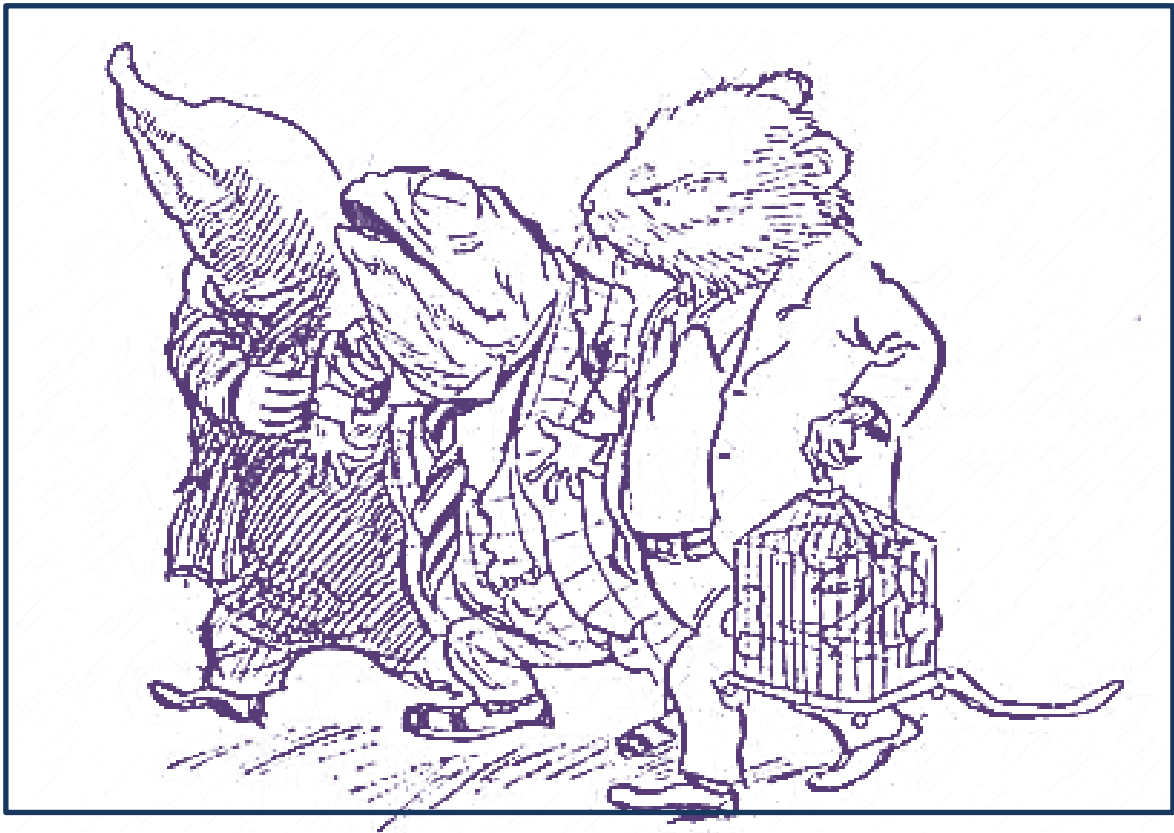
