



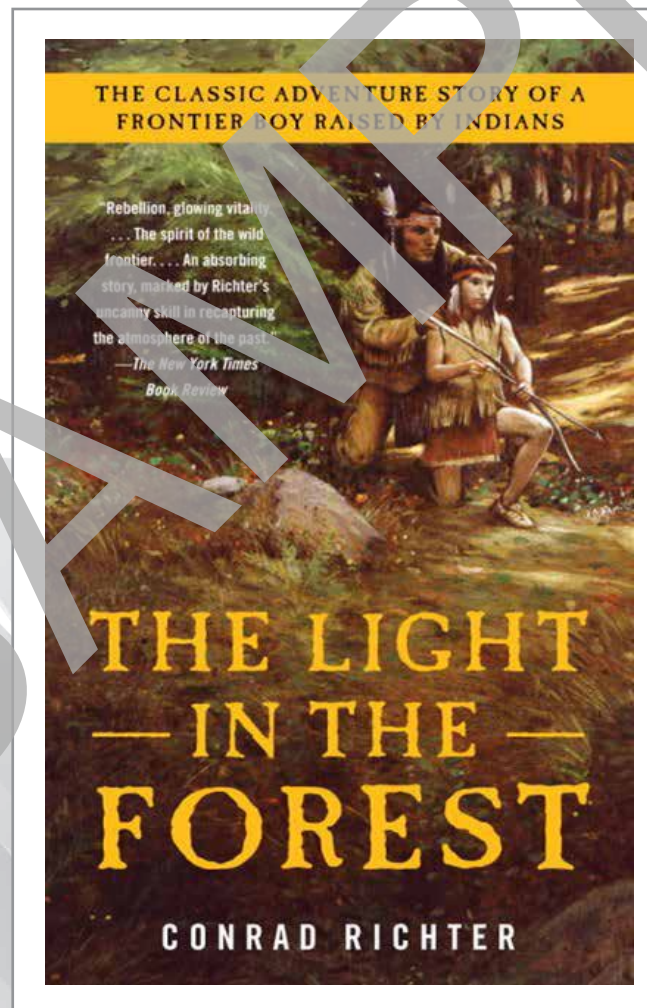
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Light in the Forest

Conrad Richter



READ, WRITE, THINK, DISCUSS AND CONNECT

The Light in the Forest

Conrad Richter

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-946-0

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author.....	4
Introductory Activities.....	4
Chapter-by-Chapter.....	8
Chapters contain: Vocabulary Words and Activities, Discussion Questions, Supplementary Activities	
Post-reading Discussion Questions	18
Post-reading Extension Activities	19
Cooperative Groups as a Strategy with the Novel Units Approach.....	22
Rubric for Essay-Writing	27

Skills and Strategies

Literary Elements

Point of view, character development, irony, suspense, imagery, figurative language, inner conflict

Thinking

Brainstorming, predicting, visualizing, research

Comprehension

Comparison/contrast, sequencing, inference

Vocabulary

Word mapping

Listening/Speaking

Role play, debate, talk show

Writing

Literature log, editing, poetry, persuasive

Other

Illustrations, diorama, mobile, music, culinary, geography, science

Summary of *The Light in the Forest*

When John Butler was four years old, he was kidnapped by the Lenni Lenape Indians, and for eleven years “True Son” was raised by the warrior Cuyloga and his wife as their son. When the Indians comply with demands that they release their white “prisoners” from years past, True Son is literally torn from the family and home that have become his; Cuyloga has to drag him to the white guards who have marched 100 miles into Indian territory to bring back the “captives.”

Determined not to return to Pennsylvania with the whites, True Son tries three times to find the root of the poisonous May apple so that he can kill himself, but each time he is restrained by his white guard, Del, a red-headed soldier who speaks Delaware.

His hope is renewed by the appearance of his friend, Half Arrow, who marches near True Son through the woods. At night Half Arrow goes off to sleep in the woods, like Little Crane, whose beloved white bride is also being taken back to civilization by the soldiers. When they near Fort Pitt, Del tells Half Arrow and Little Crane that they have to turn back for their own safety. Not understanding Del's reasoning, True Son jumps on Del; consequently, True Son's arms are bound and he cannot even wave farewell when his friends turn back across the river.

