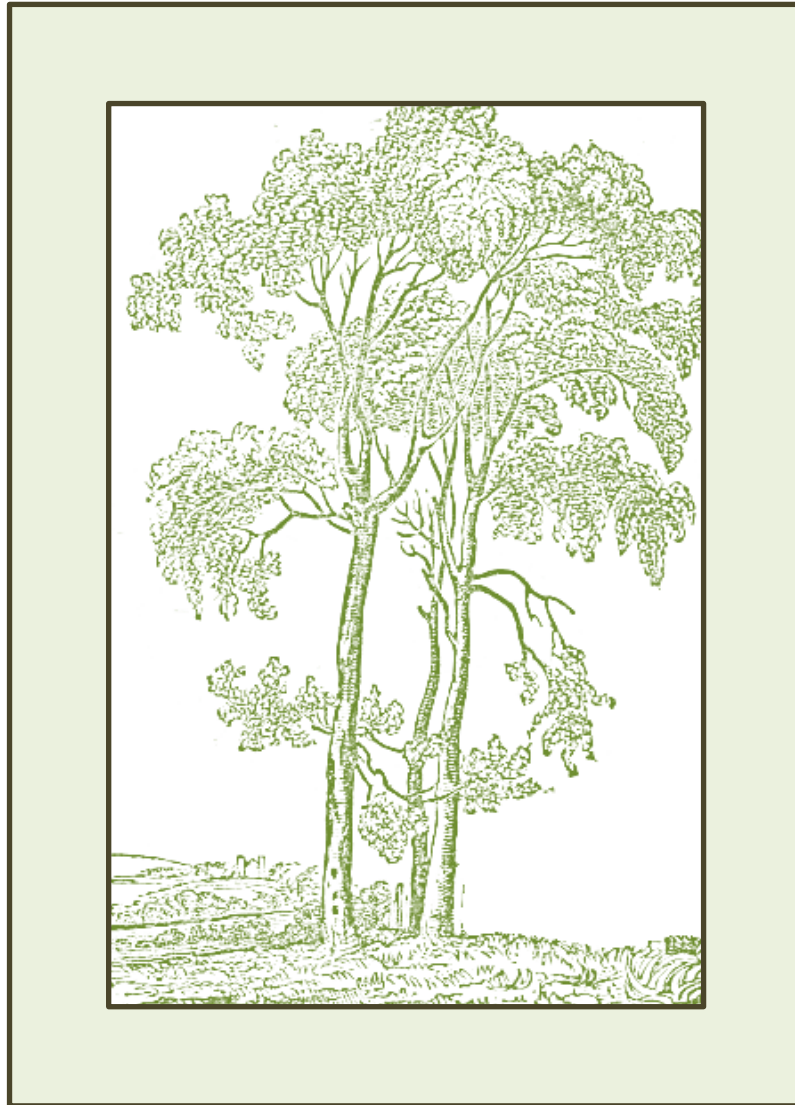
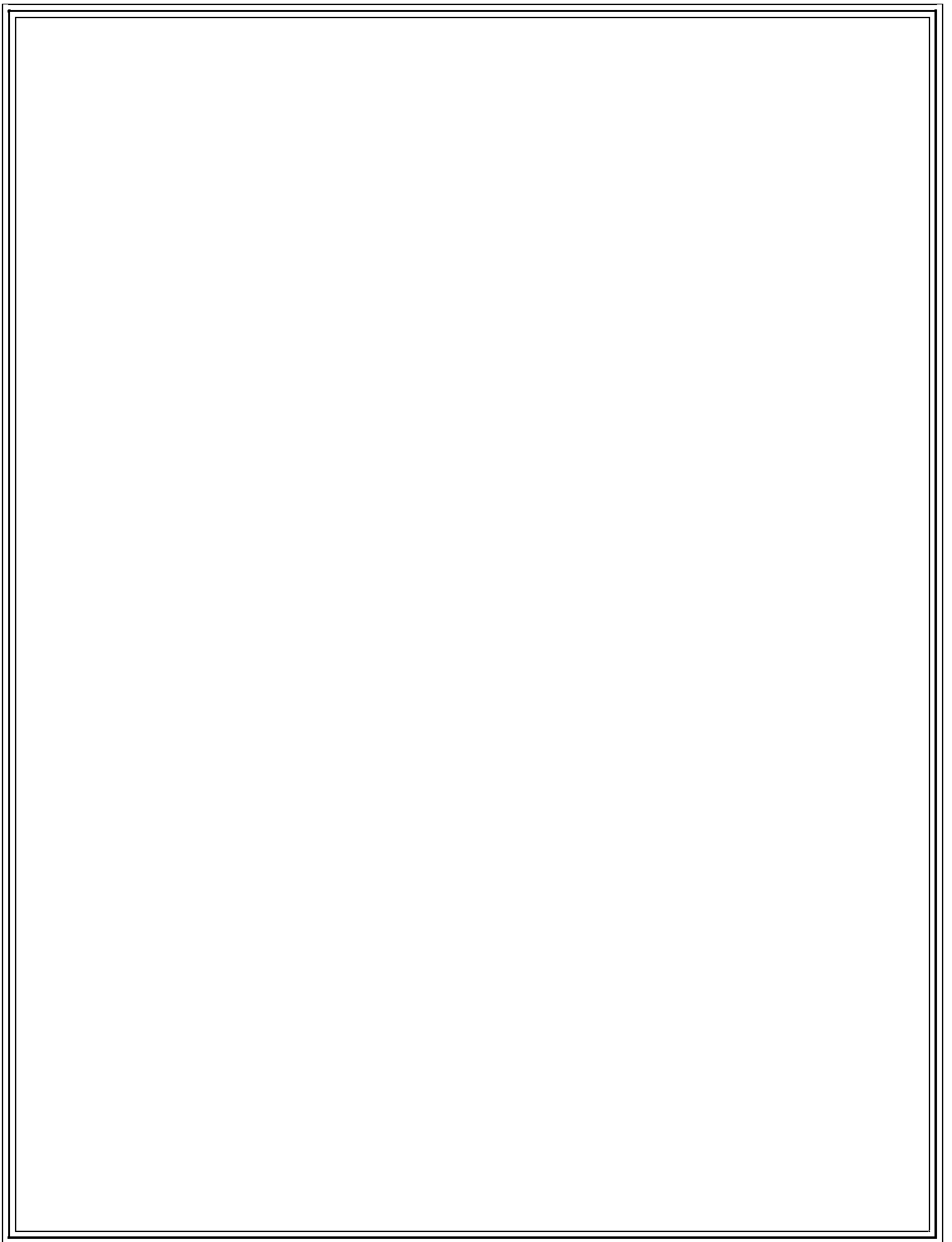


