

## ACTIVITY 5

### WRITING HOME

In Chapter 5 of Wisconsin Forest Tales, students read a series of letters exchanged by Will and his parents during Will's time in a CCC camp. In this activity, students continue the story, pretending to be Will and write one more letter home.

## B ACKGROUND

In this lesson, students compose a friendly letter. A friendly letter has five parts: heading, greeting, body, closing, and signature.

The heading gives the address of the person writing the letter. The first line of the heading contains the street address. The second line tells the city, state, and zip code. The date the letter was written appears on the third line of the heading.

Following the heading is the greeting. A greeting is like saying "Hello." The first word in a greeting and the names of people are always capitalized. The greeting ends with a comma.

The body contains the main message of the letter. The body should be written in complete sentences and the beginning of each paragraph should be indented.

Following the body is the closing of the letter. This is the place to say "Goodbye." The first word in the closing is capitalized and there is always a comma at the end.

Finally, the signature tells who wrote the letter.



### LESSON OBJECTIVES

Upon completion of this activity, students will be able to:

- Write a personal letter.
- Address an envelope.

### TIME

Introduction.....10 minutes  
Activity.....30 minutes  
Conclusion.....10 minutes

### MATERIALS

- Writing paper and pencils
- Overhead transparency and projector or one copy of the handout for each student

### SUBJECT AREAS ADDRESSED

Language Arts

## I NTRODUCTION

Ask your students to imagine that they are Will from Wisconsin Forest Tales. Tell them that a couple weeks have past since your last letter to Ma and Pa and now you are about to leave for Moose Lake. Lead a discussion about the possible events that may have taken place since Will's last letter. Ask questions like: What kinds of things may have taken place that you would want to write home about? Looking back on your time at Fort Sheridan, are you proud of the tree planting and rock hauling that your crew has done or do you feel it was a waste of time? What are your feelings about going to Moose Lake? What do you expect life to be like in Moose Lake? Will you get more schooling there? How are you getting along with Leon and Thomas? How have your opinions about Leon and Thomas changed now that you have gotten to know them better? Have you received

more books? What is it like to be their teacher?  
How has your dream come true?



## ACTIVITY

**1)** Following your discussion, remind your students of how Chapter 5 of Wisconsin Forest Tales ends: "...I'll write you again before we leave for Moose Lake. Love to you all, Will." Tell your students that their job is to continue the story for one more letter. They will pretend to be Will writing to Ma and Pa just before leaving for Moose Lake.

Each student's letter should include a heading, greeting, body, closing, and signature. Pass out the example letter to each student or place it on the overhead projector. Explain each part of the letter to your students.

**2)** Since your students will pretend to be Will, they should use the address and date given in the example heading. In addition, they should sign their letter "Will." There are however, several options for the greeting and the closing. Ask your students to look back at the letters in the story for examples of different greetings and closings. Allow your students to use any appropriate greeting or closing in their letters. Remind your students to use their imaginations when they write the body of the letter. Encourage your students to put themselves in Will's shoes. After explaining all five parts of a friendly letter to your students, give them time to work.

**3)** When all the letters are complete, conclude the activity by having each student address an envelope. The letter should be addressed to Will's parents in Chippewa Falls and the return address should be Will's address at the CCC camp. See the example envelope for more details. Have your students draw a stamp in the corner.