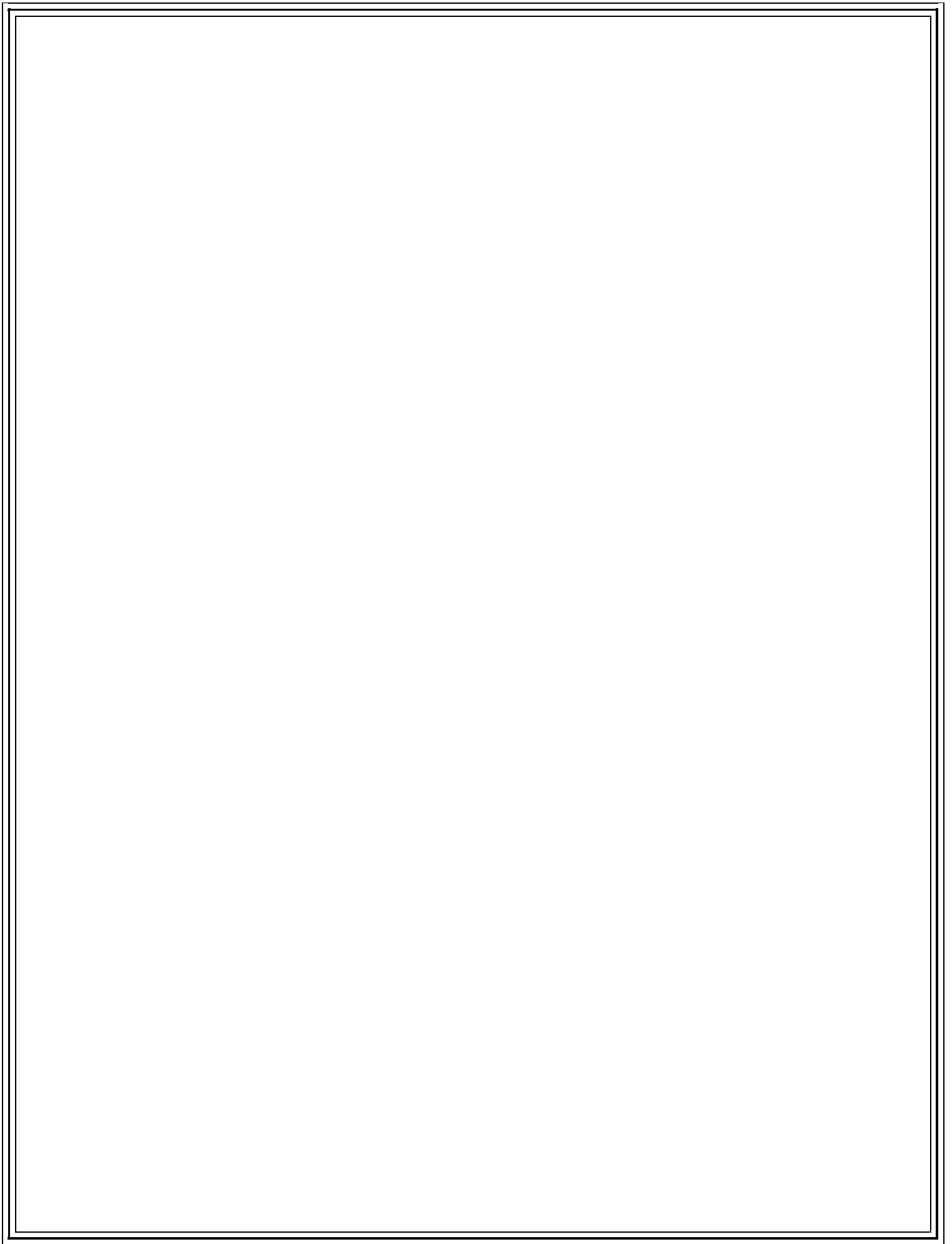


