

The Wind in the Willows

Grade Level: Third Grade
Presented by: Kathy Knittle, Indian Peaks, Granby, CO and Cheryl Desch, Platte River Academy, Highlands Ranch, CO
Length of Unit: 11 Lessons (30-45 minutes each)

I. ABSTRACT

This is a twelve-lesson unit designed to provide an enriching learning experience that correlates with the reading of *The Wind in the Willows* by Kenneth Grahame. This book is a fiction selection for third grade. Students will first research the author and contribute in writing a biography on him. They will use this information to write their own autobiography. While exploring the many adventures that this novel has to offer, students will learn about personification, rivers, comma use, adjectives, habitats, jury trials and poetry. The highlight of the unit is a cumulative reading theater activity based on two chapter selections from the novel. The final assessment will consist of a cumulative notebook of writing assignments completed throughout the unit, as well as a grading rubric for both teachers and parents to evaluate.

II. OVERVIEW

- A. Concept Objectives
 - 1. Understand how writing and speaking are used effectively to communicate.
 - 2. Understand the use of personification of characters in literary material.
 - 3. Develop an awareness of animal habitats and the importance of rivers.
- B. Content from the *Core Knowledge Sequence*
 - 1. Fiction story *The Wind in the Willows* by Kenneth Grahame
 - 2. Habitats; interdependence of organisms and their environment.
 - 3. Important rivers of the world
 - 4. Literary terms-biography, autobiography, fiction and non-fiction
 - 5. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning and proofreading with attention to spelling, mechanics, and presentation of a final draft.
 - 6. Main points from fiction and non-fiction reading.
 - 7. Adjectives
 - 8. Commas
 - 9. Produce a variety of types of writing –such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- C. Skill Objectives
 - 1. Identify natural animal habitats. [Colorado State Standard Science #3]
 - 2. Identify important facts in writing an autobiography and a biography. [Colorado State Standard Reading and Writing #3 and #5]
 - 3. Use commas when writing dates. [CSS Reading and Writing Standard #3]
 - 4. Compare and contrast a natural habitat to the character’s habitat in the book. [CSS Science#3]
 - 5. Students will be able to write and speak on various topics. [C.S.S. Reading & Writing #2]
 - 6. Identify how living things interact with their environment. [CSS #3]
 - 7. Create a poem using the student’s name. [CSS Reading and Writing #2]
 - 8. Design a picture and paragraph about the habitat. [CSS Reading and Writing #2, 3 and 5 and Science #3]
 - 9. Analyze the use of adjectives. [CSS Reading and Writing #3]

10. Identify the importance and beauty of rivers. [CSS Geography #2.1, 3.1 and 5.1]
11. Students will be able to identify different roles played in a trial situation. [CSS Civics #2.3]
12. Students will identify with a character and act like the character.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Great Illustrated Classics *The Wind in the Willows*, Grahame, Baronet Books, 1994. Adapted by Malvina G. Vogel.
 2. Author information website: http://www.users.globalnet.co.uk/~crumley/kenneth_grahame.html
 3. Author information website: <http://www.applebookshop.co.uk/author/grahame.htm>
- B. For Students
 1. Habitats from first grade in *Core Knowledge Sequence*
 2. Writing skills from second grade in *Core Knowledge Sequence*

IV. RESOURCES

- A. Grahame, Kenneth. *The Wind in the Willows*. Baronet Books, ISBN 0-86611-990-6. (**This edition is required to teach the unit.)
- B. Grahame, Kenneth. *The Wind in the Willows*. Courage Press, ISBN 1-56138-276-0. Retold by G.C. Barrett.
- C. Grahame, Kenneth. *The Wind in the Willows*. Dover Publications, ISBN 0-486-28600-2.
- D. Carlisle, Norman and Madelyn. *Rivers*. ISBN 0-516-01645-8.
- E. Author information website: http://www.users.globalnet.co.uk/~crumley/kenneth_grahame.html
- F. Author information website: <http://www.applebookshop.co.uk/author/grahame.htm>
- G. Thames River information website: <http://www.riverthames.co.uk/about.htm>
- H. Badger Information website: <http://www.inhs.uiuc.edu/dnr/fur/species/badger.html>
- I. Mock trial information website: <http://www.ccle.fourt.umn.edu/manual.html>

V. LESSONS

Lesson One: Introduction

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how writing and speaking are used effectively to communicate.
 2. Lesson Content
 - a. Literary Terms-biography, autobiography, fiction and non-fiction
 3. Skill Objective(s)
 - a. Identify important facts for writing an autobiography and biography.
 - b. Use commas when appropriate in sentences and dates.
- B. *Materials*
 1. *The Wind in the Willows***
 2. Chart paper
 3. Research on Kenneth Grahame—website information that is printed out for students
 4. Note cards with questions about Kenneth Grahame for the students
- C. *Key Vocabulary*
 1. Fiction – not true, make-believe
 2. Non-fiction – true
 3. Biography – about another individual
 4. Autobiography – about oneself

