

## **Day 1: Introduction**

### **Objective:**

During day one students will have an opportunity to explore the trunk and become familiar with Thomas Wolfe, Asheville, Thomas Wolfe's Travels and The World's Fair through assigned readings followed by comprehensive questions. These will provide a solid foundation for understanding in the following lessons.

### **Common Core Standard Goals:**

#### 4<sup>th</sup> Grade:

CCSS.ELA.Literacy.W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### 5<sup>th</sup> Grade:

CCSS.ELA.Literacy.W.5.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Length:** ~ 1 ½ hours

### **Materials:**

THOMAS WOLFE Worksheet and Comprehension Questions

ASHEVILLE 1900-1920 Worksheet and Comprehension Questions  
THOMAS WOLFE AND HIS TRAVELS Worksheet and Comprehension  
Questions

THE WORLD'S FAIR Worksheet and Comprehension Questions

Images of Pack Square (6)

Stereoscope viewer (2)

Stereoscope cards (2 sets of seven)

Maps (1 folded, 14 laminated) (To avoid staining, please clean maps after use)

Dry Erase markers (32)

White Board Cleaner

**Procedures:**

1. Hand out or view on overhead the brief biography of THOMAS WOLFE. Have students answer the comprehensive questions about what was just read.
2. Hand out or view on overhead the brief history of ASHEVILLE IN 1900-1920. Have students answer the comprehensive questions about what was just read.
3. As a class examine the images of downtown Asheville from this time period, point out major buildings of the time: City Hall, City Library, and W.O. Wolfe's stone cutting shop. (These images are mounted on foam board and on USB/Jump Drive)
4. Compare 'Old Asheville' to the pictures of present day Pack Square. (Images on USB/Jump Drive)
  - What has changed?
  - Has anything stayed the same?
  - How did people travel to Pack Square? –Horse and carriage, automobiles and trolleys. (All can be seen in images.)
  - How does travel differ for today's visitors to Pack Square?
5. Hand out or view on overhead the brief history to THOMAS WOLFE AND HIS TRAVELS. Have students answer the comprehensive questions about what was just read.
6. Hand out or view on overhead the brief history to THE WORLD'S FAIR. Have students answer the comprehensive questions about what was just read.
7. Start a discussion about the World's Fair by asking if any one in your class has been to a fair? *What things did they see there? Did they ride the rides and see the side shows, like the World's Largest Horse, or the Two Headed Goat?* Most of these were things Thomas Wolfe could have done at the World's Fair.
8. Exploring the Fair:
  - Examine the stereoscope images of the 1904 World's Fair either by passing around the stereo scope view and cards, or displaying the images on the overhead.
  - In small groups, have your students match the images of the fair with their location on the laminated map. The students can then mark the laminated map with a dry erase marker. *(Please clean maps after this activity or they will stain.)*

**Conclusion:**

Wrap-up today's lesson by asking open ended questions about the difference in the world Thomas Wolfe knew and the one we have today.

*Would anyone liked to have lived in Asheville during the time Thomas Wolfe lived here? Why or Why not?*

*If you were going to St. Louis today how would you travel there?*

*Has anyone ridden on a train before?*

*What does the class think about Thomas Wolfe and what they are about to read about the loss of his brother?*

If you would like further information on the 1904 St. Louis World's Fair please visit

<http://www.mohistory.org/Fair/WF/HTML/Overview/>