

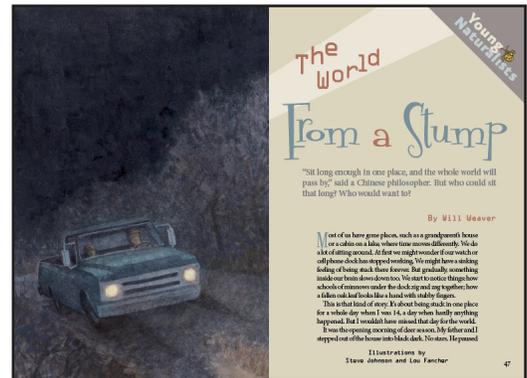
# Teachers Guide

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## “The World From a Stump” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “The World From a Stump,” by Will Weaver, with illustrations by Steve Johnson and Lou Fancher. Published in the November–December 2007 Minnesota Conservation Volunteer, or visit [www.dnr.state.mn.us/young\\_naturalists/stump](http://www.dnr.state.mn.us/young_naturalists/stump).

Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension activities, Web resources (including related Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet and vocabulary study cards. There is also a practice quiz (with answer key) in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified to suit user needs. Users are encouraged to provide feedback through an online survey at [www.dnr.state.mn.us/education/teachers/activities/ynstudyguides/survey.html](http://www.dnr.state.mn.us/education/teachers/activities/ynstudyguides/survey.html). Please note if you are downloading articles from the Web site that only the Young Naturalists article is available in PDF.



### Summary

“The World From a Stump” is the story of one day in the life of a 14-year-old deer hunter. The narrator, accompanied by his father, spends the entire day, from before dawn to dusk, seated on a stump, hoping to shoot a deer. The story is rich in details, as the boy describes events in the environment as well as his emotions.

### Suggested reading levels:

intermediate through middle grades

## “The World from a Stump”—Teachers Guide

**Total words:**

**Materials:** Paper, poster board, pencils, pens, markers, print resources from your media center as well as Web sites, deer hunting regulations and zone maps available from the DNR or licensing retailers

**Preparation time:** One to two hours, not including time for extension activities

**Estimated instructional time:**

Two-three 50-minute class periods (not including extensions)

**Minnesota Academic Standards applications:**

“The World From a Stump” may be applied to the following Minnesota Department of Education standards: Department of Education Academic Standards:

**Language Arts****I. Reading and Literature**

- A. Word Recognition, Analysis and Fluency
- B. Vocabulary Expansion
- C. Comprehension

**II. Writing**

- A. Types of Writing
- B. Elements of Composition
- C. Spelling
- D. Research
- E. Handwriting and Word Processing

**III. Speaking, Listening and Viewing**

- A. Speaking and Listening
- B. Media Literacy

**Arts**

**Artistic Expression** Visual Arts.

**Social Studies****V. Geography**

Grades 4–8

- B. Maps and Globes
- C. Physical Features and Processes
- C. Interconnections

Complete Academic Standards are available at [www.education.state.mn.us](http://www.education.state.mn.us). Teachers who find other connections to academic standards are encouraged to contact *Minnesota Conservation Volunteer*.

**Preview**

Before you read the story, ask your students to examine the illustrations. What do they learn about the sequence of events? Tell the students to pay particular attention to the narrator’s emotions and how they change throughout the day. Use the KWL strategy (Ogle, 1986) to find out what your students already know (K) about deer and deer hunting, what (W) they would like to learn, and eventually, what they learned (L) while reading the article and related materials, and through participating in extension activities. Display your K and W ideas on poster board

## “The World from a Stump”—Teachers Guide

or paper (see Vocabulary preview). Add to your L list as you read and discuss the article. See [www.teach-nology.com/web\\_tools/graphic\\_org/kwl](http://www.teach-nology.com/web_tools/graphic_org/kwl) for a KWL generator that will produce individual organizers for your students.

