

This is your "Woods Runner" informational activity packet.

Please keep this in your desk "deskbag". Do not take it out of the classroom.

Please keep our Common Core Standards in mind during our novel study...

**R.L.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

\*What does that mean?: I can recognize the points of view of the characters in a story. Sometimes they'll be different, sometimes they're the same.

**R.I.7.6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

\*What does that mean?: I can recognize and explain the author's point of view, or purpose for writing this.

Section 1:

1. Review the vocabulary words
2. Read chapters 1-3, pages 3-22
3. Non-fiction Connection

Before you begin reading, make sure everyone in your group knows what role you have for today.

Use your reading strategies! Be a metacognitive reader!

Just READ over  
You do NOT need to type anything out in your google doc.

Chapter 1

shirrtail uncle (5) a person is related, but not as close as a first cousin

tallow (8) hard, white fat that comes from cattle or sheep used in candles

convulsive (10) an abnormal involuntary contraction or a violent disturbance

Chapter 2

marauding (11,16) roaming about and raiding in search of plunder (goods or valuables)

gaggle (15) group or a cluster, used mostly with a flock of geese

## Non-Fiction Connection: "**Communication**" page 12

Turn to page 12 and reread the author, Gary Paulsen's, nonfiction connection to the text. Then answer the questions below in your google doc.

1. After reading the nonfiction passage on "communication" what textual evidence (the words written in the passage) can you gather regarding what communication was like during the Revolutionary War? Discuss this with your group if you are confused. Explain in your own words.
2. Based on this textual evidence (the passage you are reading) what inferences can you make regarding communication during the war and how it affected or influenced individuals during that time?
3. Based on this textual evidence, what point of view do you have on what communication was like during this time?

Non-Fiction Connection:

**"Frontier Life"** page 17

Please turn to page 17 and reread this passage.

Please discuss "Frontier Life" with your group members.

In your own words, type in your google doc and explain in at least 3-5 sentences what you learned about Frontier Life. Please include your opinions, thoughts, and point of view on this.

Section 2:

1. Review the vocabulary words
2. Read chapters 4-6, pages 25-46
3. Non-fiction Connection Discussion

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Vocabulary for chapters 4-6.

You don't have to type anything in your google doc, just read this over please.

Chapter 4

keenly (28) mentally alert, acutely

mutilate (29) to cut up so as to make imperfect

savage (29) uncivilized, cruel, fierce

Chapter 5

seer (35) a person who predicts events

marauders (36) people who roam about and raid in search of valuables

unshod (36) not wearing shoes, especially horses

Chapter 6

You should know all the words in chapter 6. Look up any words to clarify meaning if you are confused.

## Non-Fiction Connection Discussion

Your group needs to make sure you read the nonfiction connections on pages 25, 32-33, 40,46.

Please discuss these after reading. It's all very interesting! You don't need to type anything out.



Section 3:

1. Complete Warm Up
2. Review the vocabulary words
3. Read chapters 7-9, pages 47-65
4. Non-fiction Connection

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## **Section 3 - Warm Up**

**(discuss these with your group)**

- 1. Can war ever be justified (proven to be a good thing)?**
- 2. Name some famous wars throughout history? From your point of view, were these wars necessary. Why or why not?**
- 3. From your point of view which individuals did the war help? Which individuals did the war hurt? Explain your answers.**

## Vocabulary

Just read these over, you don't have to type these out in your google doc.

### Chapter 7

haunches (50) resting in a squatted position

### Chapter 8

gangrene (56) the death of soft tissues in the body due to the loss of blood supply.

### Chapter 9

cud (58) food brought up into the mouth by some animals to be chewed again.

fractious (60) hard to control

Non-Fiction Connection: "**Warfare**" page 52

Please turn to page 52 and reread the author, Gary Paulsen's, nonfiction connection to the text. When you are done, type your answers to the following questions in your google doc.

- 1.) In your own words, explain what you learned from reading "Warfare".
- 2.) Based on this textual evidence (this passage), what inferences can we make regarding the British Army warfare during the Revolutionary War? Please quote an example from this passage to support your inference.

Non-Fiction Connection:

**"Wounds"** page 56

Please turn to page 56 and reread the author, Gary Paulsen's, nonfiction connection to the text. Type your answer in your google doc when are done.

1) How did doctors treat gangrene wounds in 1776 and in the 1860's during the Civil War?

Non-Fiction Connection:

**"American Spirit" page 65**

Please turn to page 65 and reread the author, Gary Paulsen's, nonfiction connection to the text. Type your answer in your google doc when you are done.

1) Why did the Americans fight so hard with so many hardships to overcome?

Section 4:

1. Review the vocabulary words
2. Read chapters 10-11, pages 66-84
3. Hessians non-fiction connection

Before you begin reading, make sure everyone in your group knows what role you have for today.

