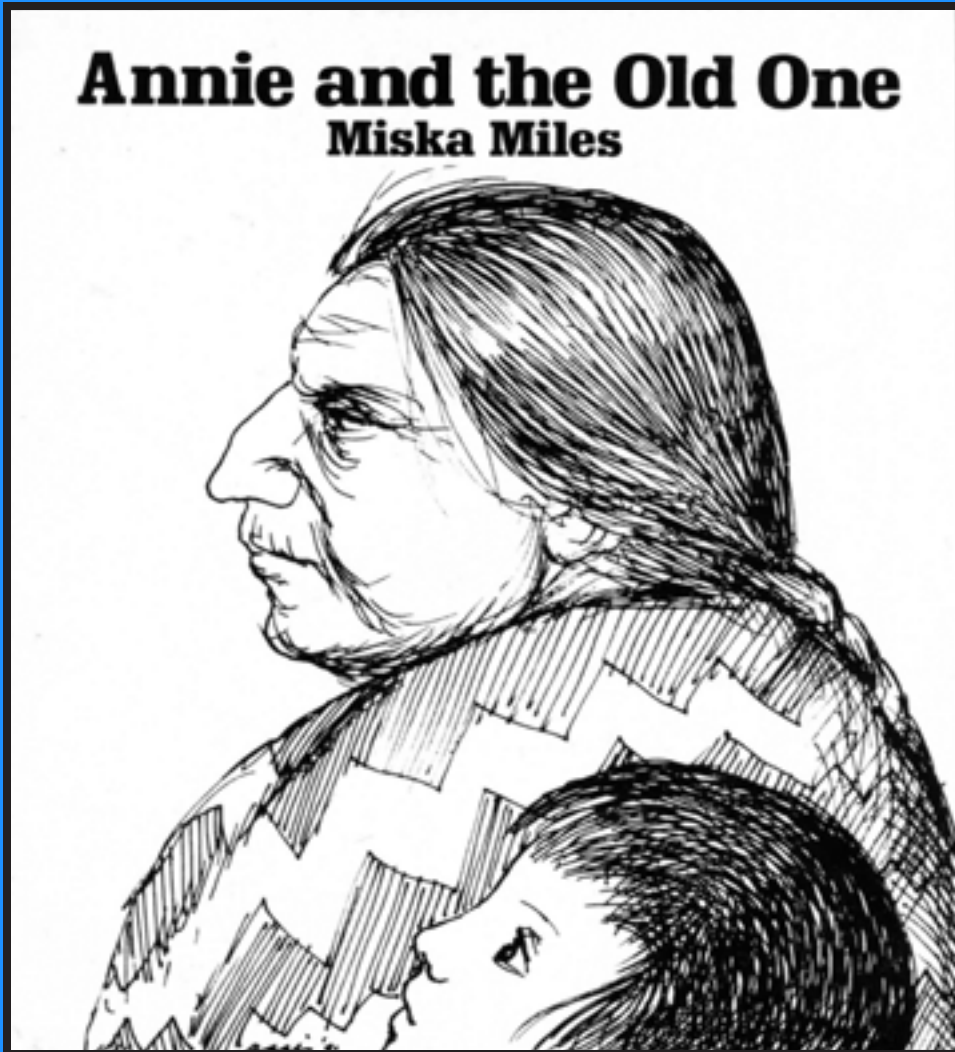


Novel·Ties

Annie and the Old One **Miska Miles**



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Annie and the Old One*. Written in chapter-by-chapter format, the guide contains a synopsis, prereading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

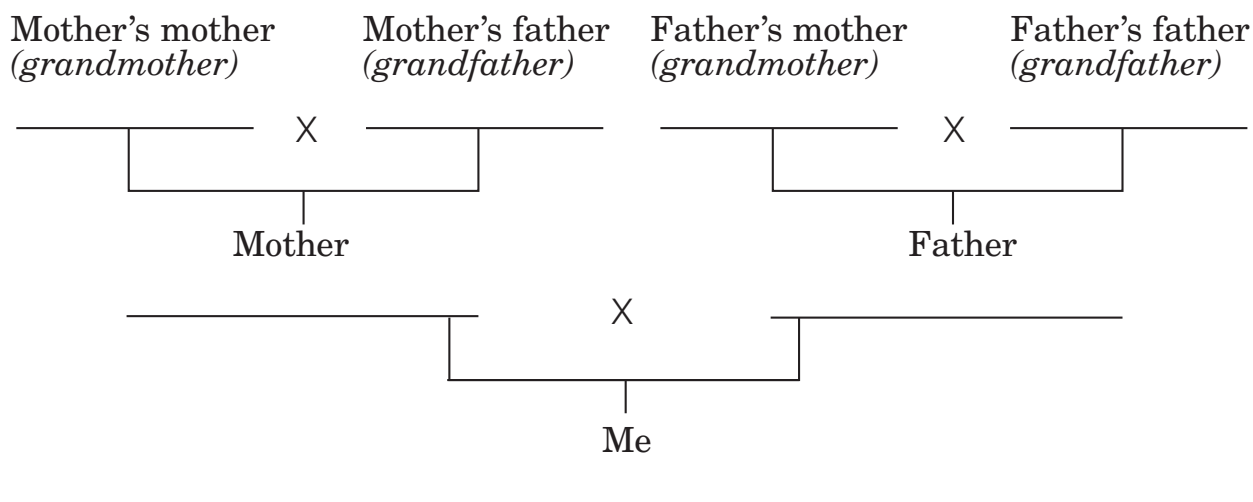
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide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