Tree in the Trail



Written by Holling C. Holling

A Guided Study by Lisa Kelly



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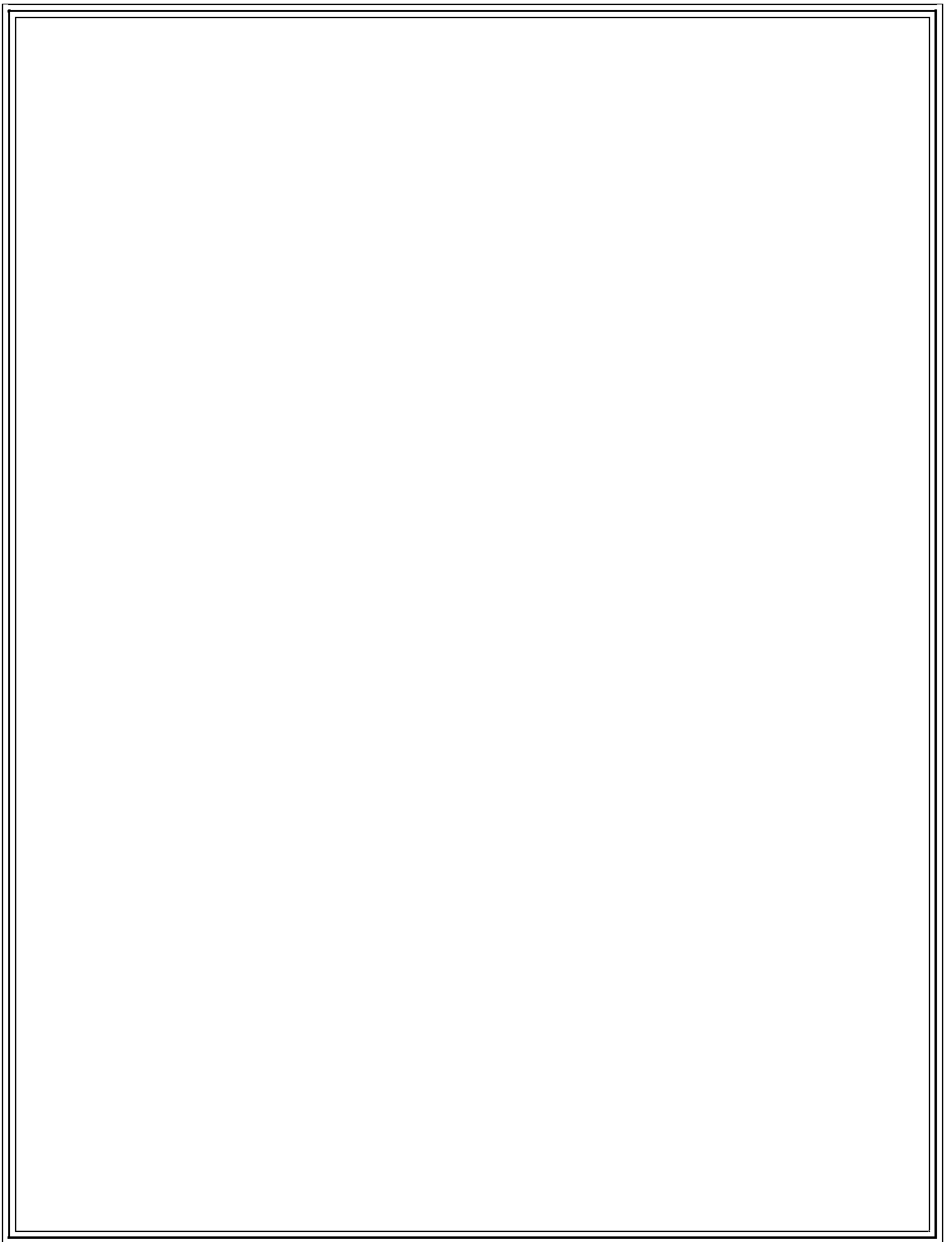
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Teaching Notes

