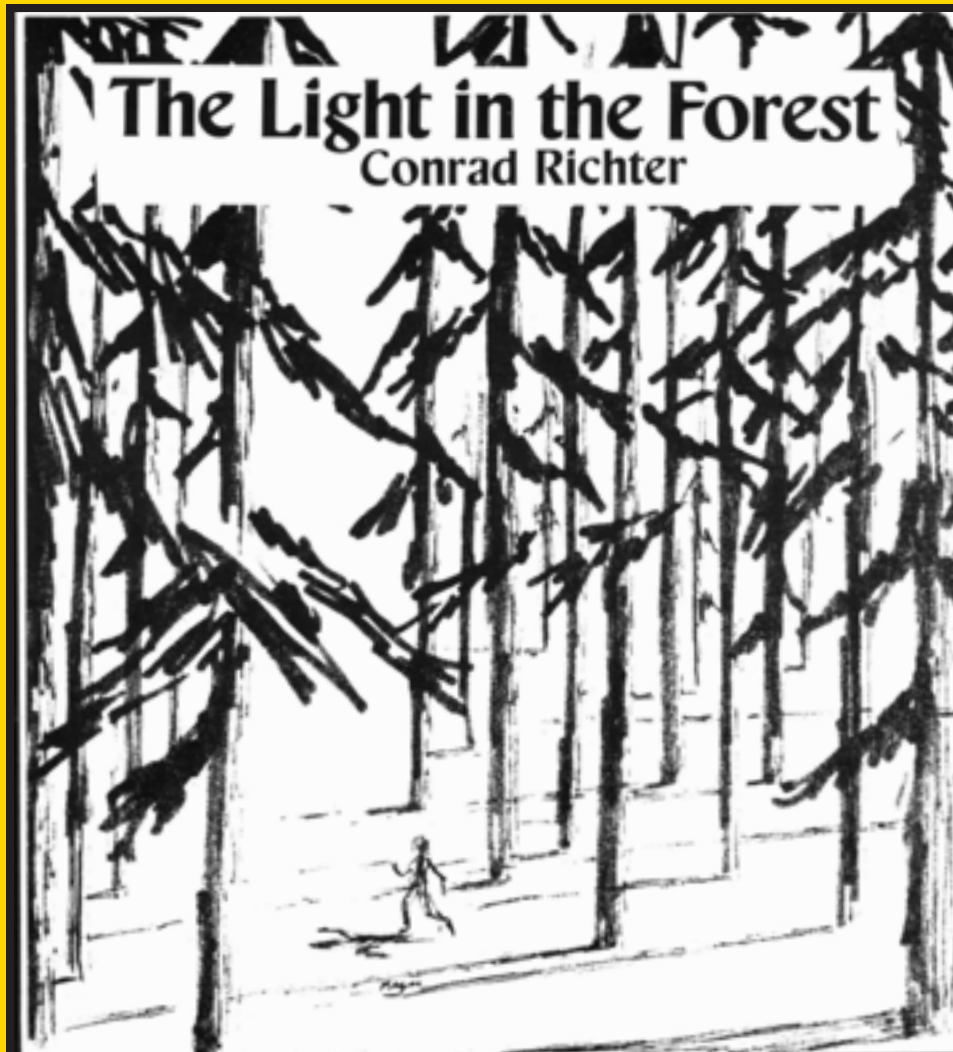


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide to use in conjunction with a specific novel consists of lessons for guided reading. 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.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

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.

## BACKGROUND INFORMATION

### The Great Spirit

There are those who believe that anyone who does not worship the Judeo-Christian God is primitive, savage, ignorant, or simply naïve. When the first European settlers discovered that the Indians were ignorant of their Christian God, they dismissed them as savages. While some settlers were content to let the Indians pursue their “pagan” ways, others tried to impose their religious standards on what they considered a godless people.

There were, however, Europeans who appreciated the richness of the Indians’ religious lives. One of them was William Penn, the founder of the state that bears his name. Although he was distressed that the Indians had not heard about the glory of Christianity, he recognized in the Lenni Lenape’s Great Spirit the essence of his own Christian God: the Great Spirit was the creator of all, and he ruled the heaven to which the Lenni Lenape’s souls would rise after death.

The Lenni Lenape believed that there were twelve heavens arranged above the earth. Eleven of the heavens were lorded over by the demigods or “manitos,” who were given jobs by the Great Spirit. The manitos controlled the elemental forces of nature—the sun, moon, earth, home, corn, water, fire, and the four winds. The twelfth and highest heaven was occupied by the Great Spirit.

The Lenni Lenape also believed in prayer. They did not kneel at alters in vaulted churches, but they did communicate with the Great Spirit. Prayers of intercession and prayers of thanksgiving could be sung or danced or carried to heaven through the burning of ceremonial tobacco.

## RESPONSE JOURNAL

<b>Chapters</b>	<b>Responses</b>