

Table of Contents

Introduction	3
Sample Lesson Plans	4
Before the Book (<i>Pre-reading Activities</i>)	5
About the Author	6
Book Summary	7
Vocabulary Lists	8
Vocabulary Activities	9
Section 1 (“Prologue” & “Rich Chicago Girl”)	10
• Quiz Time	
• Hands-on Project—Background Information	
• Cooperative Learning—Literature Discussion Group	
• Curriculum Connections— <i>Writing</i> : Writing an Essay	
• Into Your Life—Journal Jar	
Section 2 (“Vittles and Vengeance”)	15
• Quiz Time	
• Hands-on Project—Apple Sculptures	
• Cooperative Learning—Debating the Issues	
• Curriculum Connections— <i>English</i> : Diagramming Sentences	
• Into Your Life—Letter to Grandma	
Section 3 (“A Minute in the Morning” & “Away in a Manger”)	20
• Quiz Time	
• Hands-on Project—Simple Yet Substantial	
• Cooperative Learning—Round-Robin Questions	
• Curriculum Connections— <i>Social Studies</i> : Time Line of Events	
• Into Your Life—Poetry Passages	
Section 4 (“Hearts and Flour”)	25
• Quiz Time	
• Hands-on Project—In the Dough!	
• Cooperative Learning—Themes and Things	
• Curriculum Connections— <i>Math</i> : Now and Then	
• Into Your Life—Character Comparisons	
Section 5 (“A Dangerous Man,” “Gone with the Wind,” & “Ever After”)	30
• Quiz Time	
• Hands-on Project—Developing a New Character	
• Cooperative Learning—Literary Elements	
• Curriculum Connections— <i>Science</i> : Tornadoes	
• Into Your Life—Newsy Notes	
After the Book (<i>Post-reading Activities</i>)	
• Writing a Review	35
• Book Report Ideas	36
• Historical-Fiction Analysis	37
• Culminating Activities	38
• Unit Test Options	43
Bibliography of Related Sources	46
Answer Key	47

Journal Jar

Throughout this unit, students will be asked to write down their thoughts, ideas, guesses, feelings, opinions, and suggestions. Getting students to write down these ideas is crucial to helping them make the connections in their lives to the history they are studying.

Directions: Use a glass jar (or other container) to hold the questions that students will write about in their journal. Cut out the strips of journal questions below and place them in the journal jar. Each student will need a notebook to use as a journal. Journal entries should be written and answered as honestly and as thoughtfully as possible. Be sure to have students write the date at the beginning of each journal entry. Each student's opinion might change from the beginning of the unit to the end. More information learned on a certain subject allows us to go into more depth and use critical thinking skills to solve problems and issues.



Here are a few questions that can be used in the journal jar. Cut these up and place them in the jar. As the unit progresses and the students have read more of the book, more questions can be added to the jar. Encourage students to add to the journal jar. Pull only one question from the jar each day.

1. What are your thoughts about those who are less fortunate? How can we help?
2. Why do you think Mildred Burdick is the way she is (mean, a bully, insecure, etc.)?
3. Name some adjectives to describe Grandma Dowdel. Is she a good or bad person? Explain.
4. What do you think about the way Grandma got pecans for her pie? How would you have felt if you were going with her?
5. Do you think Augie Fluke learned his lesson from Grandma Dowdel? What's your opinion of the incident?
6. How are young people today different than they were in the late 1930s and early 1940s?
7. Mary Alice lists Fibber McGee and Molly, Baby Snooks, and Edgar Bergen as some of the singers heard on the radio. Who are some of the singers heard on the radio today? How has music changed since the 1930s?
8. What was Armistice Day? Do we still celebrate Armistice Day? What is patriotism like in the United States today?
9. Do you think Grandma Dowdel invited Aunt Mae Griswold to the party to get the truth out about Mrs. Weidenbach?
10. Why do you think Grandma isn't a member of an organized group, such as the auxiliary or the DAR? Are you a member of a group? What do you gain by being a member of a group?

Extension: Create a parent/student journal. These same questions could be asked of the parents or grandparents of students in your class. Students will learn much from hearing the opinions and ideas of those that either lived through the Great Depression or had family experiences associated with it. What an opportunity to share, in an informal setting, feelings, emotions, and ideas across the generations!

Apple Sculptures

Materials

- a firm apple (not too ripe)
- a paring knife (not too sharp)
- cotton (cotton balls work fine)
- lemon juice
- bowl
- salt
- cookie sheet
- shellac
- cloves or pins for eyes, rice for teeth, etc.
- scraps of fabric, yarn, or other materials for decoration



Directions

1. First, determine which character from *A Year Down Yonder* that you would like to portray in your apple sculpture. Draw a sketch of what you think the character looks like. Use this sketch as you create your apple sculpture.
2. Peel the apple, taking off the skin but leaving as much of the apple in place as possible. Cut out the core of the apple and stuff the center with cotton.
3. Carve features into the apple (eyes, mouth, and nose), but don't carve very deeply because the areas that are carved will seem even deeper once the apple has dried.
4. Pour lemon juice into a bowl. Dip the carved apple into the lemon juice. Then cover the apple with salt. This will keep your apple from shrinking too much. Place the apple on the cookie sheet. Write your name on a slip of paper so that your apple won't be confused with another student's apple.
5. Let the apple dry in a warm place for about four weeks; or, with adult assistance, you can dry it in an oven at 100°F (45°C) for five hours and then at room temperature for one week.
6. After the drying process, wash and dry the apple.
7. Cover the apple with shellac and let dry again. Add any fabric, yarn, or materials for decoration as desired. This apple sculpture can be used as a puppet head.

