



LITERATURE LESSON PLANS

Good children's literature
appeals not only to the child
in the adult,
but to the adult in the child.

~ ANONYMOUS ~

HEIDI

3

Time: 40 minutes

Reading: 1st half of chapter 1: "Up the Mountain to Alm-Uncle"

Review: Value of reading classics and the life of Spyri

Goal of the Lesson: Teach children that foolish choices yield unpleasant consequences; wise choices bring the blessings of God.

Principle: God created man with a conscience to help him make wise moral choices.

Scripture: How much better to get wisdom than gold, to choose understanding rather than silver! (Proverbs 16:16).

TEACHER



Vocabulary:

characterization (n.) The internal and external qualities of each character as described by the author that make them unique.

conscience (n.) 1) That little spark of heavenly fire that tells me right from wrong. 2) Internal or self-knowledge of right and wrong. The power or principle within us which decides on the lawfulness or unlawfulness of our own actions and affections, and instantly approves or condemns them.

external (adj.) Outward, exterior, visible.

hermit (n.) A person who retires from society and lives in solitude; a recluse.

internal (adj.) Pertaining to the soul and spirit; invisible.

prodigal (n.) One who is wasteful and foolishly spends money on needless items.



Preparation to Teach:

1. Read the first half of Chapter 1 again and study the vocabulary words before teaching.
2. Gather all the resources needed for the lesson: the classic, student vocabulary card and coloring page 1, "Heidi and Grandfather on Alm Mountain" and the graphic organizer, "Alm-Uncle's Character."

STUDENT



Key Word:

conscience (n.) That little spark of heavenly fire that tells me right from wrong.



Reason Questions:

1. Describe the internal and external character qualities of Alm-Uncle?
2. Define the term "prodigal son" in your own words.
3. In what way was Alm-Uncle like the prodigal son in the New Testament?
4. How did Alm-Uncle struggle with his conscience?
5. Describe a time when your conscience helped you make a wise decision.



Teaching Plan:

1. Distribute binders.
2. From Lesson 2, review how classics have the ability to nurture our heads and hearts with noble ideas and vocabulary. Also review the life of Johanna Spyri and her geographic setting.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Explain the definition of “conscience.” God gives each of us a conscience to be like a moral compass that helps us make wise choices in our behavior.

Discuss the concept of “prodigal son” from Luke 15:11-32. The example of how father treated his prodigal son is an example of how God loves each one of us, even when we “forsake” Him and His ways. This is “unconditional love.”
5. Distribute Coloring Page 1, “Heidi and Grandfather on Alm Mountain.” Encourage the children to color quietly as they listen to you read the story aloud.
6. Read the first half of Chapter 1 aloud to the children.
7. Ask Reason Questions out loud and have children respond orally.
8. Distribute Alm-Uncle’s Character Graphic Organizer to the children.
9. Write the Alm-Uncle internal and external character notes on the chalkboard and have children copy onto their Alm-Uncle’s Character Graphic Organizers.
10. Before leaving class, have children repeat the Oral Work and sing “Savior, Like a Shepherd Lead Us.”
11. You may end with a short prayer and a blessing for the children.



Notebook Record:

1. Color your Coloring Page with your colored pencils.
2. Record the following phrases on your Alm-Uncle Character Graphic Organizer:

Internal:

“mixed with bad company and led a Godless life”

“lived as a hermit”

External:

“bushy eyebrows and an immense beard”