D. *Procedures/Activities*

1. NOTE: The students will need to know the differences and comparisons between fiction, non-fiction, autobiographies and biographies. Teachers should have facts available about Kenneth Grahame for students to use for their research. Have copies of Appendix A for all of the students. The students will fill out the worksheet and then transform it into paragraph form. They should also include a picture of themselves on the final copy. The picture can be used to help the reading audience associate the information written to the picture. These can then be displayed in class.
2. Give a brief introduction of the author.
3. Explain to the class that they will be divided into groups to research the author so that the class can write a biography.
4. Briefly explain the difference between a biography and an autobiography.
5. Allow 5 or 10 minutes in groups to research the author. (Give each group one question on a note card to answer, see Appendix B.)
6. After the time limit, call on each group to read the information they found.
7. On chart paper bullet the information from the research on left side. After finished, on right side write biography as a class pointing out when and why commas are used. (city, state) (See Appendix B on how to write out the information).
8. Leave biography up as a model.
9. Re-group and the teacher reads the introduction of the book to the class.
10. Pass out and explain Appendix A to the class. (Writing an autobiography)
11. Allow five to ten minutes to fill out autobiography sheet.
12. Kids will then write their own autobiography in paragraph form on a separate sheet of paper using the biography model.
13. Tell the students that they will need to do a rough draft and then a final copy.
14. The final copy will be due on Day 6.

F. *Evaluation/Assessment*

1. Collect the writing assignment from the students. Grade them and then pass them back and have the students put them in the cumulative writing notebook. Collect the notebooks at the end of the unit to do a final assessment. Correct the autobiography worksheet before they write the paragraph.

Lesson Two: Chapter One - "River Bank Friends"

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the use of personification of characters in literary material.
 - b. Develop an awareness of animal habitats and the importance of rivers.
2. Lesson Content
 - a. Chapter One-"River Bank Friends"
 - b. Important Rivers of the World
 - c. Main points from fiction and non-fiction reading
3. Skill Objective(s)
 - a. Identify how living things interact with their environment.
 - b. Identify the importance and beauty of rivers.

B. *Materials*

1. Map of England
2. Resources about the Thames River (<http://www.riverthames.co.uk/about.htm>)
3. *The Wind in the Willows***
4. Comprehension questions (Appendix C)

- C. *Key Vocabulary*
 - 1. Impromptu (p.20) – without being planned
- D. *Procedures/Activities*
 - 1. NOTE: The purpose of the map and information about the Thames River is to give the students a better understanding of the book. The Thames River in England, which is where Grahame resided. Review chapter before reading to the class. Appendix C is both oral and written comprehension questions. Review which questions are oral and which are written.
 - 2. Read Chapter One to the class.
 - 3. Point out Key Vocabulary words when necessary.
 - 4. Ask oral comprehension questions at end of chapter. (Appendix C)
 - 5. Start discussion of rivers. (Types and why they are important to us)
 - 6. Point out where the Thames River is and why rivers are important.
 - 7. Talk about what is along the riverbank of the Thames.
 - 8. The students should become aware of the important aspects of a river. For example, many animals live in or near rivers.
 - 9. Relate the importance of rivers to the setting of the book
 - 10. Have the students write three to five sentences about the river and its relationship to the characters.
- E. *Evaluation/Assessment*
 - 1. Collect the writing assignment from today and grade it. Return to students to place in their cumulative writing notebook.

Lesson Three: Chapter Two - “Mr. Toad of Town Hall”

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand how writing and speaking are used effectively to communicate.
 - b. Understand the use of personification of characters in literary material.
 - 2. Lesson Content
 - a. Chapter Two-“Mr. Toad of Town Hall”
 - b. Main points from a fiction or non-fiction reading
 - 3. Skill Objective(s)
 - a. Students will be able to write and speak on various issues.
- B. *Materials*
 - 1. *The Wind in the Willows***
 - 2. Students will need paper, pencil and any of the following: crayons, colored pencils or markers
 - 3. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
 - 1. Conceited (p. 34) – an exaggerated opinion of oneself
 - 2. Shrewdly (p.40) – cleverly
- D. *Procedures/Activities*
 - 1. Briefly review what happened in the previous chapter.
 - 2. Read Chapter Two to the class.
 - 3. Discuss the Key Vocabulary words as you come across them.
 - 4. Ask oral and written comprehension questions at the end of the chapter. (Appendix C)
 - 5. Give 5-10 minutes for the students to complete the written questions.
 - 6. Instruct the students to draw a picture of the shiny red gypsy wagon.
 - 7. Students need to write 3-5 sentences on where they would go on their own adventure and why.