The Wind in the Willows



Written by Kenneth Grahame

A Reading Guide by Lisa Kelly



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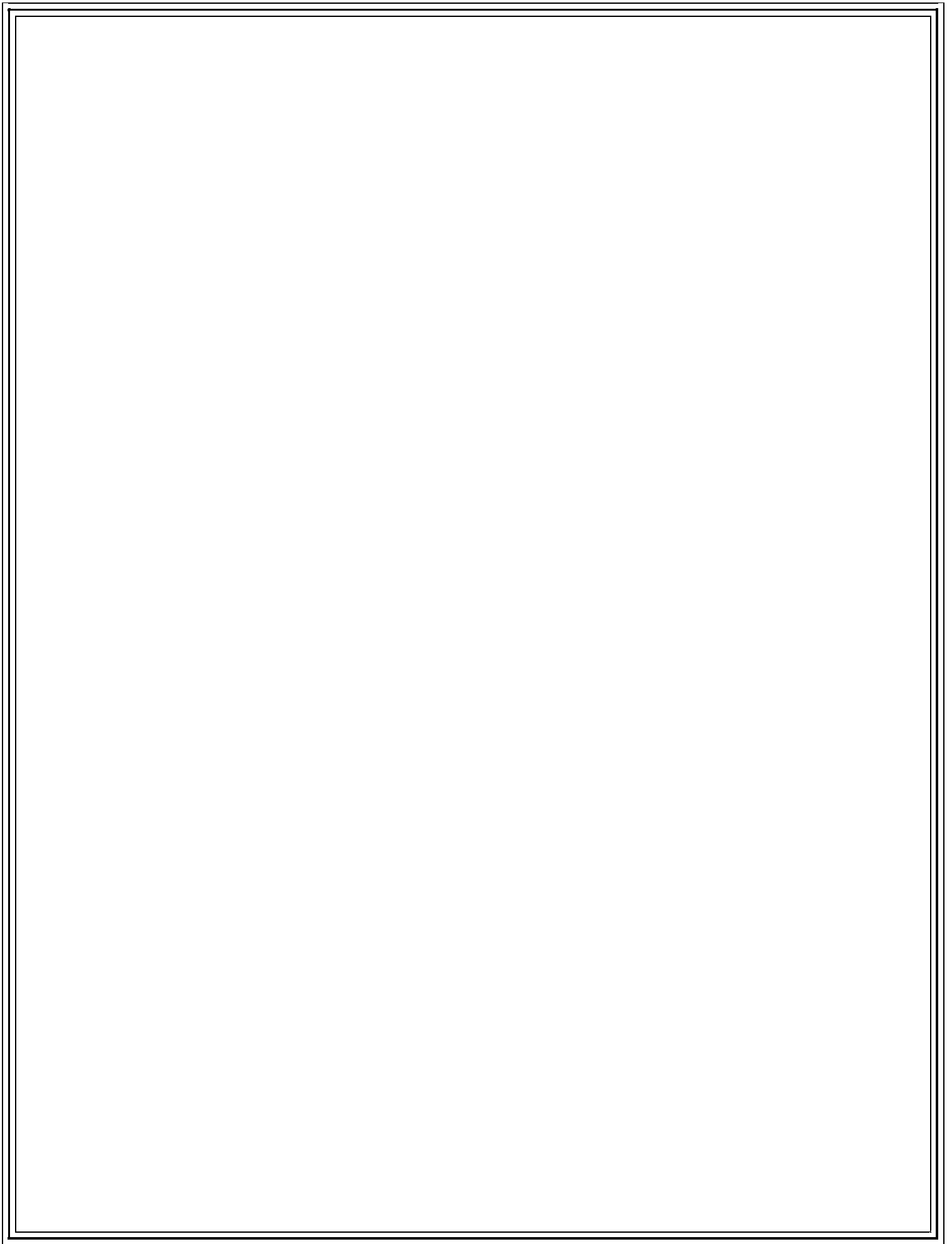
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ABOUT THE AUTHOR

Kenneth Grahame: 8/3/1859--6/7/1932

Born in Edinburgh, Kenneth Grahame's mother died when he was five years old, and with his two brothers and sister he was put in the care of his grandmother in Cookham, Berkshire.

At the age of 20, he was employed by the Bank of England, rising to become its Secretary. However he quarreled with one of the Bank's directors and was retired early in 1908. Married in 1899, he had one child, Alastair, who suffered from ill-health. Grahame's bedtime stories for his son were the basis for *The Wind in the Willows*.

Sadly, in 1920 while an undergraduate at Oxford, Alastair died. Grahame was something of a Peter Pan character, and his wife too was eccentric. Following the death of Alastair, the pair became steadily more reclusive.

As a young man, Grahame wrote articles for several journals, and published short stories. This writing attracted no particular reputation, and he stopped writing around the age of 37. Grahame had a creative break for ten years, before publishing his bedtime stories for Alastair as *The Wind in the Willows*. Publishers turned it down, until Methuen agreed to give it a go, but without any advance royalties.

The book was not immediately popular, until American President Teddy Roosevelt praised it. His letter to Grahame is in the Bodleian Library, Oxford. Grahame is also the author of *The Reluctant Dragon*.

[From *The Wind in the Willows* by Kenneth Graham; this text was slightly updated from its original.]

Lesson Notes

1. “Connection” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Have students define the words listed under “Words to Know” either independently or together orally with the teacher. Teachers and students should locate any listed places, read and discuss any notes included at the beginning of each lesson and discuss the pronunciation of any words, as needed.
3. Students should either have the book read aloud to them or should read each chapter (or reading section) together with the teacher or should read the book independently, whichever best fits.
4. After reading, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in literary terms can be included or omitted as it best fits the needs of your students.