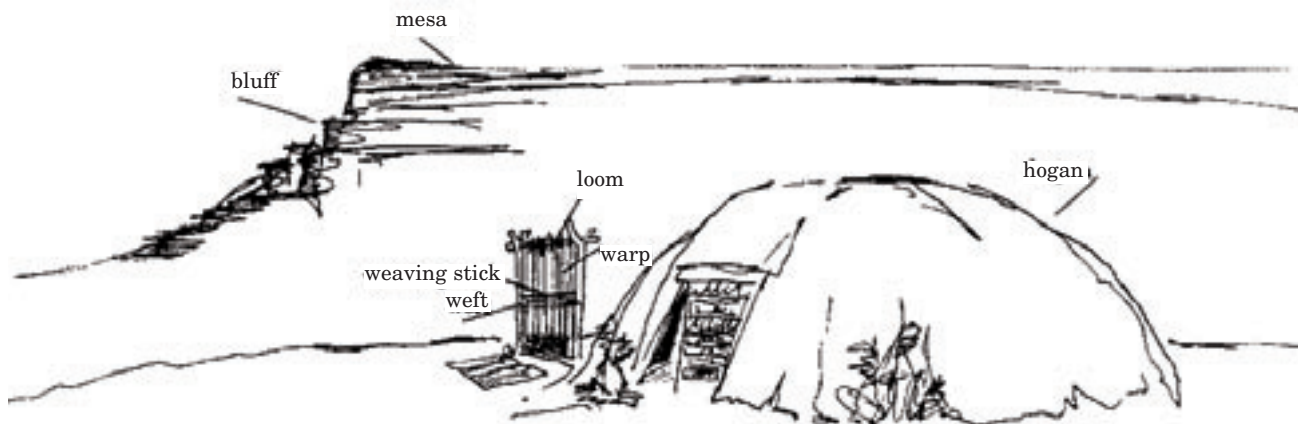
1. The setting for *Annie and the Old One* is the Navajo tribal lands, which are located in southeastern Utah, northeastern Arizona, and northwestern New Mexico. Fourteen million acres of land have been set aside as a reservation for the exclusive use of members of the Navajo tribe. Using reference materials, find out more about when and how these reservation lands were established. As part of your research, look for information on the defeat of the Navajo at Canyon de Chelly, the Long Walk to Fort Sumner in Bosque Redondo, and the Treaty of 1868 in which the Navajo were granted a reservation of 3.5 million acres.
2. In this story, the term “Old One” is used respectfully to refer to the grandmother who is head of this Navajo family. By what names do you refer to the older relatives in your family? On a large sheet of paper, make a family tree, similar to the one shown below, on which you record the names of family members. Go back as many generations as possible.



3. Have you ever had a relative or friend move so far away that you thought you would never see each other again? How did you feel when you found out the person was going to leave? Did you wish you could do something to keep the person from leaving? How did you feel after the person was gone?
4. An heirloom is something that is passed down from older generations of a family to younger generations. Do you have any family heirlooms? What are they? What special meaning do they have? Think ahead to a time when you might be a grandparent. What heirlooms would you like to leave to your grandchildren? What meaning would each item have for you?

PAGES 1 - 17 [Little, Brown and Company Paperback Edition]

Vocabulary: Use the diagram to help you 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. hogan | a. high and steep bank or cliff |
| 2. loom | b. threads that run up and down on a loom |
| 3. bluff | c. flat, polished stick used to separate threads in weaving |
| 4. warp | d. frame on which yarn or thread is woven into cloth |
| 5. weaving stick | e. hill with flat top and steep sides |
| 6. mesa | f. threads that run across on a loom |
| 7. weft | g. traditional Navajo home made of branches covered with earth |

-
1. It takes many hundreds of hours to weave a rug on a _____.
 2. The flat, steep-sided _____ looks almost like a table made of rock.
 3. Before weaving, the long _____ threads must be stretched from the top to the bottom of the loom.
 4. A skillful weaver can easily slip a _____ between the threads on a loom.