KWL also gives you the opportunity to introduce interdisciplinary connections you will make during extension activities. For example, if you plan to use the article during social studies or art, you may ask students to review their KWL for concepts that are specific to those disciplines.

### Vocabulary preview

Connections to vocabulary in the article may be made during the KWL activity. Ask students to highlight words on the copy-read vocab list. These are key concepts and should be discussed before reading. If students are not familiar with some of the terms, include them in the W list. Unfamiliar terms may be added to the W list as they read the article. Eventually they can be moved to the L list. You may write vocabulary on the W in green ink, while other ideas are written in black. Note: Some of the words in the vocabulary list definitions may require further explanation.

You may wish to use the study cards found at the end of this guide. Study cards (see Strategic Tutoring, Hock, Deshler, and Schumaker 2000) can be applied to any subject area. Cut along the horizontal line, fold in the middle, and tape or staple. On one side of the card, in large letters, write a key word or phrase that students are expected to know. In smaller letters frame the word or phrase in a question or statement. On the other side of the card, in large letters, write the answer to the question. Finally, in smaller letters, frame the answer in a question or statement. Blanks are provided to allow you or your students to add new words or phrases.

### Study questions overview

Study questions parallel the story (the answer to the first question appears first in the article, followed by the second, and so on). Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class, in small groups, or as an independent activity. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: Items 1, 3, 5, 8, 12 and the Challenge require varying degrees of analytical thinking.

### Adaptations

Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first (e.g., items 2, 4, 6, 7, 10, 13 and 14). If time allows, remaining items may be attempted. For the sketch in item 9 you may provide an unlabeled drawing to students who are unable go draw, or ask a peer helper to make the sketch. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

## “The World from a Stump”—Teachers Guide

- Assessment** You may use all or part of the study guide, combined with vocabulary, as a quiz. Other assessment ideas:
- (1) Students may write an essay describing a day they have spent alone, or an outdoor experience they have shared with family or friends.
  - (2) Students may construct a timeline of events in the story.
  - (3) Select one or more illustrations from the story and ask students to, either orally or in writing, describe the emotions the pictures convey.
  - (4) Ask students to draw a scene from their own experience and compare and contrast it with a scene from the story, focusing on the boy’s emotional ups and downs.

- Extension activities**
1. Read “A Hunter’s Journal,” “The Apple Tree Stand,” “A Perfect Start,” and “First Hunt.” All are available at the links in Related Articles and all document hunters’ experiences, old and new. Discuss and write about common themes. Students may wish to select a memorable phrase and illustrate it. Poster presentations will provide opportunities for students to share their point of view.
  2. A variation on Extension activity 1 could be a debate on the relative merits of deer hunting or on hunting ethics. DNR regulations and the Boone and Crockett Club ([http://www.boone-crockett.org/huntingEthics/ethics\\_overview.asp?area=huntingEthics](http://www.boone-crockett.org/huntingEthics/ethics_overview.asp?area=huntingEthics)) introduce students to ethical hunting.
  3. Invite a guest speaker from a DNR office near you to present information on deer herd management, poaching, chronic wasting disease, or bovine tuberculosis.
  4. Read “Searching for CWD” and “When a Hunt Is Not a Hunt” from Related Articles to introduce students to chronic wasting disease and the controversy surrounding elk and deer farms.
  5. Two other Young Naturalists articles with study guides, “Gallery of Game” and “Oh Deer!”, are excellent supplements for “World From a Stump.”
  6. Ask students to locate their community on the hunting zone map, available in DNR regulations or on the DNR Web site. Examine regulations for each zone and discuss or write about why such differences in regulations may be necessary.