This guide is designed to accompany *Tree in the Trail* by Holling C. Holling. Map work with this guide can be accomplished in 3 different ways:

OPT 1. Teachers can purchase one of the larger maps from Beautiful Feet Books which coordinates with *Tree in the Trail*. Students can label and color their map as indicated in the Map Work sections included in this guide. It would be helpful to color the bodies of water on the map in blue to distinguish these areas from land areas. The map from Beautiful Feet is slightly different from the printable map included in this guide [OPT 3], so some map work may not transfer –simply omit these. For example, this guide asks students to label and color North and South Dakota, but the larger map does not have these states included on it. These alterations are minor and in no way affect the overall learning experience.

OPT 2. Teachers can omit having their students complete a main map which corresponds to the book and have their students trace or freely draw and then label some of the smaller maps as they read through each chapter. It would be helpful if students regularly studied the map at the end of the book with which to follow along as they read, allowing the students to keep the larger geographical picture in mind. If you choose to take this approach, then the map work include in this guide will not be needed, except as a reference. Any teaching notes and narration prompts will, of course, still be needed.

OPT 3. Teachers can have their students create a main map using the printable map which follows. Students can color, label and mark locations as indicated in this guide as they read.

EXTENSIONS. For further practice, have students place the postal abbreviations for all states in parentheses behind each label on the map. [Ex. Louisiana (LA)] Mark capital cities of labeled states with an asterisk or star. Add a map key.

Before the Reading

Teachers should prepare the chapter readings by discussing any “Words to Know” with their students as well as complete any map work as indicated for each chapter. These activities prepare the student for the reading, which facilitates a deeper understanding and quality narrations.

Be sure to study the map at the back of the book and read through the included map key.

After the Reading

Students can give an oral narration or use one of the suggested narration prompts.

Additional Books

Bent's Fort: Crossroads of Cultures on the Santa Fe Trail by Melvin Bacon & Daniel Blegen

Sallie Fox: The Story of a Pioneer Girl by Dorothy Kupcha Leland

Buffalo Bird Girl: A Hidatsa Story by S. D. Nelson

Where the Buffaloes Begin by Olaf Baker

Many other books are suggested –only some are included in this sample.

