

Teacher's Packet

Lessons and Project Guides for use with

Matthew's Rise

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Feel free to use or adapt any of these assignments.

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Name _____

Learning Styles Assignment. In small groups complete all sections of these worksheets. Every student will turn in his/her completed sheet. Which section did you particularly like to complete? _____

A. Mastery

Why is the Morin family at the farmhouse? What happened to Matthew's dad?

What relationship exists between the Morins and the Stewards?

Why do Matt, Nick, and Abby want to keep going back into the woods?

Why does Mr. Charlie tell them to stay out of the woods?

How do Matt, Nick, and Abby end up in Mr. Washington's boat? Include all relevant story facts.

What illegal action do the three help to stop?

Learning Styles Assignment, cont.

B. Interpersonal

Tell your group members how you would feel if you thought someone was trying to scare you and/or your family.

Would you want to stay out of the woods or continue to investigate? Are you a fight or flight personality? Express your feelings here in complete sentences.

Each member of the group should state his/her own opinion. Remember, everyone is entitled to his/her opinion.

C. Understanding

State one of the themes of this story in a complete sentence.

List the events, facts, details, etc., from the story that led to the discovery of the theme. (This is a list, so complete sentences are not required here.)

Learning Styles Assignment, cont.

D. Self-Expression

Your group should

A. design and draw a **movie poster** for this story (as if it had been made into a movie. You may include which movie stars you would cast in the main roles.) Include a clever phrase to catch the audience's attention and a 2-3 sentence blurb of the plot.

or

B. write a **radio commercial script** to advertise the showing of the movie. (You may include what song(s) you would use as background music.) Include a clever phrase to catch the audience's attention and a 2-3 sentence blurb of the plot.

or

C. suggest another creative assignment (Get your teacher's approval.)

Use this area to brainstorm. Draw/Write your finished product on another sheet, including the names of all group members.

Quotation Marks in Dialogue: *Matthew's Rise*

Review these points about correctly punctuating dialogue in a story.

- Indentation of Paragraphs
- Capitalization
- Quotation marks
- Comma/period use

Add necessary capital letters and punctuation in these lines from the novel. Editing marks include

What happened Mr. Charlie asked.

I don't know Matthew said I just noticed the fire in the woods
after lunch

I know you don't want to believe that someone is hanging
around your woods, but that is the way it looks said Abby.

This guy had maybe thirty minutes to rake pine straw, pull
logs into a pile, and set the fire before you noticed

Picture Writing Assignment. *Matthew's Rise*

Explanation of picture writing. Teachers and/or students might use these sites and others as a guide for an assignment. Students would write short "picture stories" with a designated list of symbols then exchange "stories" for other students to "translate." The original writer's own translation of the story would be available for comparison.

http://www.inquiry.net/outdoor/native/skills/picture_writing.htm

Additional Symbols

<http://www.warpaths2peacepipes.com/native-american-symbols/>

If you need a simpler assignment:

Native American Pictograph Stories

https://www.lakeshorelearning.com/media/images/free_resources/teachers_corner/printables/nativeAmericanPictograph.pdf

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Research Topics for Small Group Presentations or Individual Reports

Teachers, this is a list of ideas. Feel free to use these and/or change or omit topics. Some of these are more appropriate for individual reports rather than group presentations. Some can be simplified or divided into smaller report topics.

- Caddo Lake. Research how long Caddo Lake has existed and when the dam was built and why. What towns and industries developed along the lake? Create a map of the lake.
- Caddo Indian Nation. Research the Caddo Indians, including the areas where they lived, the way they lived, and the other tribes they traded with. Include a map. Provide pictures (or actual items if you have them) of artifacts used or made by the Caddo Indians.
- Indian Mounds. Research the locations of Indian mounds that have been discovered, especially those in your area. Print out or draw pictures of the mounds. Create a map of the locations of the mounds. Include historical information about the mounds. (You could create a three-dimensional Indian mound like Nick made.)
- Deer and Buffalo Hunts in Louisiana. Research the ways the Caddo Indians hunted and the locations of these hunts. Include a map of the areas where buffalo could be found before they disappeared from Louisiana.
- Indian Symbols and Drawing. Research the drawings used by Indians, including but not limited to the drawings and items that the three characters find. Recreate these on posters. (You could use two colors of sand glued to a poster to show the drawing the characters found at the burn site. Make sure that you glue it several days in advance and shake it really well before bringing it to school!)
- The Great Raft of Red River. Research how and when it formed. Explain how the higher river level affected area waterways and land. Include when, how, and by whom the Great Raft was cleared. How did this affect transportation on the Red River? Create a map of the Red River and a drawing of the log jam.
- Sugar Cane. Research where sugar cane is grown in Louisiana today. Include the products made from sugar cane. Bring to class pieces of sugar cane to chew or sugar cane syrup for your classmates to taste if possible.
- Native Trees of Louisiana. The novel mentions the following trees: native holly, pine, cypress, and oak. Research these. Explain the locations where they grow, in what conditions they grow, their benefits to the environment, and products made from these trees. Use posters or PowerPoint to present to class. Bring actual branches from the trees to class if possible.
- Photography in the 1940-50s. Create at least two pages of a black & white photograph album with the pictures inspired by the ones that Matt and Nick see in the Morin family photo album. Draw the pictures and mount them on pages as if they are in an album. Remember, they are black & white!
- Hawks. Research hawks, including types of hawks, their favored areas to live, methods they use to hunt, and their prey. Use posters or PowerPoint to present to class.

