they belong in the sentences.

**ABOUT COOP'S NAME:** When the start of a sentence says someone's name because you're speaking to that person, put a comma after the name to separate it from the sentence.

**DIRECT ADDRESS AT THE BEGINNING OF THE SENTENCE**

- Billy threw kinds of dogs over money, and that's something we don't have right now.
- My friend I realize I have fought them, but they pulled two pig's ears.
- He changed the conversation altogether, saying, "You owned a horse."
- "Then," I said, "I don't want around coffee dog."

**ABOUT COOP'S NAME:** When the middle of a sentence says someone's name because you're speaking to that person, put a comma before and after the name to separate it from the sentence.

**DIRECT ADDRESS IN THE MIDDLE OF THE SENTENCE**

- Well Billy I heard that Old Man Mayfield's coffee is going to have pigs.
- You had a dog, but didn't you?
- You see Papa he's watching me right now, just waiting for me to say no more.
- I made the bed bed, "Who Gramps you couldn't catch a worm in a fifteen years with that thing."

**ABOUT COOP'S NAME:** When the end of a sentence says someone's name because you're speaking to that person, put a comma before the name to separate it from the sentence.

**DIRECT ADDRESS AT THE END OF THE SENTENCE**

- Good-bye old fellow. Good-bye, and good-bye!
- I've been waiting for a long time Gramps.
- Come on here it's all right. Get your hand. Come on now.
- You sit it in bed, and we can come out with a good run.

**PREPOSITIONS**

**WHERE THE RED FERN GROWS**

WHERE THE RED FERN GROWS

### FIGURATIVE LANGUAGE

**Directions:** Read the example from the novel, look at the examples provided, and determine which figures of speech are used.

**FIGURES OF SPEECH:** Simile, Metaphor, Personification, Hyperbole, Allusion, Symbol, Onomatopoeia, Imagery, Oxymoron, Personification, Onomatopoeia

**FIGURATIVE LANGUAGE**

**Directions:** Read the example from the novel, look at the examples provided, and determine which figures of speech are used.

**FIGURES OF SPEECH:** Simile, Metaphor, Personification, Hyperbole, Allusion, Symbol, Onomatopoeia, Imagery, Oxymoron, Personification, Onomatopoeia

**Directions:** Read the example from the novel, look at the examples provided, and determine which figures of speech are used.

**FIGURES OF SPEECH:** Simile, Metaphor, Personification, Hyperbole, Allusion, Symbol, Onomatopoeia, Imagery, Oxymoron, Personification, Onomatopoeia

Please continue on the next page.

**GOOGLE DRIVE**

**Answer Keys Provided**

WHERE THE RED FERN GROWS

### Writing Topics SETTING

**Directions:** Write a response to the writing topic below. Use the setting to help you think about the topic.

**THEME**

**Grading Rubric**

**Response to Literature Essay**

**Character**

**Writing Process**

**Speech Option**

**Response to Literature Speech**

**50** Late? **50**

WHERE THE RED FERN GROWS

### Puncture Wound Care

**Directions:** Read the material about injury that lymph temperature and watch the video clip (1:54) lymph temperature about puncture wound care and answer these questions.

**1. (write) What can cause a puncture wound?**

**2. (write) What kinds of wounds are more likely to become infected?**

**3. (write) What's the first step you should go before performing first aid on a minor puncture wound?**

**4. (write) What should you do if you had an object in the wound?**

**Answer Keys Provided**



As the United States population increased, treaties were made with Indians to legitimize federal land acquisitions.

*Trail of Tears*



## Inflation Calculator

If in  (enter year)

I purchased an item for \$

then in  (enter year)

that same item would cost: **\$26.07**

Cumulative rate of inflation: **2507.2%**

**CALCULATE**

WHERE THE RED FERN GROWS

## Trail of Tears

**Directions:**  
Read the passage from Chapter 2 of the history article (<http://bit.ly/1m5d8m5>) and watch the video (<http://bit.ly/1m5d8m5>) about the Cherokee Indians, the Ozark Mountains, and the Trail of Tears and answer these questions.