Additional Resources

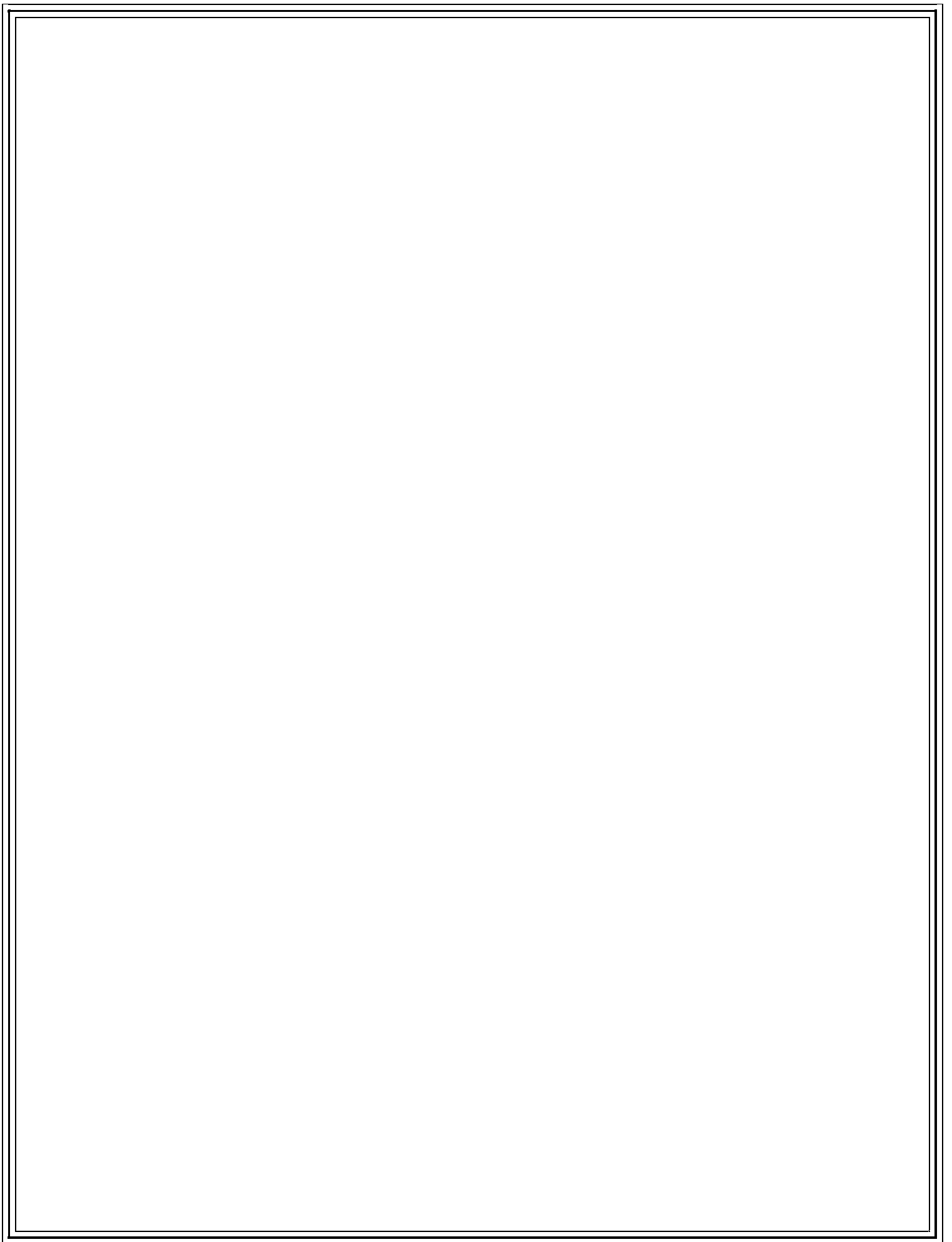
For How-to-Draw pages and coloring pages, see the back of this guide [Appendix + Coloring Pages]. Final project suggestions can also be found at the back of this guide.

Additional coloring pages, recipes, craft ideas, puzzles, etc. can be found via several links at the website. [Tab: Resources –Geography –Tree in the Trail]

Exam Prompts

- Share a favorite scene. What made this scene memorable?
- Share your completed map with someone, telling of it.

Only some exam prompts are shown, since this is a sample only.



Chapter One

Before the Reading	
Words to Know	Map Work
<ul style="list-style-type: none"><input type="checkbox"/> sapling<input type="checkbox"/> buttes<input type="checkbox"/> stockade<input type="checkbox"/> scout<input type="checkbox"/> papoose	<ul style="list-style-type: none"><input type="checkbox"/> Locate, Label & Trace Over: Arkansas River<input type="checkbox"/> Locate, Label & Draw: Cottonwood Tree [See large map at back of book –mark near height of bend in Arkansas River.] <p>[Be sure that all bodies of water are the same color – such as light blue or green]</p>
<p>Connection: Use the title and cover illustration to help you predict about which this book might be. What other books have you read by Holling C. Holling? What do you like about his books? This book will introduce us to the people, places, history and culture –particularly of the Great Plains and Santa Fe Trail area—as a cottonwood tree is passed along the way.</p>	
After the Reading	
<h3>Narration Suggestions</h3> <ul style="list-style-type: none"><input type="checkbox"/> Tell of the Native American scout, his nephew and the “Lone Sapling”.<input type="checkbox"/> This chapter is titled “The Lone Sapling”. Why do you think the author gave it this title? Think of a new title and tell how it would fit.<input type="checkbox"/> Draw a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling of the scene depicted.<input type="checkbox"/> What is significant about a tree in the open plains?	
Extension	
<ul style="list-style-type: none"><input type="checkbox"/> Learn more about the Cottonwood Tree using additional resources. Consider these: 1) <i>Handbook of Nature Study</i> by A. Comstock (pp. 655-658) or 2) <i>Fun with Nature</i> by Boring, Burns and Dendy (pp. 244-5). Sketch the tree and a leaf from the tree. The Cottonwood is the state tree of Kansas.	