8. They can continue their work on their autobiography if they finish the other activity early.
 9. Remind them that their autobiography is due on Day 6.
- E. *Evaluation/Assessment*
1. Collect the students' writing assignment and grade it. Return to students and have them place them in their cumulative notebook.

Lesson Four: Chapter Three - "The Terror of the Wild Wood"

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how writing and speaking are used effectively to communicate.
 2. Lesson Content
 - a. Chapter Three-"The Terror of the Wood"
 - b. Adjectives
 3. Skill Objective(s)
 - a. Design a picture and paragraph about the habitat.
 - b. Analyze the use of adjectives.
- B. *Materials*
1. *The Wind in the Willows***
 2. Notebook paper-can also be done on white construction paper
 3. Pencil
 4. Colored pencils, crayons or markers
 5. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
1. Aimlessly (p. 61) – having no purpose
- D. *Procedures/Activities*
1. Brief review of what happened in the previous chapter.
 2. Read Chapter Three to the class.
 3. Point out Key Vocabulary words when necessary.
 4. Ask oral and written comprehension questions at the end of the chapter. (Appendix C)
 5. Give 5-10 minutes to complete written comprehension questions.
 6. Briefly explain what an adjective is. They are words that describe something. Read example sentences from the chapter and have students identify the adjective (s). Read examples from pages 58 and 60.
 7. Re-read the part of the chapter that describes the woods.
 8. Tell the students, "Mole got lost in the woods." Have students write how the woods would look and draw a picture of the woods.
 9. If students finish this activity they can work on their autobiography.
- E. *Evaluation/Assessment*
1. Collect all written work and correct. Return it to the students to put it back in their cumulative notebook.

Lesson Five: Chapter Four - "Lost in the Storm"

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how writing and speaking are used effectively to communicate.
 2. Lesson Content
 - a. Chapter Four-"Lost in the Storm"
 - b. Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.

3. Skill Objective(s)
 - a. Students will be able to write and speak on various topics.
- B. *Materials*
 1. *The Wind in the Willows***
 2. Paper and pencil
 3. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
 1. Galoshes (p. 65) – a plastic or vinyl overshoe
 2. Trudged (p. 70) – a dragging, labored walk
 3. Dell (p. 72) – a small secluded valley surrounded by trees
- D. *Procedures/Activities*
 1. Briefly review what happened in the previous chapter.
 2. Read Chapter Four to the class.
 3. Point out Key Vocabulary words when necessary.
 4. Ask oral comprehension questions at the end of the chapter. (Appendix C)
 5. Give the students five minutes to answer the written comprehension question.
 6. Reiterate that Rat and Mole got lost. The students will write and give their opinion of how Rat and Mole felt.
 7. Write the following questions about Rat and Mole getting lost on the board:
 - a. How did Rat and Mole feel when they got lost?
 - b. Have you ever been lost?
 - c. How did it make you feel?
 8. If they have never been lost have them tell how they might feel if they were lost.
 9. If the students finish early have them work on their autobiography.
- E. *Evaluation/Assessment*
 1. Collect the students' written work and correct. Return and have students place it in cumulative notebook.

Lesson Six: Chapter Five - "Mr. Badger"

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how writing and speaking are used effectively to communicate.
 - b. Develop an awareness of animal habitats and the importance of rivers.
 2. Lesson Content
 - a. Chapter Five-"Mr. Badger"
 - b. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning and proofreading with attention to spelling mechanics, and presentation of a final draft.
 - c. Identify natural animal habitats.
 3. Skill Objective(s)
 - a. Compare and contrast a natural habitat to the characters' habitat in the book.
 - b. Design a picture and paragraph about the habitat.
- B. *Materials*
 1. *The Wind in the Willows***
 2. Resources on a badger's natural habitat
 3. Pencil and paper
 4. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
 1. Famished (p.90) – to be very hungry

- D. *Procedures/Activities*
1. Briefly review what happened in the last chapter.
 2. Read Chapter Five to the class.
 3. Point out Key Vocabulary words when necessary.
 4. Ask oral and written comprehension questions. (Appendix C)
 5. Give 5 to 10 minutes to answer written questions. (Appendix C)
 6. After ten minutes instruct the students to put their writing away.
 7. Tell them that they will be writing a comparison paragraph about the differences and similarities between a natural badger habitat and that of badger in the book.
 8. Using the resources provided, students will write a 5-7-sentence paragraph about a badger's habitat.
 9. The students will need to have a partner edit their paragraph and then they will need to write a final copy.
 10. Pick out parts for the reading theater, (see Appendix D) which is the culminating activity.
 11. Briefly discuss parts and tell the students to start practicing.
 12. At the end of class take some time to explain the readers theater that they will be performing the following Friday.
- E. *Evaluation/Assessment*
1. Collect written work and correct. Return and have students place it in their cumulative notebook.

