

Novel·Ties

The Fighting Ground

Avi



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.

PRE-READING ACTIVITIES

1. Preview *The Fighting Ground* by looking at the title of the book, the author's name, and the cover illustration. What do you think the book will be about? When does it take place? Are you familiar with any other books by the same author? Continue your preview by scanning the book to discover its unusual structure. What is the total time span of the book? Create a log of your own for a similar time period briefly telling what you do during each hourly interval. Indicate your sleeping time as one log entry. Then, as you read the book, compare your activities to Jonathan's day at war.
2. Study the Background Information on New Jersey in the American Revolution on page two of this study guide and do some additional research on the American Revolution to learn about battles waged in New Jersey, nearby New York, and Pennsylvania. Find out about the complex causes of the war and how the opinions of the colonials were split on the necessity for war.
3. With your classmates, brainstorm to create a list of causes that would justify war. Also discuss those measures that should be employed before war is waged. As you read the book, consider whether this war was justified.
4. Read the Background Information on Hessian soldiers on page two of this study guide and do some additional research on the role of these soldiers in the American Revolution. Do you think that nations should hire foreign soldiers to fight their wars? Do you think hired soldiers would be better or worse fighters than soldiers fighting for their own country?
5. Remember a time when you were expected to act with courage even though you were afraid. How did you act? Did you appear to be courageous or frightened? How did the people around you react?
6. Imagine yourself as a thirteen year old at the time of the American Revolution. Make an informal class survey to learn which of the following roles your classmates would choose if their parents were opposed to the fighting:
 - obedient child who respects parents' wishes
 - spy for the Patriots who eavesdrops among known Tories
 - rebellious child who joins militia to fight for freedom from the British
7. **Anticipation Guide:** Prior to reading the novel, read the list of statements on the anticipation guide on the following page. Place a check [✓] next to any statement with which you agree. Then when you finish the book, look at the same statements and place a check next to those statements with which you now agree. Has the book caused you to change any of your opinions?

APRIL 3, 1778
9:58 – 10:25 A.M.

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-------------|---|
| 1. allied | a. colonists who supported the British cause in the American Revolution |
| 2. Tories | b. joined together; connected |
| 3. turncoat | c. body of citizen soldiers |
| 4. militia | d. person who switches sides; traitor |
| 5. regiment | e. large, heavy handgun |
| 6. musket | f. military unit of ground forces, usually two or more battalions |

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- The farmers formed a(n) _____ unit to fight the invading enemy.
- Many colonial families kept a(n) _____ in their homes as protection.
- The entire _____ was lined up for inspection before their march began.
- The most famous _____ of the American Revolution was Benedict Arnold.
- France became _____ with the colonists because they were enemies of Great Britain.
- _____ were those who felt it was safer to remain a colony than to fight for independence.

Questions:

- What evidence showed that Jonathan’s father was a Patriot who favored separation from Great Britain?
- How were ordinary male citizens notified to prepare for battle?
- Why did Jonathan’s father change his attitude toward the war?
- How did Jonathan and each of the members of his family feel about the war?
- Why was Jonathan eager to comply when his father asked him to go to the tavern?