Literary Technique

An **Extended Metaphor** is a metaphor which continues, or extends, over multiple sentences of a paragraph or lines of a poem. Remember, a metaphor compares two things and does *not* use the connecting words like or as. The extended metaphor is also known as a conceit or sustained metaphor. Study this example:

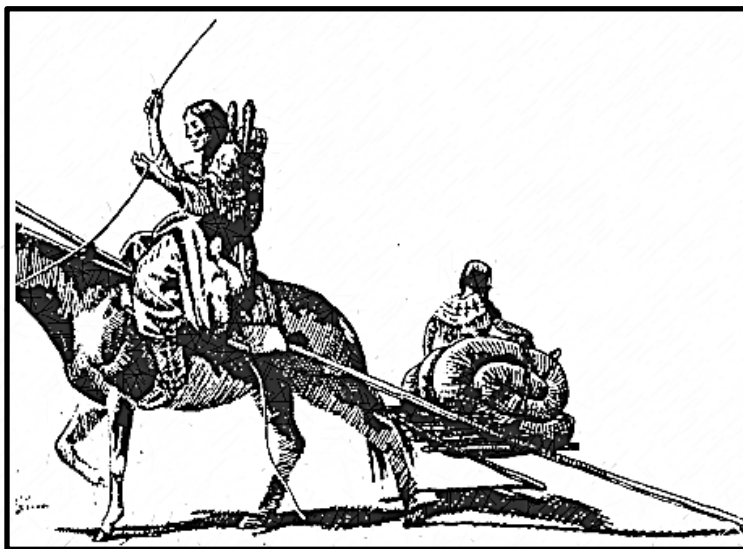
*Once you were a tiny seed – a papoose wrapped in
white down. Your cradleboard swung from a twig.
Then a strong Summer Wind came by. He lifted you
from your mother's arms and brought you here.*



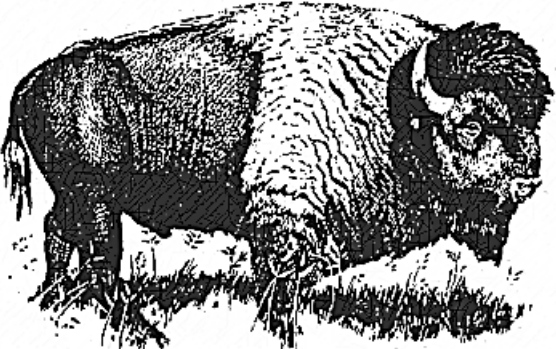
To what is the tree's early life as a seed compared? [Ans. Native American baby] In what way does this technique allow the reader to better visualize the story of the seed dispersion of the cottonwood tree? Tell about this

Chapter Two

Before the Reading	
Words to Know	Map Work
<ul style="list-style-type: none"><input type="checkbox"/> travois<input type="checkbox"/> buffalo [also known as bison]<input type="checkbox"/> buffalo chips [fuel]	
Connection: Share what you know of the “lone sapling”. In which state of the USA does this story begin? [Ans. Kansas]	
After the Reading	
Narration Suggestions	
<ul style="list-style-type: none"><input type="checkbox"/> Tell of the Kansas [Indians] Native Americans. Why were they a “People Who Walked”?<input type="checkbox"/> Draw and label some of the items created and used by the Kansas [Indians] Native Americans. Give your work a title or caption and share it with someone, telling of it.<input type="checkbox"/> Draw a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling of the scene depicted.<input type="checkbox"/> Draw a tepee using the diagram in the book as a guide. Also, see the appendix for a step-by-step picture lesson in drawing a tepee.	



Chapter Three

Before the Reading	
Words to Know	Map Work
<input type="checkbox"/> gully	
Connection: Tell what you know of Kansas Native Americans.	
After the Reading	
Narration Suggestions	
<input type="checkbox"/> Tell of the hunters and the buffalo.	
<input type="checkbox"/> Should the Native Americans have killed so many buffalo?	
<input type="checkbox"/> If you could jump into this story and meet one of the Kansas Native American hunters, then what three questions would you ask?	