The whites continue their march from Fort Pitt, across the mountains to the white man's village. When True Son's birth father rides up on horseback, the boy is repelled by the small pale-skinned man. On the way, True Son tries to escape on horseback, but is thrown from the horse and soon found; Del and Mr. Butler tether his horse between theirs for the rest of the journey.

Mrs. Butler, who has been an invalid ever since the kidnapping, greets her son with an unwelcome kiss and hands him some “civilized” clothes; he resists speaking English and will not touch the clothes. After he spends a restless night, his Aunt Kate threatens to bathe and dress him herself, and he reluctantly changes his clothes for a get-together with friends and family. Realizing his Uncle Wilse is one of the men who had maimed and murdered some of True Son's Indian cousins, True Son confronts him in broken English. Enraged, Uncle Wilse slaps the boy, earning his hatred.

True Son refuses to wear white clothes again (until Aunt Kate steals his Indian ones), and keeps all except his adoring younger brother Gordie at a distance. Aunt Kate sends Gordie with True Son to visit a black slave who weaves baskets; he tells True Son about a very old Indian, Corn Blade, who lives on the mountain and speaks Lenape. A few months later, True Son sets out to see Corn Blade, taking Gordie with him. Uncle Wilse and Mr. Butler overtake them, and accuse True Son of running away, lying (they insist Corn Blade is dead), and stealing (True Son had packed food for Corn Blade).

Later that spring, Parson Elder visits Mrs. Butler and tries to talk to True Son about behaving in a more “Christian” manner. True Son refuses to drink the alcohol he is offered—pointing out how the white man has corrupted the Indian with drink—and refuses to listen when the parson insists that Indians have been responsible for atrocities against whites—including children.

Over the weeks, True Son grows ill from the confinement of white life, the strange food, and his own heartache; he is very weak when he hears that Indians have been around asking for him. Aunt Kate chases an Indian away from the window, and True Son creeps out that night, rejuvenated by the fresh

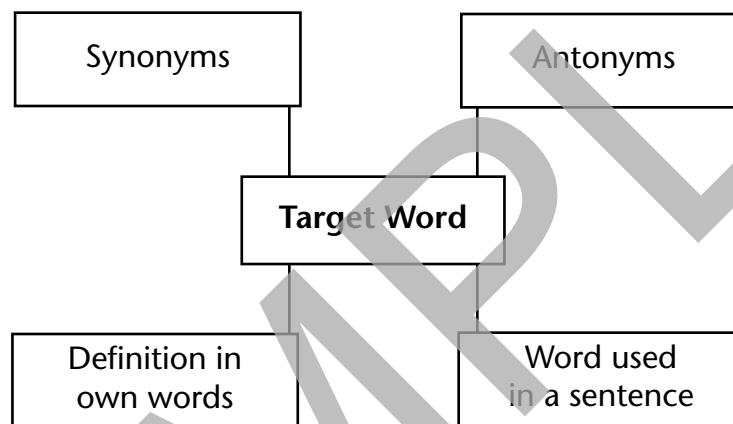
Chapters 1-3, Pages 1-15

Vocabulary Words

alien (2)	redoubts (2)	aversion (2)	loathing (2)
affronted (4)	palavering (5)	seasoned (6)	bandy (6)
ambush (6)	doughtier (6)	calico (7)	retorted (8)
loathing (9)	varmint (9)	ditties (10)	slouching (10)
venison (14)	buckskin (14)	strouding (14)	

Vocabulary Activity

Word mapping is an activity that can be used with any vocabulary list. For words that have clear antonyms, the following framework would be suitable:



Students might enjoy coming up with variations on this framework. For example, instead of listing antonyms, students could provide line drawings to illustrate the target word.