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## Vocabulary

Just read these over, you don't have to type them in your google doc.

### Chapter 10

abated (66) to put an end to; to decrease in amount

frizzen (66) striker plate to Samuel's rifle

striker plate (66) a plate used to make the spark to fire the rifle

mercenary (73) a soldier hired into foreign service

### Chapter 11

poultice (78) a soft, heated, medicated mass spread on cloth for an injury or sore

retched (83) to vomit



Please reread the nonfiction connection to "The Hessians" on page 73.

Then, do a little research on the Hessians. You can use the internet search engine [www.sweetsearch.com](http://www.sweetsearch.com) to find some information.

Discuss the answers below with your group.

Who were the Hessians?

Which army did they fight for?

What is some interesting information you discovered about the Hessians?

Where did you find your information?

Section 5:

1. Review the vocabulary words
2. Read chapters 12-13, pages 85-102
3. Non-fiction Connection

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## Vocabulary

Just review, you don't need to type this in your google doc.

### Chapter 12

haven (89) a place of safety

seethed (89) to become violently agitated

emigration (93) to leave a country to settle elsewhere

### Chapter 13

Scottish brogue (97) a dialect or regional pronunciation which has a Scottish sound

sabers (98) cavalry swords with a curved blade and thick back

dragoons (97) heavily armed mounted soldiers

brusque (99) curt, blunt, abrupt

latrines (102) toilets

rampart (102) a protective barrier

Non-Fiction Connection: "**Civilian Deaths**" page 93

Please turn to page 93 and reread the author, Gary Paulsen's, nonfiction connection. Answer the following questions in your google doc when you are done.

1) Why do you think civilian mortalities have always been underreported in wars, and nearly impossible to verify?

2) How were civilians killed "simply by being in the wrong place at the wrong time"?

### **Nonfiction Connection to New York City pg. 102**

Please turn to Page 102 and reread the author, Gary Paulsen's, nonfiction connection to the text. Discuss with your group then type your answers in your google doc.

- 1) What did the British use for prisons since New York was the main city where prisoners were held?
- 2) Explain in your own words what disease was like at that time. Support your answer with evidence from the passage.

Section 6:

1. Complete Warm Up
2. Review the vocabulary words
3. Read chapters 14-15, pages 103-121

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## Day 6 - Warm-Up:

Read "Covert Communication" on page 110.

What did the American and British military do to keep their communications safe?

What do you do to keep your "communications" safe today?

## Vocabulary

Please read this over, you don't have to type this in your google doc

### Chapter 14

coot (104) a harmless, simple person

### Chapter 15

landanum (111) an alcoholic solution of a medical substance of opium, which is an addictive narcotic drug.

sickle bars (115) a cutting tool consisting of a curved, metal blade

treadle (115) a lever device pressed by the foot to drive a machine



## Nonfiction Connection Discussion

Reread page 121 "Civilian Intelligence" then have a discussion with your group members about this.

It's very interesting to learn about the spy networks that took place during this time.

Section 7:

1. Review the vocabulary words
2. Read chapters 16-17 pages 122-140
3. Non-fiction connection

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## Vocabulary

Just read over, you don't need to type anything in your google doc

### Chapter 16

enterprise (123) undertaking, or a project or readiness for daring action

### Chapter 17

passel (137) a large number

tiller (139) a lever used for turning a boat's rudder from side to side;  
steers a boat

Nonfiction Connection: "Prisoners of the British" page 131.

Please turn to page 131 and read this passage.  
Answer the questions below in your google doc.

1) What textual evidence did you gather from this passage regarding prisoners during the Revolutionary War?

2) Based on this textual evidence, what inferences can you make regarding prisoners during the war and how it affected or influenced individuals during that time?

Nonfiction Connection "Treatment of Prisoners of War" page  
140

Please reread this passage then answer the questions below  
in your google doc.

- 1) What textual evidence (information) did you gather from this passage regarding prisoners during the Revolutionary War?
  
- 2) Based on this textual evidence, what inferences can you make regarding prisoners during the war and how it affected or influenced individuals during that time?

Section 8:

1. Complete Warm Up
2. Review the vocabulary words
3. Read chapters 18, 19, & Epilogue & Afterword pages 141-164

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## Day 8 Warm Up

Today you will finish the novel, "Woods Runner". Think back and reflect up on what you've read thus far.

What are the 2 most memorable events/situations from the novel? Why?

Discuss this with your group.

## Vocabulary

Just read over, you don't need to type anything in your google doc

### Chapter 18

mite (144) a small amount

placate (151) to soothe; appease

plundered (151) to take goods by force or wrongfully

### Chapter 19

privies (154) toilets; outhouses

scabbards (155) cases for the blades of weapons

ambuscade (157) ambush