Lesson Seven: Chapter Six - "From one Prison to Another"

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the use of personification of characters in literary material.
 2. Lesson Content
 - a. Chapter Six-"From one Prison to Another"
 - b. Fiction story *The Wind in the Willows* by Kenneth Grahame
 3. Skill Objective(s)
 - a. Students will be able to identify different roles played in a trial situation.
 - b. Students will identify with a character and act like the character.
 - c. Students will be able to write and speak on various topics.
- B. *Materials*
1. *The Wind in the Willows***
 2. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
1. Mantelpiece (p. 100) – shelf located above a fireplace
 2. Swaggered (p. 100) – to strut
 3. Anguished (p. 104) – physically and/or mentally pained (painful)
 4. Vile (p. 122) – evil/very bad
 5. Jury-group of citizens chosen to decide if someone is guilty or innocent
- D. *Procedures/Activities*
1. Briefly review the previous chapter.
 2. Read Chapter Six to the class.
 3. Point out Key Vocabulary words when necessary.
 4. Ask oral and written comprehension questions.
 5. Give 5 minutes to answer written comprehension question. (Appendix C)
 6. For the mock trial, teacher will talk about Toad being found guilty.
 7. Explain that Toad may have not received a fair trial because it was not a jury trial.
 8. Tell them that they are going to be the jury to decide if Toad is really guilty or innocent.

9. Ask kids to come up with facts about what happened and place them on the board.
 10. After this is completed, give each student a piece of paper and tell him or her to write on the paper whether they believe Toad is guilty or innocent.
 11. Collect paper in a can or bucket and write guilty or innocent on the board. Then pick out the papers and make tally marks for each vote.
 12. At the end, discuss or have them write why students voted the way they did.
- E. *Evaluation/Assessment*
1. Collect the students' written work and correct. Return it to the students to place in their cumulative notebook.

Lesson Eight: Chapter Seven -“A Hair-Brained Escape”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how writing and speaking are used to effectively communicate.
 2. Lesson Content
 - a. Chapter Seven-“A Hair Brained Escape”
 - b. Fiction story *The Wind in the Willows* by Kenneth Grahame
 3. Skill Objective(s)
 - a. Analyze the use of adjectives.
- B. *Materials*
1. *The Wind in the Willows***
 2. White construction paper
 3. Colored pencil, markers or crayons
 4. Appendix E
 5. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
1. Washerwoman (p. 132) – washes clothes by hand for a living
 2. Persuade (p. 140) – to make someone believe something
 3. Sarcastic (p. 152) – taunting: making a comment to cause trouble
- D. *Procedures/Activities*
1. Briefly review the previous chapter.
 2. Read Chapter Seven to the class.
 3. Point out Key Vocabulary words when needed.
 4. Ask oral comprehension questions.
 5. Instruct the students that they will be creating “Wanted” posters for Toad. Show examples. (Appendix E)
 6. Advise them to take their time and be creative. Display them in the hall on a bulletin board.
 7. If anybody finishes early then they can complete any work from previous lessons.
- E. *Evaluation/Assessment*
1. Collect students' written work and correct. Return and have students place in cumulative notebook.

Lesson Nine: Chapter Eight - “Toad’s Adventures”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how writing and speaking are used to effectively communicate.
 2. Lesson Content
 - a. Chapter Eight-“Toad’s Adventures”
 - b. Adjectives

3. Skill Objective(s)
 - a. Analyze the use of adjectives.
 - b. Create a poem using the student's name.
- B. *Materials*
 1. *The Wind in the Willows***
 2. White construction paper
 3. Colored pencils, markers or crayons
 4. Appendix F
 5. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
 1. Boast (p.172) – brag about oneself
- D. *Procedures/Activities*
 1. Briefly review the previous chapter.
 2. Read Chapter Eight to the class.
 3. Point out Key Vocabulary when necessary.
 4. Ask oral and written comprehension questions. (Appendix C)
 5. Give the students 5 minutes to complete written comprehension question.
 6. Explain to the children how Toad boasts about himself. Tell him he brags about himself.
 7. Re-read the about poem about Toad on page 172.
 8. Briefly review what adjectives are. (Words that describe things)
 9. Tell the students that they will be writing a poem using their name and using adjectives to describes themselves.
 10. Show the students the example poem. (Appendix F)
 11. Pass out the white construction paper.
 12. Instruct them to take their time and be creative.
 13. Share the students' work with the class when they are completed.
 14. If anybody finishes early instruct him or her to work on work that needs to be completed.
- E. *Evaluation/Assessment*
 1. Collect the students' written work and correct. Return and have students place it in their cumulative notebook.

