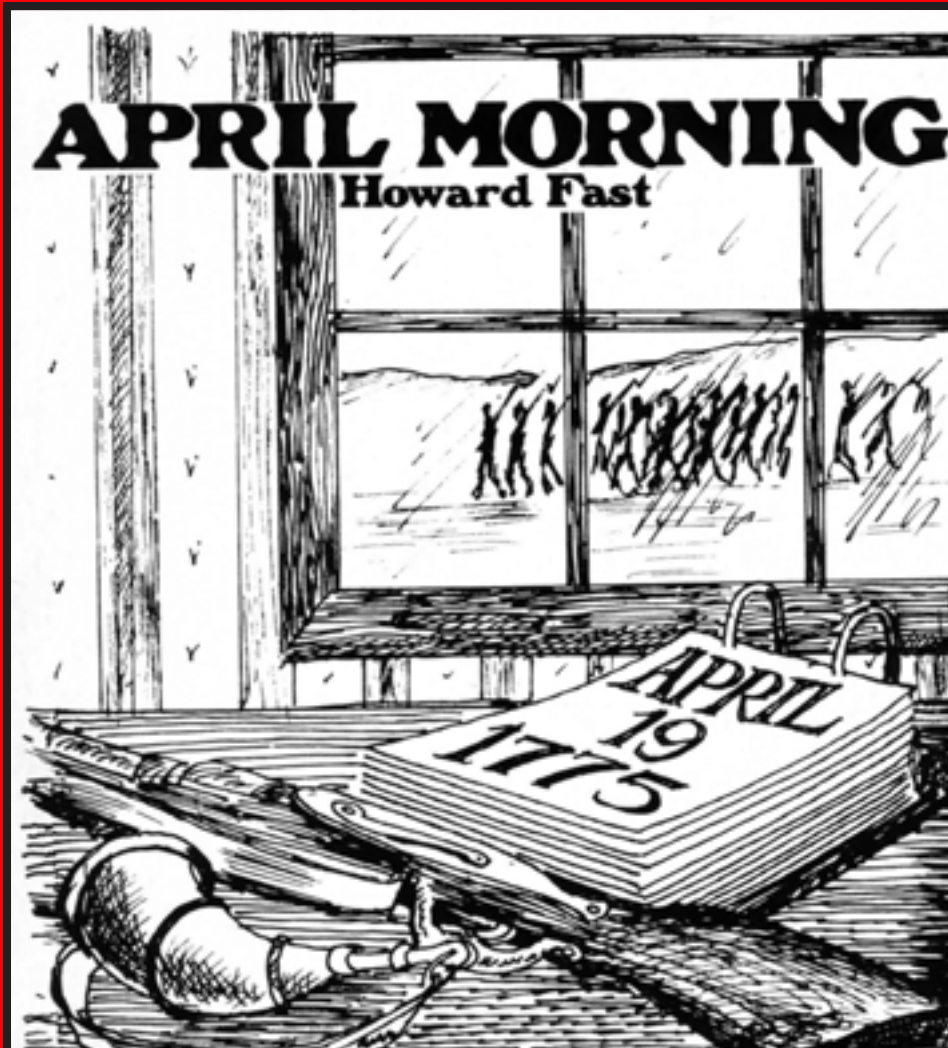


Novel·Ties



A Study Guide

Written By Barbara Reeves

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Background Information	2
About the Author	2
Pre-Reading Activities	3
The Afternoon	4 - 6
The Evening	7 - 8
The Night	9 - 11
The Morning	12 - 14
The Forenoon, The Midday	15 - 16
The Afternoon, The Evening	17 - 19
Special Activity: Historical Fiction	20
Cloze Activity	21
Post-Reading Activities	22
Suggestions For Further Reading	23
Answer Key	24 - 26

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

Permission to reprint excerpts from April Morning, by Howard Fast, has been granted by Crown Publishers, Inc. © 1961.

PRE-READING ACTIVITIES

1. Before reading the novel, do some research on the Revolutionary War. Read about the war and choose a specific topic that interests you. Investigate that topic more fully and report on it in writing. Some examples of possible topics are listed below. Share your findings with your classmates by reading your report aloud or posting it on a bulletin board labeled “The American Revolution.”
 - “taxation without representation”
 - Boston Tea Party
 - Boston Massacre
 - “The shot heard round the world”
 - Battle of Bunker Hill
 - Samuel Adams
 - a notable American and his or her role in the war
 - Continental Congress
 - Role of France in the war
 - Surrender at Yorktown

2. **Cooperative Learning Activity:** In a cooperative learning group, discuss your feelings about war. Answer questions such as the following: For what reasons, if any, do you think war is justified? When would you willingly fight in a war? Under what circumstances would you refuse to fight? How might wars be avoided?

3. Obtain a copy of the Declaration of Independence and read the beginning of the document. Why was it written? What rights does the Declaration claim? Now notice the list of “repeated injuries and usurpations” that the Declaration states were inflicted by the King of Great Britain. Rephrase some of those charges in your own words. Next, read the last part of the Declaration. What does this part declare? Who signed the Declaration? Which of those names are familiar to you?

4. Together with a partner, explore the history of slavery in the English Colonies. When were Africans first brought to the colonies? Were all Africans in the colonies slaves? When and why did the slave trade increase? What was “the middle passage”? How did the institution of slavery change after the Revolutionary War?

5. Have members of your school or community ever banded together to fight for an important issue? What was that issue? What were the opposing viewpoints? How did working together help the members of the group achieve some or all of their goals?

6. Preview the book by reading the title and author’s name and by reading the publisher’s blurb. What do you think the book will be about? Have you ever read anything else by the same author? Notice how the book is divided into sections indicating parts of the day, rather than chapters with numbers or main ideas as titles. What does this unusual organization reveal about the book? What period of time do you think this book encompasses and what event will it focus upon?

The Afternoon (cont.)

Questions:

1. What did Moses Cooper imply about his son when he said that Adam was “slow to start and quick to finish”?
2. Why did Granny dismiss any ideas attributed to Sam Adams or his followers?
3. How did Adam’s father feel about superstition? Why did he feel that way?
4. How did Mr. Cooper describe the nature of his family and the people of the community?
5. Why were the members of Mother’s family a subject of gossip in the community?
6. Why did Mr. Cooper criticize the “rights of man” statement that was drafted by Cousin Simmons?
7. Why was Adam’s brother Levi a source of irritation to him?
8. What was the “Committee”?

Questions for Discussion:

Do you believe that Adam’s father truly hated him, as Adam said? Why else might he have been so critical of his son?

Literary Device: Simile

A simile is a figure of speech in which the words “like” or “as” are used to compare two unlike objects. For example:

But aloud I said nothing, just began to walk toward the house,
and his voice coiled after me like a whip around my ankle.

What is being compared?

What does this reveal about the relationship between Adam and his father?