Discussion Questions

1. How did this section make you feel? How did you react as you read about True Son's departure from his tribe? (*Sample answer: sad—sympathy for the son who had to leave his Indian family, and for the father who had to use force.*)
2. How did True Son come to be raised by Cuyloga? How old was he during his time with the Lenni Lenape? What if he had been a few years older when taken by Cuyloga? Do you think he would have felt any differently toward his Native American family? (*At age 4, he was kidnapped by Cuyloga, who had lost a small son to the "yellow vomit." He and his wife raised True Son until age 15.*)
3. Why does the tribe later give True Son up to the whites? What do you think would have happened if Cuyloga had refused to give him up? Do you think Cuyloga should have refused? (*The whites demand the release of white captives—and follow up by sending troops into Indian territory; Indians comply so that whites—with their axes and cattle—will leave the area.*)
4. Where does True Son hide the day his father tells him he is going back to his white family? Why? What else could he have done? (*in a hollow tree outside of the village; He wants to stay with his Indian family.*)
5. Who is Del? What are your impressions of him? How do you form those impressions? Begin an Attribute Web, as described on the previous pages. (*Del is red-haired, about 20, speaks Delaware, is loyal to his superior, doesn't trust Indians, but understands some of their ways.*)

-
6. True Son feels terribly homesick after Cuyloga leaves. What images pass through his mind? Have you ever been homesick—and experienced a flood of images like this? (*the trees over the village at dusk, smoke from the cabins, reflection of the sky in the river, mother and sisters by the fire*)
 7. What are the Colonel's orders? Why do the soldiers hate the orders? Why do they follow the orders, then? What does this show about the Colonel—and about how his men feel about him? (*to keep hands off the "savages"; Many joined up to get revenge for family members killed by Indians; the men are loyal to the Colonel; Del would "go through hell" for him, "the willingest."*)
 8. Why are Del and the Colonel surprised at how the "savages" act when giving up their white "captives"? What stereotypes about the Lenni Lenape does Del seem to hold? What stereotypes about the whites does True Son seem to hold? (*Many of the Indians display their grief—crying, clinging to their white family members. The stereotype held by Del is that Indians are conniving, while True Son sees the whites as usurpers of Indian land who are ruining the forest.*)
 9. Why does True Son think of Make Daylight? What is the significance of the line, "True Son did not notice now when they passed the bare and withered stalks of the May apple" (page 13)? Why doesn't True Son follow through on his plan to commit suicide? Do you think he would he have done it if Half Arrow hadn't come along? (*Like Make Daylight, who committed suicide to avoid disgrace, True Son considers killing himself to avoid living with the whites; however, his mood lightens when he sees Half Arrow, and he doesn't notice when he passes the potential source of poison.*)
 10. What presents does Half Arrow bring? Which one seems to mean the most to True Son? Why, do you think? (*sack of corn, moccasins, bearskin; He is most moved to see his bearskin bed. Its smell and feeling comfort him and he can almost believe he is home and safe.*)
 11. **Prediction:** What will the parting between True Son and Half Arrow be like?

Cooperative Learning Activity

You may want to have all students examine examples of word maps for all target vocabulary words, even when the list is too lengthy to expect one student to map all words. One way to circumvent the problem is to assign small groups responsibility for several words; each group selects a reporter who describes the group's word maps to the large group, using an overhead projector.

Writing Activity

Assume the role of True Son. Review the experiences of the confusing, upsetting day on which you were turned over to the white soldiers. Describe a dream you have that night. Make the dream a running collection of sights, sounds, and smells, with no narrative in between.

Literary Analysis: POINT OF VIEW

The position from which the story is told is called the **point of view**. In the first-person point of view, a character tells the story ("I..."). In the third-person point of view, the storyteller is not a character in the story ("He...and she...and they..."). An omniscient narrator, such as the one in *The Light in the Forest*, is "all-knowing" and can see into the hearts and minds of characters. The narrator's point of view may shift—as it does in *The Light in the Forest*. Some statements represent True Son's viewpoint. Others represent the viewpoints of Del, Mr. Butler, and Mrs. Butler. The content and phrasing of statements are often clues as to viewpoint. For example, page 14, "You couldn't trust an Indian" is Del's point of view—**not** the narrator's. Have students cite other examples of statements that represent particular characters' points of view.