Lesson Ten: Chapter Nine - "No Home to Come Home To"

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how writing and speaking are used effectively to communicate.
 - b. Understand the use of personification of characters in literary material.
 2. Lesson Content
 - a. Chapter Nine-"No Home to Come Home To"
 - b. Fiction Story *The Wind in the Willows* by Kenneth Grahame
 3. Skill Objective(s)
 - a. Students will be able to write and speak on various topics.
 - b. Students will identify with a character and act like a character.
- B. *Materials*
 1. *The Wind in the Willows***
 2. Copy of each student's part for the readers theater
 3. Comprehension questions (Appendix C)
- C. *Key Vocabulary*
 1. Nobly (p. 187) – something done very bravely or strongly
 2. Stoats (p. 192) – large European weasels
 3. Triumphant (p. 208) – victorious

4. Imbecile (p. 212) – a foolish or stupid person
- D. *Procedures/Activities*
1. Brief review of previous chapter.
 2. Read Chapter Nine to the class.
 3. Point out Key Vocabulary words when necessary.
 4. Ask oral and written comprehension questions. (Appendix C)
 5. Give 5-10 minutes to answer written comprehension questions.
 6. Practice reader’s theater.
- E. *Evaluation/Assessment*
1. Collect the students’ written work and correct. Return and have the students place in their cumulative notebook.

Lesson Eleven: Chapter Ten - “A Changed Toad”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how writing and speaking are used to effectively communicate.
 2. Lesson Content
 - a. Chapter Ten-“A Changed Toad”
 - b. Fiction story *The Wind in the Willows* by Kenneth Grahame
 - c. Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 3. Skill Objective(s)
 - a. Students will be able to write and speak on various topics.
- B. *Materials*
1. *The Wind in the Willows***
 2. Copy of students’ parts for the reading theater (Appendix D)
 3. Comprehension questions (Appendix C)
 4. Appendix G
- C. *Key Vocabulary*
1. Nobly (p. 187) – something done very bravely or strongly
 2. Stoats (p. 192) – large European weasels
 3. Triumphant (p. 208) – victorious
 4. Imbecile (p. 212) – a foolish or stupid person
- D. *Procedures/Activities*
1. Briefly review previous chapter.
 2. Read Chapter Ten to the class.
 3. Point out Key Vocabulary words when necessary.
 4. Ask oral and written comprehension questions. (Appendix C)
 5. Give 15-20 minutes to complete written comprehension questions.
 6. If time allows then practice reading theater.
 7. Remind students to practice their parts for the reading theater the following day.
- E. *Evaluation/Assessment*
1. Students will be assessed on the written comprehension questions along with the writing assignments in their cumulative notebook. (See Appendix G for Grading Rubric)

VI. CULMINATING ACTIVITY

- A. This will need to be done as Lesson 12. The students will be participating in the reader’s theater. The teacher should have already given out parts to the students to practice. All students will have a part in the theater it may not be a speaking part. It may be fun for your

students to perform this for the parents. Use props at your discretion. This will end your unit and the students will have a better understanding of the material that was covered.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Autobiography Questions
- B. Appendix B: Example Biography
- C. Appendix C: Oral and Written Questions
- D. Appendix D: Play on Chapters 9 & 10
- E. Appendix E: Wanted Poster
- F. Appendix F: Naming Adjectives
- G. Appendix G: Grading Rubric
- H. Appendix H: Background Information

VIII. BIBLIOGRAPHY

- A. About The River Thames. [On-line]. Available URL: <http://www.riverthames.co.uk/about.htm>.
- B. Badger. [On-line]. Available URL: <http://www.inhs.uiuc.edu/dnr/fur/species/badger.html>.
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- F. Grahame, Kenneth. *The Wind in the Willows*. New York: Dover Publications, 1995. ISBN 0-486-28600-2.
- G. Kenneth Grahame. [On-line]. Available URL: http://www.users.globalnet.co.uk/~crumey/kenneth_grahame.html.
- H. Kenneth Grahame. [On-line]. Available URL: <http://applebookshop.co.uk/author/grahame.htm>
- I. Mini-Mock Trial Manual. [On-line]. Available URL: <http://www.ccle.fourth.umn.edu/manual.html>



APPENDIX A



My Autobiography

Full Name: _____

Birthday: _____

Where you were born: _____

Brothers and sisters:

Pets: _____

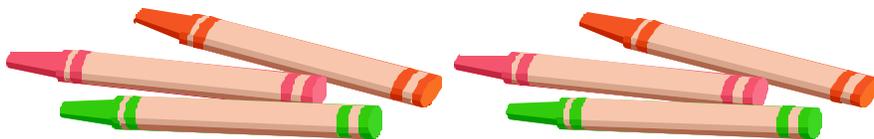
Things you like to do:

Sports you play:

Favorite game: _____

Favorite food: _____

Favorite place to go: _____



EXAMPLE BIOGRAPHY

KENNETH GRAHAME

He was born on:
March 8, 1859

Where was he born?
Edinburgh, Scotland

Where did he go to school?
St. Edward's in
Oxford

Did he have other jobs?
A banker

Who was he married to?
Elspeth
Thomson (1899)

Did he have any kids? Names?
Yes
Alastair

When did he write this book?
published in
1908

What other books did he write?
None

When did he die?
July 6, 1932

Kenneth Grahame was born on March 8, 1859 in Edinburgh, Scotland. He went to school at St. Edward's in Oxford, England. He was a banker during his lifetime.