Our home was in a beautiful valley far back in the rugged Ozarks. The country was new and sparsely settled. The land we lived on was Cherokee land, named in my mother's honor. The Cherokee legend that lived in her veins. It lay in a strip of the mountains to the banks of the Henry River in northwestern Oklahoma.

**Directions:**  
Read the passage from Chapter 2 of the history article (<http://bit.ly/1m5d8m5>) and watch the video (<http://bit.ly/1m5d8m5>) about the Cherokee Indians, the Ozark Mountains, and the Trail of Tears and answer these questions.

1. What did people feel in northwestern Georgia that made them want to move the Cherokees?

2. What did people feel in northwestern Georgia that made them want to move the Cherokees?

3. Who wrote the anti-Cherokee beliefs written by signing the Indian Removal Act of 1830?

TYPE RESPONSE HERE



WHERE THE RED FERN GROWS

## WHERE THE RED FERN GROWS

**Directions:**  
Read the historical article about Raccoon Skin Coats (<http://bit.ly/1m5d8m5>) and answer these questions.

1. During the 1930s, who wore raccoon skin coats?

2. Which gender American celebrity inspired the fashion trend?

3. Listen to the 1930 George Clean song, "Don't Be Raccoon," and analyze the lyrics. How do songs like this influence people's thinking?

4. Write about another song that has made people want to do things.

TYPE RESPONSE HERE



WHERE THE RED FERN GROWS

## LEGEND OF THE RED FERN

**DIRECTIONS:** After completing the [Trail of Tears](#) packet, learners will have heard the Legend of the Red Fern. The red fern is a legend, not real. Do each plant event. But within the story and the regional tales, it is very real. Learners will use the examples in the text and their imagination to draw what they think the legendary red fern looks like.

**HOW TO DRAW:** First the freedom to use a white, unlined sheet of paper, draw your Red Fern rendering. You can also do any fancier version you desire, but that's not required. You can even draw it digitally or fantasize film yourself drawing it in. You can even sculpt it if you'd like. What ever creative medium you want is allowed, but you can also feel free to draw on a plain white paper. The drawing should be as great as possible. The ideas and thoughts in the drawing should be excellent. Remember, your teacher knows you're not just artists, we just do your best work and ideas.

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## Raccoon Skin Coats

**Directions:**  
Read the historical article about Raccoon Skin Coats (<http://bit.ly/1m5d8m5>) and answer these questions.

1. During the 1930s, who wore raccoon skin coats?

2. Which gender American celebrity inspired the fashion trend?

3. Listen to the 1930 George Clean song, "Don't Be Raccoon," and analyze the lyrics. How do songs like this influence people's thinking?

4. Write about another song that has made people want to do things.

TYPE RESPONSE HERE

GOOGLE DRIVE

Answer Keys Provided

Answer Keys Provided

Answer Keys Provided

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## SETTINGS

**DIRECTIONS:** For each of the settings, describe the location physically and emotionally. Think about the emotions that roll up happening there and describe them.

**PHYSICAL**  
1. Type response here  
2. Type response here

**EMOTIONAL**  
1. Type response here  
2. Type response here

**PHYSICAL**  
1. Type response here  
2. Type response here

**EMOTIONAL**  
1. Type response here  
2. Type response here

**PHYSICAL**  
1. Type response here  
2. Type response here

**EMOTIONAL**  
1. Type response here  
2. Type response here

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## CHARACTERS

**DIRECTIONS:** Fill in the responses with specific and simple but clear ideas that show how the character fits the physical description, what they desire, and important traits. Include the page number.

**physical description**  
Type response here

**inner desires**  
Type response here

**important traits**  
Type response here

Billy Colman

**physical description**  
Type response here

**inner desires**  
Type response here

**important traits**  
Type response here

Old Dan

GOOGLE  
DRIVE

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## CONFLICTS

**DIRECTIONS:** For each of the six types of conflict, describe an event from the novel that matches that type of conflict.

1. Type response here

2. Type response here

3. Type response here

4. Type response here

5. Type response here

6. Type response here

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Answer Keys Provided