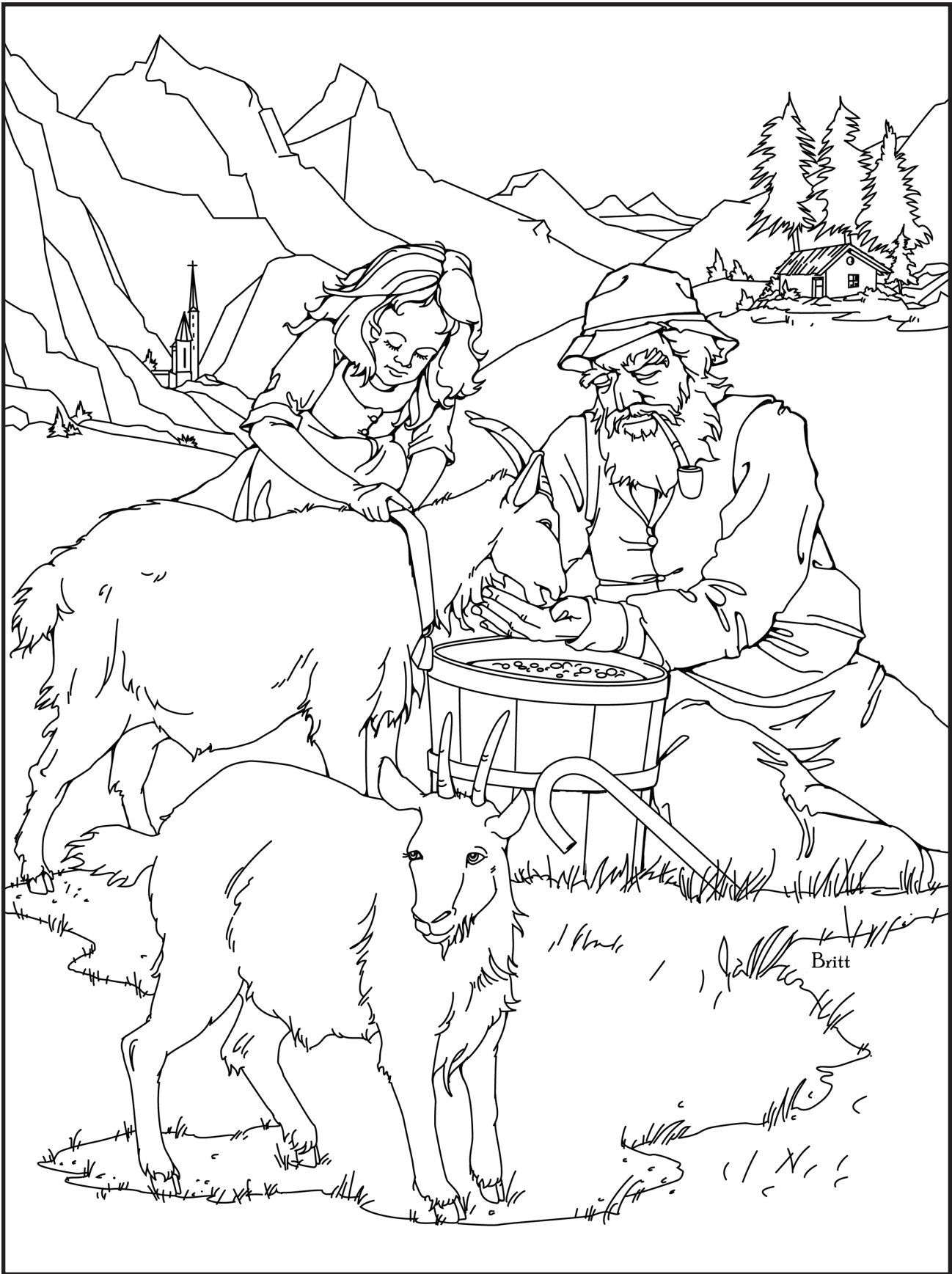
Oral Work:

My conscience is that little spark of heavenly fire that tells me right from wrong.



Singing:

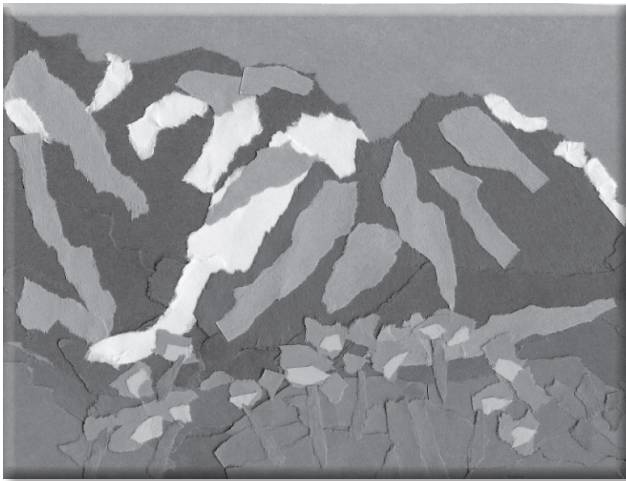
“Savior, Like a Shepherd Lead Us”



Heidi and Grandfather on Alm Mountain

Torn-Paper Mountainscapes in the Style of Swiss Artist Paul Klee

PAUL KLEE (1879–1940) was a Swiss painter born into a family of musicians. His childhood love of music was always a source of inspiration to him in his own artwork. He studied painting in Germany and later traveled in Europe where his visual sensibilities were nourished by the beauty of the European landscapes. Klee used color to define and give shape to his subject matter. He most often painted landscapes and is classified as a modern artist.



Our Project:

Torn colored construction paper is used to create a mountainscape in the style of Paul Klee.

Supplies:

- picture of the Swiss Alps downloaded from the internet or shown to the children on the computer: <http://www.geocities.com/johannaspyri/>
- picture of a Paul Klee landscape downloaded from the internet or shown to the children on the computer: <http://www.artposters.com>

- colored construction paper (green, purple, light and dark blue, grey, black yellow, red, white)
- 8½" x 11" construction paper for background (light blue), one per child.
- glue

Instructions:

1. Create a sample torn-paper mountainscape to show the children.
2. Prepare the room by hanging a picture of the Swiss Alps and the sample of your finished project on the board.
3. Introduce the children to artist Paul Klee and show his artwork (download from the web site).
4. Provide each child with a piece of background construction paper (light blue); have children share green, purple, yellow, blue, orange, red, and white construction paper; glue.
5. Demonstrate how to tear the paper to make the shapes for the mountainscape and how to glue them to the background paper.
6. Have each child print his name on his mountainscape in the bottom left hand corner of the project.
7. Hang each child's mountainscape on the wall with a sign labeled: "Mountainscapes in the Style of Swiss Artist Paul Klee."