He was married to Elspeth Thompson in 1899. They had one son named Alastair. He published *The Wind In The Willows* in 1908. He did not write any other books. Kenneth Grahame died on July 6, 1932.



APPENDIX C

ORAL AND WRITTEN CHAPTER QUESTIONS FOR THE WIND IN THE WILLOWS

CHAPTER ONE: "RIVERBANK FRIENDS"

1. Talk about animal personification. (Animals taking on human characteristics) What other books can you name that use this?
2. Mole seems to always be full of questions. Why do you think that is?
3. Where was Mole's home? Above or below ground?
4. Mole talks about being impolite. (Ex.-never ask why) He claims that this is correct "animal etiquette." Look for and give examples throughout the book.

CHAPTER TWO: "MR. TOAD OF TOAD HALL"

1. *What does responsibility mean?
2. *Who was not acting responsibly on the adventure?
3. What happened to Toad's wagon?
4. How did the accident change him?
5. Do you think Toad will be happy with his car? Why or why not?
6. Remind students that this is the first of many adventures in the novel. Keep reviewing what they are.

CHAPTER THREE: "THE TERROR OF THE WILD WOOD"

1. Mole was "imagining" things in the Wild Wood. What does this mean?
2. *Is the Wild Wood a happy place or a scary place? Why or why not?
3. Re-read the description of the Wild Wood. How does this description make you feel? (Adjective tie-in)

CHAPTER FOUR: "LOST IN THE STORM"

1. How was Rat being a good friend?
2. *Have you ever been a good friend? How?
3. What clues helped them to find Badger's house?

CHAPTER FIVE: "MR. BADGER"

1. Where are badger and Mole's homes? Where are Rat and Toad's homes? Compare the differences.
2. What adventures have the characters experienced so far?
3. How do you picture Badger's home?
4. *What kind of a friend is Badger?
5. *Do you have any friends like Badger? What are they like?

APPENDIX C, (CONT.)

CHAPTER SIX: “FROM ONE PRISON TO ANOTHER”

1. Do you have a friend like Toad that you take care of? If so, who are they and how do you take care of them?
2. *Have you ever told a lie? What happened?
3. What do you think will happen to Toad?

CHAPTER SEVEN: “A HARE-BRAINED ESCAPE?”

1. What would you do if you were Toad? Why?
2. Toad uses a disguise to escape. Can you think of other disguises?
3. Will Toad be able to go home? Why or why not?

CHAPTER EIGHT: “TOAD’S ADVENTURES”

1. What do we know about Toad?
2. What do you think of him?
3. Why do you think his friends still like him?
4. Do you think he’s learned his lesson now? Why or why not?
5. *Review all of the adventures. Who do you think has had the best adventure? Why or why not?

CHAPTER NINE: “NO HOME TO COME HOME TO”

1. What did Mole do that was so clever?
2. Does Toad deserve to have his house back? Why or why not?

CHAPTER TEN: “A CHANGED TOAD”

1. Do you think Toad really changed? Why or why not?
2. *What was your favorite part of the book? Why?
3. *Who was your favorite character? Why?
4. *What part of the book did you like the least? Why?
5. *Which character did you like the least? Why?

NOTE: An * indicates these should be written questions

APPENDIX D

A SCENE FROM *THE WIND IN THE WILLOWS* **TOAD GETS HIS HOUSE BACK**

NARRATOR: In the novel, Toad goes to prison for stealing a motorcar, and then he escapes. He goes through many adventures until he finally ends up at his friend Rat's house.

(TOAD, RAT, MOLE, BADGER, AND OTTER ON SCENE)

TOAD: It is so good to be with my friends again! I am going to go home to Toad Hill and be a good Toad from now on.

RAT: You can't go home Toad. Your house has been invaded by the stoats, weasels, and ferrets from the Wild Wood!

MOLE: We tried to save it, but there were too many of them.

BADGER: We were beaten with sticks and thrown out into the storm!

OTTER: Those animals can be pretty mean you know!

APPENDIX D (CONT.)

TOAD: How am I going to get my house back?

BADGER: Don't worry everyone. I have a plan.