### Web resources

#### Deer hunting

<http://www.dnr.state.mn.us/hunting/deer/index.html>

<http://www.dnr.state.mn.us/hunting/deer/mapit2004.html>

<http://www.deerhunting.ws/statemay/mnregs.htm>

<http://www.identicards.com/species/article.asp?id=4&author=T.R.%20Michels>

#### Firearm safety training

<http://www.dnr.state.mn.us/safety/firearms/index.html>

#### Hunting organizations

## “The World from a Stump”—Teachers Guide

<http://www.mndeerhunters.com/index.php>

<http://www.pope-young.org/>

### **Venison donation**

<http://www.mda.state.mn.us/licensing/meategg/venisondonation.htm>

### **Hunting ethics**

[http://www.boone-crockett.org/huntingEthics/ethics\\_overview.asp?area=huntingEthics](http://www.boone-crockett.org/huntingEthics/ethics_overview.asp?area=huntingEthics)

<http://www.pope-young.org/>

Many related Minnesota Conservation Volunteer articles are available online at [www.dnr.state.mn.us/volunteer/articles/index.html](http://www.dnr.state.mn.us/volunteer/articles/index.html) including:

September–October 1996

“Oh Deer!” (Young Naturalists article with study guide)

[www.dnr.state.mn.us/young\\_naturalists/deer/index.html](http://www.dnr.state.mn.us/young_naturalists/deer/index.html)

November–December 1997

“One for the Wall”

[www.dnr.state.mn.us/volunteer/novdec97/tdeer.html](http://www.dnr.state.mn.us/volunteer/novdec97/tdeer.html)

November–December 1998

“A Hunter’s Journal”

[www.dnr.state.mn.us/volunteer/novdec98/sense\\_place.html](http://www.dnr.state.mn.us/volunteer/novdec98/sense_place.html)

September–October 2002

“Researchers Track Deer on the Move”

[www.dnr.state.mn.us/volunteer/sepoct02/deer.html](http://www.dnr.state.mn.us/volunteer/sepoct02/deer.html)

September–October 2002

“A Tough Fight to the Top”

[www.dnr.state.mn.us/volunteer/sepoct02/toughfight.html](http://www.dnr.state.mn.us/volunteer/sepoct02/toughfight.html)

January–February 2003

“When a Hunt Is Not a Hunt”

[www.dnr.state.mn.us/volunteer/janfeb03/cwd.html](http://www.dnr.state.mn.us/volunteer/janfeb03/cwd.html)

September–October 2003

“First Hunt”

[www.dnr.state.mn.us/volunteer/sepoct03/firsthunt.html](http://www.dnr.state.mn.us/volunteer/sepoct03/firsthunt.html)

September–October 2003

“Searching for CWD”

[www.dnr.state.mn.us/volunteer/sepoct03/cwd.html](http://www.dnr.state.mn.us/volunteer/sepoct03/cwd.html)

## “The World from a Stump”—Teachers Guide

September–October 2004

“Gallery of Game”(Young Naturalists article with study guide)  
[www.dnr.state.mn.us/young\\_naturalists/gallery/index.html](http://www.dnr.state.mn.us/young_naturalists/gallery/index.html)

September–October 2004

“A Perfect Start”

[www.dnr.state.mn.us/volunteer/septoct04/spperfect\\_start.html](http://www.dnr.state.mn.us/volunteer/septoct04/spperfect_start.html)

November–December 2005

“Balancing Act”

[www.dnr.state.mn.us/volunteer/novdec05/balancing\\_act.html](http://www.dnr.state.mn.us/volunteer/novdec05/balancing_act.html)

January–February 2006

“State Parks Boom”

[www.dnr.state.mn.us/volunteer/janfeb06/boom.html](http://www.dnr.state.mn.us/volunteer/janfeb06/boom.html)

November–December 2006

“The Apple Tree Stand”

[www.dnr.state.mn.us/volunteer/novdec06/appletree.html](http://www.dnr.state.mn.us/volunteer/novdec06/appletree.html)

May–June 2007

“Seeking Woodland Crowns”

[www.dnr.state.mn.us/volunteer/mayjun07/woodland\\_crowns.html](http://www.dnr.state.mn.us/volunteer/mayjun07/woodland_crowns.html)

- References** Hock, M.F., Deshler, D.D., & Schumaker, J.B. Strategic Tutoring. Lawrence, Kan.: Edge Enterprises, 2000.
- Ogle, D.S. K-W-L Group Instructional Strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), Teaching Reading as Thinking: Teleconference Resource Guide, pp.11–17. Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