Literary Elements, Techniques & Reading Strategies

- heroes and heroines
- similes
- prediction
- personification
- foreshadowing
- extended metaphor
- themes –home
- quest

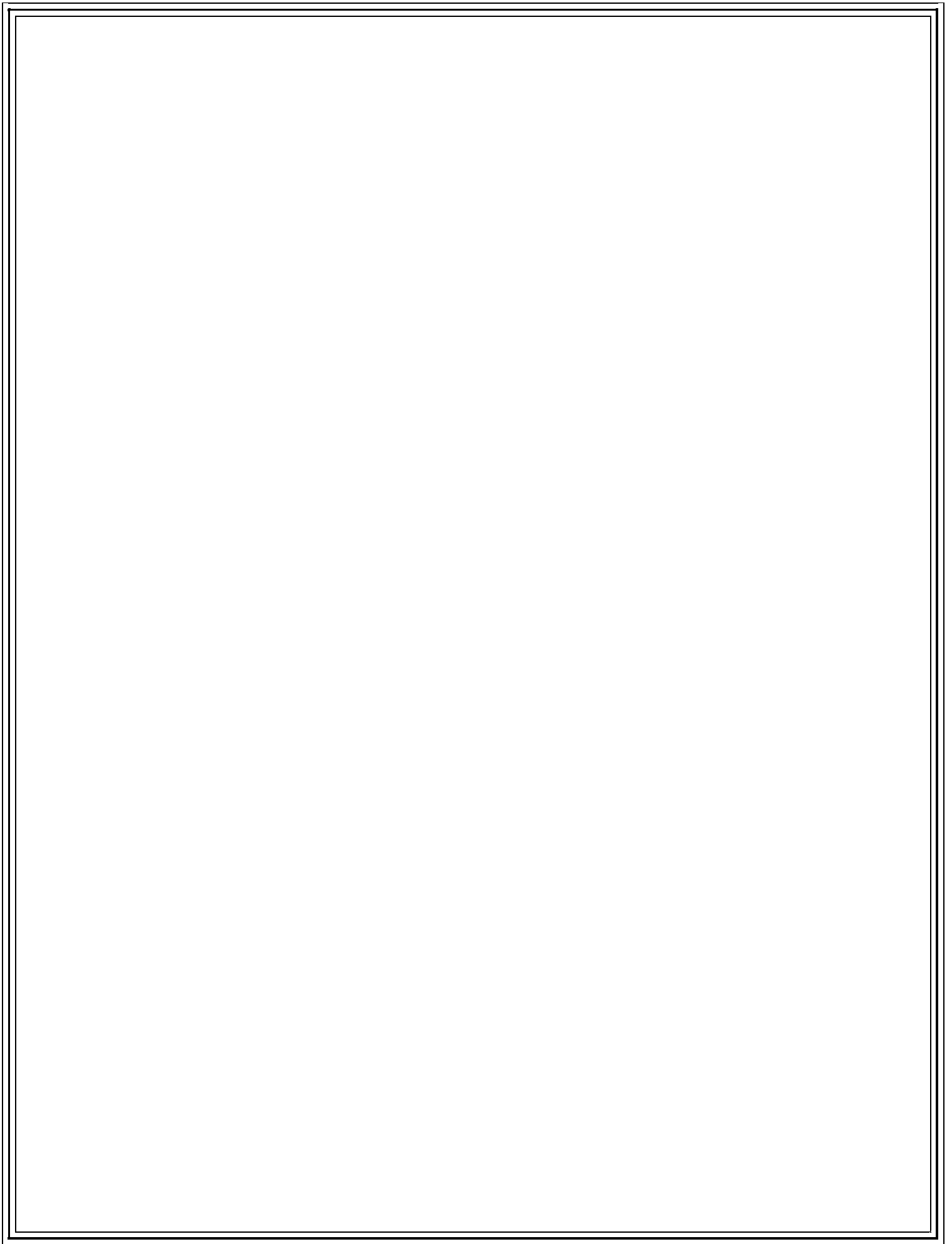
OPT –Art Projects

There are 2 [optional] art projects.

Exam Prompts

- ☐ Share a favorite scene. What made this scene memorable?

There are more exam prompts in the complete guide; this is a sample only.



Chapter 1

- * Read Chapter 1: “The River Bank” from *The Wind in the Willows*.

Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about.
- Words to Know: imperiously, contemptuous, copses, weir, bijou, punting, sculls, prostrate, athwart, errant, provender and emancipated
- Note: The word “ass” is used in multiple instances throughout this book. The use of the word does not pertain to the animal. In this chapter, it is used on the following pages: 10, 21 and 22.
- Locate: Thames River; the river in this book is thought to be the Thames.
- A printable map of major locations from *The Wind in the Willows* is located in the Appendix.
- This book follows four anthropomorphic animals whose adventures abound and friendship endures. Anthropomorphic animals have humanlike behaviors. Other books with this feature include *Alice in Wonderland*, *The Lion, the Witch & the Wardrobe*, *Winnie the Pooh* and *Charlotte’s Web*.

After the Reading

Narration Suggestions

- ☐ Describe the friendship between Mole and Rat
- ☐ Give an account of Mole’s “wonderful” day.
- ☐ Draw or paint 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.
- ☐ Draw a picture of Rat and Mole’s picnic spot. Give your picture a title or caption and share it with someone, telling about this scene.
- ☐ Act out any scene from this chapter.
- ☐ Tell why Mole and Rat are drawn to the river. What does Rat teach Mole about the river? Write a list of all that he learned.



Art Project -Optional

Begin working on Art Project 1 –Story Props.

Art Project 1 –Story Props

Create models or puppets of the main story characters as they are introduced. [Ex. Mole, Rat, Toad and Badger –you may certainly add to this list if you wish] Which two characters did we meet in this chapter? [Ans. Mole and Rat]

Your models can be created from outline shapes of the characters mounted on craft sticks, modeling clay or salt-dough [recipe in Appendix] or any other way that you would like to make models or puppets.

These models will be used throughout the book for acting out scenes. Alternatively, you may dress up in play clothes and create props as needed, acting out the scenes with friends and family members.

Literary Techniques

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.

Identify the metaphor in these quotes. Who or what is being compared and to who or what is the comparison made? How does the author continue, or extend, this comparison? Why do authors include extended metaphors in their works?

Never in his life had he seen a river before –this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again (11).

...he sat on the bank, while the river still chattered on to him...(11)

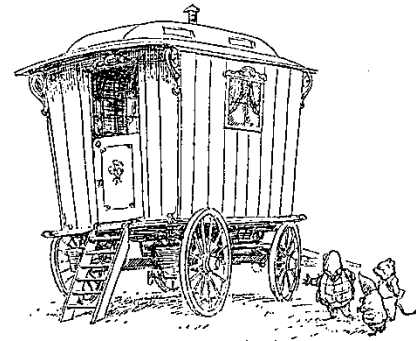
An. Key: This extended metaphor compares the river to an animal. The extension is shown in the continuing sentences which further describe the river with characteristics attributed to animals. This same metaphor includes characteristics of personification.

Chapter 2

- * Read Chapter 2: “The Open Road” from *The Wind in the Willows*.

Before the Reading

- Connection: Briefly tell of Mole and Rat’s day on the river.
- Words to Know: candid, hysterical, fad, vouchsafed, voluble, wayfarers, boisterously, squandered, amiable, diplomatically, pathetically, caravan and placid.
- Note: The word “gipsy” [gypsy] is used in this chapter; it is considered an ethnic slur for the Romani people. Consider substituting with these words: “Roma” or “Romani”.
- Note: The word “ass” is used on p. 36.



After the Reading

Narration Suggestions

- ☐ Give an account of “The Open Road”. In what way is the road “open”?
- ☐ Should Rat have left Toad behind? Should Toad have been more helpful on the expedition? Should the horse have been thought of more often?
- ☐ 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.
- ☐ Give 3 statements and ask 3 questions about this chapter. [Your questions and statements should reflect the chapter as a whole. Consider the characters –their traits and motivations as well as any other great ideas which are presented in the chapter.]
- ☐ Tabulate the character traits of the following characters: Rat, Mole and Toad. Which traits would most annoy or disturb you? Which traits would most amuse or comfort you?
- ☐ Tell the story of the expedition from the perspective of the horse.
- ☐ Which scene appealed to your senses most? Describe this scene. Which senses were included? Which senses were not included? Add your own sentence which incorporates one of the missing senses.

Art Project -Optional

Continue working on Art Project 1 –Story Props.

Literary Techniques

Personification is a literary device that gives human characteristics to nonhuman things or inanimate objects.

Study the quoted line below:

*...and a yellow moon, appearing suddenly and silently from nowhere in particular,
came to keep them company and listen to their talk (32).*

Describe what is happening in this scene. To what does “their” refer? What is “listening” to what? What human-like attributes are given? What does personification add to this scene?