(CHARACTERS EXIT SCENE)

NARRATOR: Meanwhile, back at Toad Hill –

(STOAT, WEASEL, AND FERRET ARE SITTING AT THE DINING ROOM TABLE DRINKING ALL OF TOAD'S WINE AND EATING ALL OF HIS FOOD. THE GUARDS ARE SURROUNDING THE PERIMETER OF THE HOUSE)

STOAT #1: That stupid Toad must miss his house an awful lot!

WEASEL: Yes indeed. We will have to thank him next time we see him.

STOAT #2: When is the next time we will see him?

WEASEL: Not for a very long time Stoa. He is in prison and will probably die there.

APPENDIX D (CONT.)

FERRET: Would anyone care for some more cheese?

(CHARACTERS BURST OUT IN LAUGHTER)

FERRET: I think that we should have a dinner party this evening to celebrate our new home.

STOAT #1: I agree. Let's have everyone meet in the dining room at seven.

STOAT #2: It will be a feast that no one will ever forget.

NARRATOR: While the animals from the Wild Wood are planning their feast, Toad and his friends are preparing to get his house back.

(TOAD, RAT, BADGER, AND OTTER IN SCENE. THEY ARE PUTTING ON CAMOFLAGUE AND PREPARING THEIR WEAPONS. MOLE RUNS INTO THE HOUSE.)

MOLE: Friends! I have just heard good news. The Wild Wood animals are planning to have a feast tonight at seven.

BADGER: This is perfect for our plan.

APPENDIX D (CONT.)

TOAD: Just make sure I get my house back!

(THE GROUP LEAVES THE HOUSE AND STARTS TO SNEAK THROUGH A TUNNEL)

RAT: Everyone must be very quiet or they will hear us!

NARRATOR: The Wild Wood animals are just sitting down to dinner at Toad Hill. Everyone is happy. They have no idea about the surprise attack.

(ALL THE WILD WOOD CREATURES, INCLUDING THE GUARDS, ARE SITTING AROUND THE DINING ROOM TABLE. TO THE SIDE ARE MOLE, RAT, OTTER, BADGER AND TOAD HIDING IN THE PANTRY WAITING TO ATTACK)

FERRET: I propose a toast – to us for having the best house in the land!

EVERYONE (GLASSES RAISED): TO US!!!!

WEASEL: I think we should re-name the house.

APPENDIX D (CONT.)

STOAT #2: Let's call it Wild Wood Manor.

STOAT #1: That's sounds absolutely perfect.

(THEY ARE ALL TALKING AT THE TABLE AND THE FRIENDS ARE WAITING FOR THE SIGNAL FROM BADGER)

BADGER: NOW!!!!

(ALL THE FRIENDS JUMP OUT OF THE PANTRY AND SURPRISE THE WILD WOOD ANIMALS. THE WILD WOOD ANIMALS ARE TAKEN BY SURPRISE AND TRY TO FIGHT BACK. ONE BY ONE ALL OF THE WILD WOOD ANIMALS RUN AWAY)

TOAD: It worked! Badger your plan really worked!

BADGER: I knew we would get your house back Toad.

OTTER: Good thing I was here to fight off all of the really big animals!

RAT: (Sarcastically) Yeah, Otter – we could not have done it without you!

APPENDIX D (CONT.)

MOLE: I'm starving! Let's sit down at the table and enjoy the wonderful feast they have prepared.

TOAD: Yes. Everyone sit at MY table and enjoy!

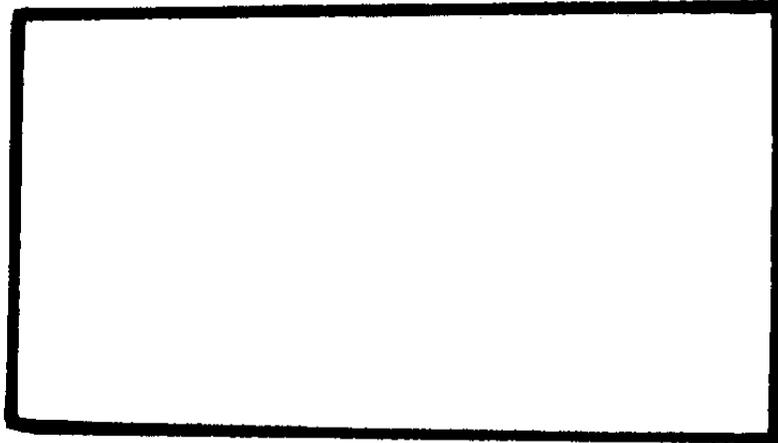
IN UNISON: Hurray for Toad!!!

NARRATOR: All the friends sat down to enjoy a big meal and decided to spend the night at Toad's. The next evening they had a big party for all the creatures on the riverfront to celebrate Toad's return – and his change to being a good person.