## “The World from a Stump”—Teachers Guide

### Study Questions

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. Find the quotation from a Chinese philosopher. What do you think it means? \_\_\_\_\_

\_\_\_\_\_

2. How old is the narrator of this story? \_\_\_\_\_ Is this his first deer hunt? \_\_\_\_\_

\_\_\_\_\_

3. Why do you think his father said a south breeze would be “perfect” for his stand? \_\_\_\_\_

\_\_\_\_\_

4. How would this season be different than last? \_\_\_\_\_

5. His father “extinguished the headlights” before they arrived at their hunting spot. Why? \_\_\_\_\_

\_\_\_\_\_

6. How long did the boy have to stay on his stand? \_\_\_\_\_

\_\_\_\_\_

7. What other animals had the boy hunted? \_\_\_\_\_

\_\_\_\_\_

8. Why did the boy think he was sitting in a “great spot?” \_\_\_\_\_

\_\_\_\_\_

9. In your own words, describe his deer stand. \_\_\_\_\_

\_\_\_\_\_

10. If he had seen a deer at 6 a.m., could he have shot it? Why or why not? \_\_\_\_\_

\_\_\_\_\_

11. What happened to cause the boy to feel sorry for himself? \_\_\_\_\_

\_\_\_\_\_

## “The World from a Stump”—Teachers Guide

12. What do you think the author means by the phrase “call in a target” on page 50? \_\_\_\_\_

13. By noon how did the boy feel? \_\_\_\_\_

14. Describe how the boy felt at 3 p.m. \_\_\_\_\_

15. Why do you think the boy did not shoot the deer he saw at 4:30 p.m? \_\_\_\_\_

Challenge: How would you answer the author’s question in the final paragraph on page 53? Justify your answer. \_\_\_\_\_

## Study Questions Answer Key

“The World From a Stump,” by Will Weaver, with illustrations by Steve Johnson and Lou Fancher. Published in the November–December 2007 Minnesota Conservation Volunteer, or visit [www.dnr.state.mn.us/young\\_naturalists/stump](http://www.dnr.state.mn.us/young_naturalists/stump).

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1. Find the quotation from a Chinese philosopher. What do you think it means? **Answers may vary, but should include the idea that the world is constantly changing and if we observe closely we may be surprised by what we see.**
2. How old is the narrator of this story? **14** Is this his first deer hunt? **No. He had hunted the previous year, when he was 13.**
3. Why do you think his father said a south breeze would be “perfect” for his stand? **Answers may vary. Hunters like to position themselves upwind from the direction they anticipate their prey will approach so the prey doesn’t catch their scent.**
4. How would this season be different than last? **This season the boy would not have to sit with his father. He would be on his own.**
5. His father “extinguished the headlights” before they arrived at their hunting spot. Why? **Answers may vary. His father did not want to alert any deer in the immediate vicinity that hunters were present.**
6. How long did the boy have to stay on his stand? **All day, from sunup to sundown.**
7. What other animals had the boy hunted? **Ground squirrels and grouse.**
8. Why did the boy think he was sitting in a “great spot?” **There was a well-used deer trail nearby.**
9. In your own words, describe his deer stand. **Answers may vary. Encourage students to include as much detail as possible, from both the text and illustrations.**
10. If he had seen a deer at 6 a.m., could he have shot it? Why or why not? **No. It is not legal to shoot before sunrise.**
11. What happened to cause the boy to feel sorry for himself? **A deer heard a twig snap under his boot and ran away.**
12. What do you think the author means by the phrase “call in a target: on page 50? **Answers will vary, but should include the idea that hunters may be superstitious about the relationship between their behavior and the deer’s. In this case the boy believes that if he is busy doing something else a deer will appear.**
13. By noon how did the boy feel? **He felt restless.**
14. Describe how the boy felt at 3 p.m. **He wanted to get up and move around.**
15. Why do you think the boy did not shoot the deer he saw at 4:30 p.m? **Answers may vary. It was not the buck he had hoped for and it may have been too late in the day.**