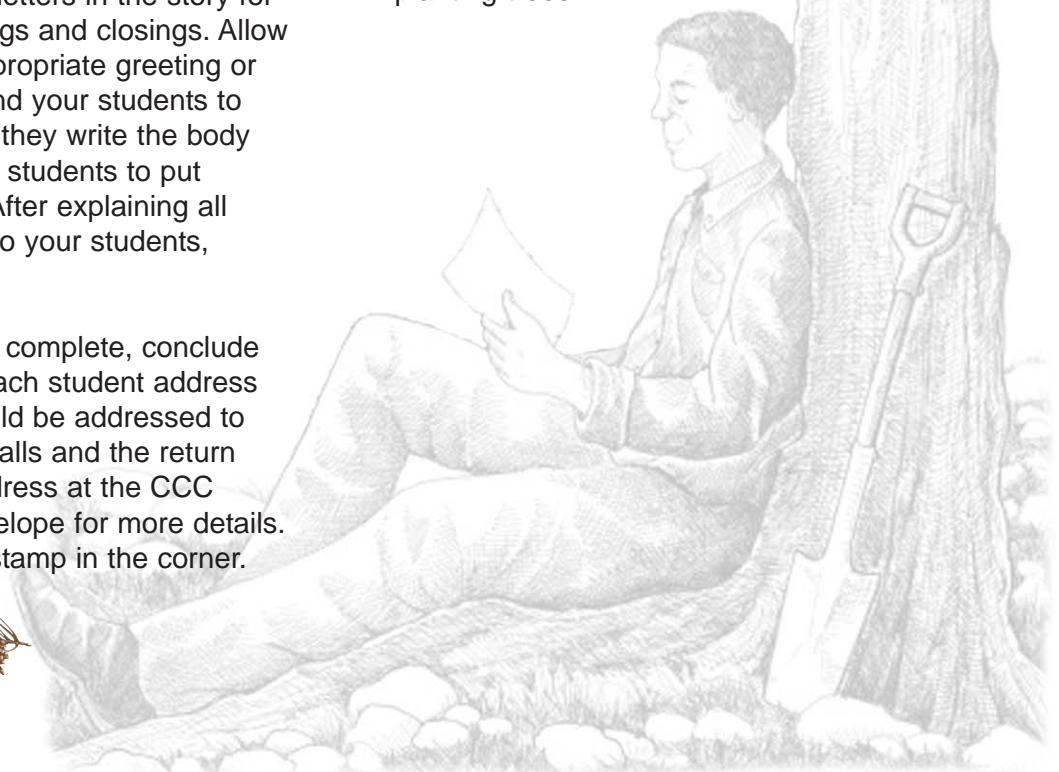
## CONCLUSION

After your students have written their letters and placed them in the addressed envelopes, it is time for them to switch roles. Ask your students to exchange letters with another student. Now have them imagine that they are Will's Ma and Pa as they read the last letter from Will before he leaves for Moose Lake. After your students have had a chance to read their letters to themselves, ask several students to volunteer to read the letter they received out loud.



## ASSESSMENT

Ask your students to write another letter. This time ask them to imagine they are either Leon or Thomas writing home to their parents about their experience in the CCC camp. Ask your students the following questions to get them thinking: What would you tell your parents about Will? Would you tell them about the fight? What would you tell them about what you are learning? Coming from Chicago, what has life been like for you in the CCC camp? How do you feel about planting trees?



100 CCC Way  
Fort Sheridan, IL 60037

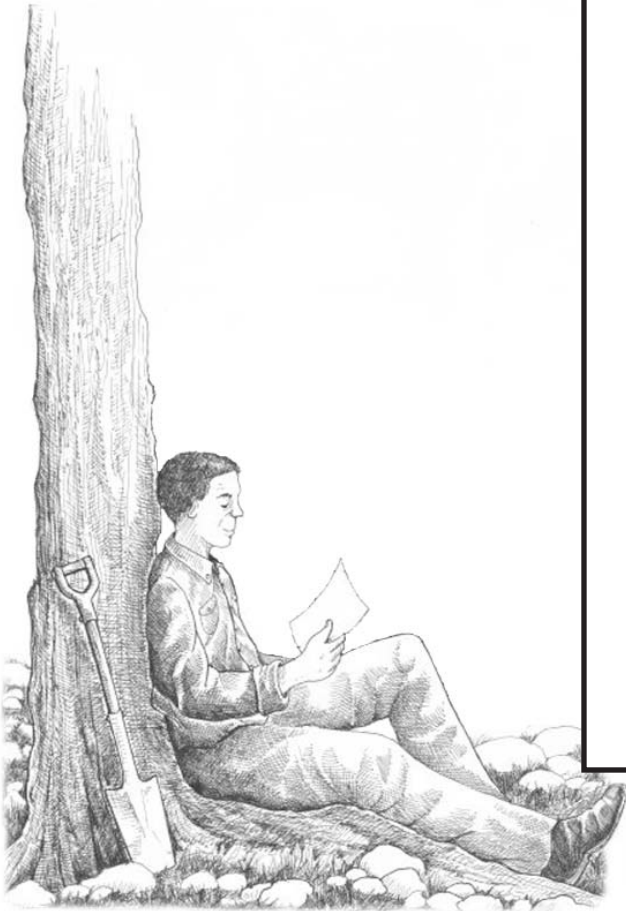
September 3, 1933

Greeting to Ma and Pa,

Use your imagination to fill in the body of the letter. If you were Will and you were about to leave for Moose Lake, what would you want to tell your parents in a letter? Remember to write in complete sentences and indent the beginning of each paragraph.

Closing,

Will's signature



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