THE END

WANTED

DEAD OR ALIVE



TOAD FROM TOAD HILL

WANTED FOR:

APPENDIX F

“Naming” Adjectives

K - Kind

N - Nice

I - Intelligent

T - Tough

T - Tender

L - Little

E - Extreme

APPENDIX G

GRADING RUBRIC FOR THE WIND IN THE WILLOWS

- _____ Student completed all written questions (4)
- _____ Student participated in the group biography (1)
- _____ Student wrote an autobiography (2)
- _____ Student used commas correctly in writing (2)
- _____ Student was able to connect the characters to the river in the story in writing (2)
- _____ Student wrote about an adventure (1)
- _____ Student wrote about the Wild Wood using adjectives (2)
- _____ Student wrote about a badger's habitat (1)
- _____ Student made a wanted poster for Toad (1)
- _____ Student wrote a name poem with adjectives (2)
- _____ Student participated in our play (2)
- _____ TOTAL POINTS

APPENDIX H

Background Information

Lesson Three: Review of Chapter One: Mole gets tired of cleaning so he decided to venture above ground. He goes to the Riverbank where he meets Rat. They spend a wonderful day on the river and meet Otter during their picnic. Mole decides to spend the summer living with Rat along the river.

Lesson Four: Review of Chapter Two: Rat and Mole go to visit Toad at Toad Hall who has just purchased a gypsy wagon. He invited Rat and Mole to go on an adventure with him and they agree. While on their journey a car speeds by – scaring Toad’s horse and causing the wagon to crash into a ditch. Toad decides to buy a motorcar.

Lesson Five: Review of Chapter Three: Mole decides he wants to meet Badger, but Rat says Badger will come when he wants. Mole did not want to wait so he leaves for the Wild Wood by himself. Darkness came and he got scared and cold. He hid in a birch tree.

Lesson Six: Review of Chapter Four: Rat discovered Mole was missing and found his footprints leading into the Wild Wood, so decided to go after him. He found him in the birch tree, but Mole still needed to rest. When they tried to leave they were caught in a snowstorm. While trying to make it through the snow, Mole hurt his leg on what ended up to be Badger’s door-scraper. They had found his house. (They had to dig in the snow to get underground)

A badger prefers the grasslands but will live in grassy areas or pastures. Badger’s live in a burrow, which has a mouth of about one foot. They burrow in hard ground. Many badgers can be found throughout Illinois.

Lesson Seven: Review of Chapter Five: Badger invited Rat and Mole inside, gave them dry clothes and filled their bellies with food. They all discussed the fact that they needed to help Toad, but decided that it must wait until spring. They slept over and ate breakfast. Otter came to the door to find Rat and Mole since they had disappeared. Badger took them through a secret passageway in his house, which brought them to the edge of the Wild Wood.

Explain to students that a jury is a group of citizens that are chosen to decide if someone is guilty or innocent based on the facts that are presented to them by the lawyers.

Lesson Eight: Review of Chapter Six: Spring has come and Badger pays a visit to Rat and Mole. They go to Toad’s house to try to stop his reckless behavior. After Badger speaks with Toad, he won’t apologize for his mistakes so they lock him up in his room. Toad tricks Rat by saying he’s very sick and sneaks out of the house. Toad sees a motorcar and steals it. He ends up going to prison to serve a twenty-year sentence.

Lesson Nine: Review of Chapter Seven: The jailor’s daughter felt bad for Toad so she befriended him. She devises a plan for Toad to escape by disguising himself as the washerwoman, and he gets free. He reaches the train station and realizes that he has no money to buy a ticket. He begins to cry and an engine driver feels sorry for him and gives him a ride. Soon the police are chasing them. The engine driver tells him to jump off into the woods and he escapes once again. He falls asleep in the woods.

Lesson Ten: Review of Chapter Eight: Toad continues on his journey to get back to Toad Hall and runs into a woman on a barge in the river. She offers to let him come along if he washes, which he knows nothing about. She calls his bluff and angrily kicks him off the barge. In return, he steals her horse and takes off through the woods where he meets a gypsy. The gypsy offers to buy his horse, feed him, and point him in the direction of home. To Toad’s luck, he runs into the very same motorcar he had stolen! He gets a ride, convinces them to let him drive, wrecks the car, and runs away again. The police find him once again, but he trips and falls into the river. Just when he thought he would drown, Toad rescued him.

Lesson Eleven: Review of Chapter Nine: Toad went into Rat’s house to dry off and change clothes. Toad promised to be good and wanted to go to Toad Hall. Rat told him that it had been taken over by the Stoats, Weasels, and Ferrets. The friends devised a plan to sneak in and regain control of Toad’s house. Mole made it easier to accomplish by tricking the Stoats.