Challenge: How would you answer the author’s question in the final paragraph on page 53? Justify your answer. **Answers will vary. Encourage students to justify their opinion with examples from their own experiences or the experiences of people they know.**

## Minnesota Comprehensive Assessments Practice Items

“The World From a Stump,” by Will Weaver, with illustrations by Steve Johnson and Lou Fancher. Published in the November–December 2007 Minnesota Conservation Volunteer, or visit [www.dnr.state.mn.us/young\\_naturalists/stump](http://www.dnr.state.mn.us/young_naturalists/stump).

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. At what time of day did the air feel “heavier and more still?”

- A. 6:00 a.m.
- B. noon
- C. 3:00 p.m.
- D. 4:10 p.m.

2. How old was the author when he shot his first deer?

- A. 13
- B. 14
- C. 12
- D. 15

3. Late in the afternoon the boy saw

- A. squirrels.
- B. a small doe.
- C. a chickadee.
- D. all of the above.

4. Why wouldn't the boy “have missed that day for the world?”

- A. He shot a big buck.
- B. He stayed on his stand all day.
- C. A chickadee landed on his cap.
- D. His mom packed a good lunch.

5. Why did the boy have a “short night of sleep?”

- A. His bed was uncomfortable.
- B. He had to get up very early.
- C. He was excited about hunting the next morning.
- D. B and C.

## Minnesota Comprehensive Assessments Practice Items Answer Key

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1. At what time of day did the air feel “heavier and more still?” **D. 4:10 p.m.**
2. How old was the author when he shot his first deer? **A. 13**
3. Late in the afternoon the boy saw **D. all of the above**
4. Why wouldn’t the boy “have missed that day for the world?” **B. He stayed on his stand all day.**
5. Why did the boy have a “short night of sleep?” **B and C.**

## Vocabulary

“The World From a Stump,” by Will Weaver, with illustrations by Steve Johnson and Lou Fancher. Published in the November–December 2007 Minnesota Conservation Volunteer, or visit [www.dnr.state.mn.us/young\\_naturalists/stump](http://www.dnr.state.mn.us/young_naturalists/stump).

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**aspen** deciduous tree in the poplar family, common in the northern United States and Europe

**clip** container for shells; inserted into the underside of a rifle

**deer sign** tracks, scat, and ground and tree scrapes

**exhale** breathe out

**extinguish** put out

**legal** allowed under the law

**philosopher** person who seeks to understand the nature of life

**poplar** another name for the aspen tree

**slough** wetland or swamp (pronounced “sloo”)

**stir-crazy** extremely restless as the result of prolonged confinement or inactivity

Vocabulary Study Cards

Cut along the horizontal lines, fold in the middle and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

An  
**aspen**  
is a

A  
**deciduous**  
**tree in the poplar family,**  
**common in the northern**  
**United States and Europe**  
is called the

A rifle  
**clip**  
is a

A  
**container for shells;**  
**inserted into the**  
**underside of rifle**  
is called a

A  
**deer sign**  
may be

Deer  
**tracks, scat, or**  
**ground and tree scrapes**  
are called

“The World from a Stump”—Teachers Guide

To  
**exhale**  
is to

To  
**breathe out**  
is to

To  
**extinguish**  
is to

To  
**put out**  
is to

When the hunter behaved in a  
**legal**  
manner he did what was

Hunters must do what is  
**allowed under the law**  
so they hunt in a \_\_\_\_\_ manner.

A  
**philosopher**  
is a

A  
**person who seeks to  
understand the  
nature of life**  
is a

A  
**poplar**  
is

**Another name for  
the aspen tree**  
is

A  
**slough**  
is

A  
**wetland or swamp**  
is also known as a

When the boy was  
**stir-crazy**  
he was

When the boy became  
**extremely restless**  
he was