- Arrowheads. How are they made? What type of rock is used? How are they attached to wood? Where are the best places to look for them today? Bring samples of arrowheads to class if you have them.
- Hunting in Louisiana. Research the hunting seasons. Include the dates for different prey. Include a map of public hunting areas.
- Fishing in Louisiana. Research fishing license requirements. Who must have a license; who does not need a license? What areas are free for fishing? Include a map of your area's popular "fishing holes."
- Toys from the 1950-60s. Research toys typical of that era, including those mentioned in the novel. Use posters or PowerPoint to present to class. Ask family members if they have examples of any of these toys to show to the class.
- Baking with Cast Iron. Research cooking and/or baking using cast iron cookware. How is cooking with cast iron different from other cookware? Bring a cast iron skillet to class. If possible, bring cornbread baked in a cast iron skillet for the class to share.
- Parish Government System. Research the history of the parish system in Louisiana. Provide a map of the parishes.
- Rattlesnakes. Research the types of rattlesnakes found in Louisiana. Include the preferred habitats and habits of the snakes. What prey are hunted by rattlesnakes?

Small Group Presentations

Presentation Topic: _____

Your Group Members: _____

- Your Goal: Your classmates will learn about your topic from your presentation.

Steps:

- You and your group members will research your topic. Decide what information you need to share with the class.
- Make a plan to present this information to the class.
 - ✓ Think about a way to present to the class that avoids techniques that you don't enjoy about presentations, such as someone just reading the material to the class.
 - ✓ Include at least one visual.
 - ✓ Be creative, but remember your fellow students need to remember the material you are presenting, not just your performance.
 - ✓ Some ideas you could use include these:
 - Use PowerPoint to guide students during your presentation. Include images in the slides. (Do not read the slides to us. Tell us more detail about each slide.
 - If appropriate, act out your information. You will need to write a script for this. Use costumes and/or props (which will count as your visual).
 - Use posters and/or dioramas to present and illustrate your information.
 - You are not limited to these ideas.
- Plan the part that each group member will have in presenting this information to the class.
- Include questions for your fellow students to answer or notes for them to take. Concentrate on the main points. You may prepare a handout for this, but make sure that you turn this in to your teacher the day before your presentation.
- Use the back of this page to write down the jobs each group member will complete.

Small Group Presentation Rubric

This sheet is for your information. You do not need to turn this one in.

You will be graded on the following. Some grades are individual grades while others will be given for your group's efforts:

	Points Possible
You knew your material (each student graded individually)	10
Each group member had a part researching, preparing, writing, and/or presenting this material:	15
A helpful visual was included.	10
Presentation was creative.	10
✓ Too much entertainment (individual)	- 5
Your Goal: Class learned from the presentation. Included questions for them to answer or notes for them to take, especially the main points.	10
Presentation Ready on Time and Neat	5
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	Total Possible - 60

Small Group Presentations Group Sheet (Turn in one sheet for your group)

Presentation Topic: _____

Your Group Members: _____

Complete this sheet to show each group member's part in completing this project. List the part each group member played in researching, preparing, writing, and/or presenting this material:

Student	Jobs that student completed	Points (Given by Teacher)

Small Group Presentations Rubric (Teacher's Grading Sheet)

Presentation Topic: _____

Some points in this rubric are for group effort; those sections are marked with an *. Other points will be awarded on an individual student's effort. "Ready on Time" may be awarded as a group effort or on individual effort, as fits the situation.

Group Member Names:					
Student knew information	10				
Student pulled his/her weight with group (see group sheet)	15				
Visual was included *	10				
Presentation was creative *	10				
Too much entertainment	-5				
Questions or notes provided for class by group *	10				
Ready on Time	5				
TOTAL	60				

Notes to tell students: _____

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Opinion: Individual Writing Assignment or “Philosophical Chairs Debate”

- I. Individual Writing Assignment: The student writes an essay on one of the following topics. He/She must use examples from the novel to explain and support his/her opinion.
 - A. Matthew, Nick, and Abby go back into the woods without Matthew’s mother’s knowledge and through deception. Do you think their actions were justified or do you think they should have been punished? Include specific occasions in which the three went into the woods and the reasons why they went. Clearly state your opinion about their actions. Give your reasons for your opinion.
 - B. Heather and Jonson’s Land Enterprises wanted to dig into the Indian mound in order to steal artifacts. They were doing this illegally, but should there be a legal way to get artifacts out of Indian mounds? Should Indian mounds be dug into at all? How is this the same or different from cemeteries? State your opinion, using information from the novel (and other sources if you choose). Give reasons for your opinion.

- II. “Philosophical Chairs Debate”: <http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/philosophical-chairs.pdf?sfvrsn=4>

Use the topics above, but reorganize into a classroom debate. The teacher or the students may want to decide on one of the two topics or divide the students by topic choice.

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Expository Essay

Write the "What I Did This Summer" essay for Nick or Abby. Include at least three events that the person enjoyed and reasons for each.